



BEHAVIOUR MANAGEMENT POLICY



School Vision, Mission, and Core Values

Our Vision

The Spanish School of Abu Dhabi offers a world-class education through an inspiring and culturally diverse learning environment.

Our Mission

Founded on the basis of strong cultural relations between Spain and the UAE, the Spanish School of Abu Dhabi is committed to providing quality education based on the Spanish curriculum. We believe a successful student is a happy child, and Spanish classes for kids are committed to providing a safe, positive, engaging and stimulating learning environment that prepares students to become life-long learners and global citizens.

Our Values

In fulfilling our mission and achieving our vision, we at the Spanish School of Abu Dhabi are guided by the following values:

- ★ Excellence
- ★ Respect
- ★ Honesty
- ★ Creativity
- ★ Ethics
- ★ Tolerance

“We believe a successful student is a happy child.”



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1. Introduction

This policy seeks to implement the vision and mission of The Spanish School of Abu Dhabi by preparing future leaders through creativity in the educational process. Also, by showing pride in Emirati and Spanish cultures, promoting the principles of good morals and practicing positive and outstanding behaviors. This policy has been written in accordance with the regulations from the student behavior management approved by the Ministry of Education in the United Arab Emirates.

2. Aims

The aim and purpose of this policy is:

- To build positive habits among students within the school.
- To promote and reward excellent behavior by applying the principles of promotion, encouragement, and care at all times.
- To create the appropriate educational and learning environment to enhance the principle of integrated formation based on equality.
- To reduce behavioral violations, inside and outside the school, by promoting a culture of mutual respect between all members of the community.
- To detail the practice for communicating with clarity to students and their Parents/Guardians the School's expectations of students' behaviour and how the school will deal with any misconduct.
- To provide a controlled reference that defines the rules, standards and procedures that must be applied to deal with students' behaviors.
- To set out the procedures in order to comply with the guidelines of the Abu Dhabi Education and Knowledge Department (ADEK).



3. Student's Code of Conduct

All students will:

- Commit to attendance and punctuality.
- Wear the proper school uniform, observing the general standards of dress code.
- Line up swiftly and in an orderly fashion.
- Follow the instructions of staff promptly.
- Remain within the school premises.
- Do their best all the time and keep trying to improve.
- Demonstrate a positive attitude to their studies.
- Complete homework on time and to the best of their ability.
- Respect their turn to speak and refrain from disrupting the learning of others.
- Behave responsibly, and in a manner that does not endanger the safety and welfare of themselves and others.
- Brush their teeth daily after lunch.
- Avoid bringing unhealthy food or snacks to school.
- Use adequate language and tone and restrain from using vulgar words.
- Be a positive role model to others by being courteous, kind and respectful to all members of the community.
- Take good care of their possessions.
- Respect and care for the facilities and property of others and of the school.
- Be honest and accept the consequences when their behaviour has not been up to standards.
- Show an understanding and appreciation of the UAE and Spanish values, customs, traditions, and other cultures of the world.



4. Enhance positive behaviour

Having a school where all students' behaviour is positive – inside and outside school – produces an environment where everyone prospers.

4.1 What is Positive Behaviour?

Positive Behaviour is demonstrated by students when:

- They naturally follow rules and routines and match realistic teacher expectations.
- They are motivated to learn and take a full part in school life.
- They value their strengths and attempt to build on them.
- They identify areas for development and work on them with perseverance.
- They respect themselves, their peers and the school community as a whole.
- They are able to stop and think before acting.
- They are willing to learn how to express and deal with their feelings appropriately.

4.2 Rewarding and reinforcing positive behaviour.

The Spanish School of Abu Dhabi uses strategies and frameworks that recognise, reward and reinforce positive behaviour.

At SSAD, our aim is to identify and celebrate the positive role models that we have in our school; in order to do that, we work with point systems, colour charts and other strategies. In our school, we celebrate students with outstanding behaviours at the end of every month and also, practice immediate reward techniques.



4.Sanctions

Sanctions will be determined collaboratively by the Homeroom Teacher and the Head of Studies, with the Inclusion Department providing intervention and support if necessary.

Level	Expected Behaviour	Sanction	Misconduct
1	- Respect UAE identity and culture - Come to the school every day and on time. - Respect, listen and support others. - Respect turns. - Listen, respect and follow teacher instructions - Complete homework regularly. - Respect others' possessions. - Wear the uniform every day. - Follow good hygiene practices. - Engaging in extracurricular learning opportunities. - Speaking politely and behaving courteously with others	Three verbal warning system during the same period. If a misbehaviour occurs following the third verbal warning: - Written warning - Incident recorded in Addition - Reflexion Room attendance: 1 day	- Repeatedly late to morning assembly. - Repeatedly late to classes. - Non-compliance with school uniforms. - Not following school rules. - Not bringing books/resources. - Sleeping or eating during class. - Failure to complete homework. - Misuse of digital devices. - Other similar misconduct.
2	- Maintain a positive and respectful attitude towards others, even after being warned. - Demonstrate integrity and respect towards school property and others' belongings. - Act kindly and value diversity and different abilities. - Comply with imposed sanctions and learn from them. - Show willingness to correct mistakes and improve behavior. - Deliver written warnings to parents or guardians as required.	Following the first verbal warning: - Written warning - Incident recorded in Addition - Reflexion Room attendance: number of days to be agreed by homeroom teacher, Social Worker. Decision to be communicated to the principal. - On site suspension: Temporarily suspension of the student up to 3 days and assigning the student supervised study assignments inside the school (with a notification to the parent).	- Absent without acceptable excuse. - Leaving the classroom without permission. - Misbehaving in the school bus. - Skipping mandatory school activities. - Inciting, threatening, or intimidating. - Contradicting ADEK Cultural Policy. - Using or distributing tobacco products. - Refusing inspection or to surrender banned items. - Causing minor damage to school or bus furniture - Taking out and/or using mobile phones at school - Verbally abusing or insulting any member of the school community (including visitors).



		The case goes to the Wellbeing Committee for discussion	
3	- Act safely and respectfully at all times - Maintain ethical and honest behavior - Follow school rules consistently and maintain appropriate behavior outside the classroom. - Respect others' privacy and dignity in all situations. - Contribute a safe environment for everyone. - Promoting a positive school image by advocating and acting as an ambassador	Immediate communication with parents/guardians to inform them about the incident and arrange a meeting with the Wellbeing Committee (Principal, Vice Principal, Head of Inclusion, Head of Studies and Social Worker) and homeroom teacher. - Written warning. - Incident recorded in Addition. Attendance to the Reflection Room and referral to Social Worker or counselor for individual intervention. - On site suspension - Off site suspension Immediately suspend the student of site until the end of the investigation with a notification to the parent. - Safeguarding if applicable. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student.	- Perpetrating major physical aggression to anyone within the school community. - Carrying out major threats or coercion to any member of the school community. - Committing forgery, falsification, or theft of any of the school documents. - Leaving school premises without authorisation. - Behaving against school's rules during an extended period of time. - Harassing peers in a serious and continuous manner. - Having or sharing pictures of anyone within the school community without permission, obtained by any means, could damage their image/private life or school's reputation. - Exchanging any inappropriate materials, such as letters or photos (printed or electronically). - Having in their possession any illegal substances or objects.
4	- Respect physical and emotional integrity. - Maintain the integrity of exams.	Offsite Suspension:	Misusing communication platforms.



	● Respect the school premises and properties at all times ● Respect political and social figures. ● Promote appropriate cultural ideas. ● Use digital systems legally.	Immediately suspend the student offsite until the end of the investigation with a notification to the parent. Immediately arrange a meeting with the Wellbeing Committee (Principal, Vice Principal, Head of Inclusion, Head of Studies and Social Worker) and homeroom teacher. ● Incident recorded in Addition ● Expulsion: Immediately suspend the student offsite until the end of the investigation with a notification to the parent. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student.	● Possessing or using weapons. ● Committing sexual assault or harassment. ● Assaulting others and causing injury. ● Premeditated theft or cover-up. ● Distributing unlawful media content. ● Leaking exam questions. ● Setting fire to school premises. ● Insulting UAE political or social figures. ● Possessing or distributing alcohol/drugs. ● Promoting culturally inappropriate ideas. ● Engaging in illegal digital activities. ● Trespassing on school property. ● Similar misconducts.
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6. Behaviour Management Committee

This committee is assigned to discuss the students' issues in terms of education and behavior, and to consider the measures that are taken to address the misconduct in accordance with the provisions of this policy and our Code of Conduct.

The committee meets weekly and is constituted by the following members:

- Principal as chairman/chairwoman.
- Social Worker as member and reporter.
- Head of the Inclusion Department.
- School's Head of Studies.



7. Everyone's responsibilities

7.1 Parents should:

- Support the School's behaviour policy.
- Ensure their child's regular attendance and punctuality.
- Justify any absence from school or tardiness.
- Ensure their child wears the correct school uniform and adheres to dress code.
- Have an open communication with school and share anything which may affect their child's behaviour/health.
- Attend, when possible and as agreed, educational and orientation meetings, workshops and events, whenever invited by the homeroom teacher or school administration.
- Provide a role model for their child and demonstrate courtesy and respect to all members of the school community.
- Praise their children's behaviour and work.
- Support their children with their homework.
- Collaborate with the school regarding discipline and management of behaviour.

7.2 Teaching staff should:

- Be a role model of positive behaviour in words and deeds.
- Observe and reinforce student's positive behaviour.
- Be consistent and fair.
- Listen to the students and follow up all students' complaints.
- Be alert to persistent problems and be aware of individual student's needs and employ appropriate strategies.
- Give meaningful praise and encouragement.
- Make sure students know what is expected of them.
- Familiarize with all procedures related to this policy and commit to apply them consistently.
- Always create a safe environment for all students.
- Cooperate and communicate with all parties concerned in order to support and enhance a positive environment.



- Receive complaints and grievances of parents and refer them to the school's behavior management committee.
- Adhere to UAE's values.

7.3 Management and administration staff should:

- Be a role model for the school community.
- Provide appropriate information and training to the school community to ensure the compliance of this policy.
- Develop and implement the school's behaviour management policy and related procedures.
- Ensure student opinions are taken into consideration.
- Participate and support the implementation of the individual educational plan for students of determination.
- Provide a safe, healthy and sound educational environment that supports the implementation of SSAD's regulations.
- Inform students and their guardians about the provisions of these regulations and any subsequent modifications or changes.
- Ensure that the school's system for encouraging and rewarding positive behavior works and it is implemented.

8. Physical punishment

According to ADEK's Private Schools Policy, any form of corporal punishment of students is strictly prohibited in all schools in the Emirate. While at school, students should feel secure from all types of physical punishment and abuse. Schools shall maintain an atmosphere of mutual respect, trust and courtesy between students, teachers, staff and administrators.



9. Appendixes

9.1 Breach of Code of Conduct notification.

BREACH OF CODE OF CONDUCT NOTIFICATION	
Student's name:	Date:
Grade:	Time:
Teacher/Member of the staff:	Teacher's signature:
Lesson/Period:	
For the following reason: ☐ Disrupting the class or the learning of others. ☐ Disrespecting others or refusing to follow teacher's instructions. ☐ Failing to complete homework regularly. ☐ Taking others' possessions without permission. ☐ Being rude, either verbally or physically. ☐ Encouraging or concealing behaviours against school's code of conduct. ☐ Using an electronic device in the school premises without the relevant authorisation. ☐ Reiteration of behaviours against school's code of conduct. ☐ Vandalising school property or the property of others. ☐ Threatening or bullying any member of the school community. ☐ Failing to comply with the sanctions imposed by a member of the staff. ☐ Minor aggression to anyone within the school community. ☐ Refusing to hand in or hide the written warnings to/from parents or guardians. ☐ Others:	
<u>MITIGATING circumstances</u> ☐ Lack of intention. ☐ Acknowledgement of misconduct. ☐ Willingness to amend their actions.	<u>AGGRAVATING circumstances</u> ☐ Intent. ☐ Reiteration. ☐ Misconduct carried out against a new member of the school community.



9.2 Self-reflection – finding solutions form

Student name:

Date:

Student class:

We all make mistakes; this is how we learn! When we make a mistake there are consequences that we have to deal with and also opportunities to make amends. When we learn from our mistakes we become better at problem-solving, which is a fantastic, useful life skill. Take time to think about what happened. Talk about the following questions with your parents/teacher and write down (or someone can help you write) your thoughts to help you learn how to solve the problem and do things better next time:

Which school rule did I break? Circle:

Everyone has the right to learn

Everyone has the right to learn and play in a safe environment
Everyone has the right to be treated with respect

Everything at the school – facilities and material – should be respected

What did I do?	How did my actions affect others?
What can I do differently next time?	

Student signature: Teacher signature:



Approved by:

Ms. Eva Sanchez

(SSAD School Principal)



Date of approval: February 2023

Updates & Review

	Date	Review type	Reviewed by
1	30th April 2024	Policy content	Social Worker
2	28th August 2024	Policy content (align with ADEK new guidelines)	Social Worker