"Every Child Matters"

Behaviour

&

Discipline Policy

Policy Information			
Review Date	August 2026	**Reviewed By**	Principal
Review Cycle	One Year	**Next Review**	August 2027
Author of Policy's Role	**Senior Leadership Team**		
Applicable to	All		
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1. INTRODUCTION

The Happy Home English School Behaviour and Discipline Policy is designed to establish a safe, respectful, disciplined, and positive learning environment that promotes academic achievement, personal responsibility, and mutual respect among all members of the school community.

This policy follows the principles of fairness, confidentiality, restorative practices, and age-appropriate disciplinary measures as guided by the regulations of the Sharjah Private Education Authority (SPEA).

The policy achieves the following objectives:

Promoting Positive Behaviour – By clearly articulating behavioural expectations and implementing appropriate recognition systems for exemplary conduct.

Ensuring Safety and Security – By addressing and managing disruptive, dangerous, or non-compliant behaviour promptly, consistently, and effectively.

Providing a Consistent and Fair Framework – By ensuring that all students understand the consequences of their actions and that disciplinary responses are applied equitably across all contexts.

Supporting Character Development – By guiding students toward sound character, enhanced social skills, and ethical decision-making through structured behavioural support.

The Happy Home English School Behaviour and Discipline Policy fosters active collaboration among school staff, parents, and guardians to address behavioural concerns and support holistic student development. The policy is subject to regular review and updating by designated school authorities to ensure alignment with current educational best practices and responsiveness to the evolving needs of the school community.

2. DEFINITIONS OF KEY TERMS

Term	Definition
Minor Infraction	Low-level disruptive behavior that does not threaten safety but violates classroom or school expectations (e.g., talking out of turn, minor uniform violation).
Major Infraction	Serious behaviour that threatens safety, causes harm, or significantly disrupts the learning environment (e.g., bullying, fighting, vandalism, cheating).
Positive Reinforcement	Recognition or reward given to encourage and reinforce desirable behaviour.
Restorative Practice	A strategy focused on repairing harm and rebuilding relationships rather than solely punishing wrongdoing.
Detention	A supervised period before, during, or after school where a student reflects on their behaviour.
Suspension	Temporary removal of a student from classes, either in-school (internal suspension) or out-of-school (external suspension).
Expulsion	Permanent removal of a student from Happy Home English School for severe or repeated misconduct.
Behavior Contract	A written agreement between the school, student, and parents outlining expected behaviours and consequences.

3. CLASSIFICATION OF STUDENT INFRACTIONS

A. Minor Infractions (Level 1 & Level 2)

Minor infractions are behaviours that disrupt the learning process or school environment but do not pose serious safety threats. These are generally managed by the class teacher, subject teacher, or supervisor.

3A.1 Disruption and Classroom Misconduct

- Talking during lessons
- Creating unnecessary noise
- Running in corridors
- Interrupting classroom learning
- Disturbing peers during instructional time

3A.2 Punctuality and Attendance Issues

- Arriving late to school
- Repeated lateness to lessons
- Leaving the classroom without permission
- Delayed return after break time

3A.3 Lack of Preparation

- Failure to bring textbooks, notebooks, stationery, or required materials
- Incomplete classroom readiness

3A.4 Uniform and Appearance Violations

- Failure to wear proper school uniform
- Failure to wear PE uniform on designated days
- Untidy appearance or inappropriate hairstyle
- Wearing accessories not permitted by school regulations

3A.5 Behavioural Manners

- Chewing gum during school hours
- Eating in classrooms without permission
- Littering within school premises
- Misuse of classroom furniture or materials

3A.6 Misuse of Technology

- Using mobile phones or electronic devices without authorization
- Playing games or accessing non-educational content during school hours
- Recording or photographing others without permission

3A.7 Academic Non-Compliance

- Failure to complete homework
- Failure to complete classwork
- Repeated lack of participation in assigned academic tasks

B. Major Infractions (Level 3 & Level 4)

Major infractions are serious violations that threaten the safety, wellbeing, dignity, or rights of others and may require intervention by the Head of Department, School Leadership, or external authorities when necessary.

3B.1 Violence and Physical Abuse

- Fighting
- Hitting, punching, kicking, or pushing
- Physical aggression toward staff or students
- Encouraging or participating in violent acts

3B.2 Bullying and Harassment

- Repeated bullying or intimidation
- Cyberbullying through social media or digital platforms
- Humiliation or public shaming of others
- Use of discriminatory language related to race, nationality, gender, religion, or disability

3B.3 Unauthorized Absence and Truancy

- Repeated absenteeism without valid reason
- Leaving school premises without authorization
- Extended or continuous unexplained absences

3B.4 Damage to Property

- Deliberate destruction of school property
- Vandalism
- Damage to another student's belongings
- Graffiti or misuse of school facilities

3B.5 Academic Misconduct

- Cheating during assessments or examinations
- Plagiarism
- Forgery of signatures or academic documents
- Sharing assessment content dishonestly

3B.6 Possession of Dangerous or Prohibited Items

- Weapons or sharp objects
- Fireworks or explosive materials
- Hazardous materials or substances
- Any item that threatens school safety

3B.7 Illegal Substance Abuse

- Possession, use, distribution, or sale of prohibited substances
- Smoking, vaping, or possession of tobacco-related products
- Being under the influence of prohibited substances

3B.8 Obscene or Inappropriate Behaviour

- Use of vulgar or offensive language
- Sharing inappropriate or explicit materials
- Actions that violate public morals or school values

3B.9 Severe Defiance, Threats, or Theft

- Threatening staff or students
- Refusal to follow school authority repeatedly
- Theft of school or personal property
- Extortion or coercion

4. STUDENT CODE OF CONDUCT

All students must adhere to the following eight rules:

1. **Courtesy and Respect** – No abusive language or misconduct on school premises or buses.
2. **Bullying** – Not tolerated in any form.
3. **Examination Integrity** – Unfair means is a violation of school rules.
4. **Care of Property** – Students must respect all school property.
5. **Punctuality** – Essential at all times.
6. **Mobile Phones** – Prohibited on campus.
7. **ID Cards** – Must be carried at all times, even off campus.

Consequences at a Glance

Rule	Minor Consequence	Major/Repeated Consequence
1. Courtesy & Respect	Verbal warning + reflection	Parent meeting + detention
2. Repeated Misconduct	Documentation	Suspension by Principal
3. Bullying	Zero tolerance – immediate referral	Suspension or expulsion
4. Unfair means in exams	Reduce marks on assessment + parent notification	Formal warning + possible suspension
5. Care of property	Verbal reminder + restitution	Detention + fine + parent meeting
6. Punctuality	Late entry note	Detention for repeated lateness
7. Mobile phones	Device confiscated (returned to parent)	Confiscation + detention
8. ID card	Reminder	Repeated violation: Call to parent

5. BEHAVIOURAL EXPECTATIONS

The Happy Home Code of Conduct requires all students to:

- **Be Respectful** – Polite speech, respect for property, dignity toward all.
- **Be Responsible** – Punctuality, preparedness, accountability.
- **Be Safe** – Follow safety instructions, report hazards.
- **Be Honest** – No cheating, lying, or stealing.

Additional Conduct Guidelines by Context

Context	Expectation
School Buses	Calm, respectful behavior; bus bans may be issued
Lesson Transitions	Quick, quiet movement; no lingering
Organized Trips	Behave as ambassadors of HHES; written parental consent required
Break Time	Leave classrooms; dispose of rubbish properly
Common Areas (library, labs, canteen, sports grounds, toilets)	Behave as in class; maintain hygiene
Moving Around School	Walk quietly and orderly

Unacceptable Behaviour (in line with MOE/SPEA regulations)

Using devices for non-educational purposes, talking during Salah, not following instructions, hurting others, disrupting class, shouting, leaving class without permission, disrespect, fighting, inappropriate language, rough play, throwing objects, bullying, vandalism, or any behaviour against UAE values.

6. BULLYING AND INTERPERSONAL ABUSE

- Zero tolerance for bullying and interpersonal abuse (verbal, physical, social, online).
- Examples: name-calling, rumors, physical aggression, exclusion, cyberbullying.
- Consequence: suspension or expulsion.
- Bystanders must report incidents immediately.
- Support provided to both victims and perpetrators.

7. BEHAVIOUR MANAGEMENT STRATEGIES

Positive Strategies

- Differentiated curriculum, timely greeting of students, data-driven lesson planning
- Restorative language, quiet individual discussion, verbal warnings (no shouting)
- Seating plans, referral to class teacher, parent meetings, counseling support

Staff Referral Route (if student does not respond)

Step	Responsible Person
1	Class / Subject Teacher
2	Discipline Committee Member
3	Head of Discipline
4	Supervisor
5	Vice Principal
6	Principal

8. POSITIVE REINFORCEMENT SYSTEM

Recognition Levels

Level	Method
Classroom	Verbal praise, stickers, "Star of the Week"
School	"Happy Home Hero" awards, honor roll, positive calls home
Term	Recognition assembly, leadership roles

House Points Reward Scheme

- House Points awarded for: expected behaviour, exceptional effort, improved behaviour, volunteering, perfect attendance, outstanding work.
- Winning House rewarded each term/year.
- Additional reinforcement: positive parent contacts, privileges to attend all activities.

9. DISCIPLINARY RESPONSE FRAMEWORK

Infraction Type	Consequence
Minor (first)	Verbal reminder, seat change, teacher-student conference
Minor (repeated 3–5 times)	Parent contact, 15–30 minute detention, reflection sheet, behaviour contract
Major	Referral to Head of Discipline, parent meeting within 24 hours, in-school suspension (1–3 days), formal warning, behaviour contract
Severe (violence, drugs, weapons, extreme bullying)	Out-of-school suspension pending investigation, parent conference, possible expulsion

10. ROLES AND RESPONSIBILITIES

Role	Responsibility
Principal	Overall implementation, final authority on expulsion, annual review
Head of Discipline	Oversee major infractions, maintain records, chair meetings
Teachers	Enforce rules, issue minor consequences, document incidents
Counselor	Intervention, conflict resolution, restorative practices
Parents	Reinforce expectations at home, attend meetings
Students	Follow code of conduct, accept responsibility

11. RECORD KEEPING AND CONSISTENCY

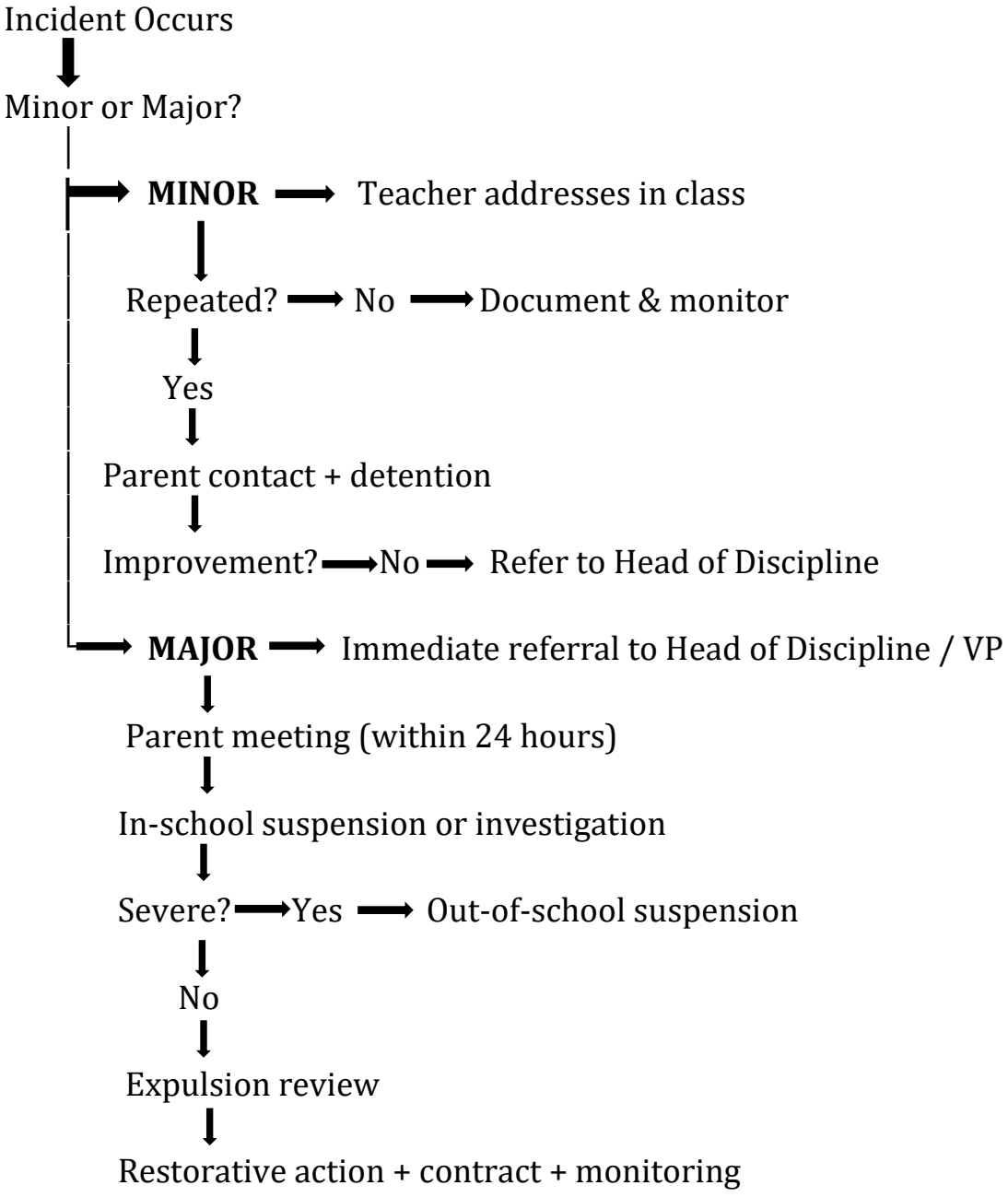
Record Keeping

- Central behaviour log maintained by Head of Discipline.
- All infractions, detentions, suspensions, and expulsions recorded.
- Confidential records stored securely for minimum three years after student departure.
- Standard Incident Report Form completed within 24 hours (includes date, nature of incident, actions taken, persons involved, follow-up).

Consistency

- Policy applied consistently regardless of gender, nationality, background, or ability.
- Deviations require written approval from Head of Discipline or VP with documented reasons.
- Termly consistency audits across all grade levels.
- Annual staff training on policy implementation mandatory.
- Parents may request access to their child's behaviour record under data protection policies.
- Reported inconsistencies investigated and addressed promptly.

12. BEHAVIOUR INCIDENT FLOW CHART



13. TEACHERS' GUIDELINES- SPEA-ALIGNED BEHAVIOUR MANAGEMENT

13.1 What Staff Need To Know

MINOR INFRACTIONS (Teacher-Managed):

- Document all stages (verbal warning -> parent contact -> detention -> referral)
- Use restorative reflection, not just punishment
- After 4+ minors, escalate to HOD for review

MAJOR INFRACTIONS (Leadership-Referral):

- Never handle alone - immediately refer to HOD/Principal
- Do not investigate without leadership present
- Preserve evidence (e.g., written statements, CCTV review by leadership)

13.2 SPEA COMPLIANCE MUST-KNOWS

Requirement	Staff Action
Maintain records	Log all incidents on school system
No collective punishment	Never punish whole class for one student
Age-appropriate consequences	Differentiate for KG, Primary, Secondary
Wellbeing integration	Refer to counselor for repeated infractions
SPEA reporting	Only leadership submits SPEA-mandated reports

13.3 RESTORATIVE PRACTICES SCRIPT (Use with students)

1. "What happened?"
2. "How did it affect others?"
3. "What needs to happen to make it right?"
4. "What will you do differently next time?"

13.4 RED FLAGS FOR IMMEDIATE LEADERSHIP REFERRAL

- Any physical violence or weapon
- Bullying (especially cyber-bullying)
- Theft or vandalism
- Substance-related incidents
- Severe defiance or threats
- Truancy (10+ consecutive days)

13.5 PROHIBITED ACTIONS (SPEA & MoE)

- Corporal punishment (any form)
- Verbal abuse or humiliation of students
- Denying bathroom breaks or food
- Locking students in rooms
- Collective punishment

13.6 DOCUMENTATION CHECKLIST

- Date and time of incident
- Student name and grade
- Description of behavior (factual, not subjective)
- Witness names (if any)
- Action taken
- Parent notification date and method
- Follow-up plan

14.DUE PROCESS AND STUDENT RIGHTS

- **Right to Be Heard** – Student explanation before major disciplinary action.
- **Parent Notification** – Written or phone notification for suspension, expulsion, or repeated detention.
- **Appeal Process** – Parents may appeal suspension (5+ days) or expulsion in writing within 5 school days; Principal responds within 10 school days.

15. MONITORING, REVIEW, AND COMPLIANCE

Review Type	Frequency	Responsible Body
Annual Review	August	Principal
Consistency Audit	Termly	Head of Discipline
Stakeholder Feedback	June	Parent-Teacher Council + Student Council

Next Review: August 2027

16. APPROVAL

Approved By	Date	Effective From
Principal	August 2026	
Representative of The Director	2026	

Principal Signature: _____

School Board Chair Signature: _____