



NADEEN
SCHOOL
BAHRAIN

Behaviour Policy

Vision and Mission

We are a child-centred, inclusive and diverse family with a shared love of learning. Our mission is to provide a caring, nurturing and empowering environment in which all children can learn and thrive. Our children and team have the skills and mindset to:

- think, explore and grow
- celebrate and respect ourselves and the people around us
- be compassionate and have a positive impact on the world

Behaviour Policy

Preface to this Policy: The school must follow Decree 99/2017 which addresses Discipline Regulations in Government and Private Schools. While the school has authority to create its own behaviour policy it is not permitted to negate any portion of the decree. The school has worked to retain its own ethos and approach to behaviour while fully complying with the Decree and the article contained therein.

According to Ministerial decree, the school has a Behaviour Committee. The committee comprises the Headteacher, Deputy Heads, Phase Leader of the appropriate class, and the School Administrator. Class, subject, and specialist teachers, along with class assistants and administration staff all work together to ensure that this policy is followed.

See Appendix 2 for full details.

Purpose

- To instil positive values and behaviour among students which can be filtered into the wider community and making a positive contribution to the world in future life
- To create an atmosphere of mutual caring and respect within our community
- The policy is designed to support the way in which all members of the school can work together in a supportive way
- To maintain standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility (see Nadeen School's Anti-Bullying Policy)
- To make clear to the whole school community of the school's expectations of students' behaviour and how Nadeen School deals with any misconduct

Reinforcing positive student behaviour

We believe that good attendance is key to children becoming part of the Nadeen community and embodying the traits we nurture in Nadeen students - see our Attendance Policy. We will utilise strategies and frameworks that recognise, reward and reinforce positive behaviour. Nadeen School consider the following important factors for promoting the values of a Nadeen student:

- **Heritage and culture:** a sense of the behavioural values and principles that address Bahrain's culture and traditions
- **Positive school environment:** a school environment that is welcoming, caring, safe, enriching, professional and respectful
- **Special Educational Needs:** some children may present behaviour that is associated with a specific SEN or pastoral barrier and it is our duty to respond to these accordingly on an individual basis
- **Age and Cognitive Development:** shape and manage student behaviour appropriately based on age and cognitive development.

In developing the whole child

- we develop self-esteem by valuing every individual's contribution in all aspects of school life to develop self-esteem
- we recognise that engaging teaching and learning actively involves students and meeting individual needs promotes positive behaviour
- we aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others
- children are actively involved in taking responsibility for and managing their own behaviour
- we celebrate positive behaviour
- we recognise the importance of working in partnership with all stakeholders (families and external agencies where necessary) to develop the positive
- we believe that disputes and conflicts should be resolved with communication as physical retaliation is unacceptable
- we mentor and support children to develop appropriate resolution strategies
- we act as role models for our students

Rules and procedures should

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- be adhered to by all and promote the idea that every member of the school has responsibilities towards the whole

Students are expected to

- Comply with all school rules and follow instructions as a matter of courtesy
- Behave responsibly and not endanger the safety and welfare of others or self.
- Care for the facilities and property of the school and of others.

- Arrive at school and lessons on time and justify any lateness and absences (please see our Attendance and Punctuality Policy).
- Work in collaboration with others to promote a positive school community image.
- Demonstrate a positive attitude and apply the very best effort toward learning.
- Behave responsibly so as not to disrupt the classroom or the learning of others.
- Show respect to all members of the school community, and parents/guardians and other members of the local community.

The above can be encapsulated in our 4 Golden Rules.

- Be kind, respectful and responsible
- Be ready to learn
- Keep myself and others safe
- Always try my best

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour. These consequences characterised by certain features:

- it must be clear why the consequence is being applied
- it must be made clear what changes in behaviour are required
- it should be the behaviour rather than the person that is addressed
- the consequence is matched to the individual child and behaviour

See appendix 1 for behavioural procedures.

Exclusion and Suspensions

Nadeen School operates within the context of, and adheres to, Decree No 99/ م ١٤٣ / concerning students' discipline regulations for Government & Private Schools. See Appendix 2 for full details.

Roles and Responsibilities

All adults and children in the school community embody the motto of 'Small School, Big Family', they

- have a responsibility to model high standards of behaviour at all times
- create a positive climate with realistic expectations
- appreciate and value the efforts and contribution of all
- promote our expectations through example, honesty and courtesy
- support a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, religion, ability and disability

All adults in the school should build positive relationships, built on pastoral care and understanding of the individual child.

The School's Senior Leadership Team (SLT) has overall responsibility for monitoring consistency of implementation of this policy and working with all the stakeholders to ensure appropriate standards are maintained throughout the school.

School Governing Body

All policies developed by Nadeen School to ensure the effective leadership of school business are presented to the school governing body for discussion and approval. The policies are formally adopted by the governors for implementation by the school management. Policies are reviewed periodically, usually every 2-4 years depending upon the nature of the policy, changes in the school approach or the impact of regulatory change.

Standard operating procedures relating to the effective execution of the policy are developed by the school management and are implemented as part of the standard function of the school and do not require governor ratification.

Review:

Written by:	Elaine Brenann
Draft Date:	January 2022
Reviewed by:	Benjamin Humphreys
Approved by Board of Governors:	Shanee Puri
Indicative Review Date:	January 2023

Appendices

Appendix 1 - Behavioural Procedures

Appendix 2 - **Decree No 99/ 2017 / نعم** Students' Discipline Regulations For Government & Private Schools

Appendix 3 - Behaviour Log

Appendix 4 - Incident Report

Appendix 1

Behavioural Procedures

Establishing consistent behaviour:

- Teacher, assistant and pupils have discussion at beginning of the school year to establish positive behaviour.
- Behaviour rules are shared with the pupils and are displayed clearly in class.
- Pupils are repeatedly reminded of the behaviour rules and discussions about rules regularly take place.

*Once you have discussed appropriate behaviour, you **MUST** be consistent with your behaviour management.

What happens if rules are not followed?

Teacher's role:

- Reflect on your behaviour management and that of your assistant
- Reflect on planning. Is the pupil fully engaged? If not, why not?
- Discussions between specialist teachers and class teachers about pupil's behaviour.
- Examine ways to support the child. These may include:
 1. Adapted curriculum
 2. In class support
 3. Consistent home-school dialogue and relationships
 4. Help from colleagues e.g. ideas for interventions; classroom observations etc
 5. Senior leadership involvement
 6. Pastoral leader's involvement
 7. Learning support - after discussion with SLT

8. External agencies - after discussion with SLT
9. Case conference with all adults involved with child -after discussion with SLT
10. Behaviour modification programme -after discussion with SLT

Classroom management and sanctions procedure to be followed in order, if possible:

1. Positive reinforcement of pupils behaving appropriately
2. Non-verbal cues: a look; a gesture; a tap on the desk; moving to close proximity of pupil etc
3. Gentle, positive verbal reminder of expectations- referring to behaviour rules
4. Moving child quietly from situation to have a reinforcing “chat” referring to behaviour rules and outlining sanctions. This can be the teacher or the assistant. The pupil has now been spoken to twice - any sanction that has been discussed **MUST** be followed through on.

If behaviour is considered dangerous to others or serious, then you may choose to move straight to point 4 or bring the pupil to SLT.

Possible sanctions (these will vary from child to child and will be dependent on nature of behaviour and actions):

To be carried out by teacher:

- Moving child from immediate vicinity e.g moving to “quiet table”, moving to a different group, working independently instead of in group
- Allowing pupil time to reflect on behaviour and discuss with teacher or assistant
- Timeout (approx. 1 minute maximum for each year of child’s age), the timing of which can be at the teacher’s discretion
- Missing privileges
- Taking away role of responsibility
- Discuss with parents
- Recorded on behaviour tracking log
- Visit to phase leader or pastoral leader
- Visit to SLT

To be carried out after discussion with SLT:

- Formal discussion with parents by teacher and SLT to ensure agreement on future strategies.

- Incident report needs to be completed by teacher or assistant and handed to SLT and to be kept on the student's records
- Further sanctions may be necessary and are case dependent and could include working away from the group, being taken home early to reflect on actions with parents, missing school or school events if the child is going to be putting themselves or others at risk.
- The school will provide support for the student with a clear explanation, with reasons, of the changes in behaviour that are required of the student by the school.
- The school will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behaviour.

What must not happen:

- Sanctions not carried out, once they have been discussed
- Repeated reminders of expectations - we need to remind a pupil twice
- Public ridicule or reprimands
- Private ridicule
- Shouting
- Disrespectful behaviour management
- Child being sent out of the classroom unaccompanied
- Whole playtimes missed without discussion with SLT
- Missing specialist subjects such as P.E, Music etc.

Continuing behavioural problems:

In the rare cases when the above procedures do not work, further resolutions could include:

- Have a detailed discussion with the parents, Pastoral Leader and class teacher
- Call a case meeting with all adults, in the school, involved with the pupil
- Involve an outside agency to work with the school and family, if required e.g. behavioural therapist or clinical psychologist.
- One to one in class support for the child
- Support for family and child from the school
- Support and training for staff from leadership team and external consultant where necessary
- Regular meetings with SLT to include all involved parents and staff
- Monitoring and mentoring programme for the child
- Admitted onto the Unique Child programme

Once we have gone through the appropriate internal behaviour procedures we will refer the case to the Ministry of Education and act in accordance with Decree No 99/ 2017 / م ع ن م concerning students' discipline regulations for Government & Private Schools.

Appendix 2

9th February 2017

Decree No 99/ 2017 / م ع ن م

Students' Discipline Regulations
For Government & Private Schools

Minister of Education:

After perusal of the Legislative Decree No. 25 of 1998 regarding Private Educational and Training institutions.

And as per to law No. 27 of 2005 regarding education.

And Decree No. 29 of 2006 regarding reorganising Ministry of Education and its amendments.

And Ministerial Decision No. 133/ 2002 / م ع ن م regarding Schools' discipline regulations for Junior and Senior Schools and its amendments.

And Ministerial Decision No. 2692/ 2010 / م ع ن م regarding students' discipline regulations for primary schools and based on the undersecretary for Education and Curricula

Upon the submission of the Undersecretary for Education and Curricula

Decided the following:

Article 1.

Government and Private schools should abide Students' discipline regulations for all school levels.

Article 2.

Repealed law No. (133/2002/ م ع ن م) on school discipline regulation for both Junior and Senior Schools, and repealed law No. (2692/ 2010 / م ع ن م) regarding students'

discipline regulations for Primary school, and repealed every provision that contradict Regulations accompanying this decision.

Article 3.

The Undersecretary of Education and Curriculum and concerned persons - each that concerns him- implement this decision's regulations and to abide by it from the next day of publication in the official gazette.

Minister of Education

Dr. Majed Bin Ali Al Noaimi

Date of issue: 5th February 2017

Students' Discipline Regulations for All Academic Levels in Government and Private Schools

Article 1:

Glossaries

Ministry: Ministry of Education

Competent authority: Educational management for the level which students study in.

School: each educational institution government or private.

Student: Any student in government and private school.

Students' discipline committee: Formed committee in each school under this decree.

Additional work assigned to the offending student: work that are intended to discipline and direct students, which commensurate with students age and ability and does not affect his dignity as following:

- a. Contribution in organizing learning and educational materials in Learning resources centre.
- b. Contributing to the care of school environment.

Article 2:

Range of applying regulations

The provisions of this regulation shall apply to students of all academic levels in government and private schools, on violations committed by them inside the school or during trips, events and activities organised by the school or the Ministry and also apply to violations happens on school buses.

Private schools may add what it deems appropriate for their conditions of the other provisions, but not inconsistent with provisions of this regulation, and after approval from competent authority in Ministry.

Article 3:

The objectives of Regulation

This regulation aim to achieve self-discipline among students at all academic levels in government and private schools through the following:

1. Provide a safe educational environment in which to achieve compliance with moral values and school systems.
2. Respect all laws, rules and regulations in conducting an educational process to form educated and creative generations that are adheres to their Bahraini identity and take pride of their positive citizenship.
3. Enable specialists in school administration and teachers to handle students' behavioural problems in an educational manner.
4. Identify behavioural irregularities and guideway processors to provide a safe educational environment.

Article 4:

Controls should be taken in count when dealing with violations

Consider the following:

- Student's age, educational level and his growth and intellectual level.
- Nature of violation and the size of the damaged caused and circumstances when violation committed.

- The student's academic and behaviour record.
- If the student with special needs.

Article 5:

Dealing with violations

- **Firstly: First category violation and dealing with them.**

Violations:

1. Start the school day late.
2. Attending the school morning assembly late.
3. Not participating in morning assembly.
4. Late to attend the school periods.
5. Entering and leaving classroom during school periods without permission.
6. Absence some school periods during the school day.
7. Being absent from school.
8. Not submitting homework as requested.
9. Not bringing to school the needed books and stationery.
10. Not committing to wear school and PE uniform.
11. Failure in keeping the school clean.
12. Bringing personal mobile phones, electronic games and other devices without prior permission from the school management.

Resolving violations

1. Guide and direct students by specialists and counsellor in school.
2. Verbal warning.
3. Written warning.

4. Notify and call student's guardian regarding his behaviour and take a written pledge on student and the guardian in case student repeat the offense.
5. Assign work with educational nature to student in order to evaluate behaviour.
6. Temporary suspension of participating in student activities, events and school trips for a period of time the school set.

Secondly: Second category violations and dealing with them.

Violations:

1. Breach of laws, regulations, decisions and school systems and instructions issued from school management.
2. Student offending his peers, school faculty and administration and other members of staff.
3. Create chaos or rioting inside the school campus or on school busses or during school and ministry activities.
4. Spread rumours and lies that can negatively affect school community.
5. Escape from school during the school day.
6. Attend any behaviour that can affect the school environment and distortion it.
7. Misuse school equipment and facilities.
8. Coming up with any behaviour that outraged the modesty or general morals.
9. Smoking and possession any of its material and tools or promote and encourage on it.

Resolve violations

1. Notify and call student's guardian regarding his behaviour and take a written pledge on student and the guardian in case student repeat the offense.
2. Assign work with educational nature to student in order to evaluate behaviour.
3. Temporary suspension of participating in student activities, events and school trips for a period of time the school set.
4. deprived of attending school with permission to submit exams, for between:

- One school day to one week.
 - 10 school days to a school term
 - A school term to one school year.
5. Refer student to students' services directorate to look into his case and for recommendations deems appropriate.

Thirdly: Third category violations and dealing with them.

Violations:

1. Verbal, symbolic or physical abuse against students or faculty and administration staff members.
2. Partial or full damage of building facilities or public properties of school like, equipment, laboratories, or tampered with, steal or incitement to any of them.
3. Partial or full damage of school buses or misuse or violate others inside or outside the buses in any way or incitement to any of them.
4. Attend any behaviour that would obstruct the educational process, like not attending classes or incitement to this inside or outside the school.
5. Do any behaviour that would obstruct the educational process and its regulations, like to refrain from attending classes or to incitement to from inside or outside the school.
6. Videotaping or voice recording of his peers or faculty and administration members of staff, publication of those images and recordings by any means without a written permission from school management.
7. Publication or possession of pornographic material of any form, display, promote or distribute.
8. Sexual harassment, assault, sexual relations or promoting and incitement to.
9. Possession, distributing, promoting of weapons in all types and sharp materials, or any dangerous material that threatened school environment and student's safety.
10. Consumption of prohibitions inside school, especially alcohol, drugs and any other Psychotropic Substances.

11. If a student is impersonating another student or allowing someone else to impersonate him or his guardian in order to violate regulations and school systems.
12. Cheating, or promote and incitement on it.
13. Assaulting religions, rioting, Stir sectarian strife or sectarian strife.
14. Refrain from participating in sports, scientific, artistic competition that the Ministry has qualified him for.
15. Assaulting government bodies and authorities in any form and mean.
16. Assaulting national symbols, Flag or national anthem and emblem and to the Kingdom of Bahrain.
17. Falsification of school and ministry official documents.
18. Crowding in front of the school, or the Ministry or any of its buildings to practice riot or create chaos and disturb and prevent students and staff from attending school to study and work.
19. Obstruction of education process or disturbing public order or incitement on it.
20. Commit any of the following violations related to the use of computer and employ information of the Ministry or School.
 - Not following required procedure for using computers, information technology and internet.
 - Using computers and internet in areas are not allowed.
 - Copy and distribute school's data.
 - Access the computer system using password and user name of someone else.
 - Disclosure of passwords.
 - Use of software tools or devices intended or designed to penetrate information network or information technology devices or selling such programs, tools or devices and make them more accessible such as decoders programs.

- Use of software, tools and hardware that can be sold, distributed or displayed or made available to disable, and delay internet and information technology media.
- Change, damage or destroy software, data or electronic information used or stored in those media.
- Publication of information on internet that belongs to Ministry network or affect public order and general morals.
- Download any program or electronic games on devices without school's permission.
- Destroy or stop antiviruses or any other protection programs installed on computer devices.
- Spreading and distributing data and personal information of others or trade them with other parties.

Resolving violations

1. Notify and call student's guardian regarding his behaviour and take a written pledge on student and the guardian in case student repeat the offense.
2. Assign work with educational nature to student in order to evaluate behaviour.
3. Deprive student from using school bus for a period of time set by the students' discipline committee as per to the violation and not to exceed one term.
4. Deprive student from using free school transportation from a month up to one school year as per to the violation.
5. Deprive students from school from 10 days up to one school year as per to the violation with allowing student to attend and submit exams only.
6. Final suspension of students who exceed commitment stage.

Article 6

Specialist/ Jury? To look into First category violations

The competent school management should investigate first category violations and apply needed resolving regarding it.

Article 7

Forming students discipline committee

1. School principal or whoever is in charge of his affairs should form a student's discipline committee at the beginning of each school year. Under his chairmanship and membership of four members from administrative and educational faculty. To investigate in behaviour violations from both second and third violations and rise recommendation to respective educational management.
2. In all ways the ministry should assign any of its employees to join the committee and investigation.

Article 8

Refer to students' discipline committee

Student will be referred to students' discipline committee as per to written permission from School principal or whoever in charge of his affairs or by specialist authority in Ministry.

Appendix 3

Behaviour Log



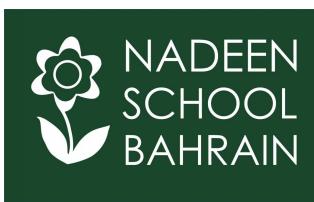
Nadeen School Behaviour Log

Name: _____
 D.O.B.: _____

Date and time of incident	Incident details (location, staff involved, children involved)	Brief report of incident <i>(use incident form for more detail if required)</i>	Outcome	Parents informed (Y/N)

Appendix 4

Incident Report



Incident Report

<u>Name and class of pupils involved:</u>	<u>Name of staff member reporting:</u>	<u>Staff member's position:</u>	<u>Date, time and location of incident:</u>
<u>Details of incident:</u>			
<u>Immediate actions taken:</u>			
<u>Follow up actions required:</u>			



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Any other notes:

Signed (member of staff reporting incident):

Signed (member of Senior Leadership Team):