

Student Behavior Policy

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Ajyal International School – Al Falah

Student Behavior Policy

1. Purpose

The purpose of this Student Behavior Policy is to ensure that Ajyal Al Falah Private School provides a safe, orderly, and positive learning environment where students can flourish academically, socially, and emotionally. The school recognizes its responsibility to establish clear expectations for student behavior that reflect the values of the UAE and align with ADEK regulations. This policy aims to guide students toward demonstrating respect, responsibility, honesty, and kindness in all situations. It also sets out the school's commitment to proactively teach positive behavior, prevent misconduct, and intervene effectively when behavioral challenges arise. Through consistent communication and collaboration between the school, parents, and students, Ajyal strives to maintain a respectful and productive school community.

2. Scope

This policy applies to all students enrolled at Ajyal Al Falah Private School from Kindergarten through Grade 12. The expectations outlined in this document extend to all learning environments, including classrooms, corridors, school grounds, buses, school-sponsored trips, extracurricular activities, competitions, and any offsite events where students represent the school. The policy additionally covers digital behavior related to school activities, including communication on learning platforms such as ClassDojo and Google Classroom, as well as student conduct on social media when it affects the school or its community. All staff members are responsible for applying this policy consistently, and parents are expected to support the school in reinforcing these behavioral expectations at home.

3. Definitions

For consistency and clarity, Ajyal Al Falah adopts all behavioral definitions provided by ADEK. These include definitions related to absence, behaviors of concern, bullying, misconduct levels, positive behavior, positive handling, and the Tiered Model of Support for students requiring additional intervention. The term “parent” refers to any legal guardian responsible for the child. Bullying includes all forms of repeated aggression—physical, verbal, social, or online—where an imbalance of power exists. Misconduct is defined as any behavior that contradicts the school’s expectations or the Student Code of Conduct. Behaviors of concern refer to any noticeable changes in a student’s actions that may affect their wellbeing or the safety of others. These definitions ensure clarity and consistency across the school community and guide all behavior-related decision-making.

4. Positive Behavior Model

Ajyal Al Falah adopts a holistic Positive Behavior Model that promotes respect, responsibility, cultural values, and social–emotional growth. The school is committed to maintaining a welcoming, caring, and inclusive atmosphere where all students feel safe and respected. Teachers actively guide students in developing self-management, emotional regulation, cooperation, and empathy. Daily routines and schoolwide systems reinforce productive habits and positive relationships. Staff members receive ongoing training to ensure they can manage behavior effectively and respectfully. Parents are considered key partners in supporting positive behavior; therefore, the school communicates expectations regularly and encourages families to reinforce them at home. The school also uses proactive strategies to identify students who may be struggling behaviorally and provides early intervention to prevent escalation.

5. Promoting Positive Behavior Through the Student Code of Conduct

The Student Code of Conduct outlines the standards expected from every student at Ajyal Al Falah. Students are expected to act respectfully toward staff, peers, and visitors; protect school property; behave safely; and uphold the values of the UAE. They are required to demonstrate academic integrity by attending classes on time, completing assignments, engaging positively in learning, and behaving in ways that do not disrupt others. Respectful communication, consideration for others, and maintaining

proper appearance according to the school dress code are essential parts of positive behavior. Students are also expected to act responsibly during school trips, events, online interactions, and any situation where they represent the school. These expectations help ensure a productive and respectful environment that supports the success and wellbeing of the entire school community.

6. Misconduct Policy and Procedures

Ajjal Al Falah Private School follows ADEK's framework for managing student misconduct and applies a clear, fair, and consistent process whenever behavioral concerns arise. The school categorizes misconduct according to the levels defined by ADEK; however, the detailed internal procedures for handling these behaviors are outlined exclusively in the school's *Behavior Protocol*, which serves as the single official appendix to this policy. The school prioritizes guidance, counseling, and constructive dialogue before imposing any disciplinary action, ensuring that every student is given opportunities to understand their behavior and correct it. When disciplinary measures are required, the school follows ADEK's staged approach, which may involve verbal warnings, written notifications, parent meetings, behavioral undertakings, or suspensions as appropriate to the severity of the behavior. All major cases are reviewed by the Behavioral Management Committee to guarantee fairness, appropriate documentation, and alignment with ADEK requirements. For students with additional learning needs, the Head of Inclusion is consulted to ensure that the student's individualized needs are considered in all decisions. All actions taken are documented and communicated to parents in a transparent and confidential manner. The internal Behavior Protocol provides staff with the necessary steps, procedures, and communication formats to ensure consistent handling of all behavioral incidents.

7. Bullying Prevention

Ajjal Al Falah is committed to preventing all forms of bullying and follows the national policies for bullying and cyberbullying prevention. The school educates students and staff on recognizing bullying behaviors and understanding the importance of speaking up when bullying is observed or experienced. Clear procedures are in place for reporting concerns, and all cases are investigated promptly, sensitively, and confidentially. Victims of bullying receive appropriate emotional and academic

support, while students who engage in bullying behaviors are provided with corrective guidance and consequences in accordance with Appendix No. 1. The school also promotes a culture of kindness, empathy, and respect through assemblies, awareness campaigns, and class activities that reinforce positive peer relationships.

8. Absence and Attendance

The school monitors student attendance closely and identifies students who exhibit concerning absence patterns, in line with ADEK's Student Administrative Affairs Policy. When a student's absence rate becomes significant, the school evaluates whether the student may be at risk academically or socially. In such cases, parents are contacted, and the school may implement intervention steps such as counseling, meetings, support plans, or referrals to the Educational Risk Team. Absence concerns may also indicate potential cases of neglect, in which case the school follows ADEK's Child Protection Policy procedures. Attendance is essential for academic success, and the school expects all parents to support consistent and punctual attendance.

9. Support and Interventions

Ajyal Al Falah provides structured support for students who demonstrate behavioral challenges or patterns of concern. Using a tiered model aligned with ADEK's Inclusion and Educational Risk Policies, the school first provides classroom-based support, guidance, and monitoring. When needed, students receive targeted interventions such as counseling sessions, behavior improvement plans, or regular check-ins with the social worker or counselor. In more complex cases, the school may refer the student to external specialists for long-term or intensive intervention. Throughout the process, the school maintains communication with parents, monitors progress, and ensures that behavioral support does not replace services required for additional learning needs established in the student's DLP.

10. Searching, Screening, and Confiscation

To ensure the safety of the school community, the Principal or designated staff members may search a student's belongings if there is reasonable concern that the student possesses prohibited, harmful, or illegal items. Confiscation is permitted when students bring items that violate school rules or pose

risks to safety. The school may also use screening tools such as metal detectors when necessary.

All actions are carried out respectfully, with minimal intrusion, and are documented in accordance with ADEK regulations.

11. Records and Confidentiality

The school maintains comprehensive records of behavioral incidents, interventions, meetings, warnings, and disciplinary actions. These records help the school monitor patterns, ensure consistent responses, and support students effectively. All behavioral information is treated with strict confidentiality and is shared only with relevant staff members or authorities when necessary. Behavioral records are submitted to ADEK when required, especially in cases of Level 2, 3, and 4 misconduct, ensuring transparency and compliance.

12. Appeals Process

Parents have the right to appeal decisions related to suspension or expulsion. Appeals must be submitted within the timelines required by ADEK. Suspension appeals must be filed within one working day, and expulsion appeals within ten working days. An Appeals Committee, separate from the Behavioral Management Committee, reviews the case objectively and issues a final decision within the required ADEK timeframe. If parents disagree with the school's final decision or if the school does not respond within the specified time, they may escalate the case to ADEK for further review.

13. Communication of Policy

Ajyal Al Falah ensures that this Student Behavior Policy is communicated clearly to the entire school community. The policy is published on the school website, included in the Parent Handbook and Staff Handbook, and discussed with parents during student registration. Teachers review the policy annually and integrate its principles into classroom routines and expectations. Parents acknowledge the policy as part of the Parent–School Agreement.

14. Annual Review

This policy is reviewed every academic year to evaluate its effectiveness and ensure alignment with ADEK updates and school needs. The review process considers data on behavioral incidents, feedback from staff, students, and parents, and any new directives from ADEK. Adjustments are made as necessary to ensure the policy continues to support a positive and safe school environment.

15. References

This Student Behavior Policy for Ajyal Al Falah Private School has been developed in alignment with the official regulations and frameworks issued by the Abu Dhabi Department of Education and Knowledge (ADEK), the Ministry of Education (MoE), and the relevant UAE federal laws. The following documents were used as primary references:

1. Abu Dhabi Department of Education and Knowledge (ADEK).
ADEK School Student Behavior Policy, Version 1.2, September 2025.
2. Ministry of Education (MoE).
Ministerial Resolution No. (851) of 2018 Concerning the Regulations for Managing Student Behavior in Public Education Institutions.
3. Ministry of Education (MoE).
Ministerial Resolution No. (645) of 2020 on the Policy of Preventing Bullying in Private and Public Schools that Follow the Ministry's Curriculum.
4. Ministry of Education (MoE).
Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions.
5. Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema).

6. Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments.
7. DAA Child Protection Committee (2024).
Handling Student Maltreatment Concerns within Educational Institutions.
8. ADEK Student Administrative Affairs Policy.
9. ADEK Inclusion Policy.
10. ADEK Educational Risk Policy.
11. ADEK Student Mental Health Policy.
12. ADEK Extracurricular Activities and Events Policy.
13. ADEK Values and Ethics Policy.