

Al Ittihad National Private School Al-Ain



Student Behavior Policy

AY 2025-2026

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I. Introduction

At Al Ittihad National Private School – Al Ain (INPSAA), we believe that a positive, respectful, and safe school environment is essential for effective learning and personal growth. We are committed to fostering a community in which students are guided to act responsibly, respect others, and reflect the cultural and moral values of the United Arab Emirates.

This policy outlines our school's framework for maintaining positive student behavior, addressing misconduct, and promoting an atmosphere of mutual respect and accountability. It ensures that all students learn in a secure and encouraging environment, enabling them to become active, responsible, and compassionate members of society.

II. Student Behavior

2.1 Purpose

The purpose of this policy is to:

- **Promote a positive school culture** that encourages appropriate behavior and respect for others.
- **Define clear expectations** for student conduct through a unified Code of Conduct applicable to all students.
- **Prevent and address bullying** by maintaining a proactive and responsive school-wide approach.
- **Support students who face behavioral challenges** through intervention strategies that promote personal improvement and accountability.
- **Provide a structured response to misconduct** through a transparent, staged process that ensures fairness and consistency.

2.2 Key Definitions

- **Absence**
A student's nonattendance from school or class for any portion of the school day.
- **Absence Rate**
The percentage of missed school days calculated according to the official school calendar. For students joining mid-year, the rate is determined from their enrollment date.
- **Additional Learning Needs (ALN)**
Refers to students who require modifications, accommodations, or additional support to access learning effectively. This may include students of determination, those with special educational needs, or those facing temporary barriers such as illness or emotional distress.
- **ADEK Wellbeing Framework**
collection of policies and standards issued by ADEK to ensure holistic wellbeing and safety in schools, including guidelines for inclusion, health and safety, safeguarding, digital conduct, and student behavior.
- **Behaviors of Concern**
Any observable change in a student's behavior that may negatively impact their learning, safety, or wellbeing or that of others. This includes any recurring pattern of conduct that disrupts a safe and respectful learning environment or poses risk to self or peers.
- **Bullying**
A repeated, intentional act of physical, verbal, social, or cyber aggression involving a power imbalance. Bullying can cause emotional or physical harm and may occur in person or online. INPSAA follows the Ministry of Education's *National Framework for the Prevention of Bullying* and applies a zero-tolerance policy toward all forms of bullying.
- **Code of Conduct**
The set of expectations, rights, and responsibilities that guide student behavior at INPSAA, both within the school and during any school-related activities. It defines what constitutes positive conduct and identifies unacceptable behaviors.

- **Documented Learning Plan (DLP)**
An individualized plan developed collaboratively between the school, parents, and the student (where appropriate) to address specific learning or behavioral needs. DLPs may include Individual Education Plans (IEP), Behavior Support Plans (BSP), or similar personalized frameworks.
- **Extracurricular Activities**
School-sponsored programs and events that take place outside the regular academic schedule and contribute to the holistic development of students. These may include sports, arts, community service, and cultural programs.
- **Misconduct**
Any behavior that violates the standards outlined in the INPSAA Student Code of Conduct, disrupts the learning environment, or undermines the safety and wellbeing of others.
- **Tiered Model of Support**
A structured framework that provides varying levels of intervention and support based on students' individual needs:
 - **Tier 1:** Universal classroom strategies and expectations for all students.
 - **Tier 2:** Targeted interventions for students displaying recurring or specific behavioral challenges.
 - **Tier 3:** Intensive, personalized interventions often involving collaboration with parents, social workers, and external specialists.
- **Parent**
The legal guardian or custodian of the student, as recognized under UAE Federal Law No. 3 of 2016 (Wadeema's Law).
- **Positive Behavior**
Conduct that aligns with the school's core values respect, responsibility, honesty, and kindness and promotes a safe, inclusive, and productive learning environment.
- **Positive Handling**
A last-resort physical intervention applied only when necessary to prevent harm to self or others, using the least intrusive and most reasonable degree of force required to ensure safety.

- **Student Behavior**

The manner in which a student acts, speaks, and interacts with others within the school community, reflecting respect for the rights, dignity, and wellbeing of all.

III. Positive Behavior Model

3.1 Purpose

INPSAA adopts a Positive Behavior Model to promote, recognize, reward, and reinforce positive behavior among all students.

This model aims to build a culture of mutual respect, responsibility, and cooperation in alignment with ADEK's Student Behavior Policy (Version 1.2 – September 2025) and the school's vision, mission, and core values.

3.2 Principles and Framework

- **School's Underlying Approach and Values**

INPSAA promotes positive behavior through the consistent application of shared values that support a safe, inclusive, and respectful environment:

- UAE National Identity and Culture: Respect for religion, local culture, and traditions, in line with the ADEK School Values and Ethics Policy and the ADEK Cultural Consideration Policy.
- Positive School Environment: Establishing a welcoming, caring, and enriching school climate that promotes positive interactions and emotional well-being for all members of the community, regardless of background, nationality, religion, ability/disability, race, or gender.

- **Whole-School Strategies to Promote Positive Behavior**

The school implements proactive frameworks that teach, model, and reinforce positive conduct across all phases. These include:

- Social-emotional learning and character education.
- Self-management and emotional regulation skills.
- Respect for diversity, empathy, and kindness.
- Bullying prevention, conflict resolution, and restorative practices.
- Classroom reward systems and recognition programs celebrating positive choices.

- **Training for Educators**

Teachers and staff receive ongoing professional development focused on:

- Positive management of student behavior and de-escalation techniques.
- Implementing restorative and proactive classroom strategies.
- Reinforcing desired behaviors through encouragement, praise, and recognition.
- Upholding ADEK's Student Behavior Policy within daily classroom routines.

- **Communication and Consistency**

INPSAA ensures clear, consistent, and continuous communication of:

- The roles, rights, and responsibilities of students, parents, and staff.
- Expectations for behavior in classrooms, corridors, transportation, and school-sponsored activities.
- Positive behavior expectations that extend to all situations where students represent the school, including while wearing the school uniform in public.

IV. Promoting Positive Student Behavior

Students are expected to demonstrate positive behavior by:

- Showing respect, kindness, and cooperation toward teachers, peers, and all staff.
- Acting responsibly and displaying honesty, self-discipline, and perseverance.
- Collaborating supportively, especially with peers who may feel isolated or marginalized.
- Dressing modestly and appropriately in accordance with the school's dress code.
- Reflecting UAE national identity, heritage, and cultural values in behavior and communication.
- Embracing diversity and avoiding discrimination based on ethnicity, nationality, culture, religion, gender, or ability/disability, in line with the **ADEK Values and Ethics Policy**.

4.1. Scope and Application

- This model applies whenever students are under school supervision, including travel to and from school, during transportation, and in all on- or off-campus activities.
- The expectations also extend to times when students represent the school in public or online spaces, ensuring that positive behavior is consistently demonstrated within and beyond the school environment.

V. Misconduct Policy and Procedures

5.1 Overview

Al Ittihad National Private School – Al Ain (INPSAA) maintains a structured and fair approach to managing student misconduct. The goal of this section is not to punish but to guide, educate, and correct inappropriate behavior, ensuring that every student learns accountability and respect for self and others.

Misconduct is addressed through clear processes that emphasize:

- **Fairness and transparency** in applying consequences.
- **Consistency** across all grade levels and sections.
- **Restorative approaches** that repair relationships and restore harmony within the school community.
- **Collaboration** between school staff, parents, and students to achieve long-term behavioral improvement.

5.2 Guiding Principles

- **Prevention before Correction:** The school encourages preventive measures, such as clear expectations, supervision, and early intervention, before resorting to disciplinary action.
- **Equity and Respect:** Every student has the right to be treated fairly, with full respect for confidentiality and dignity.
- **Proportionality:** Disciplinary actions correspond to the severity, frequency, and context of the behavior.
- **Restorative Justice:** The process focuses on reflection, learning, and relationship-building rather than punishment.
- **Documentation:** All behavioral incidents and actions are recorded and monitored to ensure accountability and to identify recurring patterns.

5.3 Classification of Misconduct

Misconduct is classified into three levels according to the seriousness of the behavior and its impact on others. Each level includes a range of possible interventions.

Level 1: Minor Misconduct

These are low-level infractions that disrupt learning or disregard classroom expectations.

Examples include:

- Disruptive classroom behavior or off-task actions.
- Failure to complete assignments or bring materials.
- Disrespectful language or attitude toward peers or staff.
- Repeated lateness or uniform violations.
- Minor misuse of electronic devices.

Possible Actions:

- Verbal reminder or counseling by the teacher.
- Restorative conversation or written reflection.
- Short-term withdrawal of privileges.
- Parent communication by the teacher.
- Documentation in the student's behavior log.

Level 2: Serious Misconduct

These are repeated or more severe violations that disrupt the learning process or affect others' wellbeing.

Examples include:

- Continuous non-compliance with instructions after repeated warnings.
- Bullying, intimidation, or verbal aggression.
- Cheating, plagiarism, or forgery of school documents.
- Intentional damage to school or personal property.
- Inappropriate use of social media or electronic platforms linked to the school.

Possible Actions:

- Written warning and parent notification.
- Behavior reflection task or community service.
- Counseling and behavior improvement plan (BIP).
- Meeting with the section principal and parents.
- Temporary suspension (one to three days), followed by a re-entry reflection meeting.

Level 3: Critical Misconduct

These are grave or repeated offenses that endanger the safety or reputation of the school community.

Examples include:

- Physical aggression, threats, or fighting.
- Possession or use of prohibited substances or dangerous items.
- Theft, vandalism, or deliberate destruction of property.
- Cyberbullying or defamation of others online.
- Repeated non-compliance after prior interventions.

Possible Actions:

- Immediate referral to the Vice Principal or Principal.
- Parental meeting and formal behavior contract.
- Long-term suspension (three days or more) with ADEK notification if required.
- Referral to the school's discipline committee for further review.
- Recommendation for transfer or expulsion, in line with ADEK procedures.

Level 4: Offenses

Level Four offenses represent serious violations that endanger the safety, integrity, and reputation of the school community. These acts require immediate and strict disciplinary action in accordance with ADEK regulations and school policy. They include, but are not limited to, the following:

- **Using any form of communication** (e.g., social media platforms, digital devices) for unlawful, immoral, or unethical purposes, or in any way that discredits the school or members of its community.
- **Possessing, using, or distributing weapons** or items that may be used as weapons (e.g., firearms, blades, or their equivalents) on school premises, in school transportation, or during school-related activities offsite.
- **Committing sexual assault** or engaging in any form of sexual harassment within the school, on school transportation, or during school-related activities offsite.
- **Assaulting others** within the school, on the bus, or during school activities offsite, resulting in physical injury to the victim.
- **Committing theft** or participating in any act intended to conceal or cover up a theft.

- **Capturing, possessing, viewing, or distributing unlawful or inappropriate media or information** (e.g., pornographic material, terrorist or extremist content, or any similar media).
- **Leaking or attempting to leak examination questions** or engaging in any activity related to exam misconduct.
- **Setting fire** intentionally to any part of the school premises or property.
- **Insulting or showing disrespect** toward political, religious, or social figures in the United Arab Emirates.
- **Using, promoting, possessing, or distributing alcohol, narcotics, controlled medication, or psychotropic substances** on school premises, on school transportation, or during school-related activities offsite.
- **Spreading or promoting culturally inappropriate ideas or beliefs** that contravene UAE laws or values, with malicious intent, as outlined in the ADEK School Cultural Consideration Policy.
- **Engaging in intrusive or illegal digital activity** on school IT systems (e.g., hacking school accounts, installing unauthorized software, or accessing restricted data).
- **Trespassing** on school premises after official school hours without authorization.
- **Engaging in persistent bullying, intimidation, harassment, or abuse**—whether physical, verbal, or digital—including acts of defamation or character assault against members of the school community through social media or other means.
- **Any other acts of misconduct** are deemed equivalent in nature or severity to the above, as determined by the School Behavioral Management Committee.

5.4 Documentation and Reporting

- All Level 2 and Level 3 incidents must be reported in writing to the section principal and recorded in the school's **Behavior Tracking System**.
- Parents must be informed promptly of the nature of the incident and the corrective measures taken.
- Reports are maintained securely and reviewed regularly to ensure consistency and identify trends for preventive action.

5.5 Restorative Measures and Follow-Up

To promote personal responsibility and reconciliation, students may be asked to:

- Issue a written or verbal apology.
- Repair or replace damaged property.
- Complete a reflection or behavior improvement task.

- Participate in peer mediation or mentoring programs.
- Attend follow-up counseling sessions to monitor progress.

VI. Bullying Prevention Policy

6.1 Definition

Bullying is defined as **intentional, repetitive, and harmful behavior**, whether physical, verbal, emotional, social, or online, that targets another person perceived as vulnerable or less powerful. Bullying contradicts the school's core values and will not be tolerated under any circumstances.

6.2 Preventive Approach

INPSAA is committed to maintaining a **zero-tolerance policy** toward bullying and fostering a culture of respect and empathy. Prevention efforts include:

- **Awareness Campaigns:** Regular assemblies, classroom discussions, and displays that highlight kindness, inclusion, and digital responsibility.
- **Early Detection:** Continuous observation of student interactions by teachers and social workers to identify early signs of exclusion or conflict.
- **Student Empowerment:** Encouraging students to speak up, support peers, and report bullying safely through trusted adults or confidential reporting mechanisms.
- **Parent Collaboration:** Partnering with parents to reinforce positive communication, digital safety, and respectful behavior at home.
- **Digital Safety Education:** Teaching responsible online conduct to prevent cyberbullying and digital harassment.

6.3 Response Procedures

When bullying is reported or suspected:

1. **Immediate Action:** The report is referred to the section principal and school social workers for investigation.
 - **Investigation:** Confidential interviews are conducted with involved students and witnesses to establish facts.
 - **Notification:** Parents of both parties are informed and involved in the resolution process.

- **Support for Victim:** Emotional and academic support is provided through counseling and ongoing follow-up.
- **Support for Perpetrator:** Behavioral counseling, reflection sessions, and community service activities are implemented to promote empathy and accountability.
- **Disciplinary Action:** Consequences align with the Misconduct Policy and vary based on the severity and frequency of the bullying behavior.

6.4 Record Keeping

All bullying incidents are formally documented, monitored by the school's wellbeing and discipline committees, and reported to ADEK when required. Annual reviews of bullying data inform future preventive measures and policy adjustments.

VII. Support and Interventions

7.1 Purpose

To assist students in meeting behavioral expectations through proactive support, ensuring every learner feels guided and valued.

7.2 Tiered Model of Support

- **Tier 1 – Universal:** clear rules, positive reinforcement, SEL lessons, recognition systems.
- **Tier 2 – Targeted:** small-group counseling, behavior monitoring sheets, mentoring, parent collaboration.
- **Tier 3 – Intensive:** individualized Behavior Support Plans (BSPs), multidisciplinary meetings, external referrals if needed.

7.3 Monitoring and Review

Progress is reviewed periodically by social workers. Parents are updated regularly, and strategies are adjusted according to student response.

VIII. Disciplinary Procedures

8.1 Guiding Principles

- **Understanding before Discipline:**
The first response to any misconduct must always involve identifying possible causes of the behavior—whether social, emotional, or psychological—and providing appropriate support or counseling before determining disciplinary action.
- **Documentation and Support:**
Every step in the disciplinary process is recorded, with continuous support provided by the social worker, or other specialists as needed.
- **Safeguarding and Legal Compliance:**
Any misconduct involving maltreatment (e.g., physical, verbal, or sexual abuse, bullying) is managed in accordance with the *Child Protection and Safeguarding Policy* and reported immediately to the designated safeguarding lead and, if necessary, to the relevant authorities.
- **Inclusivity and Fairness:**
When disciplinary actions involve students with additional learning needs, the Head of Inclusion must be consulted to ensure the response is appropriate and equitable. If behavioral challenges stem from underlying conditions, a **Documented Learning Plan (DLP)** or **Risk Assessment** will be developed, focusing on support rather than exclusion.
- **Continued Learning:**
Students under in-school suspension or supervised detention must continue learning through structured assignments and academic support to minimize disruption to their education.
- **Non-Discrimination:**
No disciplinary action shall be taken against a student based on a parent's behavior, nor may any school deny admission to a student due to their behavioral history.
- **Re-enrollment Obligation:**
As required by ADEK, all students—regardless of previous disciplinary action—must be offered re-enrollment unless ADEK has approved expulsion.

8.2 Stages of Disciplinary Procedures

INPSAA applies a progressive disciplinary approach that aligns with ADEK's framework. The following stages outline how the school addresses misconduct while providing appropriate opportunities for reform.

Level 1 – Minor Misconduct

Occurrence	Disciplinary Action
First Time	Verbal reminder and discussion with the student about the expected behavioral change.
Second Time	Written warning issued to the student and notification sent to parents.
Third Time	Parent meeting to agree on a joint home–school strategy for behavior improvement; parent signs an undertaking to support implementation.
Repeated Incidents	Parent summoned to meet with the Behavioral Committee to develop and monitor a formal action plan.

Level 2 – Serious Misconduct

Occurrence	Disciplinary Action
First Time	Written warning and student undertaking not to repeat the behavior; parent signs an agreement to support corrective steps.
Second Time	On-site suspension (up to 2 days) with supervised assignments; notification to parents and second written warning.
Third Time	On-site suspension (up to 3 days); final written warning issued to both student and parent; meeting with the Behavioral Committee.
Repeated Offenses	Off-site suspension (up to 5 days) while an investigation is conducted; Behavior Committee reviews evidence and recommends final disciplinary measures, which may include application for expulsion if prior steps have been exhausted.

Level 3 – Critical Misconduct

Occurrence	Disciplinary Action
First Time	Immediate on-site suspension while the Behavioral Committee reviews evidence and meets with parents.
Second Time	Off-site suspension (up to 5 days) pending investigation; parents informed and required to sign an undertaking to support the agreed behavioral strategy.
Third Time or Repetition	Off-site suspension with a final written warning; presentation of the Behavior committee’s decision to student and parent.
Repeated or Severe Cases	The Behavior Committee recommends expulsion following full investigation and submission of documentation to ADEK confirming that all prior stages and interventions were implemented.

Level 4 – Extreme Misconduct

Occurrence	Disciplinary Action
First Time	Immediate off-site suspension: Behavior Committee convenes to determine appropriate disciplinary and corrective actions.
Repeated or Severe Cases	Suspension during investigation (up to 5 days); the Behavior Committee reviews the case and may recommend expulsion. ADEK approval is required, with evidence of counseling, intervention, and compliance with all procedural requirements.

8.3 Additional Provisions

- Students and parents must receive written communication for all Level 2, 3, and 4 actions.
- The school ensures counseling support is available throughout all stages of the disciplinary process.
- Law enforcement agencies will be contacted if misconduct constitutes a criminal act under UAE law.
- The Behavioral Committee shall meet regularly to evaluate the consistency and fairness of disciplinary actions and document all proceedings in accordance with ADEK's reporting standards.

IX. Appeals Procedure

9.1 Purpose

INPSAA recognizes the right of parents and students to appeal disciplinary decisions to ensure transparency, accountability, and fairness. Appeals are reviewed impartially by a designated panel to guarantee that due process has been followed.

The school will use the outcomes of appeals to inform improvements in its behavior processes.

9.2 Procedures

- **Timelines for Appeal**
 - Parents may appeal a suspension decision within 1 working day of receiving official notification.
 - Parents may appeal an expulsion decision within 10 working days of notification.
- **Modes of Appeal**
 - Appeals may be submitted via email, telephone, or through a face-to-face meeting with the designated school representative.
 - The school will acknowledge receipt of the appeal and begin review procedures promptly.
- **Appeals Committee Composition**
 - The Appeals Committee shall be independent of the original Behavioral Committee and shall not include the Principal, Vice Principal, or any staff member directly involved in the incident.
 - The committee may include a section principal, social worker, and a senior staff member with no conflict of interest.
- **Decision Process**
 - Following a full review of the case, including statements from teachers, social workers, and parents, the Appeals Committee shall issue a final decision—either accepting or rejecting the appeal—within:
 - 2 working days for suspension cases.
 - 7 working days for expulsion cases.
 - The decision will be shared with parents in writing.
- **Escalation to ADEK**
 - If the school does not respond within **3 working days**, or if the parent rejects the final decision, the parent may lodge a complaint directly with **ADEK** within **5 working days**.
 - ADEK may investigate the case in conjunction with the school's final decision to ensure due process was followed.

X. Positive Handling

10.1 Purpose

While physical intervention is rare and always a last resort, INPSAA authorizes **positive handling** only when necessary to prevent harm or maintain safety. Staff are trained to respond calmly and proportionally to extreme situations where a student poses an immediate danger to self or others.

10.2 Guidelines

- **When Positive Handling May Be Used**
 - To prevent a student from leaving the classroom or school premises when doing so would endanger their safety.
 - To stop a student from causing injury to themselves or others.
 - To prevent severe damage to property.
- **Conditions for Use**
 - Positive handling must be **reasonable, proportionate, and time-limited**.
 - Staff must first attempt all alternative strategies before physical intervention.
 - Factors such as disability, medical conditions, or emotional vulnerability must always be considered.
 - Only the **minimum force necessary** should be used to control the situation.
 - Whenever possible, another staff member should be present to assist or witness the event.
 - Once the situation is stable, the student should be allowed to regain self-control.
- **Prohibition of Force as Punishment**
 - Physical restraint may **never** be used as a disciplinary measure. Any form of force used as punishment constitutes **maltreatment** and is strictly prohibited under the *ADEK School Student Protection Policy*.

XI. Records and Documentation

11.1 Purpose

Accurate recordkeeping ensures accountability, consistency, and continuous improvement in behavior. INPSAA maintains detailed documentation of all behavioral incidents and related actions.

11.2 Procedures

- **Level 1 Misconduct**
 - Recorded by the teacher at the class level and included in the student's file only when behavior is repetitive or escalates.
- **Level 2, 3, and 4 Misconduct**
 - Recorded by the school administration in the official **Behavior Tracking System**.
 - All suspensions and expulsions are reported to **ADEK** in accordance with regulatory timelines.
- **Confidentiality**
 - All behavioral data, reports, and interventions are treated as **confidential**, shared only with authorized personnel, ADEK officials, or approved social care professionals when necessary.
- **Behavioral Review and Analysis**
 - The school's **Behavioral Committee** periodically analyzes behavioral trends, intervention effectiveness, and the impact of disciplinary measures to guide policy improvement.

XII. Approval for Expulsion

- INPSAA may recommend expulsion only after all intervention and disciplinary stages have been exhausted and in full alignment with ADEK policy.

- The school must submit to ADEK:
 - A **comprehensive behavioral history** for the student.
 - **Evidence of interventions** (counseling, parental involvement, and behavior plans).
 - Minutes and recommendations from the **Behavioral Committee**.
- At the end of each academic year, the school provides ADEK with a list of students **at risk of expulsion**, accompanied by documentation of prior actions taken.
- No student may be officially expelled without **ADEK’s written approval**.

XIII. Absence

13.1 Monitoring Absence

Students exhibiting high or unexplained absence rates are identified as “**students of concern**.” Continuous or irregular absenteeism is treated as an early indicator of potential academic risk or wellbeing issues.

13.2 Response Procedures

- The school determines whether the absence places the student at **educational risk** or indicates **possible neglect**.
- The case is referred to the **school social worker**, in line with ADEK’s *Educational Risk* and *Student Protection Policies*.
- A tailored **intervention plan** is developed in collaboration with parents, teachers, and relevant specialists to re-engage the student and prevent future absences.

XIV. Support and Interventions

14.1 Framework

INPSAA provides **student-centered, structured, and proactive interventions** to address behavioral, emotional, or social challenges. Support is designed to promote self-regulation, wellbeing, and inclusion for all learners.

14.2 Types of Support

- **Needs Analysis:**
Conducted by the social workers and teachers to determine underlying causes and the level of intervention required (universal, targeted, or intensive).
- **Professional Support:**
Counseling, mentoring, or social–emotional programs delivered by qualified staff in coordination with parents.
- **External Referrals:**
In cases requiring specialized care, the school may refer students to external mental health or behavioral specialists. Parents must ensure continuous monitoring and share follow-up reports with the assigned school representative.
- **Integrated Approach:**
Interventions are coordinated among teachers, social workers, parents, and section principals to ensure consistent support and shared accountability.

14.3 Additional Considerations

- Support for behavioral improvement must **not replace or reduce** the educational accommodations already provided under a student’s **Documented Learning Plan (DLP)**.
- Referral and intervention structures are aligned with the *ADEK Student Mental Health Policy* to ensure all students have access to appropriate care and guidance.
- Regular monitoring and progress reviews are conducted to measure behavioral improvement, emotional stability, and academic engagement.

XV. Identification and Reporting of Behaviors of Concern

INPSAA encourages all members of the school community—teachers, staff, and students—to take responsibility for the wellbeing of others by recognizing and reporting behaviors of concern.

- **Early Identification:**
Staff and students are trained to recognize early indicators of distress or behavioral change, such as withdrawal, aggression, absenteeism, or sudden decline in academic performance.
- **Reporting Channels:**
Concerns must be reported promptly to the school social workers, section principal,

or Vice Principal through established reporting structures (e.g., Wellbeing Referral Form, digital reporting system, or direct communication).

- **Parent Communication:**

Parents will be informed when concerns are identified unless doing so could place the student at further risk—for example, in cases of suspected maltreatment within the home environment.

- **Confidentiality and Follow-Up:**

All reports are handled with confidentiality. The social worker will assess the situation, implement appropriate interventions, and monitor progress under the supervision of the Vice Principal and School Leadership Team.

XVI. Searching, Screening, and Confiscation

16.1 Authorization

To maintain a safe and orderly learning environment, the principal or delegated staff members are authorized to search, screen, or confiscate a student's possessions when there are reasonable grounds to believe that the student may be carrying or concealing prohibited or dangerous items.

16.2 Procedures

- Searches must be conducted discreetly, in the presence of at least one witness, and in a manner that upholds the student's dignity and privacy.
- Confiscated items shall be securely stored and recorded, with a written report maintained by the administration. Parents will be informed when such action occurs.
- Where required for safety or investigation, the school may employ metal detectors or mobile-phone jammers in line with ADEK guidance.
- If a serious threat or illegal possession is suspected, the matter shall be immediately referred to law-enforcement authorities, following UAE legislation and ADEK protocols.

16.3 Guiding Principles

- Any search or confiscation must be reasonable and proportionate to the perceived risk.
- Students must not be subjected to humiliating or invasive searches.
- Documentation of all such actions will be kept in the school's security and safety log.

Effective Date: October 2025

Next Review: October 2026

XVII. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School-Al Ain.. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

Student Behavior Policy

Date created:

Date reviewed: