

Student Behaviour Policy

2026-2027

Signed

Principal

: 

Date : 02/03/2026

Review By

: SLT

Date : 02/03/2026

Next Review Due By

Date : 02/04/2027

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NIS STUDENT BEHAVIOUR POLICY

Aligned to MOE Code of Behaviour Management — Ministerial Resolution No. 851 of 2018 · RAK DOK · Wadeema Law

1. Introduction

1.1 Purpose

New Indian School (NIS) upholds values that promote respect and dignity in every member of the school community and ensures that each person is treated fairly and with care. This policy sets out how the school promotes positive and exemplary behaviour and responds to offences, and it operationalises the UAE behaviour-mark system as a practical, day-to-day framework. Its purposes are to:

- Promote positive and exemplary behaviour and a safe, secure, and respectful learning environment.
- Apply the Ministry of Education 100-mark behaviour scorecard fairly, transparently, and consistently.
- Provide a clear, graduated response to offences that is focused on reform and correction rather than punishment alone.
- Build interpersonal relationships and self-discipline so that students become responsible, considerate, and increasingly independent citizens.
- Protect every student's dignity and rights, making reasonable adjustments for students of determination and those with additional needs.

1.2 Background

Under the MOE Code of Behaviour Management (Ministerial Resolution No. 851 of 2018), behaviour is treated as a scored subject worth 100 marks with a minimum pass mark of 60. New Indian School applies this Code in full while grounding it in its own ethos of kindness, cooperation, and good character. The policy focuses on interpersonal relationship-building to empower students towards harmonious coexistence, recognises and rewards good behaviour, and reserves the most serious sanctions for the gravest offences, always with due process and support.

This policy complements the school's Anti-Bullying, At-Risk Student, Inclusive Education, Safeguarding & Child Protection, Attendance, Conflict Resolution, and Suspension & Expulsion policies, and reflects Wadeema Law (Federal Law No. 3 of 2016) on child rights and protection.

1.3 Scope of Application

This policy applies to all students. In line with MOE 851/2018 it is applied formally from Grade 3 to Grade 12 (and to learners of continued education), with age-appropriate indicative guidance for KG to Grade 2. It applies at all times a student is under the school's care — in classrooms and around the campus, on school transport, on trips and educational visits, at school events, and during online learning. It covers:

- The behaviour scorecard: positive behaviour (80 marks) and exemplary behaviour (20 marks).
- Rewards, recognition, and the promotion of positive and exemplary behaviour.
- The four degrees of offences and their mark deductions.
- The mechanism for dealing with offences, escalation, and the Behaviour Management Committee.
- Safeguards protecting student dignity, grievances, and support for people of determination.

2. Policy Statement

New Indian School shall **promote positive and exemplary behaviour, apply the MOE behaviour-mark system fairly, and respond to offences through a graduated, reform-focused, and dignified process, treating every student with respect.**

The school recognises good behaviour and encourages an attitude of kindness and cooperation, aiming to develop individuals of good character rather than merely dissuading anti-social behaviour. Every student is treated equally and every incident is thoroughly investigated before a course of action is finalised by the remedial/management team.

2.1 The Behaviour Scorecard (100 Marks)

Behaviour is a scored subject worth 100 marks, with a minimum pass mark of 60. Every student begins each semester eligible for the full positive-behaviour mark and earns exemplary marks through their conduct and contribution.

Component	Marks	Basis
Positive behaviour	80	Awarded automatically at the start of each semester; marks are deducted only when an offence is committed (see 2.4).
Exemplary behaviour	20	Earned across the semester against three topics — personal development; values & identity; social responsibility & leadership (see 2.3).
Total	100	Pass mark 60. Marks lost may be compensated through sustained improvement, by decision of the Behaviour Management Committee, before final marks are confirmed.

If a student's behaviour mark falls below the pass mark, the certificate is withheld and the case is referred to the Behaviour Management Committee, which sets a behaviour-modification programme and a re-assessment during the summer holiday, then hands over the certificate on successful completion.

2.2 Positive Behaviour & Rewards

- Clear, age-appropriate expectations — respect, safety, honesty, and readiness to learn — are taught, modelled, and displayed.
- Positive and exemplary behaviour is promoted immediately and equally for all, through praise, points, certificates, celebration, and opportunities such as representing the school ("Ambassadors").
- Guardians are kept informed of their child's positive behaviour through periodic reports and meetings, building a culture of admitting mistakes and apologising.

2.3 Exemplary Behaviour (20 Marks)

Exemplary behaviour is assessed continuously against three topics and their indicators, then scaled to a mark out of 20 (evaluation full mark $100 \div 5 = 20$). The full indicators and marks are in Appendix B.

Topic	Focus / indicators	Weight
1. Personal development	Self-discipline and responsibility; cooperative work; care for health, safety and appearance; at least 98% attendance; punctuality.	40
2. Appreciating values & identity	Understanding and respecting religious values; respect for UAE identity, heritage and culture; openness to and respect for global cultures.	30
3. Social responsibility & leadership	Participation in school and community life; initiative, innovation and entrepreneurship; environmental awareness and sustainability.	30

2.4 Offences & Mark Deductions (Four Degrees)

Offences are classified into four degrees by severity and impact. Marks are deducted from the 80 positive-behaviour marks as shown. The full offence lists are in Appendix A; the escalation actions are in 2.5 and section 4.2.

Degree	Typical offences (illustrative — see Appendix A)	Deduction
1st — Simple	Repeated lateness; uniform/appearance breaches; not bringing books; disrupting class; sleeping or eating in class without reason; late homework; misuse of devices in class.	–4 each
2nd — Medium	Absence without excuse; leaving class/activities without permission; inciting quarrels; smoking or possession on campus; verbal abuse; writing on furniture/bus; bringing a mobile phone.	–8 each
3rd — Grievous	Bullying; plagiarism/copying with credit; absconding during the day; online defamation or abuse of peers/staff; forging documents; vandalism; reckless driving; sharing others' photos without consent.	–12 each
4th — Highly grievous	Weapons; drugs or psychotropic substances; sexual assault or harassment; assault causing injury; arson; pre-planned theft; exam leaks; promoting extremism or hatred; abusing public/religious figures.	Fail / expulsion

Automatic case-file triggers: when repeated first-degree deductions reach 10 marks, or repeated second-degree deductions reach 20 marks, a case-study file is opened and followed up by the Behaviour Management Committee. A third-degree offence deducts the full mark and triggers the actions in section 4.2; a fourth-degree offence triggers failure/expulsion procedures with notification of the MOE and authorities.

2.5 Mechanism for Dealing with Offences

Before any action, the causes of the offence are examined with due regard to the student's social, educational, psychological, health, and family circumstances. The response then follows a clear, documented escalation (see 4.2.1 for the full procedure):

Level	Who acts	Action
In class	Teacher / classroom head	Observe and document the offence; verbal warning and guidance.
Outside class	Administrator in charge (Behaviour Lead / CPO / academic advisor / social worker / head of students' affairs / Vice Principal / Principal)	Document; written warning; inform the guardian in writing.
Repeated / serious	Academic advisor / Behaviour Lead / CPO / Social worker / head of students' affairs	Summon guardian; signed undertaking not to repeat; open a case-study file.
Committee	Behaviour Management Committee	Decide suspension, deduction, reform programme, agency referral, or transfer.
Ministry / authorities	Principal → MOE Legal Affairs / authorities	For fourth-degree or criminal offences: notify, refer, and follow due process.

2.6 Inclusive Behaviour & People of Determination

Behaviour is understood as communication. Reasonable adjustments are made for students of determination and those with additional needs, and responses are fair, consistent, proportionate to the child's stage, and never discriminatory.

- For a student of determination, the Committee, school support team, and special-education support centre first determine whether the offence relates to the disability; if it does, a behaviour-reform plan (not a standard sanction) is set and reviewed periodically.
- Underlying causes are explored with the Counsellor/Inclusion team (see the At-Risk Student Policy).
- A student's character, feelings, and privacy are respected throughout; nothing done shames or defames the child.

2.7 Prohibited Practices (Safeguards)

In dealing with behaviour, NIS staff must never use any of the following (MOE Article 9; Wadeema Law):

- Corporal punishment or any physical abuse of any kind.
- Psychological punishment — insults, mockery, threats, or humiliation.
- Depriving a student of meals, the toilet, or breaks; or restricting a student's freedom or confining them.
- Reducing academic-subject marks, or threatening to, as a behaviour sanction.
- Expelling a student from class/activity by an individual decision and leaving them unattended, or seizing belongings without a Committee decision.
- Punishing the whole class for one student's mistake, or acting out of anger or revenge rather than to guide and reform.

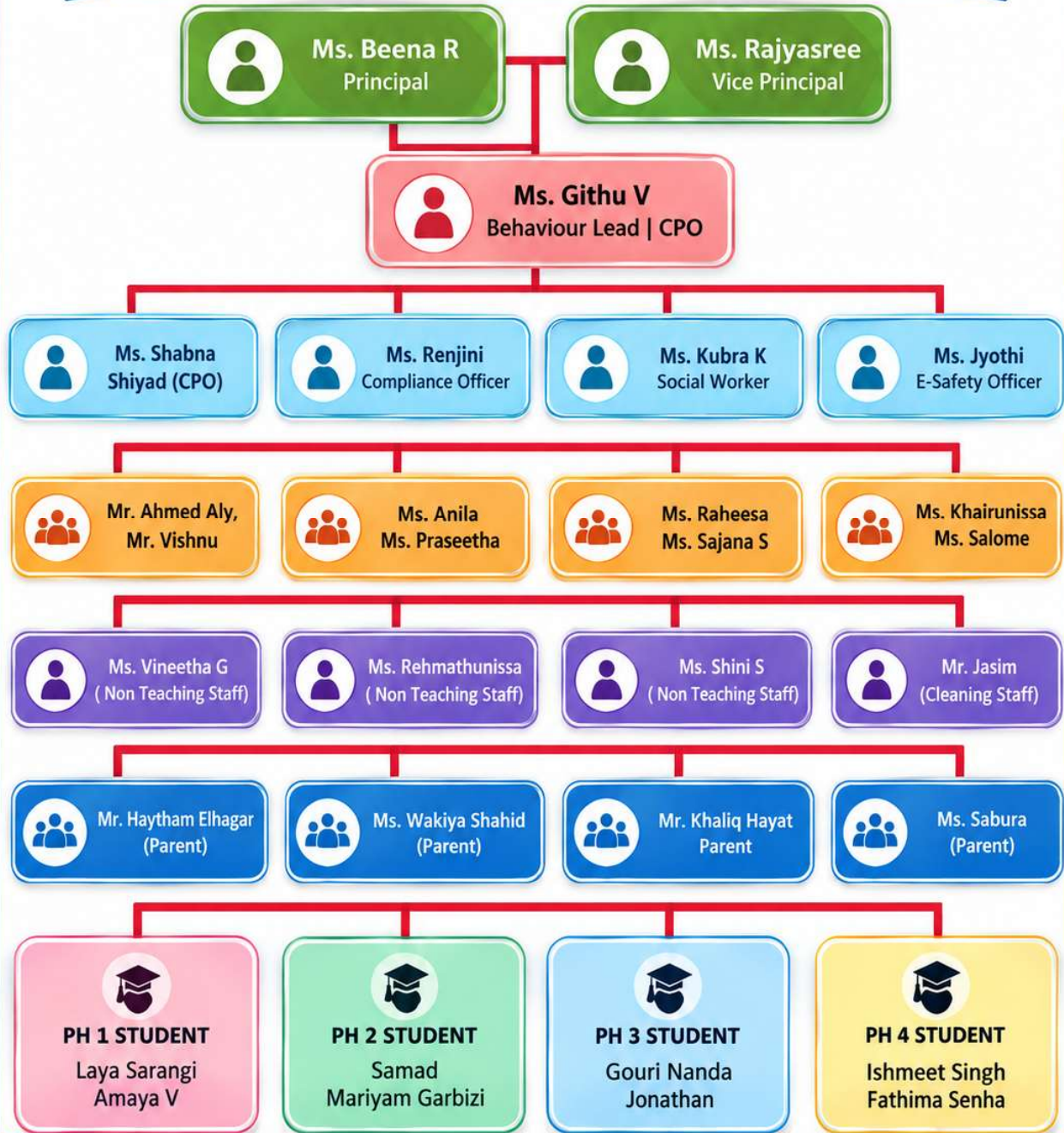
2.8 Restorative Practice & Behaviour Reform

- Restorative conversations and meetings help students understand impact, repair harm, and rebuild relationships (see also the Conflict Resolution Policy).
- Students needing sustained support have an individual behaviour-reform/support plan developed with the Counsellor/Inclusion team, the guardian, and — where relevant — a behaviour-reform agency.
- A home-school partnership ensures children receive consistent messages about behavioural expectations at home and at school.

2.9 Behaviour Management Committee

The school's Behaviour Management Committee discusses students' behavioural cases and decides actions under this policy. It is chaired by the Principal (Vice Principal as vice-chair), with the academic advisor/social worker as administrator, the head of students' affairs, a teacher, a child-protection legal member, and the safety officer; the chairs of the guardians' and students' councils attend discussion sessions only. It meets weekly and whenever necessary (ordinary meetings valid with five members, emergency meetings with four), and decides by majority with the chair holding the casting vote.

Behaviour Management Committee Members



2.10 Recording, Communication & Grievances

- All offences, marks, and actions are recorded per student in hard and soft copy; behaviour is summarised each semester and the transcript maintained.
- Guardians are informed appropriately and promptly; positive developments are shared as well as concerns.
- A guardian may lodge a grievance against a Committee decision within five business days; the school responds within three days, with a further route of escalation to the school-operations sector.

3. Definition

3.1 Explanatory Notes / Glossary

Term	Meaning
Behaviour	Every word, deed, practice, or activity by the student in the context of interaction with the educational environment.
Positive behaviour	The behaviour expected of all students, consistent with the school's values and regulations (80 marks).
Exemplary behaviour	Behaviour that exceeds expectations across three topics — personal development, values & identity, and social responsibility & leadership (20 marks).
Offence	An action inconsistent with expected positive behaviour that adversely affects the student, others, or the environment; classified into four degrees.
Behaviour Management Committee	The school committee that discusses behavioural cases and decides the actions to be taken.
Behaviour reform / modification	Educational and remedial methods and programmes that create positive change and reduce offences, in place of punishment.
People of determination	Students with disabilities or special needs (including the talented), handled with due care under Article 12.
Bullying	Any intentional psychological, physical, verbal, electronic, or digital abuse, intimidation, or menace by a student or students against another, on a frequent basis.
Corporal / psychological punishment	Physical abuse, or insults, verbal abuse, mockery, or debasement — both strictly prohibited.
MOE Code of Behaviour	Ministerial Resolution No. 851 of 2018 on behaviour management for students in general education institutions.

4. School Responsibilities

New Indian School entrusts behaviour management to its staff and community. Roles and responsibilities reflect the MOE-defined functions.

4.1 Roles and Responsibilities

4.1.1 Principal (Committee Chairperson)

- Provides a safe, sound educational environment supporting this Code and chairs the Behaviour Management Committee.
- Implements the policy consistently, sets behavioural standards, and reports to governors as required.
- Ensures the health, safety, and welfare of every student and maintains records of all reported incidents, including bullying.
- Reserves the right, with due process and after notifying governors, to suspend or terminate for serious, proven misbehaviour.

4.1.2 Vice Principal (Deputy Committee Chairperson)

- Oversees behaviour systems, the meetings calendar, and staff training in behaviour management.
- Supervises actions and in-school suspensions, and deputises for the Principal in applying the Code.

4.1.3 Accountable Lead — Behaviour Lead / Head of Students' Affairs

- Circulates the Code; records positive, exemplary, and offence marks and calculates behaviour totals.
- Ensures documents and procedures for offences are completed and kept in electronic records; follows up reform plans.

4.1.4 Counsellor and Social Worker

- A trained professional promoting appropriate behaviour and preventing inappropriate behaviour, acting as consultant, mediator, and student advocate.
- Conducts counselling and small-group sessions; studies and documents cases; runs preventive and reform programmes.
- Serves as a solution hub for conflicts and liaises with behaviour-reform agencies; acts as Committee administrator.

4.1.5 Senior Leadership Team (SLTs)

- Monitor consistency, quality, and fairness of behaviour practice across the school and support escalations.
- Analyse behaviour data and lead improvement of the positive-behaviour culture.

4.1.6 Teachers

- Teach and model expectations and stand as an example of responsible citizenship.
- Observe and document offences in class; apply the graduated response; assess exemplary behaviour.
- Keep parents in the loop regarding behavioural issues and maintain incident records of repeated misbehaviour.

4.1.7 Other Staff (Support & Supervisory Staff)

- Impart the value of caring for one another and follow protocol, informing class teachers of any inappropriate behaviour.
- Supervise behaviour in shared spaces, on transport, and on trips; support the Committee; the safety officer liaises with authorities in emergencies.

4.1.8 Students

- Be self-disciplined, punctual, and respectful; take responsibility and hold positive attitudes to learning.
- Seek to achieve the exemplary-behaviour criteria and participate positively in school life, respecting others' feelings and the environment.

4.1.9 Parents / Guardians

- Acknowledge and sign the behaviour undertaking at enrolment and comply with school protocols.
- Motivate positive behaviour, attend meetings when summoned, and cooperate with reform; address queries to the class teacher, supervisor, and head of department in that order.

- Provide consistent messages about behavioural etiquette at home and school, and fulfil their duties under Wadeema Law.

4.1.10 Other Stakeholders

- Set the Code and standards, approve and monitor implementation, and provide behaviour-reform and specialist support.
- Handle escalations and legal referrals as required.

4.2 Reporting Structure

4.2.1 Procedures to be Followed



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4.2 Reporting Structure

4.2.1 Procedures to be Followed

The causes of the offence are examined first; the response then follows the escalation for the offence degree and any repetition, documented at every step.

1 First-degree offences (simple offences) – 4 marks	2 Second-degree offences (medium severity offences) – 8 marks	3 Third-degree offences (grievous offences) – 12 marks (full mark)	4 Fourth-degree offences (highly grievous offences) Fail / Expulsion
1 On committing Verbal warning and guidance and documentation. 2 First repeat Written warning and written notice to the guardian. 3 Second repeat Referral to the academic advisor, an undertaking not to repeat, and deduction of half the mark. 4 Third repeat Guardian summoned and the full mark deducted. 5 10 marks reached A case-study file opened.	1 On committing First written warning, case study, guardian summoned to sign a reform agreement, and monitoring. 2 First repeat In-school suspension of up to two days with study assignments and a second warning. 3 20 marks reached Committee-decided suspension, agency support, final warning, and possible transfer to another school.	1 On committing Immediate in-school suspension. The Committee meets immediately. Referral to a behaviour-reform agency for up to three weeks. Guardian summoned to sign. 2 If repeated Suspension until investigation ends, possible suspension to the end of the semester, a second and final agency referral, and possible transfer to another school.	1 On committing The Principal / behaviour officer notifies MOE Legal Affairs and the authorities. 2 Guardian notification The guardian is notified and the student suspended immediately (up to two business days) pending investigation. 3 Committee action The Committee refers the matter with an explanatory memorandum and evidence to the undersecretary for academic affairs. 4 Seizure of tools Tools used are seized. 5 Outcome Failure or expulsion follows as decided.



Important Notes



If a guardian, once summoned, does not attend or cooperate, the matter may be referred to the MOE Legal Affairs Department and the guardian notified officially.



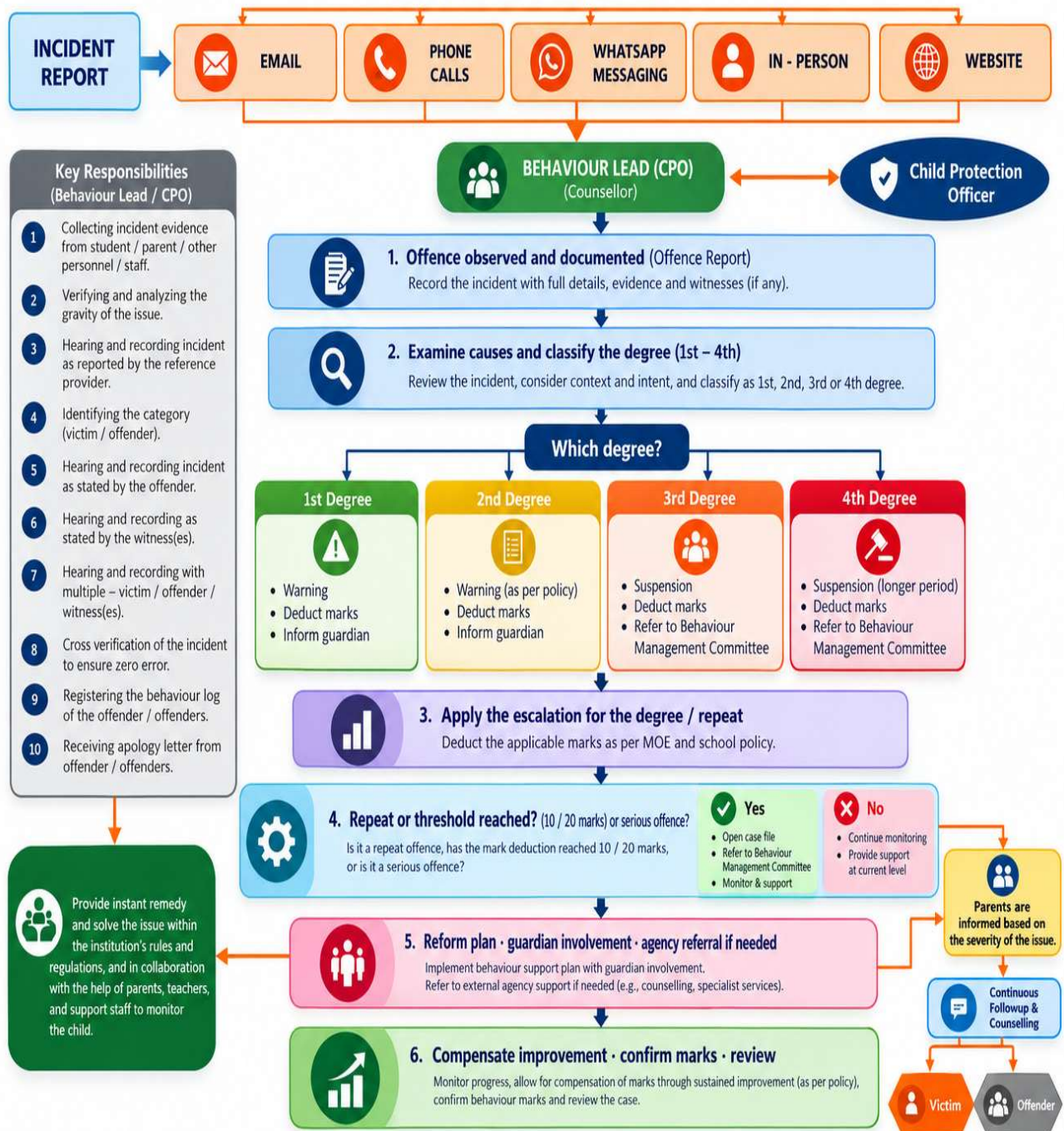
Where more than one offence is committed at once, the procedure for the most serious applies.

4.2.2 Flow Chart — Dealing with an Offence Reporting Structure



NIS Behaviour Management and Reporting Process

New Indian School, Ras Al Khaimah



4.2.3 Power Distribution



Power Distribution for Behaviour Management

Decision / Action	Recommends / Acts	Authorises
 Award and record behaviour marks	Teacher / Administrator in charge	Behaviour Lead
 Classify and document an offence	Teacher / Administrator in charge	Behaviour Lead
 Mark deductions	Head of Students' Affairs	Behaviour Management Committee
 In-school suspension (up to 3 days)	Vice Principal	Principal
 Reform plan / agency referral	Academic Advisor / Counsellor	Behaviour Management Committee
 Suspension / transfer / expulsion	Behaviour Management Committee	Principal (+ MOE / RAK DOK)
 Grievance decision	School administration	School-operations sector (final)

5. Compliance

This policy operationalises the MOE Code of Behaviour Management (Ministerial Resolution No. 851 of 2018) and aligns with RAK DOK requirements and Wadeema Law. Behaviour marks, offences, and actions are documented on the MOE forms and records. Severe sanctions follow due process and, where required, RAK DOK/MOE approval and legal referral. It is reviewed annually and whenever the MOE Code is updated. Non-compliance may result in accountability measures as stipulated by RAK DOK and UAE federal regulations.

5.1 Related Documents

- MOE Code of Behaviour Management — Ministerial Resolution No. 851 of 2018.
- Wadeema Law — Federal Law No. 3 of 2016 (Child Rights & Protection).
- NIS Anti-Bullying, At-Risk Student, and Conflict Resolution & Mediation policies.
- NIS Inclusive Education, Safeguarding & Child Protection, and Attendance policies.
- NIS Suspension & Expulsion Policy and E-Safety / Acceptable Use policies.

5.2 Supporting Documents and Procedures

- Behaviour scorecard and transcript records (positive, exemplary, and offence marks).
- Offence classification tables and the exemplary-behaviour indicators (Appendices A and B).
- Behaviour Management Committee terms of reference, minutes, and case files.
- Guardian undertaking, warning, reform-plan, and grievance records (maintained on the MOE forms).

6. Feedback and Improvement

- This policy is reviewed annually, and whenever the MOE Code or RAK DOK guidance is updated.
- Behaviour-mark and offence data are analysed each semester to inform prevention, provision, and staff training.
- Student, guardian, and staff voice shapes the approach; exemplary-behaviour and rewards programmes are refreshed regularly.

- The Behaviour Management Committee holds an evaluation meeting at the end of each semester and at the start of the year.

7. Appendix

The following reference material supports the consistent application of this policy. (In line with the request, blank fill-in forms are not reproduced here; the official MOE forms are used for records.)

Appendix A Offence Classification (Four Degrees)



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POSITIVE BEHAVIOUR

First degree offenses (simple offenses) 4 marks shall be deducted for each offense

Offense No.	Description
1.1	Being repeatedly late to the morning parade or failing to participate therein without an acceptable excuse.
1.2	Failing to attend the classes on time repeatedly without an acceptable excuse.
1.3	Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.
1.4	Overgrown hair for boys or bizarre haircuts for boys and girls.
1.5	Not bringing the books and school kits without an acceptable excuse.
1.6	Non-compliance with the positive behaviour rules inside and outside the classroom, such as: keeping calm and disciplined during the class time and making inappropriate sounds inside or outside the classroom.
1.7	Sleeping during the class time or formal school activities with no justification (after making sure of the student's health status).
1.8	Eating during the class times or during the morning parade without a justification or permission (after making sure of the student's health status).
1.9	Non-compliance with presenting homework and assignments given to him / her in a timely manner.
1.10	Misuse of the electronic devices such as the tablets etc., during the class, including playing games and using headphones inside the classroom.
1.11	All of what is similar to these offenses as per the discretion of the Behaviour Management Committee.

Second degree offenses (medium severity offenses) 8 marks shall be deducted for each offense

Offense No.	Description
2.1	Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams.
2.2	Getting in or out of the classroom during the class time without permission.
2.3	Not attending the school activities and events without an acceptable excuse.
2.4	Inciting quarrel, threatening or intimidating peers in the school.
2.5	Acting in a manner contradicting with the public morals or the public order at the school and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, hairstyles and use of makeup.
2.6	Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.
2.7	Bringing mobile phones or misuse any means of communication.
2.8	Verbally abusing or insulting students, staff, or visitors of the school.
2.9	Smoking or possessing the relevant kits inside the school campus.
2.10	Refusing to respond to the instruction of inspection or to hand over the banned materials.
2.11	All of what is similar to these offenses as per the discretion of the Behaviour Management Committee.

Third degree offenses (grievous offenses) 12 marks shall be deducted for each offense

Offense No.	Description
3.1	Various types and forms of bullying.
3.2	Copying or reproducing the assignments, reports, researches or projects and taking credit for them, as per the Form No.23.
3.3	Getting out of the school without permission or absconding during the school day.
3.4	Attempting to defame peers and the school staff via the social media or abusing them.
3.5	Impersonating others' personality in the school, during transactions, or forging the school documents.
3.6	Destroying or seizing the school furniture, tools, and vandalism.
3.7	Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users.
3.8	Assaulting others in the school, without causing any injuries to the victim (corporal abuse).
3.9	Driving a private car recklessly inside or around the school campus, and not following the security and safety instructions.
3.10	Capturing, possessing, publishing or disseminating photos of the school staff and / or students without their permission.
3.11	All of what is similar to these offenses, as per the discretion of the Behaviour Management Committee.

Fourth degree offenses (highly grievous offenses) Failure in the subject

Offense No.	Description
4.1	Using the communication means or social media for unlawful or immoral purposes, or in a manner discrediting the educational institution and its staff or others.
4.2	Possessing or using arms or blade weapons, or their equivalent inside the school.
4.3	Committing sexual assault inside the school, the bus or during activities.
4.4	Assaulting others in the school causing injuries to the victim (corporal abuse).
4.5	Systematic (pre-planned) or covering up theft.
4.6	Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order, and public decency.
4.7	Sexual harassment inside the school, the bus, or during activities.
4.8	Leaking questions of the exams or engaging therein, in any way.
4.9	Setting the school campus on fire.
4.10	Abusing political, religious, or social figures in UAE.
4.11	Possessing, bringing, promoting, or using narcotics, medical drugs, or the psychotropic substances inside the school or the school bus, or being under the influence of narcotics, or non-prescribed medical drugs or the psychotropic substances.
4.12	Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society.
4.13	Disdaining the divinely revealed religions or stirring sectarian strife in the school.
4.14	All of what is similar to these offenses, which are considered as legally punishable offences, as per the discretion of the Behaviour Management Committee.

Appendix B Exemplary Behaviour Indicators & Marks



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EXEMPLARY SCORES

Topic	Criteria	Indicators	Mark
1. Personal development	1.1 Through his / her attitudes, the student shows an ability to have self discipline and taking responsibility on a permanent basis	1.1.1 The student complies with the school regulations inside the classroom and the school, and during the school outdoor activities, in a permanent and persistent manner during the semester.	10
	1.2 The student shows patterns of cooperative work behaviours with his / her peers, teachers and school management	1.2.1 Respects the feelings of his / her peers, considering their needs and offers help to them permanently.	5
		1.2.2 Taking the initiative to encourage others, to cooperate, synergize, propose solutions to engage others, and inviting them to partake in teamwork on a permanent and persistent basis, inside and outside the classroom	5
	1.3 The student complies with health and safety standards.	1.3.1 He / She takes care of his / her appearance and the cleanliness of his / her body, clothes and hair permanently and without being reminded by others.	10
		1.3.2 He / She contributes to the dissemination of health and safety culture among his / her peers or proposes activities in relation to health and safety.	5
	1.4 The student is always keen on attending his / her lessons and on being punctual.	1.4.1 At least 98% school attendance.	5
		1.4.2 Arriving to school and to class on time.	5

Details	Marking
Evaluation full mark	100
Exemplary Behaviour mark (full mark divided by 5)	20

Topic	Criteria	Indicators	Mark
2. Appreciating the religious values and respecting the identity, heritage and culture of UAE and the global cultures	2.1 The student shows high understanding and appreciation to the religious values in UAE and shows compliance with them through his / her daily behaviour	2.1.1 Characterized with trust, honesty, and good manners.	10
		2.1.2 Showing the Principal of acceptance of others and tolerance through his / her behaviour.	5
	2.2 The students respect the identity, heritage and culture of UAE and the global cultures.	2.2.1 Taking the initiative to participate in a diverse range of cultural activities aiming at the promotion of belonging and national identity values.	5
		2.2.2 Taking the initiative to execute out of school activities and projects to learn about other cultures.	5

Topic	Criteria	Indicators	Mark
3. Social responsibility and leadership & innovation skills.	3.1 The student takes the initiative to effectively participate in the meaningful social activities.	3.1.1 Representing the school in one of the various occasions over the school year, when he / she is asked to do so.	5
		3.1.2 Participating in the activities of the students' councils, teams, voluntary work or school initiatives. His / her participation should have a positive impact on the local or school community	5
		3.1.3 Taking the initiative to participate in purposeful social activities during the holidays.	5
	3.2 The student has a great work ethic, and shows a high level of environmental awareness, ability to innovate, entrepreneurship, solution finding and decision-making skills.	3.2.1 Having an independent character and being able to lead important and beneficial social initiatives and projects.	5
		3.2.2 Proposing innovative and creative solutions for the public interest in his / her school community, or for solving the problems facing the school.	5
		3.2.3 Implementing ideas and activities, whether individually or in a group, to rationalize energy consumption and natural resources inside and outside his / her school environment, and to maintain their sustainability	5

8. Policy Clarification

Any request for clarification of this policy or its application should be directed in the first instance to the Behaviour Lead / Head of Students' Affairs or the Academic Advisor, and then, if required, to the Vice Principal for Students' Affairs or the Principal. Guardians may raise questions through the class teacher, supervisor, and head of department in that order.

9. Contact Information

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 CONTACT INFORMATION	
Role	Contact
 Behaviour Lead / Head of Students' Affairs / Counsellor / CPO	 Ms. Githu Varghese Contact Number : 0505179042
 Child Protection Officer	 Ms. Shabna Shiyad Contact Number : 0551432018
 NIS Email ID	 support@newindianschool.com  studentsvoice_nis@newindianschool.com

10. Conclusion

This Behaviour Policy makes the UAE behaviour-mark system practical and fair at New Indian School: it rewards positive and exemplary behaviour, responds to offences through a clear, reform-focused escalation, protects every student's dignity, and partners with families — so that students learn to take responsibility, coexist harmoniously, and thrive as responsible, considerate, and increasingly independent citizens.

11. Policy Version Control

Version	Date	Prepared By	Approved By	Review Date
1.0	01 April 2024	Behaviour Lead	Principal	01 April 2025
1.1	01 April 2025	Behaviour Lead	Principal	02 March 2026
1.2	02 March 2026	Behaviour Lead	Principal	02 March 2027
2.0	26 September 2026	Behaviour Lead	Principal	September 2027

Version 2.0 restructures the policy under the standard NIS Policy Headings and fully integrates the MOE 851/2018 behaviour scorecard, offence degrees, escalation, and Behaviour Management Committee.

12. Accessibility — Soft and Hard Copy Availability

- A soft copy of this policy is published on the school website and is available on request in accessible formats.
- Hard copies are available at the school reception and the relevant offices.
- Alternative formats (large print, read-aloud) are provided for those who need them.

13. Translation — English (and other nationality if applicable)

- This policy is available in English.
- Translations into other languages are provided where a significant community need is identified.
- In the event of any discrepancy, the English version aligned with RAK DOK/MOE regulations shall prevail, unless RAK DOK specifies otherwise.