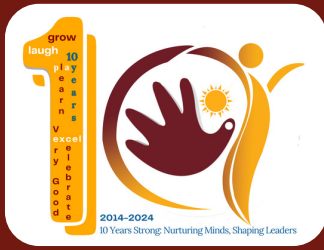


CREDENCE HIGH SCHOOL

BEHAVIOUR MANAGEMENT POLICY



**GOOD BEHAVIOUR IS THE BEST
PROOF OF CHARACTER**



CREDENCE HIGH SCHOOL

BEHAVIOUR MANAGEMENT POLICY



FUNCTION	To establish robust systems to address and correct student behaviour
STATUS	Implemented
REVIEW SCHEDULE	Annual
REVIEWED BY	• School & Career Counsellor Dr. Subhadra • Head of Physical Education Mr. Vijesh
LAST REVIEWED ON	April 2026

OUR VISION

“To be an institution that nurtures free and happy minds thereby empowering students to excel and contribute to the society in the field of their choice.”

OUR MISSION

Tailor an inclusive and supportive campus that offers a sense of belonging, happiness, physical safety and intellectual freedom to all of our students.

Harvest the innate talent of each child to build a school community of individual achievement and collective excellence.

Instill an acute sense of values and ethics in each of our students so they may always be known for their personal integrity and probity.

Nurture an international cross-section of students so they may learn to live in a globalized world and contribute to building a united, tolerant, caring society.

Kindle and keep alive the spark of curiosity in our students through the provision of ICT facilities and resources that support research – oriented, independent and enquiry-based learning.

RATIONALE

This policy is framed considering the principles and approaches that will be undertaken as a part of Credence High School's learning strategy.

Keeping in mind the school's vision and mission, we will work towards making the school a safe and healthy environment for the students.

DISCIPLINARY COMMITTEE:

- **Principal:** Mrs. Deepika Thapar Singh
- **Vice Principal:** Mr. Shivender Kumar
- **Early years Supervisor:** Ms. Dhanalaxmi
- **Primary Phase Supervisor:** Ms. Nirmala
- **Middle Phase supervisor:** Ms. Neelima

- **Secondary Phase supervisor:** Ms. Anila
- **Head of Department, Physical Education:** Mr. Vijesh
- **Senior School Counselor:** Dr. Subhadra
- **School Counselor:** Ms. Anagha

AIM OF THE BEHAVIORAL POLICY:

- To provide a safe and secure environment in the school where children feel secure, understood, and respected.
- To inculcate positive discipline strategies to minimize disruption level and to maximize learning.
- To promote positive attitudes and moral reasoning so that children understand their behaviors and recognize that there are inevitable consequences for their behavior.
- To establish and implement a solution-focused approach to positive child-centered behavior management that includes a clear system of rewards and sanctions tailored to the individual, enabling them to provide a safe and inclusive learning environment for children.

PRINCIPLES

The following principles guide our school in our management of all student behavior:

- Student well-being and the prevention of inappropriate behaviour will be enhanced by focusing on early intervention and prevention.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All student behaviour management and policy implementation decisions are made according to procedural fairness.
- Student behaviour must not be viewed in isolation, but as part of an interaction between the students, staff and the school community.
- School staff will demonstrate accountability for evidence-based decision-making, reporting and referral to appropriate support, and record keeping.

PUPIL BEHAVIOURAL STANDARDS AND EXPECTATIONS

At CHS we pride ourselves on nurturing and supporting the calm, purposeful, happy environment at school, in which we believe all children can flourish and grow. Our school's primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

Part of how we encourage and promote this approach is by having clear and consistent expectations of our children regarding the standard of their work at school and their behavior.

A key element of this approach is our Behaviour Policy. As with all aspects of school life, we aim to work with children, staff and parents to encourage positive behaviour.

Key expectations are as follows:

We expect children to

- Respect each other and show respect for all adults.
- Co-operate with other children and adults.
- Always follow the 5Cs - i.e. demonstrate courtesy, care, commitment, cooperation and consideration in all they say and do.

We expect our staff to:

- Model positive behavior
- Create a culture of respect for all people.
- Implement the school's rules, rewards and consequences fairly and consistently.
- Raise all children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment in the classroom and elsewhere, both physically and emotionally.

- Form a positive relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognize that children are individuals and be aware of their needs.

We expect parents/guardians of our students to:

- Ensure that their child adheres to this code of conduct.
- Be aware of the school rules, rewards and consequences.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss the importance of good behaviour and follow up in case of any behaviour-related communication from the school.
- A strong partnership between school and home fosters opens communication channels.
- Show respect for all members of the school community.
- Support their child's learning and to co-operate with the school.
- Support the school's actions when we must use reasonable disciplinary actions due to a child's behaviour.

At Credence High School, honesty, respect, consideration and responsibility should underpin our behaviour standards. We expect our students to always behave appropriately within school and the wider community. Staff should aim to recognize, praise and reinforce positive behaviour rather than focus on negatives or previous failings.

Our standards of behaviour will:

- Promote a safe and well-ordered learning environment.
- Allow pupils to develop self-esteem, feeling safe within the learning environment created.
- Develop mutual respect between pupils and teachers.
- Be consistent across all faculties and year groups.
- Allow all students to fulfill their academic potential.

CODE OF CONDUCT: IN-PERSON CLASSES

- ❖ **Physical Safety** - All students must avoid engaging in rough physical play such as tackling, pushing, pulling, standing on a chair, and running around in the class while waiting for the teacher.
- ❖ **Honesty** - Honesty is expected in all interactions with teachers, peers and all other school staff members.
- ❖ **Dress Code**—Students must wear proper school uniforms: a white uniform with a tidy necktie, school belt, white socks, and shiny black shoes on regular days and house-colour uniforms with white running shoes on P.E. days. The swimming costume, if required, should be approved by the swimming coach. Colouring hair is not allowed. Nails should be properly trimmed, and nail paints are not allowed.
- ❖ **Punctuality** - Students should report to school on time.
- ❖ **Language** - Disrespectful language/ verbal confrontation and expression are prohibited in school. Students are expected to be responsible, polite and use friendly language in school and other digital communication.
- ❖ **Respect** - Students must exhibit respectful behavior towards teachers, peers, aunties, uncles, administrative staff, faculty and visitors in the school. They must follow the instructions and always use “thank you” and “please” wherever possible.
- ❖ **Bullying and interpersonal abuse**-Bullying is the intentional and deliberate intimidation of another person through emotional, physical, social, psychological and/or cyber means. The school has a zero-tolerance policy for bullying in all its forms. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. All students involved in bullying will receive appropriate counselling and support from the school.
- ❖ **Social Media Platforms** - The school community adheres to school policies regarding the ethical use of technology and UAE cyber security laws. Parents and students using any social media forum must always demonstrate respect for the members of the school community (including all students and personnel). The school will not tolerate any form of defamation or intentional harm practiced through social media forums.
- ❖ **Lost and Found** - Students must contact the school reception to retrieve lost items. The school will not be responsible for items lost or stolen. Avoid bringing valuable items to the school.

- ❖ **Bus** - ID card must be tagged upon bus boarding and leaving. Seat belts must be worn for safety reasons. They should follow the bus rules.
- ❖ **Arrival & Dispersal** - Students must walk on the right-hand side of the path. They must refrain from walking in pairs and running as it may cause injury.
- ❖ **Corridor** - Students must always wear the Classroom Out Pass in the corridor and refrain from talking loudly as it disturbs classes. They must walk on the right side of the yellow line.
- ❖ **Classroom behavior** - Bring required study material and follow class rules for an effective learning experience.
- ❖ **Use of devices** - Devices are to be brought only on designated days per the BYOD schedule.
- ❖ **Cafeteria** - Follow queue discipline and use important words like “Please” and “Thank you”. Students are not allowed to dine in the cafeteria.
- ❖ **Washroom** - Use the washroom as and when required and return to the class on time. Conserve water, hand soap and tissue in the washroom.
- ❖ **Auditorium** - Observe silence and practice good etiquette during assembly and special events in the auditorium.
- ❖ **Organized excursions**- Educational visits, field trips and seminars which are authorized and may be taken as an extension of learning and all students are expected to attend these activities. While on such excursions, students are to consider themselves as ambassadors of their school. They must show courtesy to teachers, helpers and guides.

CODE OF CONDUCT: ONLINE CLASSES

This document outlines our expectations for a safe, structured, and respectful digital environment. By aligning school protocols with home habits, we ensure every student remains ‘SMART’ and successful in their learning.

❖ Platform Integrity & Safety (The ‘SAFE’ & ‘RELIABLE’ Rules)

- **Approved Access:** Students must use school-approved platforms (Google Classroom and Google Meet) for all academic activities.

- **Privacy & Security:** Unauthorized recording or sharing of online classes is strictly prohibited. Login credentials and class links must be kept confidential and never shared externally.
- **Data Privacy:** To remain SAFE, students must never share personal information—including full names, addresses or passwords—with untrusted individuals or on non-school platforms.

❖ Attendance & Professional Presence

- **Punctuality:** Students must join all online sessions on time, following the school timetable. Attendance is monitored in accordance with KHDA expectations.
- **Digital Identity:** For security and teacher recognition, students must use their official school names. Using nicknames or pseudonyms is prohibited.
- **Visual Engagement:** To maintain an active learning environment, cameras must remain turned on throughout the session unless a teacher provides specific instructions otherwise.

❖ Communication Etiquette & Respect

- **Audio Discipline:** Microphones must remain muted unless the student is called upon to speak. This ensures a focused environment for all.
- **Mutual Respect:** The same courtesy expected in a physical classroom applies online. Students must always be respectful to teachers and peers.
- **The 'TELL' Rule:** If a student encounters anything uncomfortable, receives a "nasty" message, or witnesses cyberbullying, they must immediately inform a parent, guardian or teacher.

❖ Student learning expectations

- **Academic Integrity:** Students must maintain academic honesty in all submissions. Assignments should be completed independently and submitted on time.
- **Learning Environment:** Students should attend classes from a quiet, well-lit, and distraction-free space while being decently and presentably dressed.
- **Engagement:** Students are required to actively participate in all lessons and follow all teacher instructions carefully.

- **Self-Care & Wellness:** Between classes, students should take "Well-being Pauses" to rest their eyes, stay hydrated, move around, and avoid continuous screen exposure.
- **Midday Breaks:** The Midday Wellness Break must be used to have meals, relax and spend time away from digital devices.
- **Zero Tolerance:** There is a zero-tolerance policy for disruptive behavior, inappropriate language, or any form of technology misuse.

❖ **Collaborative Supervision (School & Home Partnership)**

To ensure the 'SMART' rules are followed, we recommend the following at home:

- **Environment:** Whenever possible, keep the computer in a shared family room rather than a bedroom to help children stay focused and safe.
- **Engagement:** Parents are encouraged to ask children about their online "friends" and the games they play.
- **Boundaries:** Establish clear family rules regarding screen time and the use of mobile phones during school hours.

TIERED BEHAVIOR MANAGEMENT FRAMEWORK FOR NON-COMPLIANCE

Level 1: Low-Level Concerns (Managed by Teacher)

Examples:

- Talking out of turn
- Incomplete classwork/homework
- Minor disruptions
- Lack of preparedness

Interventions:

- Verbal reminder or redirection
- Non-verbal cues (proximity, eye contact)
- Reinforcement of expectations
- Reflection prompt (verbal/written)

Level 2: Repeated or Moderate Concerns (Teacher + Supervisor)

Examples:

- Repeated Level 1 behaviors
- Disrespectful language
- Disruption affecting learning
- Misuse of digital devices

Interventions:

- Formal warning
- Behaviour reflection sheet
- Parent communication
- Referral to supervisor

Level 3: Serious Concerns (Senior Leadership Involvement)

Examples:

- Bullying (verbal/cyber)
- Aggressive behaviour
- Academic dishonesty (cheating)
- Damage to property
- Repeated Level 2 behaviours

Interventions:

- Formal incident report
- Parent meeting with supervisor
- Counselor's referral

Level 4: Severe / Critical Incidents

Examples:

- Serious misconduct impacting safety
- Repeated non-compliance despite interventions

Interventions:

- Immediate senior leadership action

ONLINE SAFETY TIPS AND LINKS FOR PARENTS

1. **Support your children at home** - Check you know what they are doing on the computer, especially in chat rooms and games played with others online. Ask who their “friends” are. Get them to teach you about how things work.
2. **Support the school** – Take an active interest in what your children do during online classes.
3. **Support their learning**—It helps to keep the computer in the family room, not tucked away in a child’s bedroom. Help your children use the Internet for homework and leisure interests.
4. **Agree on some family rules**—how long to play computer games, where to keep mobile phones, and which websites can be used.

Above all, our students must be **‘SMART’**

SAFE	Students must keep themselves safe. They must not give out personal information – including full name and email address - to people they don’t trust online.
MEETING	Students must understand that meeting up with someone they have only been in touch with online can be dangerous.
ACCEPTING	Accepting e-mails, messages or opening files from people a student doesn't know can be dangerous – they may contain viruses or nasty messages!
RELIABLE	Always remember that someone online may be lying about who they are, and information we find online may not be true. Check information and advice on other websites and in books or ask someone who may know.
TELL	Students must tell parent/guardian or teacher if someone or something makes him/her feel uncomfortable or worried or if they come to know that peer is being cyberbullied.

All incidents regarding e-safety, digital citizenship, the acceptable and unacceptable use of technology, online teaching and learning platforms and the internet are referenced in our Anti-bullying, Cyber-safety during Blended and Distance Learning Policy. They should be read in conjunction with this policy.

BIRTHDAY CELEBRATIONS:

- Birthdays are special and joyful occasions for our students.
- To support students' health and wellbeing, we request students to refrain from distributing chocolates, cakes or sweets in school.
- To promote a healthy and responsible culture within the school, we encourage simple and meaningful alternatives such as pens, pencils, bookmarks, notepads and other useful stationery items.

SEARCH SCREENING:

On rare occasions, staff may be required to search for students or their possessions where they have grounds for suspecting that the student may have a prohibited item in their possession. The search will be conducted by the teachers in the presence of an SLT member. The school will ensure that all searches are conducted by two members of staff, one of whom will be the same sex as the student. A clear explanation of why the search is being carried out will always be given. All searches will be recorded; the senior leadership team will be informed of the search details and the findings. Any student possessing a prohibited item may be issued a warning or even suspension, depending on the nature of the item.

CONFISCATION:

Any prohibited items found in pupils' possessions will be confiscated and not returned to them. We will also confiscate any item harmful to school discipline. These items will be returned after discussion with senior leaders and parents. Perishable goods will be thrown away.

BANNED/PROHIBITED ITEMS:

The following items are banned on the school campus:

- ❖ Chewing gum
- ❖ Spinners
- ❖ Energy/fizzy drinks

- ❖ Mobile telephones (except the permitted ones)
- ❖ Jewelry (other than mentioned in the uniform policy)
- ❖ Makeup accessories
- ❖ Sharp objects including metal combs.
- ❖ Stink bombs and water bombs
- ❖ Lighters and matches
- ❖ Crackers

The following items are illegal, and possession may result in suspension or expulsion from the school.

- ❖ Weapons – or any object that could be used to harm oneself or others.
- ❖ Cigarettes and/or smoking materials, including shisha pens, vape, doha pipes and tobacco.
- ❖ Alcohol

MOBILE PHONES

Credence High School has a **NO-MOBILE PHONE POLICY**. If students need to contact their parents, they should do so via the school reception. If parents need to contact their child urgently during school hours, they, too, should contact the school reception. **Students are banned from bringing mobile phones to school.** The school authorities will conduct routine inspections to ensure compliance. The school will ensure that all inspections are conducted by two members of staff, one of whom will be the same sex as the student.

WHY BAN?

- To protect student privacy
- To prevent distractions
- To promote positive behaviour
- To enhance student wellbeing

However, if it's necessary to bring the mobile phone to school, the following steps must be followed.

1. An email should be sent through the school portal to the phase supervisor seeking permission for the same.
2. If permission is granted, the student has to switch off the phone and hand it over to the class teacher before **7:45 am** and collect it back during dispersal time.

REPERCUSSIONS OF NON-COMPLIANCE

If found possessing the phone without permission the consequences will be as follows

1. For the first time, the phone will be confiscated by the school authorities, and the parents will be intimated. **The phone will be returned only after one month after a strict warning.**
2. If the offense is repeated, **the phone will be confiscated and returned only at the end of the academic year.**

DISCIPLINARY CARDS

Type of Disciplinary Card	Issued for	Consequences
YELLOW Card-1	5 consecutive working days	Students will lose: • All the privileges given by the school • PE, Day Boarding, Morning training • Participation in Inter house/ Inter school Competitions
YELLOW Card-2	10 consecutive working days	Students will lose: • All the privileges given by the school • PE, Day Boarding, Morning training • Participation in Inter house/ Inter school Competitions
RED Card-1	15 consecutive working days	Students will lose: • All the privileges given by the school • PE, Day Boarding, Morning training • Participation in Inter house/ Inter school Competitions
RED Card-2	20 consecutive working days	Students will lose: • All the privileges given by the school • PE, Day Boarding, Morning training • Participation in Inter house/ Inter school Competitions

BEHAVIOURAL OFFENSE AND CONSEQUENCES

1. In case of any behavioral offence, **the student will be given a verbal warning, followed by counselling.**
2. On observation of repeated discipline issues, **the student will be issued a reflection sheet by the phase supervisor, and parents will be informed of the same.**
3. **Yellow Cards** will be issued based on the seriousness of the offence at the discretion of the **Discipline Committee. Parents will be informed by the Phase Supervisors** while a disciplinary card is issued to their ward.
4. Failure to make improvements after being issued **verbal warning and a yellow card** will lead to the issuance of a **Red card**.

SAFEGUARDING ESCALATION MATRIX (APPLIES ACROSS SUBSTANCE ABUSE: ANTI-VAPING, ANTI-SMOKING AND DRUG TYPES)

To ensure consistency and proportionality, Credence High School applies the following safeguarding and behaviour escalation levels. The school retains discretion to move directly to higher levels where risk to safety is significant

Level A — Early / Low-Level Concern (First Incident)

Examples:

- First confirmed possession of a vape or tobacco product or drugs without evidence of supply.
- Low-level behaviour suggesting experimentation (The initial/ sporadic use of substances often driven by curiosity, peer pressure or social situations).

Response:

- Confiscation and documentation (Behaviour Reflection Sheet).
- Parent notification.
- Educational intervention and counselling.
- Behaviour warning and continuous monitoring.

Level B — Possession / Repeat Behaviour (Moderate Risk)

Examples:

- Repeated possession.
- Evidence of use intent.
- Pattern of risk behaviour.

Response:

- Formal disciplinary action.
- Parent meeting with Supervisor.
- Mandatory counselling.
- Temporary suspension may be applied.

Level C — Use on Campus / Serious Breach (High Risk)

Examples:

- Confirmed use of vape, smoking, or substance on school premises or school activities.
- Use in washrooms or hidden areas.

Response:

- Immediate removal from the class environment.
- Senior leadership review.
- Parent meeting with SLT.
- Safeguarding risk assessment
- Suspension as per school policy.

Level D — Supply / Distribution (Critical Safeguarding Risk)

Examples:

- Selling, supplying, sharing, or facilitating access.
- Possession of illegal drugs or unidentified substances.
- Coercion or peer pressure involving substances.

Response:

- Immediate suspension pending investigation.
- Principal and Safeguarding Lead Oversight.
- Full incident documentation.
- External authority consultation where required under UAE regulations.
- Non-re-registration may be considered.

Important:

- Safeguarding considerations may require the school to escalate directly to Level C or D regardless of previous history.
- Behavioral offenses related to the possession/ use of vape, cigarettes/ tobacco products, drugs in school will result in the issuance of Disciplinary Cards, followed by appropriate consequences as specified in this policy.
