



الأكاديمية الملكية، عجمان
The Royal Academy, Ajman



BEHAVIOUR MANAGEMENT POLICY – 2025-26

1. Introduction and Purpose

At The Royal Academy Private School, we are committed to cultivating a learning environment that promotes mutual respect, accountability, and a safe space for all students. This behavioral policy is designed in accordance with the Ministry of Education (MOE) guidelines and reflects our commitment to ensuring that every student thrives academically and personally within a structured and disciplined environment.

2. Code of Conduct

The Code of Conduct lays out the expectations for all students regarding behavior, respect for others, and personal responsibility. All students are expected to:

- Show respect to peers, teachers, and school staff at all times.
- Take responsibility for their actions and behavior.
- Respect school property and the personal belongings of others.
- Abide by the school's dress code and policies regarding attendance and punctuality.
- Follow the rules for the proper use of school-provided resources and electronic devices.

3. Categorization of Behavioral Offenses

Offenses are divided into four degrees based on their level of severity. Each degree corresponds to a specific set of consequences and corrective actions.

3.1. First-Degree Offenses (Low Risk)

These are minor infractions that disrupt the educational environment but do not pose any serious harm. First-degree offenses typically result in minor corrective actions:

- Sleeping during class or school activities (after confirming the student's health status).
- Eating during class.
- Failing to complete homework or assignments.
- Misusing electronic devices, including tablets, phones, or other technology.
- Arriving late to morning assembly or failing to participate.
- Entering or exiting the classroom without permission.
- Failing to wear the correct school or PE uniform or having untidy hair.
- Not bringing required books or stationery.

- Making inappropriate sounds or being disruptive in the classroom or school corridors.

3.2. Second-Degree Offenses (Medium Risk)

These infractions are more serious in nature, potentially involving harm to others or property.

- Medium-risk offenses include repeated disregard for school rules:
- Failing to attend school without a valid excuse, especially during critical periods like before or after holidays and exams.
- Leaving the classroom during lessons without permission or skipping class.
- Failing to attend mandatory school activities and events without a valid excuse.
- Physical harm is inflicted on other students.
- Violation of public morals, including offensive language, gestures, or actions.
- Destruction of school property, including textbooks, furniture, or equipment.
- Misuse of electronic devices, especially when disruptive to learning.
- Verbally abusing or insulting fellow students, staff, or visitors
- Refusing to comply with inspections or failing to hand over banned items when requested.
- Possession or use of drugs or other prohibited substances on school grounds.

3.3. Third-Degree Offenses (High Risk)

These are severe offenses that pose significant harm to the school community, safety, or property. These infractions require immediate and stringent disciplinary actions:

- Acts of extreme violence or aggression, whether physical or verbal, toward peers, staff, or visitors
- Bringing dangerous or prohibited items, including weapons, to school.
- Persistent bullying, harassment, or discrimination based on race, gender, or other characteristics.
- Engaging in illegal activities such as drug use, vandalism, or theft on school grounds.
- Repeated violations of school policies despite multiple warnings and corrective measures.

3.4 Fourth-Degree Offenses (Extreme Risk)

Fourth-degree offenses represent the gravest forms of misconduct that not only threaten the integrity of the school but may also involve legal implications and intervention from law enforcement. These offenses are rare but require immediate and decisive action.

Examples of Fourth-Degree Offenses:

- Criminal Activities: Engaging in illegal activities, including drug trafficking, theft, assault, or involvement in organized crime.
- Physical Assault on Staff or Students: Severe physical violence that leads to serious injury or harm to students, staff members, or visitors.
- Possession or Use of Weapons: Bringing or using firearms, explosives, knives, or other dangerous weapons on school premises.

- Sexual Harassment or Assault: Engaging in any form of sexual harassment or assault against another student, staff, or visitor.
- Cybercrimes: Engaging in serious cyber offenses such as hacking, leaking confidential information, or cyber bullying that causes severe emotional or psychological harm.
- Arson: Setting fire to any school property, intentionally causing destruction or putting lives at risk.
- Severe Acts of Vandalism: Causing major damage to school infrastructure, such as deliberate destruction of school buildings, laboratories, or equipment.
- Discrimination or Hate Speech: Engaging in acts of extreme racism, hate speech, or promoting ideologies of violence and discrimination against others based on religion, gender, race, or nationality.

4. Response Mechanism for Behavioral Offenses

The school employs a systematic approach to dealing with behavioral issues:

- Documentation: Every behavioral incident is carefully documented, with records kept by the counselor, HOD, and principal.
- Counseling Support: For repeated offenses, students are referred to the school counselor for behavioral guidance and improvement plans.
- Parental Involvement: Parents are promptly informed of all significant behavioral incidents and are required to participate in meetings or intervention strategies when necessary.
- Mark Deduction System: Behavior marks are deducted progressively based on the number and severity of offenses, which will impact the student's overall performance and report.

5. Preventive Strategies

To minimize behavioral issues and create a positive school environment, the following strategies are in place:

- Awareness Programs: Regular sessions are conducted to educate students on school policies, expected behavior, and the consequences of misbehavior.
- Positive Reinforcement: A reward system encourages students to demonstrate good behavior, with incentives such as certificates, awards, and school privileges.
- Behavioral Workshops: Workshops focusing on social skills, emotional regulation, and conflict resolution are organized to help students develop positive coping mechanisms.

6. Review and Amendments

This policy will be reviewed annually by the school's management team in collaboration with the Ministry of Education to ensure compliance with the latest regulations and adapt to the evolving needs of the school community.

Next Review Date	April 2026
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