

Elementary Behavior Management Policy 2024-25



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Purpose

Nibras International School (NIS) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

NIS Behavior Management Policy is designed to facilitate high standards of behavior so that learning and teaching can be effective and students can participate positively within our school community.

This document clearly outlines the school's values, principles and beliefs about behavior and sets out a clear strategy as to how teachers and others manage behavior in terms of whole school, targeted, and intensive support.

Policy Objectives

1. Establish clear and consistent behavior expectations.
2. Foster positive social-emotional learning and respectful relationships.
3. Promote student responsibility, accountability, and self-regulation.
4. Provide structured interventions and consequences for inappropriate behaviors.

Learning and behavior statement

All areas of NIS represent learning and teaching environments. We consider behavior management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs. The NIS Behavior Management Policy supports our community in achieving our definition of learning 'Learning that goes beyond expectations inspiring learners to take risks and embrace their abilities, take responsibility and to make a difference in the lives of those around them; grounded on our values of being Tolerant, Organized, Respectful, Caring and Honest.'

Within the Behavior Management Plan, the use of Positive Behavior Intervention Supports (PBIS) and Responsive classroom strategies together with the TORCH values are used to promote and implement the expected standards of responsible behaviors. Our Behavior Management Policy is aligned with the values, principles and expected standards of our school community.

Student Rights

To learn in a positive and safe environment

To be recognized as an individual – each with their own unique skills, talents and passions

To be respected and treated equally at all times

To be heard

To be trusted

Student Responsibilities

To treat themselves, others and their surroundings with respect

Behave properly on the school premises, buses and in the classroom.

To follow UAE Cyber security laws and school rules on responsible use of technology

Students must strive to be the best versions of themselves inside and outside the classroom

To report violations of rules, policies and procedure

What Reasonable Adjustments Do We Make to The Policy?

While it is important to be fair and consistent, we recognize that some students face additional challenges which can impact on their behavior - for example those children with SEND or those classed as vulnerable for a range of reasons. In this case, the school will decide that reasonable adjustments are needed as to how the behavior policy is applied.

- Some students may be given special arrangements within class, e.g. use of fiddle toys, behavior charts, cool-down activities and quiet areas.
- In some cases, quiet time may be used out of class, during lesson time. This system will be pre-agreed between child and staff, to be used during times of anger, stress or anxiety. The priority during these quiet times will be to allow the student to calm and return to work as soon as possible.
- Some students may be given special arrangements at playtimes or lunch times. These may involve supported activities to address behavior issues or quiet areas to allow students time to reflect on their behavior. Other students may join the whole school outside at play or lunch times but will be supported by a named adult.
- Other personalized arrangements may be put into place as necessary and may be formalized on a written Behavior Intervention Plan (BIP) to share with other staff.

The role of the Inclusion Department

The role of the guidance counsellor

The primary role of the guidance counselor is to support students' emotional and mental well-being. While not directly responsible for managing behavioral issues, the guidance counsellor is part of the school's 'one-team approach' and may step in during crises or when protocols are followed to provide a calming, supportive presence.

The focus of the guidance counsellor is to build a trusting, non-authoritative relationship, distinct from that of a teacher or principal, where students feel safe to explore their feelings. Through this rapport, students can understand what drives their behavior, identify triggers, and empower them to make positive, informed choices. The guidance counsellor does not serve as a disciplinarian, nor judge students' behavior or performance; rather, to work alongside them to foster self-awareness and personal growth.

Representation and description of the TORCH values

	DEFINITION	SYMBOL	I strive to...
<i>I am Tolerant</i>	Tolerance is ‘recognizing and respecting others beliefs and practices without making a negative impact about it” (Neufeldt 1994)		▪ I strive to appreciate the diversity of our world and people ▪ I strive to appreciate the diversity of culture, religion, and languages around me ▪ I strive to be open-minded, patient and fair to those around me ▪ I strive to listen and to understand different ideas, opinions and perspectives
<i>I am Organized</i>	If something is organized it’s arranged in a systematic, orderly way.		▪ I strive to get to school and classes on time ▪ I strive to start an assignment or project as soon as I get it ▪ I strive to organize my supplies, materials and equipment ▪ I strive to follow a schedule and know when I have deadlines ▪ I strive to clean up after myself ▪ I strive to ask questions if I am unsure of a task ▪ I strive to break the task down into smaller, more manageable steps ▪ I strive to take responsibility for my learning environment by keeping it neat and tidy

<i>I am Respectful</i>	If you're respectful, you show consideration and regard for someone or something and consider how words and actions impact others.		▪ I strive to respect myself and others, including all staff members, peers, parents and visitors to the school. ▪ I strive to respect the personal and physical space and environment of myself and others ▪ I strive to respect my own learning and that of others ▪ I strive to respect the rules and behaviors expected of me to succeed ▪ I strive to show respect by using kind or polite words ▪ I strive to demonstrate respect through using manners like sharing resources, waiting my turn and being careful not to damage equipment or property
<i>I am Caring</i>	Feeling or showing concern for or kindness to others		▪ I strive to act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. ▪ I strive to take responsibility for my own actions and the consequences that accompany them. ▪ I strive to develop positive relationships with all those around me ▪ I strive to take care of people, equipment and the school environment ▪ I care for people in my classroom by following our Classroom Essential Agreements
<i>I am Honest</i>	Is truthful and trustworthy		▪ I strive to tell the truth ▪ I strive to share all relevant information about incidents ▪ I strive to admit when I am wrong ▪ I strive not to cheat and to follow the school rules on plagiarism ▪ I strive to return things that do not belong to me

Core Components of the Policy

- ❖ **Teach** and **practice** these expectations regularly.

1. Set Clear Classroom Expectations

- Collaborate with students at the start of the school year to develop Classroom Essential Agreements that provide **clear, positively-stated behavior expectations** aligned with school-wide guidelines (e.g., TORCH Values). Use **interactive modeling** to teach these expectations and discuss them regularly in **morning meetings** or class circles to reinforce understanding. **Be specific** and state expectations positively (e.g., "Keep hands to yourself" vs. "Don't touch others").
- **Display expectations** prominently in the classroom with visual prompts, ensuring students can easily reference them throughout the day.
- Use **morning meetings** to reinforce expectations, build community, and provide students a chance to reflect on the day's goals.

2. Classroom Routines and Procedures

- Develop and teach routines for daily activities (e.g., turning in work, lining up, transitions, working in groups) that support behavior goals. Routines should be **practiced and reviewed** regularly.
- **Display expected routines**, this is especially valuable for English language learners.
- **Practice** routines regularly to ensure students understand and follow them.
- Implement the NIS Walk and NIS Talk expectations.

3. Start Activities with Proactive Reminders

- Before starting activities, provide students with **brief, proactive reminders** of the behavioral expectations.
- Use **visual cues** to remind students of classroom rules and desired behaviors.
- Conduct **whole-class reflections** after activities to reinforce behaviors and identify areas for improvement.
- Use **non-verbal signals** (e.g., quiet signals, hand gestures = ) to guide students in maintaining appropriate behavior.

4. Design the Classroom Thoughtfully

- Arrange your classroom to support different activities (e.g., small groups, whole-class discussions).
- Ensure desks are placed away from high-traffic areas to minimize disruptions.
- **Organize materials** and ensure students can easily access what they need.

5. Create a Calming Corner

- Designate a quiet space where students can go to **reset emotions** and **calm down**.
- Teach students how to use the space effectively and reinforce it as a **positive strategy of reflection**, not punishment.
- Ensure students have access to **calm-down tools** like stress balls or breathing exercises.

6. Building Positive Relationships and Community

- Use **positive reinforcement** (e.g., praise) to acknowledge appropriate behaviors, fostering a culture of respect and responsibility.

- Incorporate **community-building activities**, such as morning meetings and sharing circles, to help students develop empathy and cooperation.
- Use the **Morning Meeting** model to check in with students and address any classroom concerns collaboratively.

7. Positive Reinforcement and Recognition

- Provide specific and timely **positive reinforcement** for appropriate behaviors. This includes praise, tokens and group rewards via the house point system, and incentives (e.g., extra recess, stickers).
- Use **positive teacher language** to acknowledge and reinforce students' efforts (e.g., "I noticed how you worked quietly during group time. Thank you for being respectful.").
- Encourage **peer recognition (e.g Shout outs)** during morning meetings or other group settings, fostering a supportive community.

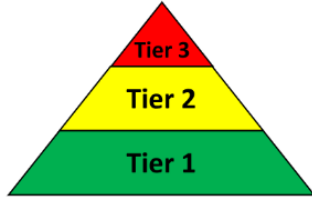
8. Active Supervision and Feedback

- Teachers should **actively supervise** the classroom by moving around, monitoring students, and offering specific feedback.
- Provide **constructive redirection** when students deviate from expectations, allowing them to correct their behavior quickly and respectfully.
- For more serious behaviors, use **problem-solving conferences** to talk through issues with the student and help them develop strategies for improvement.
- Use **logical consequences** that are related to the behavior and help students learn from their mistakes.
 - **You break it, you fix it:** Encourage students to take responsibility for any disruptions or mistakes.
 - **Loss of privilege:** Allow students to earn back privileges by demonstrating responsible behavior.
 - **Time-out or "Take a Break":** A short, positive time away from the group to regain self-control, without shame or punishment.

9. Fostering Social-Emotional Learning

- Integrate the HEART curriculum during **wellbeing social-emotional lessons**, focusing on key areas like self-management, responsible decision-making, and relationship skills.
- Use daily practices like **morning meetings** and **closing circles** to help students build social-emotional skills, such as empathy, active listening, and conflict resolution.
- Focus on the TORCH values of being tolerant, organized, respectful, caring and honest.

Behavior Reporting and Consequences



Behaviors are categorized into three tiers based on severity and frequency. Each tier involves different levels of intervention, support, and consequences.

Definitions of Tier I, Tier II, and Tier III Behaviors

Tier I Behaviors (Minor Behaviors)

Definition:

Tier I behaviors are low-level, everyday disruptions that can typically be managed through basic classroom management strategies. These behaviors do not significantly interfere with teaching or learning but need attention to prevent escalation.

Examples:

- Talking out of turn or interrupting others.
- Being off-task or distracted (e.g., daydreaming, not paying attention).
- Minor disrespect (e.g., eye-rolling, talking back without aggression).
- Failing to follow basic instructions or classroom routines.
- Not completing work or not bringing required materials.
- Mild physical behaviors (e.g., fidgeting, tapping on desks).
- Inappropriate but non-disruptive language (e.g., casual swearing).
- Littering or not taking care of the school environment.

Teacher Response:

- Verbal reminders or redirection.
- Positive reinforcement for students exhibiting appropriate behavior.
- Brief reflection with student to discuss expectations.
- Visual or non-verbal cues to guide behavior.
- Informal parent communication if behavior is recurring.

Tier II Behaviors (Moderate Behaviors)

Definition:

Tier II behaviors are more serious or repeated behaviors that disrupt learning or negatively impact the classroom environment. These behaviors may require targeted interventions and involve the support of parents or other school staff.

Examples:

- Repeated Tier I behaviors after initial intervention.
- Disrespectful language or attitude towards teachers or peers.
- Refusal to follow directions or participate in classroom activities.
- Inappropriate physical contact (e.g., pushing, shoving).

- Significant disruptions during class (e.g., shouting, arguing).
- Leaving the classroom or designated area without permission.
- Academic dishonesty (e.g., cheating, copying work).
- Exclusion of peers or mild bullying behaviors.
- Staying away from class intentionally (in the washroom/clinic/library/ Playground, etc.)
- On the bus - bad behavior, foul language, leaving one's seat, vandalism, using an electronic device for visuals or gaming. Not following bus assistant or bus driver instructions.

Teacher Response:

- Logical consequences (e.g., time away from the group, loss of privileges).
- Behavior reflection forms (Think Sheet) to help students understand and learn from their actions.
- Parent contact through a phone call or formal note home via iSams.
- Small group intervention and/or attending Reflection Time (Detention) at lunch time (e.g., social skills group or behavior check-ins). When a detention is logged into iSams, parents will be informed.
- Collaborative problem-solving discussion with student and teacher.
- Behavior contract or plan to address repeated behaviors.

*Tier III Behaviors (Severe Behaviors)***Definition:**

Tier III behaviors are serious, potentially harmful behaviors that require immediate and intensive intervention. These behaviors may pose a safety risk or involve significant disruptions to the school environment. They often require administrative involvement and more structured behavior intervention plans (BIP).

Examples:

- Physical aggression (e.g., hitting, kicking, biting).
- Threats of violence or harm towards others.
- Bullying, harassment, or targeted exclusion of peers.
- Severe disrespect or defiance towards authority figures.
- Damage to school property or others' belongings.
- Verbal threats or inappropriate language (e.g., racial slurs, threats of harm).
- Theft or vandalism.
- Chronic non-compliance after Tier II interventions.
- Dangerous behavior that puts self or others at risk.
- Damaging school property /Vandalism
- Misuse of the fire alarm
- Malpractice/ plagiarism / Copying in exams
- Unauthorized use of someone else's electronic device or online account or the hacking of school systems (review the more detailed Cyber Safety Policy)

Teacher/School Response:

- Immediate removal from the classroom or situation.
- Office referral and involvement of school administration.
- Formal parent meeting with teacher, counselor, and administration.
- Development of an individualized behavior plan or intervention (e.g., counseling, behavior specialist referral).

- Restorative practices (e.g., conflict resolution, mediation).
- Possible suspension or other formal disciplinary action depending on severity.

2nd Offense – increased consequences is dependent on the severity of the incident.

3rd Offense – possible expulsion by the Principal (as allowed by KHDA)

Level IV Offenses – These infractions are managed by the school Principal and in accordance with KHDA regulations/approvals. These offenses will result in immediate expulsion from NIS. An immediate conference with the student, parent, and principal will be arranged. Local police may also be contacted for illegal activities. All infractions will be logged in iSams to track and monitor student behavior.

Each tier involves progressively more intensive interventions and support, aiming to address behaviors before they escalate to higher levels.

Behavior Monitoring and Review

- **Weekly Behavior Check-Ins:** Teachers review behavior logs weekly to track patterns and address concerns before they escalate.
- **Monthly Review Meetings:** For students with repeated Tier 2 or Tier 3 behaviors, teachers, parents, and support staff meet monthly to review progress and adjust behavior plans as needed. These meetings may take place during Pastoral meetings on the 2nd Monday of the month.
- **Student Reflection:** Students are encouraged to reflect on their behavior at regular intervals using behavior journals or reflection sheets. The Heart Curriculum provides several resources.

Assigning students to Reflection time (Detention):

Twice per week during lunch time, students requiring additional reflection time based on repeated behaviors will be assigned to a detention with a designated staff member. During this time, students are to complete further reflection sheets and tasks that support them in correcting their behavior. Tasks can also include community and service projects.

Recording behaviors using iSams

You can give a student a reward for positive behavior or a conduct for negative behavior to a student by using the Rewards and Conduct wizard.

- From the wizard bar click on the Rewards and Conduct category and click on the reward or conduct type that you want to give.

Select an Entry Type:

- Add each new record one by one in a single form view. It allows you to record the reward/conduct for a single student.
- Add multiple records in one go - Multiple: Allows you to add the same reward/conduct type to multiple students.
- Click Next Step. The next step displayed is determined by whether you are adding Single or Multiple records.
 - Awarding Teacher. Use the drop down list select the staff member who has awarded the record. This defaults to select your name, change it if you are adding the record on behalf of another

- staff member.
- Selected Student. Enter the name of the student who is receiving the record and select a student from the list displayed.
 - Record Date. Enter a date for the record. This defaults to today's date but you can backdate records, if required.
 - Department. Select a department from the drop down list.
 - Subject. Select a subject from the drop down list.
 - Record Category. Select the category which is most appropriate for the record.
 - Description. Use this to add a reason, or any other additional information, for the record. This is displayed in the reward description column when viewing reward and conduct records.
 - Click Next Step to give the reward or conduct.
- To add multiple records, follow the steps below:
 - Use the drop down list to select an Awarding Teacher. This defaults to select your name, change it if you are adding the record on behalf of another staff member.
 - Select a Group Selection to choose to filter students by group, then select the group that you want to view. For example, select to filter students by 'Form' then select the 'Form' you want to view.
 - The students you select are displayed in the wizard.
 - Use the drop down lists in the grey column header to add duplicate records to all the students listed. For example, 'Gold Star' has been selected as the Category header, so all students in the form have that selected.
 - Edit individual students using the fields available next to their name.
 - Click Next Step once you have completed.
 - When you have completed the wizard the final step confirms that the records have been saved. You can Click Add Another to start the wizard again, or Finish to exit.
 - Notifications may now be sent out to the students, parents and other staff depending on the module setup. The record may also require authorizing, in which case the notifications aren't sent out until this is done.
 - You can see rewards or conducts that have been given to a student in the Student Profiles module.

Awarding Positive behaviors

House Point System

The goal of the house point system is to promote positive behavior, fostering a sense of community, and encouraging collaboration among students.

1. Motivation and Engagement

- The system encourages students to demonstrate good behavior, effort, and academic achievements as they work toward earning points for their house. This creates a healthy sense of competition and motivates students to actively participate in school life.

2. Positive Reinforcement

- By rewarding positive actions, the house point system reinforces desirable behaviors. It shifts the focus from punishment to recognition, which helps students develop intrinsic motivation over time.

3. Community Building

- Grouping students into houses fosters a sense of belonging and team spirit. It encourages collaboration across grade levels, as students from different age groups work together to earn points for their house, building cross-grade relationships and unity.

4. Developing Responsibility and Accountability

1. Students learn that their individual actions contribute to the success of a larger group (their house), fostering a sense of responsibility and accountability for their behavior and learning.

5. Recognition and Rewards

- The system provides regular opportunities for recognition through house meetings or celebrations, which boosts students' self-esteem and creates a positive school culture.

6. Supports Social and Emotional Learning

- By encouraging positive interactions and behaviors, the house point system helps students develop social-emotional skills such as empathy, collaboration, and resilience.

5 Houses where all students and staff will be equally distributed by alphabetical order.



What can students receive a house point for?

	I am CARING Feeling or showing concern for or kindness to others. 1 point
	I am HONEST For being truthful and trustworthy. 1 point
	I am ORGANIZED If something is organized it's arranged in a systematic, orderly way. 1 point
	I am RESPECTFUL If you're respectful, you show consideration and regard for someone or something and consider how words and actions impact others. 1 point
	I am TOLERANT Tolerance is recognizing and respecting other's beliefs and practices without making a negative impact about it. 1 point
	Collaboration You have worked effectively with others to achieve common goals. 2 points
	Critical Thinking Demonstrated exceptional analytical skills. 1 point
	Curiosity You have shown a strong desire to learn or know more about a subject or topic. 1 point
	Environmental Ambassador For taking care of our environment. 1 point
	Global Awareness You have shown an understanding of global issues and contributed towards sustainable solutions. 3 points



Innovation

You have demonstrated creativity and originality in problem-solving and project work.

3 points



Panthers

Good sportsmanship!

1 point



Productive Struggle

Giving your best effort.

5 points



Quality

Quality in mind when working.

3 points



Resilience

You have shown the capacity to recover quickly from difficulties and maintain a positive attitude.

2 points

Exclusive (1)



TORCH

Displayed the TORCH values consistently during the week.

100 points

Unique (2)



Excellence Award

Caught being good. (Giving only by Leadership team.)

10 points



Leadership

You have demonstrated the ability to guide, inspire, and influence others towards achieving a common goal.

1 point

Where will house points be recorded?

Using the 'Critttercoin' application, both students and staff will have access to the platform. Only staff can assign points to students.

Rewards are for behaviors that are not the normal expected behaviors.

Sample rewards:

	First to lunch: Purchase this reward to be the first in the lunch line for the day.	5 Points
	Sticker choice: Get a special STICKER from the office!	10 Points
	Pick a book: Purchase this reward to choose a book for the teacher to read to the class during wellbeing time.	15 Points
	Choose music for the class: Purchase this reward to choose the music the class gets to listen to during writing or wellbeing time.	20 Points
	Extra Computer Time: Purchase this reward to earn an extra 15 minutes of computer time in class.	20 Points
	Announcement reader: Purchase this reward to read the morning announcements for the class.	30 Points
	Mini Treasure Box: Pick a treasure!	30 Points
	Special Pencil: Get a motivational or bendy pencil from the office.	35 Points
	Library Pass: Purchase this reward to earn a library pass for the period.	40 Points
	Pencil Toppers: Buy a pencil topper from the office.	45 Points
	Teachers Helper: Purchase this reward to be the teacher's helper for the day.	50 Points
	Treasure Box: Pick a treasure!	75 Points
	Ice Pop Treat: Buy an ice pop from the office	100 Points
	Lunch with Head of Elementary: Enjoy your lunch, including a special treat, with Ms. Althea.	125 Points

Cell Phones and Other Electronic Devices

- ❖ For the safety and mental well-being of our students, all mobile phones will be placed in a basket at the front of the homeroom during all instructional periods. During lunch, phones are to be kept with the teacher.
- ❖ Any phone not in the basket and observed during instructional time will be confiscated by the teacher. Students will be able to pick up their phones at the end of the day. Repeat offenders will need parents to come to the school after 3:00 p.m. to pick up their child's phone. Continued violations will have further consequences
- ❖ Any student who uses an electronic device while on campus in an inappropriate and non-educational capacity (foul language, threatening language, sharing pictures of students/staff, idle gossip and spreading rumors, or any other negative conduct that disrupts the learning and peace of another student or adult) will face serious consequences that align to the severity of the offense.
- ❖ Lastly, it is against UAE law to take a picture, voice recording, or video of someone without their consent. This applies to students as well. If your child engages in such an offense, it may result in a legal matter for your family and not NIS. NIS policy states that students are not allowed to take ANY pictures or videos while on campus unless they have received expressed written consent from NIS administration.
- ❖ Any student accessing non-approved WIFI will have their access to their account blocked by the IT department. Students are mandated to only access the NIS student Wi-Fi. Students are responsible for their own technology and need to ensure they do not access unapproved Wi-Fi, or another student's profile, or allowing another student to use their electronic device.
- ❖ Students will be held responsible for any activity that occurs from their device.
- ❖ Lost or Broken Laptops: Students are responsible for the upkeep of their own devices. This includes maintaining them so they continue to work, bringing them to school fully charged and using them only for instructional purposes so they do not run out of charge. NIS is not responsible for providing temporary electronic devices. (Please refer to the NIS E-safety Policy for any questions).

Bring Your Own Device

- ❖ Social media, texting, Snapchat, and other online sites or applications that contribute to inappropriate, threatening, bullying, racist, sexist behavior or remarks, even if "joking," can have significant consequences ranging from detention to legal action from the victim's family.
- ❖ Students should not be involved in such acts and should report if they see this occurring. Further, NIS needs the support of the parent community to monitor their child's social activity on their electronic devices.
- ❖ NIS can only monitor what is done via the Google Chromebook.

Definition of Bullying

Bullying is when one or more children intentionally and repeatedly try to upset, intimidate, or harm another child without being provoked. For behavior to be considered bullying, it must involve:

- Imbalance of Power: The child who bullies uses their power, such as physical strength, popularity, or access to sensitive information, to control or hurt others.
- Repetition: The bullying behavior happens more than once or is likely to happen again.

Bullying can be:

- Direct: Physical or verbal actions aimed at hurting someone.
- Indirect: Psychological or emotional actions like ignoring or excluding someone.
- Examples of Bullying:
 - Physical: Hitting, kicking, pushing, or using violence.
 - Verbal: Name-calling, teasing, spreading rumors, or using hurtful sarcasm.
 - Emotional: Excluding someone, being unfriendly, or tormenting them (e.g., hiding their belongings).
 - Racist: Racial slurs, graffiti, or offensive gestures based on race.
 - Gender-based: Unwanted physical or verbal contact based on gender.
 - Harassment: Threatening or disturbing behavior aimed at another child.
 - Cyberbullying: Bullying through online platforms, text messages, or mobile technology.

Definition of Cyberbullying

Cyberbullying is when someone uses electronic devices like phones or computers to deliberately hurt or upset another person repeatedly, often anonymously, and at any time.

Examples of Cyberbullying:

- Sending mean or threatening text messages or calls.
- Using mobile phone cameras to embarrass or humiliate someone.
- Posting hurtful or threatening comments online, including on social media or blogs.
- Sending cruel or harassing emails.
- Hacking or copying someone's email account.
- Making negative comments in online chat rooms.

Aims of the Policy

- Ensure that all students, staff, and parents understand what bullying and cyberbullying are.
- Provide assurance that any reports of bullying will be taken seriously and dealt with promptly.
- Foster a school environment where bullying in any form is not tolerated.
- Maintain confidentiality when addressing bullying cases whenever possible.

Scope

This policy applies to the entire school community, including students, teaching and non-teaching staff, and parents.

Guidelines for Addressing Bullying

- The student who is engaging in bullying must be made aware that their behavior is unacceptable and will be monitored.
- It's important to avoid harsh confrontation, as aggression often escalates aggressive behavior.
- The goal is to help the child understand how their actions impact others and feel social pressure from their peers rather than punishment from adults.

- The child who bullies is more likely to change their behavior when they understand the negative group opinion toward their actions.

Risk Factors Linked to Bullying

- Bullying can lead to serious consequences, including:
- Depression
- Self-harming behaviors
- Mental health issues
- Eating disorders
- Dropping out of school
- Low self-esteem
- Suicide risk

Prevention Strategies

The school will prevent bullying and cyberbullying by:

- Raising awareness about what bullying is through class discussions and assemblies.
- Promoting positive social behaviors and respect among students.
- Teaching strategies to support and protect those targeted by bullying.
- Addressing bullying incidents quickly and effectively.
- Regularly reviewing the school's anti-bullying policy.
- Educating students and parents on cyberbullying and how to protect themselves.
- Creating clear guidelines for dealing with cyberbullying incidents at school.
- Teaching students how to report and respond to bullying and cyberbullying.

Legal Considerations

Cyberbullying may be a criminal act, and many countries, including the USA, UK, and UAE, are developing laws to address this issue.

In the UAE, it is illegal to use any IT system to:

- Offend religious values or encourage inappropriate behavior.
- Defame or insult another person.
- Breach someone's privacy (e.g., by intercepting communications or taking unauthorized photos).

Internet Safety

The school takes steps to block access to inappropriate websites. Students will use personal login IDs to access school computers. The IT department will regularly review and update security measures to ensure online safety.

Supervision and Monitoring

The use of school owned information technology resources is secure, but not private. School and network administrators and their authorized employees monitor the use of information technology resources to ensure that users are safe, secure, and in conformity with this policy. In accordance with ISP, NIS has implemented the Smoothwall monitoring e-service.

Administrators reserve the right to confiscate, examine, use, and disclose to the school's authorities any data found on the school's information networks. The purpose of this monitoring process

is to further the health, safety, discipline, or security of all students and staff, and to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. The school reserves the right to determine which uses constitute acceptable use and to limit access to such uses. The school also reserves the right to limit the time of access and use.

Harassment, Intimidation, and Bullying (HIB)

The HIB process begins when a person (teacher, staff, student, parent, etc.) witnesses an act of harassment, intimidation, or bullying and reports it to leadership.

When considering whether an incident meets the standard of HIB, there are 3 components it must meet: Please note that this includes insulting, demeaning, or threatening behavior done via text, email, social media, or any other electronic means.

1. Was there a disruption or interference with the orderly operation of school or student's rights?
2. Was there an actual or perceived distinguishing characteristic [e.g. gender, race, religion, grade level (power imbalance), etc.] as the motivating factor?
3. ONE of the following:
 - a. physical or emotional harm to a student or his/her property or fear of harm to student or property;
 - b. effect of insulting or demeaning a student or group of students; or
 - c. creation of a "hostile educational environment," interfering with the student's education

Please note that this includes insulting, demeaning, or threatening behavior done via text, email, social media, or any other electronic means.

Step-by-Step Process

- a) An allegation is made by a teacher, staff, student, parent, or member of the school community who witnessed the HIB event. The harassment, intimidation, and bullying event(s) could be on or off school grounds, in person or electronically.
- b) The Head or Assistant Head of Elementary School's will be called into the office to listen to the alleged target/victim and the details of the incident(s). A determination will be made if the incident warrants an investigation or if it immediately violates the school code of conduct without further HIB investigation. If the latter is decided, no investigation takes place, and the Head of Elementary School can take immediate action.
- c) If the decision is made to move forward with an HIB investigation, the target/victim will write a detailed account of the incident(s) and sign/date the document. After s/he returns to class, witnesses will be called, individually. The accused will be interviewed and prepare a statement last. Each will go through the process outlined in #4. This may take multiple days for this process to be complete.
- d) In a separate room, each student will be given an opportunity to write their perspective of anything they felt could be construed as harassment, intimidation, or bullying. A discussion will ensue, and the student will sign and date their written statement.
- e) The accused and target will have letters sent to their parents letting them know that an active HIB investigation is taking place. At this time, the students will be told to have no contact (physically or electronically, directly or indirectly) with or about each other until the conclusion of the investigation. Failure to do so may result in immediate consequences.
- f) The Head or Assistant Head of Elementary will call both parents after the letters being sent home.

- g) After the evidence gathering of the report is complete, the Head of Elementary School will discuss whether the actions meet the standard of HIB, which are listed above. The report and its findings will be sent to the Principal for his approval.
- h) If the determination of the school leadership is that an HIB incident has occurred, consequences and/or remedial measures will be put into place that include but are not limited to: mandatory outside counseling (paid for by the parents of the accused), loss of extra-curricular privileges, detention, suspension, and possibly expulsion. It should be noted that if a second HIB determination is found against a student, a recommendation of expulsion will automatically be made to the Principal. In severe cases where physical harm is caused to another student, the authorities may be called to take over the investigation and legal charges may be filed.
- i) After a determination has been made, the parents of both the victim and the accused will be notified by the Head of Elementary School, and the consequences will be outlined in a formal letter.

Copies of the HIB Report will remain with the Head of Elementary School and the Principal. A letter of all confirmed HIB incidents will be put in the accused student's personal file.