



United Arab Emirates

Ministry of Education

Office of the Minister

Ministerial Decree No. (619) dated 2017

BEHAVIOUR SCORES

Total Behaviour Score is a set of estimates that monitor the student's overall positive and exemplary behaviour and is expressed in a numerical value of (100) marks at the end of the school year. It encompasses:

1. (20) marks of exemplary behaviour - granted by assessing the personal attributes of the student motivating them to enhance it and achieve the highest possible levels of positive behaviour indicators according to the criteria specified (in Article 6) within the following three axes:
 - A. Personal development
 - B. Appreciation of the values of Islam, respect of the identity, heritage and culture of the UAE and other cultures of the world
 - C. Social responsibility, leadership skills and innovation
2. (80) marks of positive behaviour - expected of all students and negatively affected by deduction according to the behaviour score and offences included in the following four categories:
 - A. Minor offences of the first degree, weighing (4) marks each
 - B. Moderate offences of the second degree, weighing (8) marks each
 - C. Serious offences of the third degree, weighing (12) marks each
 - D. Extremely serious offences of the fourth degree, weighing (20) marks each

Offences of deduction of exemplary behaviour

Degree of offence	Upon committing an offence	Repetition			Type of deduction
		First	Second	Third	
Minor offences of the first degree	verbal warning	—	deduct half of the score	deduct the rest of the score	deduct the indicator's score
Moderate offences of the second degree	deduct half of the score	deduct the whole score			deduct the criterion score
Serious offences of the third degree	deduct the whole score	deduct the whole score			deduct the axis score
Extremely serious offences of the fourth degree	apply the procedures mentioned in Article (9) in the previous table				fail the behaviour subject

- The deducted score is restored if the student acquires positive behaviour.
3. 60% is the minimum expected level for behaviour grades. Students shall be granted the opportunity to compensate for the deducted semester behaviour grades during the course of the school year by improving their exemplary behaviour grades, avoiding offences and committing to positive behaviour.
 4. If the student's behaviour grades fall below 60% by the end of the semester, his/her certificate will be withheld and the case will be submitted to the School Behaviour Management Committee to approve the semester corrective procedures applying to the learner.
 5. In case the student fails in the final behaviour grade at the end of the school year (average semesters' grades), the certificate shall be withheld from the student pending a decision by the School Behaviour Management Committee on the main corrective actions, the completion of which is binding upon the student in order to receive their certificate, by the decision of the Behaviour management Committee, except for students in Grade 12.
 6. Students with repeated behavioural problems with a behaviour grade of (60) are required to enroll in programs aimed at the development and enhancement of positive behaviour.

7. Students with exemplary behaviour are rewarded by including them in the internal and external programs of the Ministry in order to motivate them to ensure the continuity of their exemplary behaviour.

Exemplary behaviour

Exemplary behaviour of learners falls under three main domains with their standards. These are measured through a number of indicators according to which the student is evaluated and given the appropriate grades as shown in the following table:

Axes	Criteria	Indicators	Grade
1. Personal Development	1.1 The student demonstrates a positive attitude and behaviour and has a high sense of responsibility and self-discipline on a consistent basis.	1.1.1 Committed to school systems and policies within the classroom and the school, and during the external activities of the school on a permanent and continuous basis.	10
	1.2 The student demonstrates a consistent collaborative attitude with their colleagues, teachers, and school management.	1.2.1 Respects the feelings of peers, takes care of their needs, and continuously offers to help them.	5
		1.2.2 Encourages others to cooperate and collaborate, proposes solutions to involve others, and invites them for teamwork on an ongoing basis.	5
	1.3 The student is committed to health and safety standards.	1.3.1 Takes care of own his/her attire and his/her personal hygiene on an ongoing basis without needing a reminder.	10
		1.3.2 Demonstrates a clear awareness of the importance of healthy eating in his/her choices, practices sports continuously in the school, seeks to lead food awareness campaigns, and initiates innovative ideas to support healthy lifestyles.	5
	1.4 The student is present and punctual on an ongoing basis.	1.4.1 Attendance is at least 98% and the student is always punctual to school and lessons.	10
2. Appreciation of the values	2.1 The student demonstrates a high level of understanding	2.1.1 Is honest and has good character which can be testified to by his/her colleagues, teachers and staff.	10

of Islam and demonstrating respect of the identity, heritage, culture of the UAE and other cultures of the world	and acknowledgement of the values of Islam in the UAE and reflects them in his/her daily behaviour.	2.1.2 Demonstrates moderation and tolerance and reflects these in his/her behaviour through attitudes and activities that demonstrate his/her ability to understand others, listen to them, and to understand their positions.	5
	2.2 The student respects the identity, heritage and culture of the UAE and other cultures of the world.	2.1.3 Participates in a range of cultural activities leading to the promotion of values of belonging and national identity.	5
		2.1.4 Initiates extracurricular activities and projects to learn about other cultures, and compares them to his/her national culture.	5
3. Social responsibility and leadership and innovation skills	3.1 The student initiates active participation in meaningful social activities.	3.1.1 Represents the school in social events throughout the school year	5
		3.1.2 Participates in student council activities, teams, volunteer work or other school initiatives which has a positive impact on the school community as a whole.	5
		3.1.3 Participates in meaningful community activities during vacations.	5
	3.2 Student has a distinctive work ethic and demonstrates a high level of environmental awareness, ability to innovate, lead projects, find solutions, and make decisions.	3.2.1 Is independent and can lead initiatives and projects of important social benefit.	5
		3.2.2 Proposes innovative/creative solutions for the public good in his/her school community, or solves problems.	5
		3.2.3 Implements ideas and activities individually or collectively to conserve energy and natural resources and to maintain their sustainability inside and outside his/her school environment.	5
Final score			100
Exemplary behaviour score (the score is divided by 5)			20

Rewarding positive and exemplary behaviour

1. The positive and exemplary behaviour of learners is rewarded in accordance with their age, school grade, mental and physical abilities, and in a variety of other ways, as described in Appendix B herein, given that the following policies should be taken into consideration when applying the procedures for promoting positive and exemplary behaviour:
 - Each learner shall be deemed to have positive and exemplary behaviour under this policy.
 - Reward should be done by direct praise for positive and exemplary behaviour.
 - Equal opportunities are provided to all students to reward their positive and exemplary behaviours.
 - Reward should correlate in its type and degree with the behaviour to be rewarded.
 - Reward should be focused on the behaviour of the student and not on his/her personality.
 - The methods of reward should vary between moral, material and educational rewards.

Offences of behaviour

Behavioural offences are classified into four levels according to their degree, seriousness and impact on the student, the educational environment and society in general. Their respective procedures are implemented according to this policy, each of which shall be documented according to the approved systems and models, and shall be managed in accordance with the educational systems.

1. Offences of the first degree (minor) - (4) marks each.

No.	Description of the offences
1.1	Lateness to the morning assembly or failure to participate in it without an acceptable excuse, or tardiness to the first period of no more than (10) minutes without an acceptable excuse
1.2	Entering or exiting the classroom during lessons without permission, or not attending classes or school activities without an excuse
1.3	Non-compliance with the school or PE uniform, or failure to maintain it
1.4	Failure to bring books and school supplies
1.5	Failure to follow the rules of positive behaviour inside and outside the classroom, such as: keeping quiet and demonstrating self-discipline during lessons, or making inappropriate noises inside or outside the classroom
1.6	Sleeping during lessons or formal school activities without justification or permission (after confirming the health status of the student)
1.7	Eating during lessons and during the morning assembly without justification or permission (after confirming the health status of the student)

1.8	Non-compliance with the submission of homework and/or assignments on time
1.9	Bringing means of communication such as a mobile phone
1.10	Misuse of electronic devices such as tablets and others during lessons, including the use of electronic games and headphones in the classroom
1.11	Any similar offences at the discretion of the Behaviour Management Committee at the school

2. Offences of the second degree (mild) - (8) marks each

No.	Description of the offence
2.1	Repeating a first-degree offence
2.2	Absence from school before or after vacations, public holidays, weekends and prior to exams
2.3	Exiting school without permission, or truancy during the school day; also considered absence
2.4	Inciting fights, threatening or intimidating peers
2.5	Committing what shall be considered a breach of the school's common decency or values and customs of the society, such as imitating the opposite sex in clothing, appearance, haircuts, and the use of cosmetics, etc.
2.6	School graffiti and vandalism of school furniture or school buses
2.7	Photographing and possession, dissemination and circulation of photographs of school staff and students without their permission
2.8	Verbal abuse
2.9	Smoking on school premises or possession of smoking Paraphernalia
2.10	Any similar offences at the discretion of the Behaviour Management Committee at the school

3. Offences of the third degree (serious) - (12) marks each

No.	Description of the offence
3.1	Repeating a second-degree offence
3.2	Acquisition, possession, display and promotion of unauthorized physical media or electronic materials in violation of values, morals, etiquette and public order
3.3	Defaming and insulting peers or school staff on social media
3.4	Bringing or possessing bladed weapons or the like within the school
3.5	Sexual harassment within the school
3.6	Physical assault on peers or school workers (bullying)
3.7	Theft or concealment
3.8	Destruction, vandalism or seising of school property and/or facilities
3.9	Insulting heavenly religions, or provoking anything that causes sectarian strife in school
3.10	Tampering, vandalism or destruction of school buses or harming road users
3.11	Any similar offences at the discretion of the Behaviour Management Committee at the school

4. Offences of the fourth degree (extremely serious) - (20) marks each

No.	Description of the offence
4.1	Repeating a third-degree offence
4.2	Bringing, possessing or using firearms or bladed weapons or the like within the school
4.3	Sexual assault within the school
4.4	Physical assault leading to injury to peers or school staff
4.5	Leaking exam questions or participating in that in any form
4.6	Causing fires within the school premises
4.7	Impersonating others in school transactions, or falsifying school documents
4.8	Insulting political, religious or social symbols in the country
4.9	Possessing, bringing, promoting or using drugs, narcotic medications or psychotropic substances within the school, or coming to school under the influence of drugs, narcotic medicine or psychotropic substances
4.10	Broadcasting or promoting extremist, expiatory or atheistic ideas and beliefs against the social and political policies of society
4.11	Any similar offences at the discretion of the Behaviour Management Committee