



STUDENT BEHAVIOUR MANAGEMENT POLICY 2026-2027

VISION

“To ignite the potential in every child through holistic education, nurturing them to learn with curiosity, live with integrity, and thrive as responsible global citizens, united by respect, belonging, and a commitment to excellence”.

MISSION

We are committed to providing an inclusive, student-centered, and challenging learning environment that nurtures academic excellence, character, and well-being. Through holistic and experiential learning, we nurture critical thinking, open-mindedness, and resilience, grounded in integrity and ethical values. In partnership with parents and the community, we empower students to become confident, compassionate, and responsible contributors to a diverse global society, prepared for lifelong learning and success.

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1. PURPOSE AND SCOPE

To establish a structured framework that promotes a safe, respectful, and inclusive school environment by setting clear expectations for behaviour, fostering personal accountability, and implementing fair and consistent consequences. This policy aims to guide students toward positive character development, encourage responsible decision-making, and uphold the values of discipline, respect, and cultural sensitivity in alignment with UAE regulations and KHDA and CBSE standards.

The Code of Conduct for Students aims to:

1. Foster positive behaviour among students in the school community.
2. Encourage and reinforce exemplary behaviours regularly using promotion and principles while reducing behavioural offenses through effective strategies.
3. Define responsibilities to ensure clear, fair, and flexible implementation of behaviour management procedures.
4. Create an educational environment that supports holistic development, balancing cognitive, personal, and social growth.
5. Promote a culture of encouragement and care to address and prevent behavioural issues inside and outside school.
6. Guide students and their guardians on obligations, fostering trust and self-discipline for consistent positive behaviour.
7. Provide a reference for rules and standards to ensure alignment with school values.
8. To effectively Plan and implement preventive and corrective measures for behavioural challenges.
9. Support positive behaviour through tailored programs in collaboration with support agencies for societal reintegration.
10. Secure the active partnership of parents and guardians in upholding the school's behaviour policy,

ensuring they support its implementation and guide their children to follow its standards.

Protection of Students' Rights in Line with UAE Child Rights Law

In alignment with the **Federal Law No. 3 of 2016 concerning Child Rights (Wadeema's Law)** and the **National Child Protection Policy in Educational Institutions (Cabinet Resolution No. 3/3 of 2022)**, the school behavior management policy upholds and safeguards the fundamental rights of all students.

The school strictly prohibits all forms of **violence, abuse (physical, verbal, psychological, or emotional), neglect, and discrimination** within the educational environment. The **best interests of the child** shall be the primary consideration in every disciplinary decision, ensuring that corrective measures are supportive, educational, and respectful of each student's dignity.

2. POSITIVE BEHAVIOUR FRAMEWORK

The school adopts a Positive Behaviour Framework to foster, acknowledge, reward, and reinforce constructive behaviour.

A clear description of student behaviours that reflect positive conduct, including:

1. Demonstrating care and respect for the school, its staff, fellow students, and the wider community by:
 - o Adhering to school rules
 - o Acting safely and responsibly, considering the welfare and safety of oneself and others.
 - o Caring for the school's property and facilities, as well as respecting the belongings of others.
2. Representing the school positively in public settings and promoting its image.
3. Demonstrating a proactive approach to learning by:
 - o Being punctual and regular to lessons.
 - o Uphold academic integrity and responsibility by ensuring the timely submission of all assigned work, completed with diligence and a genuine effort to achieve the highest personal standards.
 - o Participating in extracurricular activities to enhance learning.
 - o Showing consideration, respect, and civility to others, including staff, students, parents, and the wider community through actions such as:
 - Speaking and behaving courteously and politely, using phrases like "please" and "thank you", and showing kindness (e.g., holding doors open for others).
 - Proceed calmly and directly to the next class or allotted areas, keeping corridors quiet and clear by walking on the designated side.
 - Acknowledging personal space and boundaries, seeking consent to touch or use others' belongings.
 - Taking responsibility for one's actions, refraining from misconduct, and protecting others from bullying by reporting incidents.
 - Demonstrating positive sportsmanship in all school events and competitions.
 - Be mindful of the impact of words and actions on others, including students, staff, and parents.
 - Following proper hygiene practices, such as washing hands, covering the nose and mouth when sneezing or coughing, refraining from spitting, and avoiding unpleasant odours.
 - Providing care, support, and guidance to younger students, where appropriate.
 - Taking initiative in promoting environmental awareness and sustainable practices.
 - Encouraging collaboration, teamwork, and open communication, particularly by being

inclusive of students such as new students.

- Adhering to the school's uniform policy and grooming standards, ensuring modest and appropriate attire during school events.
- To uphold and respect the national identity, cultural heritage, and values of the United Arab Emirates in all operations and conduct
- Recognising and embracing the diversity of the school and wider community, avoiding discrimination based on ethnicity, race, nationality, culture, language, religion, gender, or ability/disability.

This Positive Behaviour Framework establishes clear expectations to foster a respectful and constructive school environment. It guides students to demonstrate care for the community, adhere to school rules, and take a proactive, responsible approach to their learning. The policy emphasises showing civility, integrity, and consideration for others through courteous actions and responsible conduct.

3. BEHAVIOUR MANAGEMENT COMMITTEE

The school establishes a Behavioural Management Committee to address and oversee behavioural concerns.

The committee comprises six members.

1. The Principal
2. Head of Student Affairs & Wellbeing
3. Head of Inclusion
4. Head of Section
5. School Counsellor
6. School Doctor
7. Child Protection Officer (CPO)

The Head of Student Affairs & Wellbeing oversees the Discipline Committee.

Roles and Responsibilities of the Behavioural Management Committee

1. **Principal:**

The Principal oversees the implementation of the behavioural management policy and heads the committee. Ensuring its adherence across all departments, provides leadership and guidance aligned with the school's vision and mission.

2. **Head of Student Affairs & Wellbeing**

The Head of Student Affairs fosters the students' code of conduct. This role ensures that students' social and emotional development is supported and works to maintain a positive school environment. Addresses the concerns of parents, ensuring effective communication between the school and families regarding student behaviour and well-being.

3. **Head of Inclusion**

The Head of Inclusion ensures the support for the students who need guidance and oversees the actions to promote student well-being. To coordinate behavioural strategies. Ensure behaviour interventions and disciplinary measures are inclusive, fair and aligned with needs of all learners. Oversee the development and implementation of individualised behaviour plans, and foster a healthy and inclusive environment for all students.

4. **School Counsellor**

The School Counsellor provides emotional and psychological support to students, addressing behavioural and mental health concerns. This role includes targeted counselling sessions, advising on strategies to improve student behaviour, and promoting overall student well-being. The School Counsellor is also responsible for maintaining and keeping accurate records of counselling, meetings, statements, actions taken and incident reports. The Counsellor is in charge of updating incidents in the behaviour log to ensure all relevant information is documented for future reference.

5. School Doctor

The School Doctor monitors students' health and well-being, providing medical support to students with physical health needs. This role also assists in identifying any health-related factors that may impact student behaviour and works in collaboration with other committee members to address these concerns.

6. HoS/Child Protection Officer (CPO)

The Child Protection Officer ensures the safety and welfare of students by overseeing the implementation of child protection and safeguarding policy. This role includes guiding the discipline committee that serves as the first point of contact for students in need of help, and ensuring that students' rights are protected within the school environment.

The Behaviour Committee ensures the timely review and resolution of student conduct issues. The committee is mandated to apply disciplinary actions that are fair, impartial, and consistent. All measures will be developmentally appropriate, considering the student's age and ability, and proportional to the severity of the misconduct as outlined in the school's policy

The staff of the school community should not do any of the following actions when dealing with the students:

1. Different types and forms of corporal punishment.
2. Depriving the student from eating meals.
3. Provoking the student or making fun or mockery of him/her.
4. Preventing the student from using the toilet.
5. Psychological punishment, such as verbal abuse or threatening.
6. Restricting the student's freedom or locking him/her inside the school.
7. Seizing the student's personal belongings by an individual decision without a resolution by the Behaviour Management Committee.
8. Decreasing the school subjects' marks or threatening to do so.
9. Expelling the student from the class, activity or school during the school day by an individual decision and leaving the students unattended.
10. Depriving the student from participating in the events and trips by an individual decision, without a resolution by the Behaviour Management Committee.
11. All concerned persons shall take the responsibilities they are entrusted with in respect of reforming behaviour by the severity and reoccurrence of such behaviour.
12. The relevant methods shall be applied in the context of guiding and reforming the behaviour, not out of anger or revenge.
13. Any act that is similar to these actions shall be considered a breach of the regulations and bylaws at the Behaviour Management Committee's discretion.

4. STUDENT MISCONDUCT LEVELS

Level 1 First-degree offenses

Offense No.	Description
1.1	Repeated tardiness without an acceptable excuse.
1.2	Repeated failure to attend classes on time without an acceptable excuse.
1.3	Non-compliance with the school uniform or PE uniform without an acceptable excuse.
1.4	Inappropriate haircuts for boys and girls.
1.5	Arriving unprepared for a lesson, which includes not having the required books, completed assignments, or other essential materials.
1.6	Non-compliance with behaviour rules, including being disruptive or making inappropriate sounds.
1.7	Failure to remain alert and engaged in a lesson, including sleeping, unless supported by a verified medical reason.
1.8	Eating during class or assembly without permission.
1.9	Failure to submit homework or assignments on time.
1.10	Misusing electronic devices, including playing games or using unauthorised headphones during class.
1.11	Any other similar offenses as determined by the Behaviour Management Committee.

Level 2 Second-degree offenses

Offense No.	Description
2.1	Not attending school without an acceptable excuse, including before/after holidays, weekends, and exams.
2.2	Leaving or entering the classroom during class without permission.
2.3	Not attending school activities and events without an acceptable excuse.
2.4	Inciting quarrels, threatening, or intimidating peers at school.
2.5	Behaving against public morals or societal values.
2.6	Writing on school furniture or bus seats; tampering with alarms or lifts.
2.7	Bringing mobile phones or misusing communication devices.
2.8	Verbally abusing or insulting students, staff, or visitors.
2.9	Smoking or possessing smoking-related items on school grounds.
2.10	Refusing inspection or withholding banned materials.
2.11	Similar offenses as determined by the Behaviour Management Committee.

Level 3 Third-degree offenses

Offense No.	Description
3.1	Engaging in any form of bullying.

3.2	Malpractices during exams, Copying assignments, reports, or projects and claiming credit.
3.3	Leaving the school premises during official school hours without approval.
3.4	Defaming peers or staff via social media or abusing them.
3.5	Impersonating others or forging school documents.
3.6	Destroying, seizing, or vandalizing school furniture or tools.
3.7	Misrepresenting the school or staff details on any social media platform through the unauthorised use of its official name, logo, or insignia.
3.8	Unauthorized absence from school after leaving home, creating a safety risk and misrepresenting one's whereabouts to parents and the school.
3.9	Tampering with or damaging school buses; harming the driver, conductor, or other road users.
3.10	Physically or verbally assaulting others at school without causing injuries.
3.11	Driving recklessly inside or around the school campus, ignoring safety instructions.
3.12	Using an e-scooter without following the regulations set by the RTA.
3.13	Capturing photos, sharing, or publishing photos of staff or students without their consent in school.
3.14	Similar offenses as determined by the Behaviour Management Committee.

Level 4 Fourth-degree offenses (highly grievous offenses)

Offense No.	Description
4.1	Misusing communication or social media for unlawful or immoral purposes, discrediting the school or its staff.
4.2	Possessing or using weapons or their equivalents inside the school.
4.3	Committing sexual assault in and around the school campus, on the bus, or during activities.
4.4	Any form of physical assault resulting in harm or injury.
	Any form of emotional or verbal assault that causes distress or affects the mental well-being.
4.5	Engaging in systematic or concealed theft.
4.6	Possessing, distributing, or promoting materials (including digital media) deemed unauthorised, obscene, or contrary to the school's values and standards of decency is a violation of school policy.
4.7	Committing sexual harassment in and around the school campus, on the bus, or during activities.
4.8	Unauthorised Access or Distribution of Examination Materials
4.9	Setting the school properties on fire.
4.10	Abusing political, religious, or social figures in the UAE.
4.11	Possessing, using, or promoting narcotics or psychotropic substances, or being under their influence.
4.12	Promoting extremist, blasphemous, or harmful beliefs against societal norms and regulations.
4.13	Disrespecting religions or inciting sectarian strife in the school.

4.14	Similar legally punishable offenses as determined by the Behaviour Management Committee and Law of the Land (UAE).
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5. STEPS OF DEALING WITH OFFENSES

Degree of Offense	Repetitiveness	Action	Responsibilities and Powers
First Degree	Upon committing	1. Verbal warning and directions. 2. Documenting the misconduct in the behaviour log of the school diary or Email to the parent. 3. Document in the school's Behaviour Log (Counsellor).	Class teacher The Subject Teacher Counsellor
	When repeated for the second time	1. Student Undertaking of Form 2 approved by the supervisor. 2. Email the parent attaching Form2. 3. Document in the school's Behaviour Log (Counsellor).	Supervisor Class teacher Subject Teacher Counsellor
	When repeated for the Third time	1. Conduct a Parent meeting and issue a Written Warning (Form 3) approved by HoS. 2. Document in the school's Behaviour Log (Counsellor).	Parent HoS Supervisor Class teacher Subject Teacher Counsellor
	More than 3 repetitions	1. Parent meeting with the HoS/Principal and issue Final Warning (Form 4) 2. HoS submit counselling referral/Student referral to DEIW if required. 3. Document in the school's Behaviour Log (Counsellor)	Principal HoS Parent Supervisor Class teacher Subject Teacher Counsellor

Note: If the behaviour is repeated, strategies will be implemented based on the counselling with the student, and if required, the student will be referred to external support agencies (SEED). Further actions followed by the behaviour management committee according to the school policy.

Degree of Offense	Repetitiveness	Action	Responsibilities and Powers
Second Degree	Upon committing	1. Student Undertaking of Form 2 approved by the supervisor. 2. Email the parent attaching Form2.	Supervisor Class teacher Subject Teacher Counsellor

		3. Document in the school's Behaviour Log (Counsellor).	
	When repeated for the Second time	1. Conduct a Parent meeting and issue a Written Warning (Form 3) approved by HoS. 2. Document in the school's Behaviour Log (Counsellor).	Parent HoS Supervisor Class teacher Subject Teacher Counsellor
	When repeated for the third time	Parent meeting with the HoS/Principal and issue Final Warning (Form 4) HoS submit counselling referral/Student referral to DEIW if required. 4. Document in the school's Behaviour Log (Counsellor)	Principal HoS Parent Supervisor Class teacher Subject Teacher Counsellor

Note: If the behaviour is repeated, strategies will be implemented based on the counselling with the student, and if required, the student will be referred to external support agencies (SEED). Further actions followed by the behaviour management committee according to the school policy.

Degree of Offense	Repetitiveness	Action	Responsibilities and Powers
Third Degree (Grievous Offenses)	Once committed	1. Parent meeting with the HoS/Principal and issue Final Warning (Form 4) 2. Necessary disciplinary action as per the school policy. 3. HoS submit counselling referral/Student referral to DEIW if required. 4. Document in the school's Behaviour Log (Counsellor)	Principal HoS Parent Supervisor Class teacher Subject Teacher Counsellor
	When repeated for the Second time	1. Parent meeting with the HoS/Principal and receive an undertaking from the parent (Form 5) 2. Necessary disciplinary action as per the school policy. 3. HoS submit counselling referral/Student referral to DEIW if required. 4. Document in the school's Behaviour Log (Counsellor)	Principal HoS Parent Supervisor Class teacher Subject Teacher Counsellor

Note: Further actions will be taken by the behaviour management committee according to the school policy. If the behaviour is repeated, strategies will be implemented based on the counselling with the student, and if required, the student will be referred to external support agencies (SEED).

Degree of Offense	Repetitiveness	Action	Responsibilities and Powers
Fourth degree	Upon committing	The school Principal, his / her deputy, or the behaviour officer shall notify the respective authorities if required. The behaviour management committee meets and the student's parents will be notified of the matter and suspend the student on an immediate basis until the investigations end for a period not later than 2 working days. The suspension period may be extended until the end of the legal/internal investigation. The Behaviour Management Committee shall meet on an immediate basis to refer the matter, through the submission of an explanatory memorandum together with the evidence on the offense committed, to KHDA. Seizing the tools, if applicable, used in committing the offense once it occurred in order to hand them over to the legal authorities.	The school principal, his / her deputy or the behaviour officer shall report any offense once committed, without prejudice to the fact that everybody shall be held accountable if such offense is not reported. - The Behaviour Management Committee's functions shall include the following: Restricting the students' enrollment for the next academic year or expelling him/her according to the severity of the offense he/she committed. Prepare a memorandum with the relevant evidence attached and submit it to the KHDA. Instructing the Supervisor/ Counsellor to follow up the other procedures in accordance with his / her role and duties stated herein.

Note:

The Behaviour Management Committee manages all conflicts requiring further intervention. If the committee is unable to resolve a case, it escalates the matter to the appropriate authorities. All internal documents related to behaviour management are considered school property and remain confidential, with access, including CCTV footage, restricted to the concerned authorities or disclosed only upon a formal request from the relevant authority. The school informs parents about incidents involving their child and the actions taken while ensuring strict confidentiality by not disclosing the identities of other students involved. All warning letters/ suspension letters are given by the academic supervisors duly signed by the HOS/ Principal.

When students are referred for counselling, background information (Investigation records/ explanation letters/ minutes with parents/ any warning or suspension letters issued previously) has to be shared with the Counsellor/ HOI.

- All cases referred for counselling must be through the supervisors/ HOS (use counselling referral form).
- The supervisor or the class teacher has to accompany the student to DEIW.
- Supervisors are expected to fill out the counselling referral forms.

6. SCHOOL POLICY ON EXAMINATION INTEGRITY AND CHEATING

Academic integrity is a fundamental principle of our school community. This policy aims to uphold ethical conduct during examinations and assessments in alignment with UAE education regulations and federal laws. Any form of cheating or misconduct will be addressed with strict disciplinary measures.

Definition of Cheating: Cheating is defined as any action that gives an unfair advantage in an examination or assessment. This includes, but is not limited to:

- Copying from another student or allowing another student to copy.
- Using unauthorized materials, notes, or devices.
- Impersonating another student or having someone else take an exam on one's behalf.
- Communicating with others during an exam.
- Altering exam answers or grades without authorization.
- Leaking or attempting to obtain examination content before or during an exam.

Consequences of Cheating: Any student found guilty of cheating will be subject to disciplinary action, which may include:

- Immediate disqualification from the exam with a score of zero (As per CBSE Guidelines).
- A warning letter will be issued, followed by the parent meeting.

Prevention Measures To ensure academic integrity:

- Clear communication of exam rules to students before assessments.
- Strict supervision during exams by invigilators.
- Use of technology to detect and prevent academic dishonesty. (CCTV)
- Encouragement of ethical academic behaviour through counselling and awareness programs.

Reporting and Investigation If a case of suspected cheating arises, the following steps will be taken:

- The invigilation teacher will document and report the incident to the examination committee/ exam controller.
- An investigation will be conducted, including gathering statements from involved parties.
- A fair hearing will be provided to the student before any disciplinary action is finalised.

Appeals Process: Students have the right to appeal decisions regarding cheating allegations. Appeals must be submitted in writing within five (2) working days of the decision. An examination committee will reassess the case and make a final decision.

Maintaining academic integrity is essential for the credibility of our school and the success of our students. By adhering to this policy, we ensure a fair and ethical academic environment for all.

7. STUDENTS OF DETERMINATION

1. If the student of special need or determination commits a behavioural offense; then coordination shall be made between the Behaviour Management Committee and DEIW team to study the behaviour done by this

student, and to determine the relations of the offense to his / her disability, and then the following actions shall be taken:

- If the offense is not related to the nature of his / her disability, then the procedures of the behavioural offenses as prescribed herein shall be applied after getting the approval of the special education support centres.
 - If the offense is related to the nature of his / her disability, then a relevant behaviour reform plan shall be set and implemented by the concerned persons. This plan shall be followed up and reviewed periodically. Necessary support shall be continuously provided to the student, who shall be integrated into the school.
- If a behaviour reform plan previously existed, then it shall be reviewed and amended to address the behaviour leading to the offense.
 - In case the student of special needs or determination does not benefit from the behaviour reform program applied to him/her; then he/she shall be transferred to another alternative environment that is suitable for his / her case, through the competent committee of the special education support centers after getting the approval of the DEIW Department.

8. KG/GRADE 1 & 2 STUDENTS

Foundation Stage (KG / Grade 1 & 2)

This policy outlines our approach to fostering positive behaviour and providing effective support for students in the Foundation Stage. It aims to create a safe, nurturing, and inclusive learning environment where every child can thrive. We believe in proactive strategies, clear expectations, and collaborative partnerships with parents and staff.

Core Principles:

- Positive Reinforcement:** We celebrate and acknowledge positive behaviours to encourage their repetition.
- Clear Expectations:** Students understand what is expected of them through visual cues, consistent routines, and simple language.
- Early Intervention:** Addressing minor concerns promptly to prevent escalation.
- Individualized Support:** Recognizing that each child is unique and may require tailored strategies.
- Collaboration:** Working together with students, parents, and staff to support every child's success.

Behaviour Levels, Descriptions, and Interventions

Our behaviour management system uses a coloured zone approach, providing clear visual indicators and structured responses.

Colour Zone	Behaviour Type & Description	Behaviour Examples
GOLD STAR SUPER STAR!	Exceptional Behaviour Going above and beyond expectations, showing kindness, and helping others.	Independently helps a peer Shows exceptional respect Consistently follows instructions and models positive behaviour
GREEN ZONE READY TO LEARN	Expected Behaviour Following all rules and routines. This is the starting position each day.	Listening attentively Sharing and taking turns Participating in class activities Moving safely around the school

YELLOW ZONE THINK ABOUT IT	Moderate or Repeated Behaviours Minor disruptions that impact learning and require focused attention to make better choices.	Talking out of turn Mild disruption during group work Difficulty sharing/taking turns Frequent calling out Mild refusal to follow simple directions Throwing minor objects
RED ZONE STOP & REFLECT	Persistent, Severe, or Unsafe Behaviours Behaviours that are aggressive, severely disruptive, or pose a safety risk to themselves or others, despite earlier interventions.	Physical aggression (pushing, hitting, kicking) Throwing objects with intent to harm Repeated elopement (leaving the classroom/school premises) Behaviour that severely disrupts the school environment (e.g., excessive crying/yelling, prolonged refusal to participate)

Colour Zone	Consequences / Rewards	Support Strategies	Managed By / Progression
GOLD STAR SUPER STAR!	Receives a special reward (e.g., gets to be the line leader, chooses the story, 15 minutes of extra play time, a prize from a reward box).	Positive verbal praise, a sticker on a separate chart, or a token toward a bigger reward.	Class Teacher & Teaching Assistant Supervisor, LSA (if present) Counsellor
GREEN ZONE READY TO LEARN	Positive praise Token/reward system (e.g., stickers, stamps, positive notes home)	Positive verbal praise, a sticker on a separate chart, or a token toward a bigger reward.	Class Teacher & Teaching Assistant Behavior is consistently acknowledged and reinforced throughout the day.
YELLOW ZONE THINK ABOUT IT	A gentle verbal reminder Check visual rule cues together A few minutes in a designated "Calm Corner" for self-regulation Use of visual cues or schedules Sensory breaks	Behaviour Intervention Plan (ISP) by DEIW/Counsellor Prompt for good behaviour by teachers Access to DEIW Support room or calming corner Visual behaviour charts or sticker system Social stories Frequent breaks and planned rewards Regular parent communication for home-school consistency	Class Teacher, Subject Teacher, LSA (if present), Supervisor, Counsellor Behaviours are documented. If behaviours persist despite modifications, progression to Red Zone is considered with input from the DEIW team.

RED ZONE STOP & REFLECT	Structured intervention Temporary removal from the group for safety Logical, age-appropriate consequence (e.g., loss of a privilege) Emergency intervention plan Parents engaged for collaboration on updated strategies	Immediate safety and calm-down support Behaviour Intervention Plan (BIP) or Individual Education Plan (IEP) Collaboration with parents & DEIW team Temporary removal from group for safety Referral to SENCo or external specialists (e.g., therapist Scheduled review meetings Recommendation for a reduced schedule or temporary alternative arrangements	Counsellor, SENCo, Parents, Supervisor, AHOS/HOS Persistent unsafe behaviours necessitate structured and collaborative reviews with parents and external experts to ensure the student's needs are met effectively while maintaining the safety and learning environment of the school. Ongoing review to ensure safety, support, and positive behaviour restoration.
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Roles & Responsibilities:

Role	Responsibilities
Class Teacher / Subject Teacher	Implement daily positive behaviour strategies. Consistently apply Green and Yellow Zone interventions. Maintain behaviour documentation for students in Yellow and Red Zones. Communicate with parents regarding student behaviour. Collaborate with LSAs, Supervisors, and Counsellors.
Learning Support Assistant (LSA)	Support the class teacher in implementing behaviour strategies. Provide individualized support as directed by the teacher or DEIW team. Assist in monitoring and documenting behaviour.
Supervisor	Support teachers in managing Yellow and Red Zone behaviours. Assist with documentation and communication. Provide guidance and oversight across the Foundation Stage.
Counsellor / DEIW Team	Behaviour Intervention Plans (BIPs). Conduct Functional Behaviour Assessments (FBAs) where needed. Provide direct counselling and support to students. Liaise with parents and external professionals. Offer professional development to staff on behaviour management strategies.
SENCo (Special Educational Needs Coordinator)	Oversee support for students with identified Special Educational Needs. Develop Individual Education Plans (IEPs) that include behaviour goals. Refer to external specialists when necessary. Work collaboratively with parents, teachers, and the DEIW team.
AHOS / HOS (Assistant Head of School / Head of School)	Provide ultimate oversight and support for behaviour policy implementation. Involve in Red Zone behaviour planning and severe incident management. Ensure consistency across the school. Facilitate collaboration between all stakeholders.
Parents	Support the school's behaviour policy. Communicate openly with teachers and the school regarding their child's behaviour and any relevant home circumstances. Collaborate with the school on individualized support plans.

Documentation & Communication:

- Green Zone:** Positive behaviours are acknowledged regularly through verbal praise and classroom reward systems.
- Yellow Zone:** Behaviours are documented weekly (e.g., in a communication book, behaviour log). Parents are informed and involved in strategy implementation. Strategies are reviewed and adjusted regularly based on individual needs.
- Red Zone:** Incidents are documented immediately. Parents are contacted promptly. Comprehensive

Behaviour Intervention Plans (BIPs) or Individual Education Plans (IEPs) are developed and reviewed regularly with parent involvement. Scheduled review meetings with parents and relevant staff are essential.

9. POLICY REVIEW

- Behaviour is continuously monitored, and strategies are reviewed and adjusted regularly based on individual needs and progress.
- If behaviours in the Yellow Zone persist despite modifications, escalation to the Red Zone is considered, involving the DEIW team and parents for additional input.
- Persistent unsafe behaviours in the Red Zone necessitate structured and collaborative reviews with parents and external experts to ensure the student's needs are met effectively while maintaining the safety and learning environment of the school.

This policy aims to provide a clear, supportive, and consistent framework for managing behaviour in the Foundation Stage, ensuring a positive and productive learning experience for all students.

Emergency Intervention Plan (EIP): EIP is an immediate response to severe or dangerous behaviours that necessitate immediate action to ensure the safety of the student and others. It may involve physical intervention (if necessary and safe) or the immediate removal from activities to de-escalate the situation. The plan is developed in collaboration with the Principal, HOS, counselors, SENCo, parents and includes clear steps for managing critical incidents.

Functional Behaviour Assessment (FBA): The school uses a process to understand the purpose of a student's behaviour, including triggers, context, and consequences. The goal is to develop strategies to address challenging behaviours by focusing on prevention and teaching alternatives.

Reviewed by	Senior Leadership Team	Reviewed & Approved	
Review Date	April 2025	Next Review Date	March 2027
Approved by	Principal	(Signature of the Principal)	Reviewed & Approved

Form No. (1)

THE OFFENSE REPORT

Name of the student:	
Grade:	
Name of the teacher:	
Date of incident:	
incident:	
Place of incident occurrence:	
Time:	

Description of the action / incident /situation:

.....

.....

.....

The action taken:

.....

.....

Classification of the Offense: (according to the Students ' Code of Behaviour)

- ☐ First degree if committed for the ☐ first time ☐ second time ☐ third time
- ☐ Second degree if committed for the ☐ first time ☐ second time ☐ third time
- ☐ Third degree if committed for the ☐ first time ☐ second time ☐ third time
- ☐ Fourth degree if committed for the ☐ first time ☐ second time ☐ third time

Class Teacher:

Supervisor:

Signature:

Signature:

Date:

Form No. (2)

STUDENT UNDERTAKING - CODE OF CONDUCT

I, _____ student of Grade _____, hereby agree to follow the school's rules, maintain discipline, respect school property, and adhere to all instructions and regulations. I understand that any violation of these rules will result in disciplinary action as per The Central School's Student Code of Conduct. I hereby acknowledge that I have previously received verbal warnings regarding my inappropriate behaviour as outlined below:

- 1.
- 2.
- 3.

Name of student:

Approved by Supervisor:

Issued on: - / - /

The guardian has been notified through Email.

Tel. Number:

Contact Date: Time

Form No. (3)

STUDENT WARNING LETTER

School: The Central School, Dubai

To,
Parent/Guardian

Name of the Student:

Grade and division:

Dear Parent/Guardian,

On, _____ the aforementioned student has committed a behaviour misconduct as follows:

1.
2.

As this behaviour violates the school's rules, regulations, and the provisions outlined in The Central School Code of Conduct for Students, we kindly request your close supervision and guidance to ensure that such behaviour is not repeated. Please note that any recurrence of this offence or further misconduct may lead to more serious disciplinary action by the school management.

Signature of the Supervisor/ Class Teacher:.....

Signature of the student as acknowledgement:.....

Signature of the student's guardian as acknowledgement:.....

Tel:

Email:

HoS Signature:

Date:

Form No. (4)

FINAL WARNING TO THE STUDENT

School: The Central School, Dubai

To,

Parent/Guardian

Name of the Student:

Grade and division:

Dear Parent/Guardian,

On, _____ the aforementioned student has committed a behaviour misconduct as follows:

1.

2.

As this behaviour constitutes a serious violation of the school's rules, regulations, and the provisions outlined in The Central School Code of Conduct for Students, you are hereby issued a final warning. You are urged to ensure that such behaviour is not repeated under any circumstances. Please note that any further misconduct or recurrence of this offence will result in strict disciplinary action, which may include suspension or other measures as deemed appropriate by the school management.

Signature of the Supervisor/ Class Teacher:.....

Signature of the student as acknowledgement:.....

Signature of the student's guardian as acknowledgement:.....

Tel:

Email:

Approved by HoS:

Date:

Form No. (5)

UNDERTAKING OF THE GUARDIAN IN CASE STUDENT'S OFFENSES ARE REPEATED

I,, the parent/guardian of the student
....., Grade, hereby confirm that my son/daughter will
fully comply with The Central School, Dubai's rules, regulations, and the Student Code of Conduct.

I further undertake that in the event of any violation of the above rules and regulations, I shall fully
cooperate with the school management, and I accept that disciplinary measures may be taken against my
son/daughter in accordance with the school's policies.

I have been informed of the offenses committed by my ward, summarized as follows:

1.
2.
3.

Name of Parent/guardian:

Signature:

Date:

Tel.:

Email:

Approved by

HoS:

Issued on:

Principal: