



BEHAVIOUR POLICY



AMITY SCHOOL DUBAI

POLICY DOCUMENT

BEHAVIOUR POLICY

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Introduction:

Our school is inclusive. We consider a student's individual needs and barriers to behaviour before moving to disciplinary action.

Our Behaviour Policy focuses on teaching and promoting positive behaviour, while our disciplinary procedures are based on restorative practices and provide a fair, consistent and proportionate response when behaviour expectations are not met. Our restorative approach focuses on understanding the impact of behaviour, taking responsibility, repairing harm, restoring relationships and supporting students to learn from their experiences.

We recognise that effective behaviour management is not simply about applying consequences; it is about teaching appropriate behaviours, addressing barriers, supporting individual needs and helping students develop the skills required to make positive choices.

Purpose of the Policy

Our Behaviour Policy aims to promote positive behaviour by developing students' social-emotional skills & well being.

It provides a positive, inclusive and supportive approach that helps every student:

- ❖ Build healthy and respectful relationships
- ❖ Make responsible choices
- ❖ Manage and regulate emotions
- ❖ Develop self-control and resilience
- ❖ Resolve conflict appropriately
- ❖ Engage successfully in learning
- ❖ Develop the skills required for positive participation in the school community

Our Vision

We aim to create a school environment where every student feels safe, respected, connected, valued and able to learn.

Policy Statement:

We do not simply manage behaviour; we develop social-emotional skills through the OECD Social and Emotional Skills framework and promote wellbeing through the PERMAH model, enabling every student to make positive choices, build healthy relationships and succeed."

Policy Principles

Our approach to behaviour is based on the following principles:

1. Behaviour is teachable – Students should be explicitly taught the skills required for positive behaviour.
2. Relationships matter – Positive, respectful relationships are central to behaviour and wellbeing.
3. Inclusion matters – Individual needs and barriers to behaviour should be considered before disciplinary action.
4. Prevention is better than reaction – Early identification and intervention should be prioritised.

5. Consistency and fairness – Behaviour expectations and responses should be clear, consistent and proportionate.
6. Positive reinforcement – Appropriate behaviour should be recognised, encouraged and reinforced.
7. Restoration and learning – Where harm occurs, students should be supported to understand the impact of their behaviour, repair relationships and learn alternative behaviours.
8. Safeguarding and wellbeing – Behaviour management must protect the safety, dignity and wellbeing of all students and staff.
9. Individualised support – Students requiring additional support should receive appropriate interventions and reasonable adjustments.
10. Shared responsibility – Positive behaviour is a partnership between students, staff, parents/carers and the wider school community.

Scope and Application

This policy applies to all students, staff, parents/carers and visitors within the school community.

It applies to behaviour:

- During lessons and learning activities
- During break, lunch and transitions
- During school trips, events and extracurricular activities
- During transportation where applicable
- In online and digital learning environments
- In any situation where behaviour may affect the safety, wellbeing or learning of members of the school community

Behaviour support and disciplinary responses will take account of individual needs, including those of Students of Determination (SODs), reasonable adjustments, barriers to learning and relevant support plans, where applicable.

Legislative and Regulatory Framework

The Behaviour Policy is implemented in accordance with applicable United Arab Emirates legislation and regulatory requirements, including the requirements and guidance of the Knowledge and Human Development Authority (KHDA) and relevant Dubai education regulations.

Behaviour Philosophy - Promoting Positive Behaviour

The school promotes positive behaviour through the OECD Social and Emotional Skills framework and the PERMAH model of wellbeing. The OECD framework supports students in developing the social-emotional skills needed for positive behaviour, while PERMAH creates the wellbeing conditions that help students feel safe, connected, engaged and successful.

OECD SOCIO – EMOTIONAL FRAME-WORK-

The **OECD Social and Emotional Skills framework** identifies five broad domains that support students' social-emotional development. These domains help schools understand that positive behaviour is not only about following rules, but also

about developing the skills needed to **self-regulate, interact positively, make responsible choices and respond appropriately to challenges.**

OECD Domain	Contribution to Students' Development	Link to Positive Behaviour Policy
1. Task Performance	Develops persistence, responsibility and self-control.	Supports students to follow expectations, complete responsibilities and understand consequences.
2. Emotional Regulation	Develops emotional control, stress resistance and optimism.	Helps students manage frustration, anger and challenging situations without inappropriate behaviour.
3. Collaboration	Develops empathy, cooperation and trust.	Supports respectful relationships, conflict resolution and restorative responses.
4. Open-Mindedness	Develops curiosity, creativity and tolerance.	Encourages acceptance of differences, flexibility and respectful responses to others.
5. Engaging with Others	Develops sociability, assertiveness and positive interaction.	Supports appropriate communication, participation and responsible social behaviour.

PERMAH MODEL of Well being-

The **PERMAH wellbeing model** provides the foundation for promoting positive behaviour and student wellbeing. It supports **Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health**. These elements help students feel **safe, connected, valued and motivated to learn**.

Strengthening wellbeing supports **emotional regulation, positive relationships and responsible behaviour**.

Positive Emotion: At Amity School, we strive to create a learning environment where students feel safe, valued, and emotionally supported. By promoting gratitude, kindness, and optimism, we reduce behavioural incidents stemming from frustration, anxiety, or alienation. Staff are encouraged to model positivity, use restorative language, and reinforce good behaviour with praise and acknowledgement.

Engagement: Behaviour improves when students are meaningfully engaged in learning. We implement differentiated instruction, interactive lessons, and strength-based approaches to meet students where they are. When students experience “flow” — being deeply involved in learning — they are less likely to exhibit disruptive behaviour.

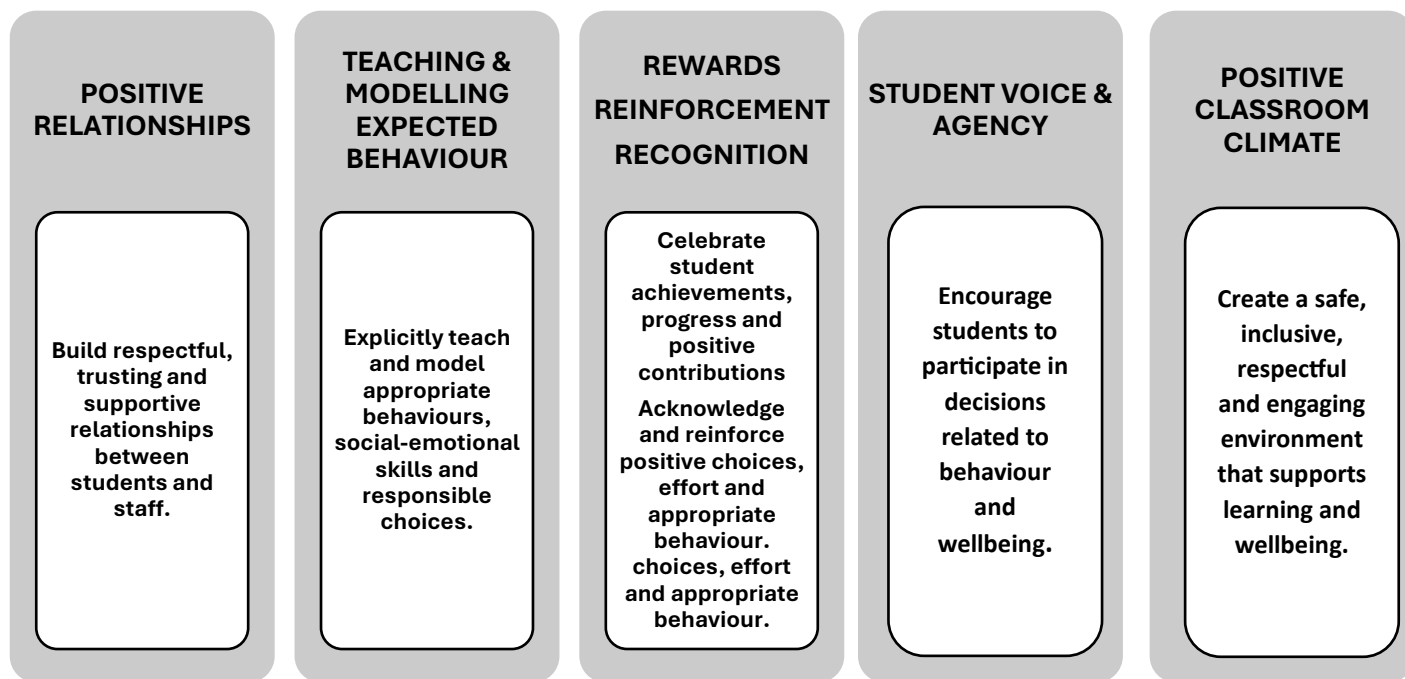
Relationships: Strong, respectful relationships between students, staff, and families are foundational to positive behaviour. We promote a culture of empathy, collaboration, and peer support through mentoring programs, class charters, and restorative practices. Every student is encouraged to build a trusted relationship with at least one adult in the school.

Meaning: We connect school life to students' values, interests, and goals. By helping students understand the purpose behind school rules and their learning journey, we instill intrinsic motivation to behave positively.

Accomplishment: Students are encouraged to set realistic goals, recognise progress and celebrate achievement. Clear expectations, constructive feedback and opportunities to learn from mistakes help students develop confidence, responsibility and resilience. For Students of Determination, achievement should be recognised in relation to meaningful individual progress as well as wider school expectations.

Health: Physical and mental well-being are critical to behaviour. We prioritize a balanced routine that includes movement breaks, mindfulness practices, access to counsellors, and awareness campaigns on emotional regulation. Healthy students are more capable of self-regulation and respectful interaction.

UNIVERSAL BEHAVIOUR SUPPORT- OUR POSITIVE BEHAVIOUR MODEL



Student Code of Conduct:

The school's detailed Student Code of Conduct, including expected standards of behaviour, responsibilities and conduct across different school settings, is provided in Annexure [2] and forms an integral part of this Behaviour Policy.

Behavioural Expectations

The school community shares responsibility for maintaining a safe, respectful, inclusive and positive environment. The following expectations apply to staff and students.

STAFF BEHAVIOURAL EXPECTATIONS	STUDENT BEHAVIOURAL EXPECTATIONS
Model respectful, calm, professional and inclusive behaviour at all times.	Treat staff, peers and all members of the school community with respect and dignity.
Communicate clearly, respectfully and appropriately with students, colleagues and parents.	Communicate politely and appropriately, using respectful language and tone.
Establish and consistently reinforce clear and age-appropriate expectations.	Follow school rules, routines, instructions and agreed expectations.
Use positive reinforcement, encouragement and recognition to promote appropriate behaviour.	Demonstrate positive behaviour and respond appropriately to feedback and encouragement.

STAFF BEHAVIOURAL EXPECTATIONS	STUDENT BEHAVIOURAL EXPECTATIONS
Maintain a safe, supportive and inclusive learning environment.	Help maintain a safe, inclusive and welcoming environment for everyone.
Use fair, consistent and proportionate behaviour responses.	Accept reasonable and proportionate consequences when expectations are not met.
Consider individual needs, including SODs, reasonable adjustments and barriers to behaviour.	Respect individual differences, diversity and the needs of others.
Use de-escalation, co-regulation and restorative approaches where appropriate.	Use appropriate strategies to manage emotions, resolve disagreements and seek help.
Listen to students and provide appropriate opportunities for student voice and participation.	Express views, concerns and needs appropriately and listen to others.
Maintain appropriate professional boundaries and confidentiality.	Respect the privacy, personal space and boundaries of others.
Address concerns promptly and report safeguarding or serious behaviour concerns through the appropriate procedures.	Report bullying, unsafe behaviour, safeguarding concerns or other serious issues to a trusted adult.
Work collaboratively with parents/carers, Inclusion, Counselling and Pastoral teams where support is required.	Take responsibility for behaviour, reflect on mistakes and participate in restorative processes where appropriate.
Reflect on behaviour practice and seek support or professional development where required.	Develop self-control, responsibility, empathy, cooperation and independence in managing behaviour.

Rewards and Reinforcement to Promote Positive Behaviour

Rewards should recognise and reinforce positive behaviour, effort, growth and responsible choices rather than simply rewarding compliance. For students with additional learning needs, reinforcement should be individualised, developmentally appropriate, immediate and linked to clearly defined behavioural expectations, rather than using a one-size-fits-all reward system.

The emphasis is to move from → gradually



Level	Reward / Reinforcement	Examples	Purpose / Behaviour Promoted
1. Verbal Recognition	Specific praise	"Well done for waiting patiently for your turn."	Reinforces the exact behaviour that is expected.
2. Non-Verbal Recognition	Smile, thumbs-up, nod, positive gesture	Teacher gives a thumbs-up when a student follows instructions.	Provides immediate, discreet reinforcement.
3. Written Recognition	Positive comments / stickers / stamps	"Excellent effort!", "Great teamwork!"	Encourages effort, participation and positive choices.
4. Points / Tokens	Behaviour points, tokens or stars	Points for being respectful, responsible and ready to learn.	Builds consistency and encourages repeated positive behaviour.
5. Reward Certificates	Certificates / achievement awards	"Positive Behaviour Award", "Kindness Award", "Most Improved".	Recognises sustained or significant positive behaviour.
6. House / Class Rewards	Class points or house points	Points for cooperation, punctuality, teamwork and responsibility.	Promotes collective responsibility and positive peer influence.
7. Privileges	Additional appropriate privileges	Choosing a classroom activity, being a class helper, selecting a game.	Provides meaningful reinforcement without relying only on tangible rewards.
8. Leadership Opportunities	Responsibility and trusted roles	Student ambassador, equipment monitor, peer helper, activity leader.	Reinforces responsibility, confidence and positive role modelling.
9. Celebration / Recognition	Assemblies, newsletters or displays	Student recognised for kindness, resilience or improvement.	Celebrates positive contributions and creates a culture of recognition.
10. Home-School Recognition	Positive communication with parents	Positive phone call, email or message home.	Strengthens the partnership between school, student and family.
11. Personalised Reinforcement	Individual reward linked to student interests	Preferred activity, sensory break, drawing time or leadership task.	Supports students who require personalised or SEN-specific reinforcement.
12. Self-Recognition	Student reflection and self-monitoring	Behaviour tracker, reflection sheet, personal goal chart.	Develops self-awareness, self-regulation and intrinsic motivation.

Level	Reward / Reinforcement	Examples	Purpose / Behaviour Promoted
13. Restorative Recognition	Acknowledging positive repair	Recognising when a student apologises, repairs harm or rebuilds a relationship.	Promotes accountability, empathy and restorative behaviour.
14. Long-Term Achievement	Termly / annual awards	"Resilience Award", "Growth Award", "Outstanding Contribution".	

Early Identification of Behavioral Concerns.

The school uses a proactive, data-informed approach to identify behavioural concerns as early as possible. Behaviour is considered in relation to the student's development, learning profile, social-emotional skills, communication, environment and individual needs.

Use of Screening and Assessment Data

Early identification should draw on multiple sources of information rather than relying only on observed behaviour.

PASS (Pupil Attitudes to Self and School)	•PASS provides information about students' attitudes, perceptions, emotional wellbeing, motivation, relationships and engagement with school. Patterns such as low self-regard, negative attitudes to learning, disengagement, poor confidence, or difficulties with relationships can alert staff to underlying factors that may later present as behavioural concerns.
Brigance Developmental Screening	•Brigance screening, particularly in the early years, provides information about areas of development, communication, social-emotional functioning, attention and other developmental skills. Where developmental differences or delays are identified, these can inform early support and help staff understand behaviours that may be linked to unmet developmental or communication needs.
Teacher Observation	•Teachers monitor changes in behaviour, emotional regulation, peer interaction, attention, participation, transitions and response to classroom expectations. Observations help identify when, where and under what circumstances concerns occur.
Behaviour Records	•Incident records are reviewed for frequency, intensity, duration, location, time and patterns. Repeated incidents may indicate the need for targeted assessment or intervention.
Student Voice	•Students are given opportunities to communicate their feelings, concerns, relationships, experiences and perceptions of the learning environment. This can identify issues that may not be immediately visible through behaviour alone.
Parent/Carer Information	•Parents/carers may provide information about changes in behaviour, developmental needs, emotional wellbeing, routines or circumstances that may help the school understand the behaviour in context.

Behaviour Management Strategies

The school uses a proactive, positive and restorative approach to behaviour management. Strategies are designed to prevent escalation, teach appropriate behaviours, support emotional regulation, repair relationships and maintain a safe and inclusive learning environment. Responses are adapted to students' developmental and individual needs, including Students of Determination (SODs).

BEHAVIOUR MANAGEMENT STRATEGY	POLICY EXPECTATION / PRACTICE
Classroom Management	Teachers establish clear expectations, routines, boundaries and consistent consequences. Lessons should be well-structured, engaging and appropriately differentiated. Staff use positive reinforcement, clear instructions, effective transitions, seating arrangements and proactive supervision to minimise behavioural difficulties.
De-escalation Strategies	Staff respond to escalating behaviour with calm, respectful and non-confrontational communication. Strategies may include reducing verbal demands, providing processing time, offering appropriate choices, creating space, reducing environmental triggers and supporting the student to regain control. Safety remains the priority.
Co-regulation and Self-regulation	Adults provide co-regulation by helping students recognise and manage their emotional state before expecting independent self-regulation. Students are explicitly taught strategies such as breathing, movement breaks, visual supports, requesting help, taking a regulated break and using agreed coping strategies.
Emotional Regulation Support	Students are taught to identify emotions, recognise triggers and understand the connection between thoughts, feelings and behaviour. Staff provide appropriate tools and strategies to help students manage frustration, anxiety, anger and other strong emotions. Support is adapted to developmental and individual needs.
Restorative Approaches	Following an incident, students are supported to understand what happened, who was affected and what needs to happen to repair the harm. Restorative conversations, mediation and reconciliation may be used to rebuild relationships and support learning from the incident.
Problem-Solving and Conflict Resolution	Students are taught to identify problems, listen to different perspectives, communicate respectfully, consider possible solutions and agree on appropriate actions. Staff facilitate conflict resolution rather than allowing disagreements to escalate.
Consequences and Corrective Responses	Where expectations are not met, responses are fair, consistent, proportionate and graduated. Consequences may include redirection, reflection, restorative action, loss of an appropriate privilege, targeted intervention or formal disciplinary action depending on the seriousness and frequency of the behaviour.

BEHAVIOUR MANAGEMENT STRATEGY	POLICY EXPECTATION / PRACTICE
Inclusive Adjustments	For SODs and students with identified needs, staff consider reasonable adjustments, communication needs, sensory needs, developmental level, IEPs and behaviour support plans when selecting and implementing behaviour strategies.
Positive Reinforcement	Appropriate behaviour, effort, progress and use of positive coping strategies are specifically acknowledged and reinforced. Reinforcement should be meaningful, timely and appropriate to the student's age and needs.
Monitoring and Follow-up	Significant or repeated behaviour concerns are documented, monitored and reviewed. Staff assess whether strategies are effective and adjust support or refer the student for targeted or individualised intervention where required.

Behaviour Incident Management

The school maintains a clear, consistent and proportionate process for managing behaviour incidents. The purpose is to ensure that incidents are responded to promptly, recorded accurately, investigated fairly and followed by appropriate support, restorative action or disciplinary response. Safeguarding and immediate safety take priority where there is a risk of harm.

AREA	POLICY PROVISION
Incident Reporting	Staff should report behaviour incidents promptly to the appropriate teacher, Grade/Phase Leader or designated member of staff, in accordance with the seriousness of the incident. Immediate safety or safeguarding concerns must be escalated without delay.
Incident Recording	Significant and repeated incidents should be accurately and objectively documented, including the date, time, location, students involved, factual description of the behaviour, action taken, witnesses where relevant and follow-up required. Records should avoid assumptions, labels or subjective language.
Referral Procedures	Where behaviour is persistent, escalating, complex or significantly affects learning, safety or wellbeing, the concern should be referred through the school's established behaviour referral process. Referral may involve the Pastoral, Inclusion, Counselling, Safeguarding or Senior Leadership Team, depending on the nature of the concern.

AREA	POLICY PROVISION
Investigation Process	Significant incidents should be investigated promptly, fairly and impartially. Relevant information should be gathered from students and staff involved, available records and other appropriate sources. Students should have an opportunity to explain their perspective. Individual needs and reasonable adjustments should be considered during the process.
Parent Notification	Parents/carers should be informed of significant or repeated behaviour concerns in a timely and appropriate manner. Communication should explain the concern, actions taken and any agreed next steps, while maintaining confidentiality regarding other students.
Serious Incident Protocol	Serious incidents involving violence, significant threats, serious bullying, safeguarding concerns, serious property damage, self-injury or significant risk to safety require immediate escalation. The school will prioritise safety, follow safeguarding and emergency procedures, notify relevant leaders and implement appropriate investigation and disciplinary procedures.
Follow-up and Review	Following an incident, the school will consider restorative action, student support, behaviour intervention, parental collaboration and monitoring, as appropriate. Repeated incidents should trigger a review of existing strategies and consideration of targeted or individualised support.

Antecedent and Environmental Assessment

The school recognises that behaviour is often influenced by what happens before the behaviour and the environment in which it occurs. Staff therefore assess possible triggers and barriers before deciding on an appropriate intervention or disciplinary response. The purpose is to identify patterns, triggers and barriers and determine what can be changed proactively to prevent the behaviour from escalating.

The assessment considers:

- **Antecedents:** What happened immediately before the behaviour, including instructions, demands, transitions, interactions or changes in routine.
- **Learning Demands:** Whether the task is too difficult, too easy, lengthy, unclear or not appropriately differentiated.
- **Transitions:** Difficulties moving between activities, lessons, locations or changes in routine.
- **Sensory Environment:** Noise, lighting, crowding, temperature, visual stimulation or other sensory factors that may affect regulation.

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| <ul style="list-style-type: none"> • Communication: Whether the student understands instructions or has difficulty communicating needs, frustration or discomfort. |
| <ul style="list-style-type: none"> • Social Factors: Peer relationships, conflict, group dynamics, perceived rejection or difficulties with social interaction. |
| <ul style="list-style-type: none"> • Physical Environment: Seating, classroom layout, access to resources, personal space and opportunities for movement. |
| <ul style="list-style-type: none"> • Emotional Factors: Stress, anxiety, frustration, fatigue, low confidence or difficulties with emotional regulation. |
| <ul style="list-style-type: none"> • Time and Frequency: When and how often the behaviour occurs, including particular lessons, times of day or settings. |
| <ul style="list-style-type: none"> • Consequences: What happens immediately after the behaviour and whether the response may unintentionally reinforce or maintain it. |

For Students of Determination (SODs), the assessment should also consider their IEP, communication profile, sensory needs, developmental level, reasonable adjustments and Individual Behaviour Support Plan, where applicable.

Inclusive Behaviour Support

The school maintains high expectations for behaviour while recognising that equity does not always mean identical responses. Students may require different levels and types of support to achieve the same behavioural expectations. The school considers individual needs, including those of Students of Determination (SODs), reasonable adjustments, barriers to learning and relevant support plans before disciplinary action is taken.

1. Inclusive Approach to Behaviour -The school adopts a strengths-based, inclusive and non-discriminatory approach. Staff consider the context and possible underlying factors contributing to behaviour and use teaching, support, reasonable adjustments and restorative practices before applying proportionate consequences where required.

2. Students of Determination (SODs)-Behaviour support for SODs considers their strengths, individual needs, developmental profile, disability-related needs and barriers to learning and participation. Relevant assessments, IEPs, Individual Behaviour Support Plans (IBSPs) and reasonable adjustments are considered when determining appropriate behavioural and disciplinary responses.

3. Reasonable Adjustments and Accommodations-Appropriate adjustments may be made to instructions, task demands, routines, transitions, seating, sensory environment, communication, processing time, movement breaks and regulation strategies to support access, participation and positive behaviour. Adjustments do not remove appropriate behavioural expectations.

4. Differentiated Behaviour Support-Behaviour strategies are adapted to the student's age, developmental level, learning profile, communication, sensory needs and emotional regulation skills. The school maintains consistent expectations while providing differentiated support according to individual need.

5. Individual Behaviour Support Plans (IBSPs)-An IBSP may be developed for persistent, significant or complex behaviour that substantially affects learning, safety or relationships. Plans identify the behaviour of concern, strengths and needs, triggers and barriers, prevention strategies, replacement behaviours, teaching and reinforcement strategies, de-escalation approaches, staff responsibilities, monitoring arrangements and review criteria. IBSPs may be developed collaboratively with teachers, Inclusion staff, counsellors, parents/carers and relevant specialists, as appropriate.

6. IEPs and Behaviour Goals-Where behaviour affects learning, participation, independence or social-emotional development, relevant goals may be included in the student's IEP. Goals may address emotional regulation, self-control, communication, social interaction, following routines, conflict resolution, attention, engagement and independent use of coping strategies. Progress is monitored and reviewed through the IEP process.

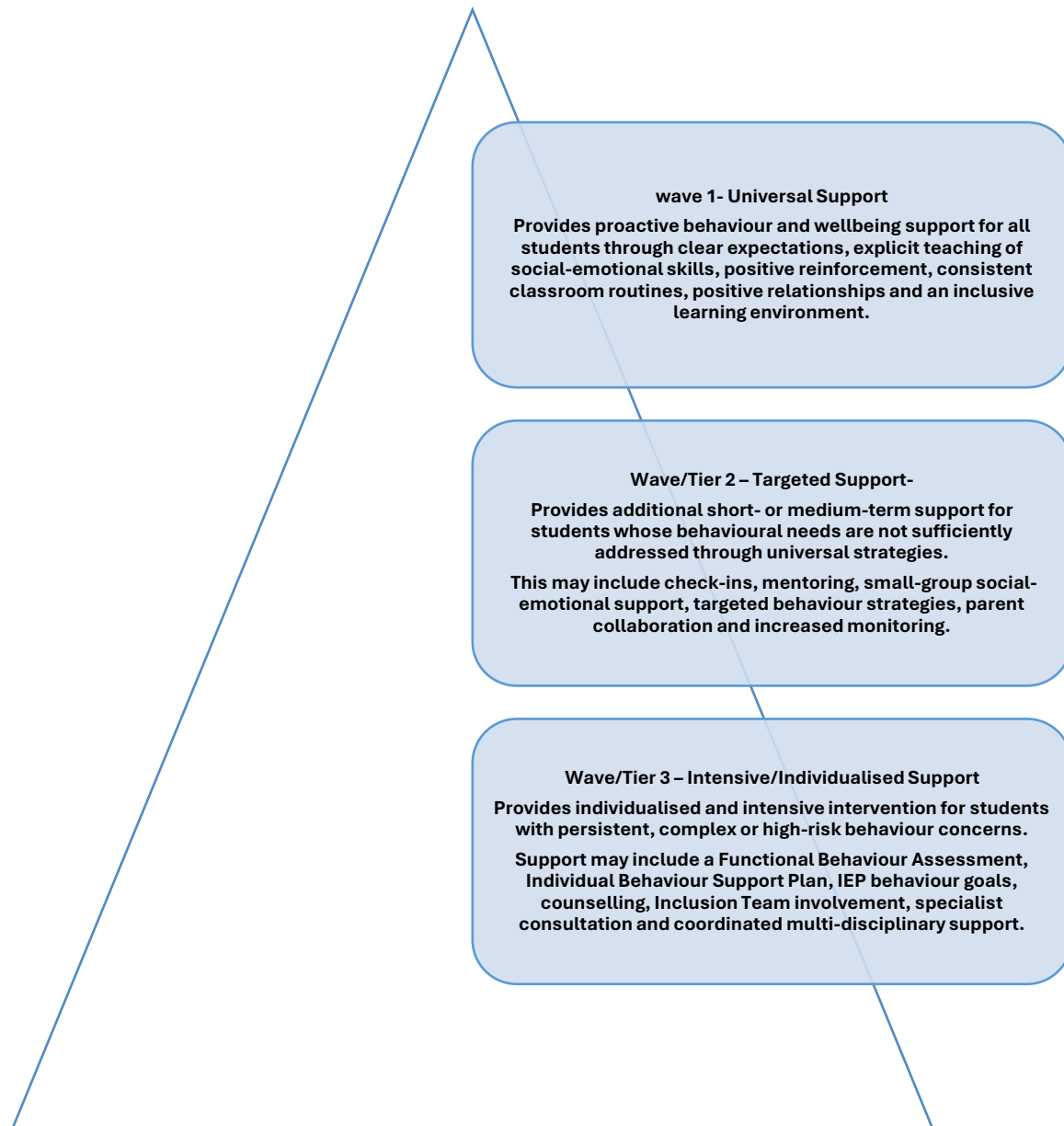
7. Neurodiversity-Informed Practice-The school recognises differences in how students think, communicate, process information, regulate emotions and respond to their environment. Staff use strengths-based and neurodiversity-informed approaches and do not automatically interpret differences in communication, movement, sensory processing or regulation as deliberate misconduct. Appropriate environmental adjustments, communication supports, sensory strategies, predictable routines, co-regulation and explicit teaching of alternative behaviours are used where required.

Behaviour Intervention Framework-Appropriate Support and Counselling

The school recognizes that behaviour may communicate an unmet need. Appropriate support and counselling are provided to help students understand and manage emotions, develop positive social-emotional skills, address barriers to learning and behaviour, and build healthy relationships.

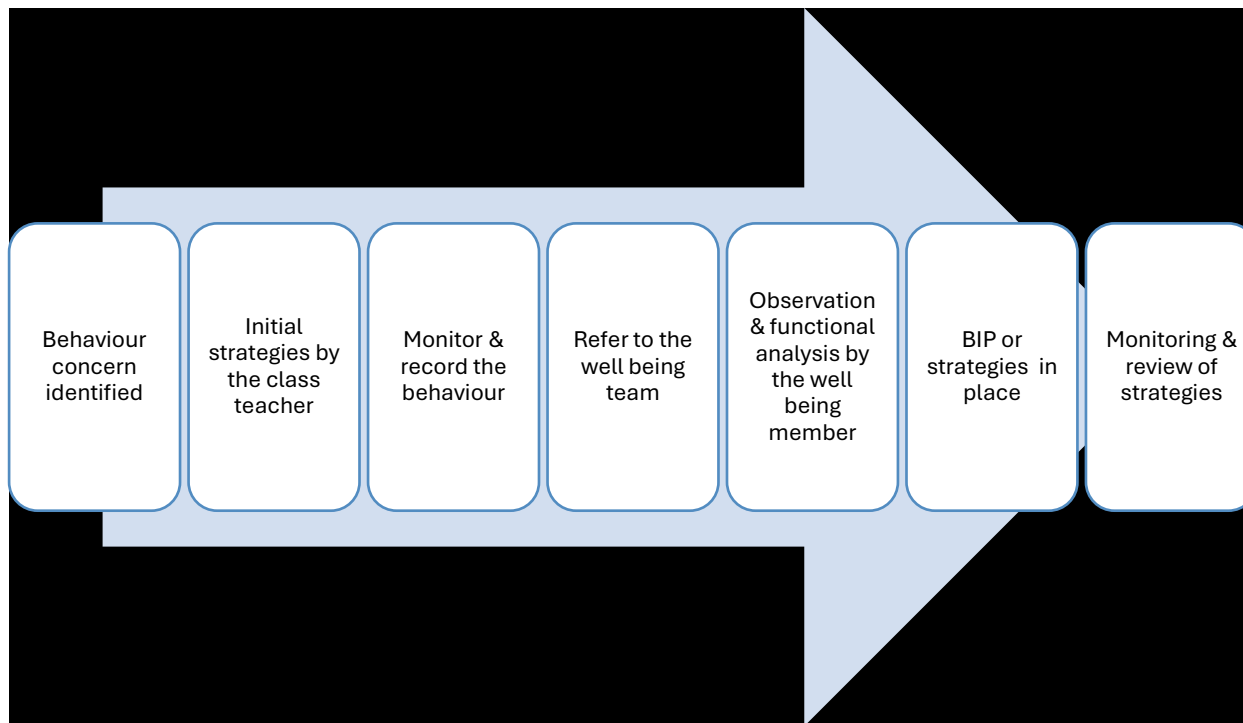
The school follows a graduated three-wave approach to behaviour intervention. Support begins with universal strategies for all students and becomes increasingly targeted and individualised according to the frequency, intensity, persistence and impact of the behaviour.

Students are supported at the lowest appropriate level, with movement between waves based on evidence and review.



Referral Process

A clear referral pathway enables staff to identify concerns, document evidence, implement initial strategies and seek additional support when required. Referrals should include relevant observations, behaviour records, assessment information, interventions already attempted and the student's individual needs.



Behaviour Intervention Planning

Intervention plans should identify the behaviour of concern, possible triggers and barriers, desired replacement behaviour, prevention strategies, teaching strategies, reinforcement, responsibilities, measurable outcomes and review dates.

Monitoring and Review

Behaviour interventions are regularly monitored using observations, behaviour data, student voice and progress towards identified goals. The team reviews whether the intervention is effective and decides whether to continue, modify, intensify or reduce support.

Behaviour Policy: Roles and Responsibilities by Stakeholder

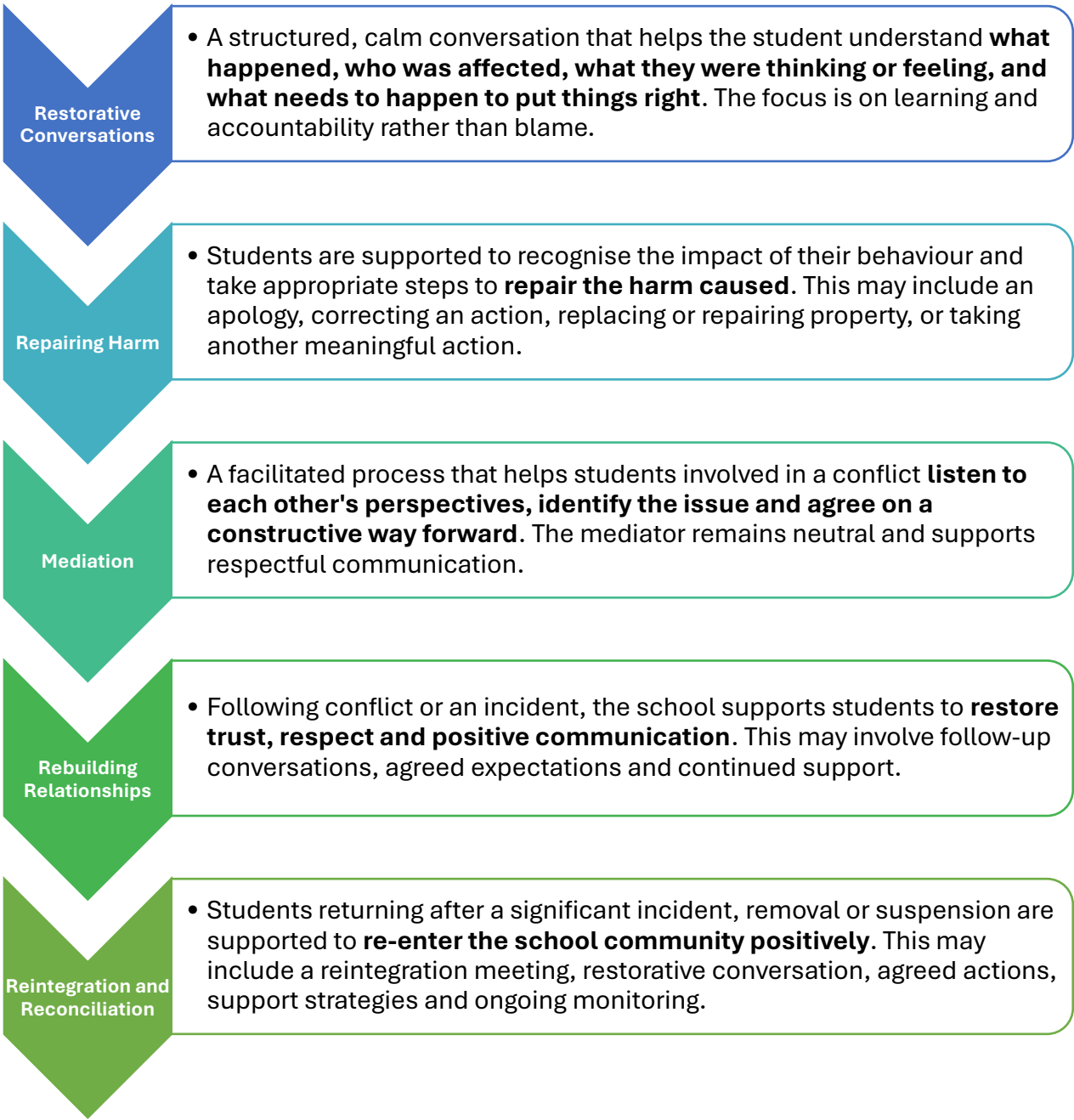
Behaviour Policy Area	School Leaders	Teachers	Counsellors	Special Educators / Inclusion Team
Create Positive Relationships	Promote a culture of respect, inclusion and	Build trusting, respectful and supportive	Develop safe, trusting relationships that	Build positive relationships based on individual student needs,

Behaviour Policy Area	School Leaders	Teachers	Counsellors	Special Educators / Inclusion Team
	belonging across the school.	relationships with students.	encourage students to seek help.	strengths and communication styles.
Establish Clear Expectations	Set and communicate consistent school-wide behaviour expectations.	Explain classroom routines, rules and expectations clearly and consistently.	Reinforce expectations during counselling and social-emotional support.	Adapt expectations and communicate them in accessible formats where required.
Teach and Model Expected Behaviour	Ensure staff have training and resources to teach positive behaviour.	Explicitly teach, model and practise expected behaviours.	Teach emotional regulation, communication and conflict-resolution skills.	Teach replacement behaviours and provide targeted social-emotional and self-regulation instruction.
Recognise and Reinforce Positive Behaviour	Establish consistent systems for recognising positive behaviour.	Give specific praise and reinforce positive choices and progress.	Reinforce emotional growth, positive coping and relationship skills.	Identify and celebrate individual progress using appropriate reinforcement strategies.
Identify Concerns Early	Monitor behaviour trends from data & surveys and ensure early intervention systems are in place.	Observe, record and report emerging behavioural concerns promptly.	Identify emotional or social concerns that may contribute to behaviour.	Screen for barriers, triggers and unmet needs and contribute to early identification.
Provide Appropriate Support and Counselling	Ensure access to appropriate support and counselling services.	Provide first-line classroom support and refer concerns when necessary.	Provide counselling, emotional support and coping strategies.	Provide individualised behaviour and learning support and recommend reasonable adjustments.
Implement Individualised Intervention Where Required	Ensure appropriate resources, referrals and multidisciplinary support are available.	Implement agreed classroom strategies and monitor their effectiveness.	Provide targeted counselling and emotional interventions.	Develop and implement individualised behaviour support plans/IEP strategies based on student needs.
Use Restorative Approaches to Repair Harm	Facilitate fair, proportionate and restorative responses.	Guide students to understand impact, take responsibility and repair relationships.	Facilitate restorative conversations and emotional processing.	Adapt restorative processes to the student's communication,

Behaviour Policy Area	School Leaders	Teachers	Counsellors	Special Educators / Inclusion Team
				cognitive and emotional needs.
Apply Graduated Consequences Where Necessary	Ensure consequences are consistent, proportionate, fair and inclusive.	Apply classroom consequences consistently and refer serious/repeated concerns.	Advise on appropriate responses where emotional or social factors are relevant.	Ensure consequences consider the student's individual needs, barriers and reasonable adjustments.
Review, Monitor and Adjust Support	Monitor school-wide patterns, outcomes and effectiveness of interventions.	Track behaviour, evaluate strategies and communicate progress.	Review counselling outcomes and recommend further support where required.	Analyse behaviour data, review individual plans and adjust interventions in collaboration with staff and parents.

Restorative Practice

The school uses **restorative practice** as a key component of its behaviour approach. It focuses on helping students understand the impact of their behaviour, take responsibility, repair harm and restore relationships rather than focusing solely on punishment.



Restorative Conversations

- A structured, calm conversation that helps the student understand **what happened, who was affected, what they were thinking or feeling, and what needs to happen to put things right**. The focus is on learning and accountability rather than blame.

Repairing Harm

- Students are supported to recognise the impact of their behaviour and take appropriate steps to **repair the harm caused**. This may include an apology, correcting an action, replacing or repairing property, or taking another meaningful action.

Mediation

- A facilitated process that helps students involved in a conflict **listen to each other's perspectives, identify the issue and agree on a constructive way forward**. The mediator remains neutral and supports respectful communication.

Rebuilding Relationships

- Following conflict or an incident, the school supports students to **restore trust, respect and positive communication**. This may involve follow-up conversations, agreed expectations and continued support.

Reintegration and Reconciliation

- Students returning after a significant incident, removal or suspension are supported to **re-enter the school community positively**. This may include a reintegration meeting, restorative conversation, agreed actions, support strategies and ongoing monitoring.

Consequences and Disciplinary Procedures

The school uses a **graduated, fair, consistent and proportionate approach** to disciplinary responses. Consequences are intended to help students understand the impact of their behaviour, take responsibility, repair harm and learn more appropriate ways of responding. **Disciplinary procedures are restorative in approach** and take account of individual needs, Students of Determination (SODs), reasonable adjustments and relevant support plans.

Graduated Consequences -Responses progress according to the **nature, frequency and seriousness of the behaviour**, from reminders and redirection to restorative conversations, targeted support and formal disciplinary action where necessary.

Minor Behaviour Incidents -Minor incidents are managed through **redirection, reminders, restorative conversations, reflection and appropriate classroom-based consequences**. Repeated concerns are documented and may be referred for additional support.

Major Behaviour Incidents-Significant incidents are **documented, investigated and reported** to the appropriate school leader. Parents/carers are informed, and appropriate restorative, behavioural and disciplinary responses are implemented.

Serious Misconduct-Serious misconduct that presents a significant risk to the **safety, wellbeing or dignity** of students or staff is addressed through immediate safety measures, investigation, safeguarding procedures and formal disciplinary action, where appropriate.

Detention/Removal from Class, Where Applicable -Detention or removal from class may be used as a **proportionate response** where appropriate and in accordance with school procedures. Removal should be time-limited and support the student's return to learning. Individual needs and reasonable adjustments for SODs will be considered.

Suspension/Exclusion Procedures-Suspension or exclusion will be considered only for **serious or persistent breaches of the Behaviour Policy** and will follow applicable KHDA requirements and school procedures. Decisions will be fair, proportionate, documented and communicated to parents/carers.

Reintegration Following Suspension-Following suspension, the school will support a **planned and successful return to school** through a reintegration meeting, restorative discussion where appropriate, review of support needs, agreed expectations and ongoing monitoring.

Appeals and Review-Students and parents/carers may raise concerns or request a review through the school's established procedures. Reviews will consider the **evidence, circumstances, proportionality of the response, individual needs, reasonable adjustments and relevant support plans**.

Misconduct Policy & Procedure.

Behaviour / Misconduct	Level 1 – Low-Level Consequence	Level 2 – Moderate Consequence	Level 3 – Serious Consequence	Level 4 – Very Serious Consequence	Level 5 – Gross/Critical Consequence	Inclusive Consideration for SODs
Disruptive Behaviour	Verbal reminder; warning	Detention; parent notification	Behaviour contract; loss of privilege	Internal suspension; senior leadership intervention	Suspension/expulsion in accordance with policy	Consider sensory, communication, regulation and learning needs before consequence
Disrespect/Defiance	Verbal warning; restorative conversation	Detention; parent contact	Formal warning; behaviour plan	Internal/external suspension	Serious disciplinary action up to expulsion	Consider communication, comprehension and emotional regulation
Dress/Grooming	Reminder; opportunity to correct	Parent notification; detention where appropriate	Formal warning; loss of relevant privilege	Escalation to senior leadership	Serious disciplinary action for persistent/serious breaches	Consider sensory, medical, cultural and disability-related needs
Mobile Phone Use	Confiscation according to policy; warning	Confiscation for defined period; parent notification	Extended confiscation; detention/loss of privilege	Formal disciplinary action; suspension where serious	Suspension/expulsion for serious safeguarding-related misuse	Consider approved assistive technology or communication needs
Bullying/Harassment	Restorative action; warning	Parent meeting; loss of privilege	Formal behaviour plan; detention; restorative intervention	Suspension; safeguarding intervention	Suspension/expulsion; external referral where required	Consider SEND-related social communication while maintaining victim protection
Aggressive Behaviour	Warning; restorative action	Detention; parent meeting	Formal behaviour plan; loss of privilege	Suspension; risk-management plan	Suspension/expulsion; external referral where required	Consider regulation and triggers; immediate safety takes priority

Behaviour / Misconduct	Level 1 – Low-Level Consequence	Level 2 – Moderate Consequence	Level 3 – Serious Consequence	Level 4 – Very Serious Consequence	Level 5 – Gross/Critical Consequence	Inclusive Consideration for SODs
Absenteeism/ Tardiness	Verbal reminder; attendance warning	Parent notification; attendance monitoring	Formal attendance plan; leadership meeting	Formal attendance intervention	Escalation according to attendance/legal requirements	Consider disability-related barriers and reasonable adjustments
Academic Misconduct	Warning; opportunity to redo work	Detention; parent notification	Mark/assessment consequence according to academic policy	Formal academic disciplinary action	Serious academic sanction in accordance with examination policy	Consider assessment accommodations and accessibility
Damage to Property/ Vandalism	Warning; repair/restore where appropriate	Detention; restitution	Parent meeting; restitution; loss of privilege	Suspension; financial restitution where permitted	Suspension/expulsion; external referral if required	Consider developmental level, impulsivity and understanding
Theft	Return of property; warning	Parent meeting; detention; restitution	Formal disciplinary action; restitution	Suspension; safeguarding/risk assessment	Suspension/expulsion; external referral where required	Consider developmental understanding and vulnerability
Dishonesty/ Falsification	Warning; correction of record/work	Detention; parent notification	Formal warning; loss of privilege	Suspension for serious falsification	Serious disciplinary action/expulsion where warranted	Consider communication, comprehension and developmental level
Inappropriate Language	Verbal warning; restorative conversation	Detention; parent contact	Formal warning; behaviour plan	Suspension for serious abuse/threats	Serious disciplinary action where grossly abusive/threatening	Consider language/social communication needs
Digital/ Technology Misconduct	Warning; temporary loss of device access	Device restriction; parent notification	Extended technology restriction; formal warning	Suspension; safeguarding intervention	Suspension/expulsion; external referral where required	Consider assistive technology and

Behaviour / Misconduct	Level 1 – Low-Level Consequence	Level 2 – Moderate Consequence	Level 3 – Serious Consequence	Level 4 – Very Serious Consequence	Level 5 – Gross/Critical Consequence	Inclusive Consideration for SODs
						approved digital supports
Threats/ Intimidation	Warning; restorative intervention	Parent meeting; loss of privilege	Formal behaviour plan; risk assessment	Suspension; safeguarding intervention	Immediate serious disciplinary action; external referral where required	Consider intent, understanding and communication; conduct risk assessment
Safety Violations	Warning; reteaching safety expectations	Detention; loss of privilege	Formal warning; safety plan	Suspension; risk-management measures	Suspension/expulsion; authority referral where required	Consider risk awareness, impulsivity and supervision needs
Possession of Prohibited Items	Confiscation; warning where appropriate	Confiscation; parent notification	Formal disciplinary action	Suspension; safeguarding/risk assessment	Serious disciplinary action; authority referral where legally required	Consider intent, understanding and developmental level
Substance-Related Misconduct	Immediate referral to leadership; parent notification	Formal intervention; counselling/support	Formal disciplinary action; parent meeting	Suspension; safeguarding/authority referral	Suspension/expulsion; external/authority referral where required	Follow safeguarding procedures; consider vulnerability and exploitation
Sexual Misconduct/Harassment	Immediate leadership referral; restorative/supportive action where appropriate	Parent meeting; formal warning	Formal disciplinary action; safeguarding referral	Suspension; safeguarding investigation	Serious disciplinary action; external/authority referral where required	Safeguarding takes priority; consider developmental understanding and vulnerability
Discrimination/Prejudice	Restorative conversation; warning	Detention; parent notification	Formal warning; behaviour plan;	Suspension; safeguarding/leadership intervention	Serious disciplinary action; external referral where required	Consider social understanding while addressing discriminatory harm

Behaviour / Misconduct	Level 1 – Low-Level Consequence	Level 2 – Moderate Consequence	Level 3 – Serious Consequence	Level 4 – Very Serious Consequence	Level 5 – Gross/Critical Consequence	Inclusive Consideration for SODs
			restorative action			
Leaving School Premises Without Permission	Warning; parent notification	Detention; behaviour monitoring	Formal safety plan; parent/leadership meeting	Suspension; individual risk-management plan	Serious disciplinary action; safeguarding/authority referral where required	Consider elopement, anxiety, sensory and communication needs
Misconduct on School Transport	Warning; restorative conversation	Temporary transport restriction; parent notification	Behaviour/transport contract	Temporary suspension from transport	Permanent transport withdrawal and/or serious disciplinary action	Consider sensory needs, seating, supervision and communication supports
Misconduct During School Trips/ Activities	Warning; restorative action	Parent notification; loss of relevant privilege	Removal from activity where appropriate; behaviour plan	Suspension from activities/trips; formal disciplinary action	Suspension/expulsion; external referral where required	Consider risk assessment and individual reasonable adjustments
Safeguarding-Related Misconduct	Immediate safeguarding/leadership review	Formal safeguarding intervention	Safeguarding investigation; formal disciplinary action	Suspension; safeguarding/authority referral	Immediate safeguarding action; suspension/expulsion and authority referral where required	Follow safeguarding procedures irrespective of SEND status
Retaliation/ Victimisation	Warning; restorative action	Detention; parent notification	Formal warning; behaviour plan	Suspension; safeguarding intervention	Serious disciplinary action; external referral where required	Consider understanding while protecting complainants/witnesses
Other Serious/Gross Misconduct	Appropriate warning/intervention	Detention; parent meeting	Formal disciplinary action	Suspension; senior leadership/saf	Suspension/expulsion and external referral where required	Apply individualised assessment, reasonable

Behaviour / Misconduct	Level 1 – Low-Level Consequence	Level 2 – Moderate Consequence	Level 3 – Serious Consequence	Level 4 – Very Serious Consequence	Level 5 – Gross/Critical Consequence	Inclusive Consideration for SODs
				eguarding intervention		adjustments and proportionality

Confidentiality

The school manages behaviour information in a manner that protects student dignity, privacy and confidentiality, while ensuring that relevant information is shared appropriately where necessary for safeguarding, wellbeing, educational support and effective behaviour management.

AREA	POLICY PROVISION
Student Records	Behaviour incidents, interventions, support plans and relevant outcomes are recorded accurately, objectively and securely. Records should contain factual information and avoid judgemental or stigmatising language.
Confidentiality	Behavioural, safeguarding, counselling, assessment and support information is treated as confidential and is only accessed or shared by individuals who have a legitimate professional need to know.
Information Sharing	Relevant information may be shared with teachers, Inclusion staff, Counsellors, Pastoral staff, Safeguarding personnel, Senior Leadership, parents/carers and appropriate external professionals where necessary and in accordance with school procedures and applicable requirements.
Data Protection	Behaviour records and personal information are collected, stored, processed and disposed of in accordance with the school's data protection, confidentiality and information security procedures and applicable UAE requirements.
Access to Behaviour Records	Access to records is restricted to authorised personnel with a legitimate educational, safeguarding, pastoral or professional purpose. Parents/carers and students may have access to relevant information where permitted under applicable requirements and school procedures.
Sharing with Parents/Carers	Parents/carers are provided with relevant information about their child's behaviour and support, while maintaining the confidentiality and privacy of other students and staff.
Counselling Information	Information shared in counselling is handled with appropriate professional confidentiality. However, confidentiality may need to be limited where there is a safeguarding concern, risk of harm or other circumstance requiring escalation under school procedures.

AREA	POLICY PROVISION
SOD Information	Information relating to a student's disability, assessment, IEP, reasonable adjustments or behaviour support plan is shared only with relevant personnel who require the information to provide appropriate support and ensure the student's safety and inclusion.

APPENDIX I

Behaviour Incident Record Form

Serial No:

Child's Name:	Class:
Date and Time of Incident:	
Name of Adult/ Witness present:	Place where incident occurred:
Description of the incident:	
Steps taken:	
Follow up:	

Person recording the incident: Date:

APPENDIX II STUDENT CODE OF CONDUCT

Name of the student: __Grade: __Section: _____

Arrival and dispersal behaviour:

- All students shall enter the school premises in proper uniform.
- Own transportation children will arrive before the first bell, that is, before 7:30 am
- On arrival, all students shall move to their respective classrooms without any delay.
- Before the dispersal bell, all students shall make sure that the classroom is free from litter and desks and chairs are neatly arranged before leaving the classroom.
- Students travelling by Bus shall disperse in an orderly manner and strictly follow the dispersal procedure as per the instructions of SLT.
- Students who are on their own transport will wait for their parents and proceed only when called for and follow the dispersal procedure
- Students of grades 1 and 2 will exit from the primary reception area and students from grades 3 to 9 will exit from the designated dispersal area near the main reception in an orderly manner
- All students shall attend school regularly unless there is an emergency or illness

Uniform/ Dress code Policy:

All students must dress appropriately for school. It is expected that student dress and grooming be neat, clean, and in good taste so that each student may share in promoting a positive, respectful, healthy, and safe atmosphere.

BOY

- He shall not wear pants below the waist. The shirt shall be long enough to be tucked in properly.
- He shall not be seen wearing a colored sweater/cardigan other than the school uniform sweater/cardigan.
- He shall not wear accessories such as fancy wristbands, rings, chains, etc.
- He shall trim his hair to be appropriate for a school-going boy.
- He shall wear shoes, which are as per the school dress code. No house slippers are allowed

GIRL

- She shall wear skirt that fall well up to her knee and shirt that are not too tight.
- She shall wear tights, strictly black or white, either knee length or ankle length underneath her skirt and shall wear socks of decent length.
- She shall abstain from rolling down the socks or rolling up the tights.
- She shall not wear any accessories in the form of gold chain, multi colored wrist band, long earrings or otherwise to school.
- She shall refrain from using or carrying cosmetic products like eyeliner, kajal, lipstick, lip liner, face powder etc. to school.
- She shall tie her hair properly as per the school dress code

- He shall wear shoes, which are as per the school dress code. No house slippers are allowed.

General classroom behaviour

- Students shall sit in their respective seats and respect others personal space
- Students shall use appropriate language using appropriate voice
- Students shall respect all opinions and abilities
- Classrooms shall be kept neat and clean at all times and dustbins shall be used to throw the litter
- Students shall not leave their classroom without prior permission except during the break time
- Students shall conduct himself/herself in a respectful manner towards their peers, teachers, staff, visitors and the property of ASD
- Students shall not indulge in any kind of vandalism or scribbling on the board or wall
- Students shall not take photographs of the school premises or of their peers or teachers
- Students shall not indulge in any physical fights and verbal abuse
- Students shall maintain discipline at all times in and outside the classroom

Hallways and transition

- Students shall follow teacher's instructions when moving to other classrooms. They shall follow the line and keep right on the stairs
- Students shall obey the bell and report back to class on time
- Students shall speak in a quiet voice
- Students shall walk and not run in the hallways
- Students shall respect school property and not destroy anything from the display boards
- Students shall not litter hallways and throw it in the given dustbins

Assembly Etiquette

- All students shall enter the assembly area quietly with their class.
- They shall remain seated with their class throughout the assembly until they are dismissed
- Students shall listen to the speaker attentively and not talk in between
- Students shall be respectful of the speakers and performers by paying attention, not talking or whistling, and applauding only when appropriate.

Library Etiquette

- Students shall move to library with their teacher in a single file
- Students shall be seated in the designated places and maintain silence in the library
- Students shall put books back in place on shelf before leaving
- Students shall not eat or drink in the library
- Students shall tidy the place before leaving and place the chairs appropriately
- Students shall be responsible for their books and not dog ear them or tear them

Playground/PE Etiquette

- Students shall enter/leave the classroom quietly and follow line discipline
- Students shall wear appropriate uniform and footwear
- Students shall use the equipment properly
- Students shall run in open areas only
- Students shall take turns and practice sportsmanship

Lab Etiquette

- Students shall work quietly and respect equipment
- Students shall remember that this is also a classroom and commit to use time wisely
- Students shall wait for their turn and leave things where they belong
- Students shall not eat and drink in the labs
- Students shall follow the seating plan
- Students shall keep the lab neat and in order
- Students shall be patient of and helpful to others as needed

Break Time

- All students shall have their breakfast/lunch in their respective classrooms unless stated otherwise

- All students shall follow healthy food choices and bring healthy food to school
- All students will follow the no nut policy of the school
- Students shall follow table manners
- Students shall refrain from chewing gum or having aerated drinks
- Break monitor shall monitor the food consumed and discipline during the break
- Students shall not run around the table or play in the classroom during the break
- Students shall use their indoor voice while talking to their classmates
- Students shall throw any wrappers in the dustbin given and not litter the classroom

Washroom Etiquettes

- Students shall walk in a line towards the restroom and be back before the end of the break
- Students shall not scrawl or doodle on the doors and walls of the washroom.
- Students shall not misuse the toiletries kept in the washroom.
- Students shall flush the toilet before and after use and wash hands
- Students shall not play with the water and use paper towel mindfully
- Students shall make use of the dustbin to throw paper towels and other sanitary items.

Bus behaviour

- All students travelling by school bus shall follow bus rules
- Students shall follow the seating plan
- Students shall stay seated and wear seat belts at all times
- Students shall not get up from his/her seat while the bus is moving
- Students shall respect the bus driver and bus nanny at all times
- Students shall be mindful of the language used in the bus and demonstrate courteous behaviour
- Students shall not destroy any part of the bus
- Students shall follow the rules laid out by the bus monitor
- Students shall exit the bus only when the bus has come to a halt

Consequences

Failing to adhere to the student code of conduct, the students will have to abide by the consequences as given in the Behaviour Policy.