DUBAI SCHOLARS
PRIVATE SCHOOL

Student Behaviour and Disciplinary Policy

2025-2026

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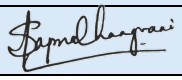
Approval Signature	

This policy will be reviewed annually unless an incident; new legislation or guidance suggests the need for an interim review.

Rationale

We are committed to activate learning in a safe and productive environment where all members are expected to demonstrate a positive attitude to their learning, to behave with respect to themselves, to others and to their environment. We have a very clear set of non-negotiable standards of personal behaviour which promote good behaviour, self-discipline, respect, prevent bullying, on-time task completion and to regulate conduct.

In our school, staff and students have the right to work in a safe, orderly and supportive environment, which is free from distraction and where they feel respected and valued. We trust a calm and disciplined learning environment based on mutual respect and positive relationships is the best place in which student progress can be achieved.

Aim

- To create an appropriate and safe educational environment where alternative initiatives are in place based on crises and natural disasters.
- To ensure an inclusive educational environment to achieve success by applying the culture of reinforcement, encouragement, and permanent care to the community to reduce behavioural offences
- To promote student and parent awareness of their obligations to maintain self-control and good behaviour
- To ensure implementation of well-defined mechanisms to tackle student behaviour deviations and protect school values and systems through changing and emerging conditions.
- To promote positive behaviour and practice healthy relationships to inculcate self and public responsibility among students within the school community.

We trust,

- all our students can choose acceptable behaviour
- students can build positive achievement within a structured framework of behaviour management
- we can recognise behavioural norms and promote them in a positive way
- we can provide a consistent and clear view of what we mean by good behaviour
- we can teach appropriate behaviour through positive interventions
- we can ensure that this is based on the promotion of self-esteem and self-discipline

School management: The school management is responsible for ensuring that a reasonable and effective Code of Behaviour and Discipline exists where rules, procedures, ways to promote

positive behaviour, affirming student efforts, rewards and consequences, and its implementation procedures are developed with the participation of all the stakeholders.

Our staff, students and parents are expected to

Staff/administration	Students	Parents
▪ Behave positively and be a model for the students ▪ Ensure that lessons are well prepared and differentiated, to meet the need/s all students in the classroom. ▪ Use school accredited programmes/platforms for distance learning and ensure the quality of the activities and educational materials provided to students ▪ Monitor student's tardiness ▪ Listen to the students, value their contributions and respect their views ▪ Be empathetic, approachable and alert to students in difficulty or those falling behind ▪ Respect all members of the school community ▪ Identify and seek to meet students' additional needs through inclusive practices ▪ Share with the parents any concerns about their child's progress or development	▪ Respect the rights of others by attending school on time, wearing the prescribed uniform, with homework done, and suitably equipped for the lessons in the day ahead. ▪ Respect the views, rights and property of others. ▪ Respect others' rights in class and out of class and behave safely at all times including online. ▪ Co-operate in class with the teacher and with their peers. ▪ Work as hard as they can in class ▪ Conform to the conventions of good behaviour and follow all school rules ▪ Seek help if necessary ▪ Accept ownership for own behaviour and learning, and to develop the skill of working independently. ▪ Act responsibly in school, whether physical or distance.	▪ Ensure that your child attends school regularly and on-time, with homework done, and suitably equipped for the lessons in the day ahead. ▪ Use school accredited programmes/platforms for distance learning and provide a safe and calm learning environment at home. ▪ Be aware of school rules and procedures, and encourage your child to abide by them. ▪ Show interest in your child's classwork and homework, where possible, provide suitable facilities for studying at home. ▪ Act as positive role models for your child in their relationship with the school treating other parents, peers and members of the staff in a respectful manner ▪ Attend planned meetings with teachers and support school functions. ▪ Provide the school with all the necessary background

▪ Report suspected cases of bullying to the Designated Safeguarding Officer or in their absence to the Deputy. ▪ Follow up any complaint by a parent effectively. ▪ Keep students, other staff and parents' personal information confidential especially in electronic communication. ▪ Ensure usage of the internet is fully dedicated to supporting educational objectives when connected to our students ▪ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development.		information about your child promptly, including any concerns they have about school, or any significant change in their behaviour/additional need/s or home circumstances. ▪ Comply with the school's decision regarding any offences committed by the child. In the event that the parent/guardian refuses to comply with the school's decisions or take responsibility for their child's misdemeanour, the matter will be submitted to the competent authorities for further action if required.

Feedback

We believe that consistent feedback plays a critical role in shaping all results whether given for academic achievement or behaviour management. Our feedback is specific to help students understand the effectiveness and impact of their choices, which enable our students to learn from mistakes, enjoy their effort, and to become lifelong learners.

Accountability

Students are expected to take accountability for the impact of their choices. Through positive and representative conferencing, students will be given the opportunity to reflect on the impact and find ways to restore relationships.

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BSO British School Overseas Inspected DfE Accredited | BSME BRITISH SCHOOLS IN THE MIDDLE EAST Accredited Member

Reinforcing Desirable Conduct

Situations that may require reinforcement:

- Distinguished excellence in skills which promote positive, safe, caring, healthy relationships, and mutual respect or the skills holding together the school ethos and values in developing excellent citizens.
- Excellent progress after retardation or failure, regularity in doing school homework, handling school facilities and maintaining the same.
- Outstanding attendance and punctuality.
- Positive and active involvement in school activities and contests.
- Distinguished excellence in adherence to the society's values, customs and traditions.
- High level of performance and motivation for learning, appreciation for education, and modelling best behaviour.
- Having and practicing leadership and cooperation skills, and shouldering responsibility and ownership.
- Participation in executing projects and programmes which have a positive impact on the school and local communities.
- Any student's adoption of positive conduct after rectifying undesirable behaviour.

Desirable conduct reinforcement methods may include:

The desirable conduct of the student is reinforced using varied methods including:

- Commendation/written appreciation through e-learning platforms/classroom board/special assemblies/social media or everything published by the school.
- Stickers, badges or stamps
- Star/ Reward Charts
- Student/Star of the Week
- Honouring the student in school celebrations/assemblies
- Representing the school in external events
- Online meet/sending the child to the respective Phase Head or Head of School for praise
- Thanks and appreciation letters issued or approved by the school administration and delivered to the student or his parent.
- Representing the school in student meetings, seminars or conferences, or official student delegations.
- Prizes, certificates and awards

Credit points for Behaviour log entry

Descriptions	Points
Good listener	+1
Following instructions	+1

Producing quality work	+1
Hardworking	+1
Apologising for misconduct	+1
Helpful	+1
Caring	+1
Optimism	+2
Patience	+2
Empathy	+2
Organisation skill	+2
Punctual	+2
Honest	+2
Kindness	+2
Respectful	+2
Cooperation	+2
Innovation	+3
Self-disciplined	+3
Safe-what does	+3
Responsible	+3
Taking ownership	+3
Leadership	+3
Independent	+3
Respecting and promoting the UAE culture	+3

Classroom Management and Curricular Provision

- The maintenance of positive behaviour within the school is the responsibility of all staff. Individual staff have particular responsibilities e.g. within their own classroom or when on duty supervising entry and exit duties.
- Staff endeavour to model desirable behaviour and attitudes and avoid negative sequences of behaviour.
- Every opportunity is taken to support self-discipline, whereby students are personally involved and accept responsibility for their own actions and behaviours.
- Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the students to work and play in co-operation with others in a respectful way.
- Students have age appropriate responsibilities assigned with peers or staff to create a collaborative ethos and promote well-being and shared stewardship of the school.

- Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between a staff member and student where possible.
- Teachers under guidance and support manage particular need/s of the students.
- All staff and students are familiar with the school Code of Conduct.

Desirable conduct reinforcement controls:

- Reinforcement should match in type and degree
- Reinforcement opportunities should be fairly available for everybody.
- Reinforcement strategies shouldn't turn to frustrate those who don't receive any.
- Reinforcement should be directed to the response of the student and not to his personality.
- Reinforcement methods should vary between moral and material (certificates/points/etc…)
- Avoid exaggeration in using means of reinforcement.
- Reinforcement should immediately follow occurrence of the desirable conduct.

Rectifying Undesirable Conduct

Our Code of Conduct clarifies particular actions that are not permitted and that will trigger disciplinary action. Disciplinary action is commensurate to the level and frequency of the breach of the Code of Conduct and is carried out in a staged, transparent and fair manner, with involvement of parents, teachers, and specialists as relevant. We take a restorative approach to dealing with behaviour issues. We emphasise on developing positive behaviour, so disciplinary interventions encourage students to improve their conduct and develop positive behaviour patterns. However, where there is insufficient change in behaviour, or if the misconduct is very serious, disciplinary action is likely to lead to limited or permanent exclusion.

In the event that a student of determination commits a behavioural offence during distance/physical learning, the designated authority and the school support team will coordinate with each other and with the Inclusive education support dept. if required; to determine the relationship between the offence and the student of determination, and then apply the measures.

Situations requiring intervention to rectify the undesirable conduct:

Any situation where the student is breaking the school's behaviour and disciplinary protocols, require to be corrected with rectifying mechanisms.

Undesirable conduct rectifying controls

When enforcing the measures of undesirable conduct rectification, the following should be taken into account:

- Verification of the occurrence of the conduct.
- Applying the rules with the aim of guiding and rectifying the conduct, rather than demonstrating anger and revenge.
- Dealing with the student on the basis of respect for his/ her character and feelings, and prioritising the reinforcement strategies over the rectifying measures.
- Taking into account the circumstances in which the fault occurred and the frequency of its occurrence.
- In cases of extreme or repeated misconduct where safety, well-being, or the integrity of the school community is at risk, the school reserves the right to proceed with expulsion.
- Fairness, equality and confidentiality in treating students.
- The enforced procedure should be suitable to age and all ability groups
- The enforced procedure should be suitable to the nature of the conduct, and the severity and frequency of the undesirable conduct
- Avoiding cruelty, psychological abuse, vilification, insult, mocking, sarcasm, or humiliation.
- Focusing on the student's conduct rather than the student's personality.
- Not enforcing measures on all classroom students or a group because of a fault committed by one of the students.
- The procedures should be immediate and suitable to the level and nature of the conduct.
- Not applying any penalty to the student without considering the school's responsibilities for required procedures
- Considering the student's problems from the social, educational, psychological and financial perspectives prior to enforcing the measures.

We are prohibited from taking certain actions against students, which include the following:

- Corporal punishment of all types and forms.
- Preventing the student from having his/her food.
- Provoking or mocking the student.
- Preventing the student from going to the toilet.
- Restricting student freedom or holding him/her in the school.
- Threatening to reduce the scores of school subjects.

Offence level points for Behaviour log entry

Specialist intervention	-0-
Level 1 offence	-1
Level 2 offence	-2
Level 3 offence	-3
Level 4 offence	-4

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Offence levels applicable to both physical and distance learning

1st level Offence	2nd level Offence	3rd level Offence	4th level Offence
▪ Being repeatedly late to the morning-assembly/ class/ unexcused tardiness (delay of 10mnts or more) ▪ Failing to attend the classes on time ▪ Incomplete assignments /homework ▪ Failure to bring required materials/books/ to class ▪ Loitering outside the class during a lesson ▪ Not wearing the proper and full uniform ▪ Not tidying or cleaning areas around the desk ▪ Failure to abide by the classroom laboratory and library procedures ▪ Any form of distraction during a lesson ▪ Failure to follow the rules of positive behaviour inside	▪ Absence from school without an acceptable excuse at any time ▪ Being found outside class without permission ▪ Not attending school activities and events without permission ▪ Acting in a manner contradicting with the public morals or the public order ▪ Verbal abuse or insulting students, staff or school guests. ▪ Writing on the school furniture or the school bus seats ▪ Refusing to respond to the instruction/carrying or handing over banned materials. ▪ Running/pushing or shouting in the corridors ▪ Counterfeiting parent's signature on the school correspondence ▪ Chasing peer/s while having food in hand/ during break time or any other time	▪ Various types and forms of bullying. ▪ Copying or reproducing assignments, reports, projects ▪ Getting out of the school without permission or absconding during the school day ▪ Attempting to defame peers and the school staff via social media ▪ Impersonating others' in the school, during transactions, or forging the school documents. ▪ Destroying or seizing school furniture, tools, and vandalism ▪ Tampering with or destroying school buses. Causing harm to the driver, supervisor, or other road users. ▪ Assaulting others in the school, without causing any injuries to the victim (corporal abuse). ▪ Driving a private car recklessly inside or around the school campus, and not following the security and safety instructions.	▪ Using the means of communication or social media for unlawful or immoral purposes, or in a manner discrediting the school and its staff or others. ▪ Incitement to fight, threaten or intimidate peers in the school. ▪ Possessing or using arms or blade weapons/sharp or their equivalent inside the school ▪ Committing sexual assault/sexual harassment inside the school, the bus or during activities. ▪ Assaulting others in the school causing injuries to the victim ▪ Systematic (pre-planned) or covering up theft. ▪ Impersonating others in school transactions or faking school documents ▪ Bringing, possessing, presenting, or promoting information or electronic materials that are

and outside the class ▪ Eating during lessons ▪ Misuse of electronic devices ▪ Bizarre haircuts for boys and girls.	▪ Any form of disrespect to the peers or to their parents ▪ Smoking or possessing the relevant kits inside the school campus	▪ Capturing, possessing, publishing or disseminating photos of the school staff and / or students without their permission.	unauthorized and inconsistent with the values, morals, public order, and public decency. ▪ Leaking questions of the assessments or engaging therein, in any way. ▪ Setting the school campus on fire. ▪ Abusing religious, or social figures of the UAE. ▪ Possessing, bringing, promoting, or using narcotics, medical drugs, or the psychotropic substances inside the school or the school bus, or being under the influence of narcotics, non-prescribed medical drugs or the psychotropic substances. ▪ Disseminating or promoting ideas or beliefs on extremism, violation or atheism, or the ones harming the political and social regulations of society. ▪ Disdaining the religions or inspiring religious conflict in the school

			▪ Photocopying, possessing, publishing and circulating images of the school, staff and students without their permission.

Impact of offences levels applicable to both physical and online school

level of Offence	Repetitiveness	Action	Responsible person
1st level Offence	Upon committing	Verbal warning	Class teacher/staff –Class teacher must informed about this
	When repeated	Verbal warning and clear directions	Phase Head
	When repeated for the second time	Meeting with the parent to discuss about the offence. Student may be referred to school counsellor.	Class teacher/Phase Head/School counsellor
	When repeated for the third time	Parent will sign an undertaking not to repeat the offence and staff provide strategies. Data entered in school record.	Class teacher/Phase Head/School counsellor
	When repeated more than 3 times	Meeting with the parent to discuss about the offence and action plan School counsellor will open a file for case study and implement a set of	School counsellor (progress updated with Phase Head and Class Teacher)

		strategies to bring into effect positive behaviour Data entered into school record.	
2nd level Offence	Upon committing	Informing the parent discussing about the offence and preventive measures Verbal warning by the Phase Head	Phase Head School Counsellor
	When repeated	Meeting with the parent and discussing about the offence and preventive measures that can be taken. Undertaking by the parent and student not to repeat the offence. Referring to school counsellor Data enter into school record.	Phase Head School Counsellor
	When repeated for the second time	Meeting with the parent discussing about the offence and preventive measures that can be taken. Issuing a warning letter Referring to the school counsellor Data entered into school record.	Phase Head School Counsellor
3rd level Offence	Upon committing	Meeting with the parent to discussing about the offence, issuing written warning letter The Head of School to inform the Board of	Head of School Phase Head/ School Counsellor/Safeguarding Officer

		Governors/local legal authorities if necessary. Data entered into school record.	
	When repeated	Meeting with the parent to discuss about the offence, issuing a final warning Withdrawing the user's right to login/ terminating the service for a fixed term Formal fixed time exclusion or permanent exclusion. The Head of School to inform the Board of Governors/local legal authorities Data entered into school record.	Head of School Phase Head School Counsellor/Safeguarding Officer
4th level Offence	Upon committing	Meeting with the parent to discuss the offence and issuing a final warning Withdrawing the user's right to log in / terminating access to specific services for a fixed term Formal fixed-term exclusion (temporary suspension from school) Permanent exclusion in cases of extreme or repeated misconduct that endanger the safety, well-being, or	Head of School Phase Head School Counsellor/Safeguarding Officer

		integrity of the school community Head of School to inform the Board of Governors and/or local legal authorities where necessary Record of the incident entered into the school's official records	

In all cases, the staff member speaks to the student and ensures student identifies desirable behaviour and articulates reasons why this/her behaviour choice was poor and what the consequences of the poor behaviour result in. The school will deal with non-criminal offence which occur anywhere on the school premises/online and which are witnessed by a staff member or reported to the school

We are committed to creating a safe, caring, and supportive learning environment where every student can thrive. Our approach to behaviour management is rooted in the following principles:

Respect: Promoting positive relationships built on mutual trust, respect, and kindness.

Self-Esteem: Encouraging every student to value themselves and others.

Self-Discipline: Supporting students in developing responsibility for their own actions and choices.

Fairness: Ensuring consistency, impartiality, and equality in our response to all behaviour.

Positive Reinforcement: Recognising and rewarding desirable behaviour to strengthen positive habits.

Early Intervention: Addressing concerns promptly to guide students back onto a positive path before issues escalate.

Safety and Well-being: Safeguarding the rights of all members of the school community to feel secure and respected.

We believe that early interventions play a vital role in promoting positive behaviour, and we strive to balance guidance and discipline with empathy and understanding. At the same time, we maintain clear expectations and boundaries, applying consequences fairly and consistently for both desirable and undesirable behaviour.

Through these principles, we aim to foster a school culture where students are empowered to learn, grow, and contribute positively to the wider community.