

OAKTREE PRIMARY SCHOOL

An Athena Education School

BEHAVIOUR POLICY

Creating a positive climate for learning where every child matters

Policy Title	Behaviour Policy
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Operator	Athena Education
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Contents

1. Rationale	3
2. Aims.....	3
3. Use of Positive Recognition and Rewards.....	3
4. Strategies to promote and support good behaviour in lessons.....	5
5. Attendance / Authorised / Unauthorised Absences	6
6. Behaviour in and around the school	7
7. Monitoring Student Behaviour	7
8. Bullying.....	7
9. Devices for learning	8
10. Serious breaches of school discipline	8
11. Student of Determination (SoD)	9
12. Fixed Term and Permanent Exclusions	12
13. The Roles of the Parent.....	13
Appendix A: Form 1 School – Parent Undertaking.....	14
Appendix B: Form 2 Violation/ Offence Report	15
Appendix C: Form 3 Notification Slip for parent/s (Guardian/s).....	16
Appendix D: Form 4 Parent’s undertaking.....	17
Appendix E: Form 5 Temporary Suspension Decision.....	18
Appendix F: Form 6 Notification- Suspension Decision until the end of the AY.....	19

1. Rationale

This policy aims to provide a framework for Oaktree Primary schools in developing their approaches to managing student behaviour. Effective behaviour management systems identify proactive strategies that reinforce positive behaviour, and expectations and seek to prevent behavioural issues. It is important that, in managing student behaviour, schools do not rely on rules and consequences for addressing negative behaviour. The aim is to change patterns of behaviour and not just to sanction students who misbehave. However, repeated breaches of school discipline cannot be tolerated, and schools should follow a graduated response when dealing with students.

This policy is aligned with the school's mission and vision. Student behaviour in Dubai Schools believes that every student has the right to be educated in a safe, supportive, and orderly school environment that is free from disruptions and obstacles that impede learning.

2. Aims

- To promote pupils' well-being and happiness.
- To create the conditions for an orderly school community in which effective learning can take place, in which there is mutual respect between all members of that community and respect for the school environment.
- To develop a sense of self-discipline in students and an acceptance of responsibility for their own actions.
- To provide a fair and transparent set of procedures that ensure consistent application of sanctions for dealing with unacceptable behaviour that impacts on the smooth running of the school within the context of positive behaviour management.
- It is the aim of Oaktree Primary school to ensure that every member of the schools' community feels valued and respected, and that each person is treated fairly and well. The behaviour policy is therefore designed to provide our students with guidance and set clear boundaries, whilst promoting positive behaviour.

3. Use of Positive Recognition and Rewards

Oaktree Primary School recognises that praising students is important for promoting positive attitude in school learning and good behaviour. Staff can recognise students' positive contribution to their class or school community, their efforts with schoolwork, progress, or attainment. Positive recognition and rewards may take the following forms:

3.1 Verbal Recognition

- Verbal praise to the student(s) concerned.
- Public praise (in class, in assembly)
- Arranging for the student and, in some cases parents, to meet the principal.

3.2 Written Recognition

- Written comments in exercise books or on students' work.
- Positive comments in home-school communication books such as home learning diaries or student planners.
- Issuing certificates or letters of appreciation.
- Students name/photograph on notice boards, e.g. "Student of the Month"
- Displays of students work in the classroom or around the school.

- Publication of students' work in school newsletters or on the school website.
- Work shown to Principal or Senior Leadership Team.
- Merit awards and praise postcards, or similar.
- Letter/email from class teacher, subject teacher or Head of Department to the student and/or their parents.
- Principal's letter to the students and/or their parents.

3.3 Material/Financial Recognition

- Academic awards and trophies
- Sports medals and trophies for competing or winning competitions
- Prizes, e.g., books for winning entries in a writing competition
- Book token or voucher for winning a competition.

3.4 Participation in a Special Event or Activity

Participation in school trips, award ceremonies, camps, or expeditions. It should be noted that wherever/whenever a student is involved in a representative role for the school or Athena Education, this should be acknowledged.

3.5 Behaviour for Learning

Certain principles and practices are pre-requisites of successful learning and good behaviour:

- Well planned lessons that are suitably differentiated to consider the age, ability and needs of the students and that plan for 'positive opportunities' to happen.
- Lessons that are purposeful and relevant and provide challenge at an appropriate level of difficulty.
- Learning objectives and/or outcomes are made clear to students.
- Routines of classroom practice that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal.
- Regular and frequent assessment and feedback.
- All classrooms and learning environments should display a 'classroom rules' poster which has been shared and understood by all.

"If you want your children to improve, let them overhear the nice things you say about them to others".

Dr. Haim Ginott, Teacher, Child Psychologist and Author.

Despite good lessons, appropriate encouragement and support, some students will, for a variety of reasons, sometimes fail to meet acceptable standards of behaviour. Disruption cannot be tolerated since it denies other students their 'right to learn'. Low level disruption in lessons may be the result of:

- calling out – talking out of turn
- lack of respect for students/staff/property
- being off task and distracting others
- arriving late for a lesson

Disruptive behaviour will be dealt with by the class teacher in the first instance and colleagues in phases/departments need to discuss how they will support each other. Consistency in the way disruption is dealt with is vital so that students know the boundaries within which they can work and learn.

Practical subjects will have additional codes of conduct that focus on health and safety – Physical Education, Science, and information Technology. At the start of each term, the teacher will make these codes clear to students and display them as appropriate.

It is expected that seating plans will be produced by class teachers for all classes, as appropriate. This gives responsibility to the teacher to decide who sits where to maximise learning and encourage positive behaviour.

4. Strategies to promote and support good behaviour in lessons

If a student disrupts learning, one of the following sanctions may be appropriate:

4.1 Good to be Green Strategy

OPS adopts the Good to be Green approach to promote positive behaviour through consistency, fairness, and visual reinforcement. The system empowers students to make good choices and reflect on their actions in a supportive environment.

The classroom behaviour management chart is where students move their names up or down through levels—from “Outstanding” to “Parent contact”—based on their choices and conduct during the day.

How It Works

1. The chart in the class shows their current behaviour status:

“Good to be Green” (meeting expectations, making positive choices).

Outstanding – Shows exceptional behaviour and serves as a role model to others.

Great Job – Demonstrates positive behaviour beyond the expected classroom standards.

Ready to Learn – Follows the rules, makes good choices, and is prepared for learning.

Reminder about behaviour that needs improvement.

Think About It – Needs a reminder to reflect on behaviour and make better choices.

Consequence of continued negative behaviour (reflection time, loss of privilege, or parental contact depending on school policy).

Teacher’s Choice – Teacher decides an appropriate consequence or intervention.

Parent Contact – Serious behaviour concern requiring communication with parents.

2. Daily Reset

Every day begins fresh with all children on green, encouraging pupils to start positively and move forward without being labelled by past mistakes.

3. Reflection

If on red, students usually complete a reflection sheet to think about what happened and how to improve next time.

4.2 Use of 3 Rules

1. Golden Rule: Do what you are asked to do.
2. TOOT: Talking Out of Turn [speak when it is your turn, do not speak while someone else is speaking]

3. HOC: Hindering Other Children [Allow others to learn without interruptions]

4.3 House System

Structure and Identity

- The school is divided into four houses, each with its own colour, name, and values.
- Students are assigned to a house on admission and remain in that house throughout their time at OPS.

House Points and Rewards

- House points are awarded for positive behaviour, academic effort, kindness, and school contributions.
- Points can be earned through:
 - ✓ Following school values
 - ✓ Participating in events or competitions
 - ✓ Consistently being green in the behaviour system
- Weekly totals are shared in assemblies, and termly rewards are given to the leading house

4.4 Additional

- **Using positive language** to achieve the behaviour you want “Turn around please Aji. . . thanks” “Looking this way and listening Beauty. . . thanks”.
- **Choice** “You can choose to finish your work, or you can choose to lose 5 mins of your break time. What do you want to do?” The teacher should praise the correct choice.
- **Move** to a different place in the classroom to help the child focus.
- **Contact parents** by email or telephone
[Please note that parents should receive notice of proposed after school detention]
- **Referral to the Middle Leaders** (Year Leader, Key Stage Leaders, or SLT) for further action.
- **Report Card**
- **Meeting with parents** to agree with support from both sides.

All serious incidents should be referred to the Behavioural Committee.

5. Attendance / Authorised / Unauthorised Absences

Good attendance and punctuality are essential to help ensure students’ acquisition of core skills and key areas of learning. Schools will use a range of age-appropriate rewards and sanctions to ensure high levels of attendance and good punctuality.

Students are expected to attend school on every school day as specified in the school calendar. Aligned to the UAE Federal Inspection Framework, good attendance is judged to be 94% or better of the school year. If attendance falls below 94% due to excessive unauthorised absence, the implementation of Level 2 violation sanctions will be triggered. We expect students to arrive at school and to lessons on time. Punctuality to morning registration, assembly and lessons is vital and is considered a Level 1 violation if not adhered to. Tardiness will not be accepted without an acceptable excuse. Students who are continually late for registration will be managed in line with the agreed policy. Where there are adverse weather conditions, there should be some flexibility in responding to each students’ circumstances and their punctuality.

6. Behaviour in and around the school

Oaktree Primary School students are expected to demonstrate high standards of behaviour at all times. This includes moving around the school, in tutor time and assembly, in the social areas and on the way to and from school. Appropriate action will be taken by the school against any student whose behaviour is unacceptable and undermines the good discipline or reputation of the school.

7. Monitoring Student Behaviour

In class behaviour management is done in the following order:

- **Positive conduct:** It is expected for all students to have positive behaviour without violations. A score of 80 per cent for positive conduct will be allocated automatically to each student at the beginning of every term. In case of committing a violation, the proper procedure will be taken, and penalty points will be deducted from that score according to the type of violation.
- **Excellent conduct:** It reflects great practices made by the students. A score of 20 per cent is allocated for excellent conduct. This will be awarded by the Pastoral Team.

Currently, an incident and behaviour log is used for recording incidents.

This aims to have a structured approach to behaviour management which both staff and students understand and always follow. It is important that there is regular communication between staff, where individual students are discussed and monitored. Students giving cause for concern should be discussed at pastoral meetings. The meeting is used also to identify students for intervention and support as well as those who may need to be referred to the Inclusion department for behaviour or learning support.

8. Bullying

Bullying is defined as “the willful, conscious desire to hurt, threaten, upset or frighten someone”. It is rarely a ‘one-off incident’ but a course of action that is sustained over a period - 2-3 days or 2-3 months. School takes a zero-tolerance approach to all forms of bullying. Any student(s) who bully another student will be dealt with and be made to apologise for their actions. Bullying could be:

- **verbal** (e.g. comments intended to upset the receiver or the receiver’s family)
- **physical** (e.g. pushing or hitting another student)
- **emotional** (e.g. excluding a student from a friendship group or not inviting someone to an outing/event)
- **racist** (e.g. comments about ethnicity)
- **cyber bullying** (e.g. inappropriate comments sent by text messaging, email or social networking sites such as Facebook).

The following sanctions could apply depending on the nature of the bullying incident:

- ✓ Verbal warning and contact with parents
- ✓ Loss of play time/detention – break time, after-school
*Please note that parents should receive notice of proposed after school detention
- ✓ Isolation or reflection time
- ✓ Restorative justice
- ✓ Temporary ban from attending school

9. Devices for learning

Devices/ iPad are permitted to be used strictly for learning activities only on instruction of the teacher during school time.

Any student found using a iPad or mobile phone whilst on school property during school hours will be in breach of school discipline (classified as a Level 2 violation). As a result, the following actions will be taken:

- 1st time - Verbal Warning - device would be given back by the end of the day.
- 2nd time - Parent will be called to meet the Year/KS Leader.
- 3rd time - Device will be confiscated.
- The incident will be recorded on the student file.
- A formal letter will be sent to the parents from the school.
- Repeat violations will be escalated to a Level 3 violation and ultimately may result in a child being suspended or excluded from school

In case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the School Reception.

10. Serious breaches of school discipline

Serious breaches of school discipline will not be tolerated, and serious incidents will be dealt with by the School Behaviour Committee in accordance with Athena's discipline procedures. Examples of serious breaches of school discipline could include:

- Fighting/assault.
- Serious and persistent cases of bullying.
- Serious and persistent disruption to learning.
- Deliberately setting off the fire alarm causing mass evacuation of the building, disruption to teaching and learning and potential harm to students with physical disabilities.
- Any incidents in line with Level 3 violations.
- Incidents of repeated Level 2 violations within an academic year.
- Any incidents deemed to be serious by the principal.
- In such cases, the student may be suspended from lessons and placed in isolation for reflection time or to work under staff supervision.

Alternatively, depending on the severity of the incident, he/she may be temporarily banned from attending school for a fixed time but not more than 5 days. KHDA must be notified of any serious incident and/or decision to suspend a student from school.

In all cases, parents will be invited into school to discuss their son/daughter's behaviour. Following isolation, the student may be placed on behaviour tracker their return to normal schooling managed on a 'phased return' basis. In the case of fixed term exclusions, a managed return may include a Behaviour Agreement signed by the student and his/her parents. In severe cases where, despite support from the school, a student's behaviour does not change, the case will be dealt with by Oaktree Primary School

Pastoral Team and parents may be asked to remove their child from the school permanently. Alternatively, the school will seek KHDA approval and support to permanently expel the child.

11. Student of Determination (SoD)

The Pastoral Team shall liaise with the Inclusion department at the school for the students categorized under the SOD violate the code of conduct.

The Inclusion team shall advise the committee in case the violation is caused because of the students' specific needs and then decision is made considering the following:

- If the violation is not because of the student's specific need, the below levels shall apply, like mainstream students.
- If the violation is because of the specific need of the student, the following shall apply:
 - ✓ Develop and implement a behaviour modification plan (BMP) as per the level and type of the violation.
 - ✓ In case a BMP exists, the school shall revise and modify that plan in accordance to managing the new behaviour that led to the violation.
 - ✓ If the behaviour continues, for those students who commit the offences because of their specific needs, regardless of the SBP, the school shall continue to support and integrate the child.
 - ✓ If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

Violation Levels and Sanctions – Students		
Violation Level	Examples of misbehavior	Consequences in Oaktree Primary School
Level 1 (simple risk) Behaviour that causes disruption of teaching and learning	Behaviours may include, but are not limited to: ▪ Tardiness/lateness ▪ Unexplained absences ▪ Incorrect school uniform ▪ Not bringing the necessary books, equipment, etc. ▪ Disruptive classroom and/or school behaviour ▪ Breaking classroom rules ▪ Defying school authority and staff members ▪ Entering class or going out of class without permission or not attending class or	First Occurrence • Teacher speaks to children about his/her behaviour • Incident recorded in orison behaviour log. • Form Tutor speaks to students Repeated misbehavior • Verbal warning • Loss of play time or Secondary Detention Continued Level 1 misbehaviour • Meeting with parents

	school activities without acceptable excuse. ▪ Sleeping during class or school activities (medical case cleared) ▪ Eating during the classes or the morning assembly (Medical case cleared) ▪ Failure to submit homework and assignment on time. Bringing communication devices such as mobile telephones	• Meeting with School Counsellor • Moving to Level 2 as behaviour causes significant disruption to teaching and learning.
Level 2 (Medium Risk) Behaviour that causes greater disruption of teaching and learning than what is described in Level 1 behaviour. This level covers student behaviours that may lead to physical and mental harm to another person or may lead to property damage.	Any behaviour that results in increased or serious disruption of the teaching and learning environment or that may cause physical and/or mental injury to self or others. For Level 2 offences that involve vandalism, parents may be held responsible for paying part/all the costs of the damage. Behaviours may include, but are not limited to: ▪ Fighting with and/or bullying other students ▪ Theft ▪ Trespassing ▪ Vandalism ▪ Smoking on campus ▪ Provoking/ Instigation of fights, or threatening or frightening schoolmates . ▪ Any action that violates the general rules or directives of the school or the UAE Society such as acting in a gender conflicting manner in terms of haircuts, or attire or using make-ups, etc. ▪ Photographing, keeping or publishing photographs of school staff or students without authorization ▪ Repetition of Level 1 incidents over an academic year. Such behaviours may be escalated to Level 2, at the discretion of the principal or committee. ▪ Violation of physical space	First Occurrence ▪ A first offence may carry a verbal warning – teacher uses professional judgement. ▪ Child works in isolation, away from the group. ▪ Parents informed by letter from the Year leader signed by Key stage leader. ▪ In the case of vandalism or damage, parents are invoiced for the cost of the repair/ replacement. ▪ Cheating in exams in line with Honesty Policy. Repeated misbehaviour ▪ Parents called into a meeting ▪ Behaviour Agreement ▪ Inclusion involvement to identify any underlying issues Continued Level 2 misbehaviour ▪ Meeting with parents ▪ Behaviour Improvement Plan drawn up and a Behaviour Contract is signed by all parties ▪ Principal Reflection time/one day suspension ▪ Meeting School Counsellor

	- Leaving school without permission - Unauthorized absence/truancy - Cheating in exams or assignments - Providing false documents (e.g. signing letters without the permission or knowledge of parents) - All forms of discrimination - Abusive or inappropriate language toward peers and	
<u>Level 3 (High Risk)</u> Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people. Behaviours in Level 3 are, at times, also violations of UAE Laws.	Any behaviour that results in physical endangerment of fellow students, school staff, and/or other people. Behaviours in Level 3 may, at times, be violating UAE laws. For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all the costs of the damage. Behaviours may include, but are not limited to: - Fighting with other students which causes injury requiring medical treatment - Assault which causes injury requiring medical treatment - Possessing, selling, or consuming illegal substances - Possessing and/or selling weapons or explosives - Committing major actions contradictory to Islamic values and morality - Deliberately setting off the fire alarm and so putting staff and students at risk - Committing acts of public indecency in school - Bringing, possessing, displaying and promoting in any type; physical, electronic or on the media that are for unauthorized or are not culturally sensitive, conflict with the values and general rules of society.	First Occurrence - Child is sent to the Principal/Committee - Parents contacted and asked to come into school - Written warning signed by all parties / one day suspension – professional judgement - In the case of serious damage to property, parents are invoiced for the cost of the repair or replacement, and students may carry out community service - Social Police Involvement Repeated misbehaviour - Review meeting with parents - Behaviour Improvement Plan drawn up and a Behaviour Contract is signed by all parties - Temporary ban from attending school (up to 5 days) – KHDA informed

	▪ Defaming of staff or school mates on any of the social media tools. ▪ Sexual harassment inside the school. ▪ Physically assaulting schoolmates or staff (Bullying) ▪ Stealing or covering up thefts. ▪ Vandalism of/ to or unauthorized acquisition of the school equipment or facilities. ▪ Insult of/ to religions or instigating sectarianism at school ▪ Tampering or vandalism of school buses or causing harm to road users. ▪ Repetition of Level 2 incidents over an academic year. Such behaviours may be escalated to Level 3, at the discretion of the Principal and Committee members.	
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The behaviour policy adopts a progressive penalties approach violation/s are documented as per their occurrence using the associated templates. All decisions relevant to Levels 3 and 4 are issued by the Oaktree Primary disciplinary committee. This committee undertakes the responsibility to officially investigate the offence, collect all the evidence and issue a verified decision. The committee is chaired by the school principal, vice-chaired by the Head of secondary / Head of primary. The Counsellor sits on the committee in the capacity of a member, 4 teachers of different subjects and the chair of the Parents' Council or similar role.

12. Fixed Term and Permanent Exclusions

For Level 3 or Level 4 violations, it may be necessary to punish a student with a temporary suspension or, for severe breaches in school discipline, there may be no other option but to permanently exclude the student from school.

12.1 Fixed Term Exclusions

Serious breaches of school discipline will not be tolerated, and serious incidents will be dealt with by the School Behaviour Committee in accordance with Athena's discipline procedures. Examples of serious breaches of school discipline could include:

- Fighting/assault. Only the School Principal has the power to temporarily exclude a student.
- Fixed term exclusions can be for a period of up to 5 days.

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- Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the School Behavioural Committee. This investigation may involve students and witnesses and will include consultation with the parents.

12.2 Permanent Exclusions

Only the School Principal, in consultation with the Oaktree Primary School disciplinary committee and KHDA, has the power to exclude a student.

13. The Roles of the Parent

- Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of Oaktree Primary school's expectations regarding student behaviour both in and outside of school.
- Parents should support disciplinary actions deemed appropriate by school leadership. To facilitate this, parents and primary and secondary students are required to sign a behaviour policy on an annual basis which clearly outlines key requirements in relation to student behaviour, the use of mobile phones, our school uniform requirements, attendance, and punctuality.
- If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to complete the Parents' Appeal – Letter of Consideration template. Depending on the nature of the disciplinary action, parents may be invited to meet with School Behaviour Committee, who may investigate. If concerns remain, they may be invited to meet with a member of Oaktree Primary school's disciplinary committee.

Appendix A: Form 1 – School-Parent Undertaking

School – Parent Undertaking

The school shall use the school's behaviour policy as the base for any decision made with a focus on fostering positive behaviour management. The aim is to enable students to develop on the cognitive, social, and personal fronts and become well-rounded characters in a safe supportive environment.

Hence, the school undertakes that all teaching and administration staff shall inform students about the school's behaviour management code of conduct/ policy and shall ensure that students are aware of the expectations of the policy. Students are expected to show respect and empathy to both their teachers and schoolmates, always. They also must honor their learning and keep their school and its facilities clean and safe. The school policy defines the roles and responsibilities of all relevant stakeholders, and it is expected that each party will adhere to them. Teaching and Administration staff are expected to adhere to the professional and ethical code of conduct and to well lead and plan the teaching and learning process and extracurricular activities.

For the statements, the student, and the parent/s (guardian/s) shall sign that they have received a copy of the school's code of conduct and shall adhere to its contents in terms of their roles and responsibilities.

Name of the Parent (Guardian): _____

Name of the Student: _____

Student ID No.: _____ Year & Sec: _____

Date: _____

Parent's Signature: _____

Student's Signature: _____

School Official Stamp

Appendix B: Form 2 – Violation/Offence Report

Violation/Offense Report

Dear Mr./Ms. _____

- ☐ Verbal Warning
- ☐ Written Warning

Students Name: _____

Year and Class: _____

Name of the reporting teacher: _____

Date of incident: _____

Place of incident: _____

Time of incident: _____

Incident: _____

Description of the incident: _____

Level of violation

- ☐ Level 1
- ☐ Level 2
- ☐ Level 3
- ☐ Level 4

Frequency

- ☐ First time
- ☐ Repetition 1
- ☐ Repetition 2
- ☐ Repetition 3

Student signature: _____

Teacher signature: _____

Pastoral lead signature: _____

Appendix C: Form 3 – Notification Slip for parent(s)/guardian(s)

Dear Mr./ Mrs. _____,

Parent/ Guardian of student _____, with student id _____,
in year _____, section _____.

Please be informed that on _____ [insert day and date], the mentioned
student has violated the school code of conduct by _____

[please insert the name of the violation and description].

Please note that this is a straight violation of our school code of conduct, hence we seek your support to
ensure that the student honors the policy and will not repeat the offence.

The school will take progressive penalties if the student fails to adhere to the behaviour policy or repeat
any of the offences as detailed in the school's behaviour management policy.

Please be notified that this transgression falls into level 2 violations and so will be notified to KHDA.

Pastoral Head: _____

Head of secondary approval & Signature: _____

Acknowledgement of the student: _____ (Name and Signature)

Acknowledgment of the parent: _____ (Name and Signature)

Date: _____

Appendix D: Form 4 – Parent’s undertaking

Parent Undertaking

I, the undersigned, (father/ Mother/ guardian) of student _____,
student id _____, in year _____, section _____, undertake that the mentioned
student shall adhere to the school’s behaviour policy and all school rules inside the building and facilities.

In case of violation to any of these rules, I shall accept all the consequences the student shall be held
accountable for as detailed in the school code of conduct.

I confirm that I have received a report of all these violations, which I summarize as below:

1. _____
2. _____
3. _____
4. _____

Parent’s name: _____

Signature: _____

(Depending on the Levels) _____

Date: _____

Appendix D: Form 5 – Temporary Suspension Decision

Temporary Suspension Decision

Dear Mr./ Mrs. _____,

Parent/ Guardian of student _____, student id _____,
in year _____, section _____.

Please be informed that due to the repeated offences of the student and his negative response with all behaviour modification support through the previous decisions taken as shown below:

1. _____
2. _____
3. _____

The Behaviour Management Committee has decided in its meeting no. _____
dated _____ to temporary suspend the student who will undergo a behaviour
modification program from _____ (date) to _____ (date).

This decision was made because of the following reasons:

1. _____
2. _____
3. _____

Parent name and Signature: _____

Acknowledgement of the student: _____ (Name and Signature)

Pastoral Lead: _____

Head of Secondary: _____

Principal: _____

Date: _____

Appendix E: Form 6 – Notification- Suspension Decision until the end of the AY

Notification- Suspension Decision until the end of the Academic Year

Dear Mr./ Mrs. _____,

Parent/ Guardian of student _____,
student id no. _____ in year _____, section _____.

Please be informed that due to the repeated offences of the student and his negative response with all behaviour modification support through the previous actions taken as shown below:

1. _____
2. _____
3. _____

Parent name and Signature: _____

Acknowledgement of the student: _____ (Name and Signature)

Principal: _____

Date: _____