

OAKTREE PRIMARY SCHOOL

An Athena Education School

CLASSROOM CULTURE

BEHAVIOUR POLICY

Collaboration · Achievement · Respect · Empathy

Creating a positive climate for learning where every child matters

Policy Title	Classroom Culture – Behaviour Policy
Institution	Oaktree Primary School
Operator	Athena Education
Regulatory Authority	Knowledge and Human Development Authority (KHDA), Government of Dubai
Applies To	All pupils (FS1 to Year 6), all staff, governors, contractors and volunteers contributing to teaching, learning and school operations
Version	3.0
Academic Year	2026/27
Status	For approval
Approved By	Director of Schools / Principal / School Governing Advisory Board
Date of Approval	August 2026
Last Reviewed	August 2026
Next Review Date	One year from approval, or earlier if regulation changes
Policy Owner	Principal (accountable) / Head of Inclusion (responsible)
Read In Conjunction With	Child Protection and Safeguarding Policy; Anti-Bullying Policy; Inclusion Policy; Attendance Policy; Academic Honesty Policy; Acceptable Use of Technology Policy; Complaints Policy; Our Classroom Culture (CARE) staff handbook
Principal Signature	

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PART ONE — FRAMEWORK

1. Purpose and Rationale

Oaktree Primary School believes that every child has the right to learn in a safe, supportive and orderly environment, free from disruption, intimidation and harm.

This policy is called the Classroom Culture – Behaviour Policy because culture, not rules, is what actually governs behaviour in a school. The rules are what is on the wall; the culture is what happens when no adult is watching. A child who gets three different reactions from three adults learns that behaviour is a lottery, and starts playing the odds. Consistency beats severity.

The school's approach is educational rather than punitive. The purpose of any response to unacceptable behaviour is to change the pattern of behaviour, not simply to sanction the child. Preventative and supportive measures are applied before any disciplinary measure is considered, and the underlying causes of behaviour are investigated in every case. Repeated or serious breaches of school discipline are nonetheless not tolerated, and the school follows the graduated response set out in Part Three.

Every part of this policy rests on four words — Collaboration, Achievement, Respect and Empathy — and on the shared language the school uses to teach them.

2. Scope and Application

This policy applies to all pupils enrolled at Oaktree Primary School and to all members of staff, governors, contractors and volunteers.

It applies:

- during the school day, on the school site, and in all lessons and activities;
- on school transport, and on the journey to and from school where the child is identifiable as a pupil of the school;
- on educational visits, residentials, competitions and representative events;
- during any activity organised by the school outside normal hours; and
- to conduct outside school, including online conduct, where that conduct affects the safety or wellbeing of a member of the school community or the good order and reputation of the school.

Age differentiation. The violation levels, conduct marks and disciplinary measures set out in Part Three apply to pupils in Years 3 to 6. Children in Foundation Stage, Year 1 and Year 2 are managed under Section 17, which uses a developmental rather than a disciplinary framework, consistent with the Ministry of Education's treatment of the kindergarten to Grade 2 phase as a distinct category. The CARE values, the Essential Agreement and the language of choice apply to every year group, including Foundation Stage.

3. Legal and Regulatory Framework

This policy has been written to comply with:

- Ministerial Decree No. (851) of 2018 concerning the Student Behaviour Management Regulation in General Education Institutions, and any subsequent amendment or circular issued by the Ministry of Education;
- Federal Law No. (3) of 2016 on Child Rights and Protection (Wadeema Law);

- Federal Law No. (29) of 2006 concerning the Rights of People of Determination, as amended by Federal Law No. (14) of 2009;
- Federal Decree-Law No. (34) of 2021 on Combating Rumours and Cybercrime;
- Dubai Law No. (2) of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai;
- Dubai Executive Council Resolution No. (2) of 2017 on the Regulation of Private Schools;
- the KHDA Dubai Inclusive Education Policy Framework and the Implementing the Inclusive Education Policy Framework guidelines;
- the KHDA Parent-School Contract;
- KHDA circulars governing the Ramadan school day, prayer provision and the national calendar;
- the UAE School Inspection Framework as applied by the Dubai Schools Inspection Bureau; and
- Athena Education group policy on student discipline.

Where this policy and any of the above are in conflict, the regulatory instrument prevails and the policy is amended at the earliest opportunity.

4. Aims

- To build a classroom culture in which children behave well because of what the room is like, not because of what will happen to them.
- To promote the wellbeing, happiness and self-esteem of every pupil.
- To create an orderly school community in which effective learning takes place and in which there is mutual respect between all members of the community and respect for the school environment.
- To develop self-discipline and an acceptance of responsibility for one's own actions, appropriate to the age and stage of the child.
- To give every adult in the school the same words, so that a child receives the same response from every adult.
- To provide a fair, transparent and consistently applied set of procedures for responding to unacceptable behaviour.
- To ensure that no pupil is disadvantaged in the application of this policy by reason of disability, additional learning need, nationality, gender, religion or family circumstance.

5. Definitions

CARE. The school's four values: Collaboration, Achievement, Respect and Empathy. The four words are the same in every room; what they look like in Year 1 and in Year 6 is not.

Essential Agreement. The set of short, observable, positively worded lines written by a class with its teacher at the start of the year, sorted under the four CARE values and signed by every child and every adult in the room.

The behaviour ladder. The six-rung chart displayed in every classroom, running from Outstanding to Parent contact, described in Section 11.

The language of choice. The four-step script used by every adult when a child is not meeting an expectation, set out in Section 13.

Behaviour Management Committee (BMC). The school committee constituted under Section 27 with sole authority to determine sanctions above the classroom level, including all suspensions and exclusions. This is the only disciplinary body referred to in this policy.

Bullying. Any repeated and deliberate physical, verbal, emotional, social, electronic or digital act, or threat of such an act, by one or more pupils against another pupil or against a member of staff, which causes hurt, fear, distress or exclusion. A single incident of sufficient severity may be treated as bullying at the discretion of the BMC.

Behaviour Support Plan (BSP). An individual, time-limited plan setting out triggers, preventative strategies, agreed responses and review dates for a pupil whose behaviour requires structured intervention.

Lesson report card. A short-term, targeted monitoring tool recording a pupil's ladder position and progress against two agreed CARE targets in each session of the day (Section 22 and Form 9).

Isolation. Supervised removal of a pupil from the class group to a designated space within school for a defined period during the school day.

Suspension. A decision of the BMC that a pupil may not attend school, or may not attend lessons, for a defined period.

Permanent Exclusion. A decision that a pupil's enrolment at the school is terminated on disciplinary grounds. Requires KHDA approval before it takes effect.

Student of Determination (SoD). A pupil identified as having a special educational need or disability, as defined in the Dubai Inclusive Education Policy Framework.

Designated Safeguarding Lead (DSL). The member of staff with lead responsibility for child protection, as named in the Child Protection and Safeguarding Policy.

Parent. The father, mother or legal guardian of a pupil, or a person formally authorised to act in that capacity.

6. Roles and Responsibilities

6.1 The Principal

- Provides a safe, healthy and orderly environment in which this policy can operate.
- Chairs the Behaviour Management Committee.
- Ensures pupils, parents and staff are informed of this policy and of any amendment to it.
- Ensures staff are trained in CARE, the ladder, the language of choice, de-escalation and the prohibited practices in Section 20.
- Holds sole authority, with KHDA, to permanently exclude a pupil.
- Analyses behaviour data termly and reports to the School Governing Advisory Board.

6.2 Teachers and Support Staff

- Model the behaviour expected of pupils and treat every pupil with equal respect.
- Write an Essential Agreement with their class in the first week of the year and quote it when it is kept, not only when it is broken.
- Use the language of choice as written, until it is automatic.
- Move children up the ladder as well as down, naming the value out loud.
- Apply this policy consistently and record incidents on the behaviour system on the day they occur.
- Never apply any of the practices prohibited in Section 20.

- Refer promptly to the phase leader, the Head of Inclusion or the DSL where a matter exceeds their authority.
- Contribute to Behaviour Support Plans and individual education plans and implement them as written.

6.3 The Head of Inclusion

- Advises the BMC in every case involving a Student of Determination as to whether the behaviour arises from the pupil's identified need.
- Leads the drafting and review of Behaviour Support Plans and lesson report card targets.
- Ensures reasonable adjustments are made both to expectations and to the sanctions applied.

6.4 The Designated Safeguarding Lead

- Determines whether any behaviour incident also constitutes a safeguarding concern and, where it does, takes the lead under the Child Protection and Safeguarding Policy.
- Sits on the BMC as the child protection member.
- Makes external referrals to the Dubai Foundation for Women and Children, the Community Police Child Protection Unit or KHDA as required.

6.5 Pupils

- Keep the Essential Agreement they helped to write and signed.
- Follow the school rules and the instructions of staff.
- Treat every member of the school community with respect and kindness.
- Take responsibility for their learning, their conduct and the care of school property.
- Report bullying, unkindness or anything that makes them or another child feel unsafe.

6.6 Parents

- Sign the School-Parent Undertaking (Appendix A) annually and support the school's expectations at home.
- Ensure their child attends school punctually, in uniform, and equipped for learning.
- Attend meetings when invited and engage with agreed support plans and report cards.
- Raise concerns through the channels in Section 35 rather than directly with other pupils or families.
- Meet the cost of repair or replacement of school property wilfully damaged by their child, as determined by the BMC on the basis of documented evidence.

PART TWO — OUR CLASSROOM CULTURE

7. CARE: Our Four Values

Every classroom, corridor and playground at Oaktree runs on four words. They are displayed in every room, used in assembly, and named out loud whenever a child keeps them.

A value is not an agreement until a child can say what it looks like at the carpet, at lunch, and when someone gets an answer wrong. Values need verbs.

Value	What it means	Sounds like	The word our families already use
C Collaboration	We get further together than we do alone — and we teach children how, we do not just hope. Children do not arrive knowing how to work together; it is taught, like phonics.	<i>"Ask your partner first, then ask an adult."</i>	Ta'āwun — cooperation. Helping one another in what is good is taught at home before we teach group work.
A Achievement	Effort is noticed here, not just the right answer. Nobody is finished; there is always a next step.	<i>"Show me the bit you found difficult."</i>	Itqān — doing it well. Work worth doing is done with excellence.
R Respect	We speak to people the way we would want to be spoken to — adults included, corridors included. Respect is the value children measure by how adults behave, not by what adults say.	<i>"We speak kindly, even when we disagree."</i>	Adab — good manners. Respect for parents, elders and teachers is the strongest expectation our families hold.
E Empathy	We notice how other people feel, and we do something about it without being asked.	<i>"Nobody stands on their own at break."</i>	Raḥma and karam — mercy and generosity. Noticing the newcomer and the child on their own is taught at home as a duty.

CARE sits inside the Islamic and Emirati values framework taught through Islamic Education, Arabic and Moral, Social and Cultural Studies, not beside it. Staff name the Arabic word alongside the English one where it is natural to do so; for many of our children it is the more familiar of the two, and it tells them that school values and home values are the same values. Staff check phrasing with Arabic and Islamic Studies colleagues before it goes on display.

8. Essential Agreements

Every class writes an Essential Agreement with its teacher in the first week of the academic year. A rule is something done to a child; an agreement is something the child signed. Children keep the second one when nobody is watching.

8.1 How the agreement is written

1. The teacher books forty minutes in the first week back — in the diary, not intended.

2. The opening question is not “what are our rules?”, which produces a list of don’ts. It is “what do you need from everyone in this room so that you can learn?”
3. Children write or say their own answer alone first, before any discussion, so that the loudest voice does not write the agreement.
4. Answers are read out, repeats are grouped, and vague lines are chased: “be kind” is not finished until the class can say what it looks like at the carpet, at lunch, and when someone gets an answer wrong.
5. Every “don’t” is turned into what we will do (Section 14).
6. Lines are sorted under Collaboration, Achievement, Respect and Empathy. Eight lines, two under each value, is the target.
7. The teacher signs first, then every child — names, handprints or signatures according to age. The agreement is displayed at the children’s eye level, not the adult’s.

The children’s phrasing goes up, not the teacher’s improvement of it. If an adult tidies the wording, the children know it is not theirs.

8.2 The wording test

Before a line is agreed, it is checked against five tests:

- It says what we WILL do, not what we will not.
- Someone could film it. “Be respectful” cannot be filmed; “we hand things over, we don’t throw them” can.
- It fits in one breath. No commas, no clauses, no “and also”. If it needs two, it is two lines.
- It says “we”, not “you” or “children must”. Adults are inside the agreement too.
- It sits under one of the four values. If it does not belong to C, A, R or E, it is a rule, and rules belong in this policy rather than on the agreement.

8.3 Keeping it alive

- The agreement is quoted when a child keeps it, not only when a child breaks it. An agreement never quoted after week one is wallpaper.
- Each phase team writes and signs its own staff agreement, displayed in the staffroom, before any class is asked to do the same.
- Agreements are revisited after each long break and re-taught rather than assumed.
- Class teachers bring one line their children insisted on to a phase meeting each term — particularly the line the adult would not have chosen.

9. Behaviour for Learning

Most behaviour is shaped by the quality of the classroom experience. The following are expected in every classroom and learning space:

- Lessons that are well planned, purposeful and differentiated for the age, ability and needs of the pupils, and that plan deliberately for opportunities to praise.
 - Challenge pitched at an appropriate level of difficulty, with learning objectives made clear to pupils.
 - Familiar, agreed routines, including a definite start to lessons, thinking time before talking time, time to review, and an orderly dismissal.
 - Regular and frequent assessment and feedback, with the next step given rather than the answer.
 - The class Essential Agreement and the behaviour ladder displayed and referred to.
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- Seating plans produced by the class teacher for all classes, with children seated together on purpose and told why.
- Every child greeted by name at the door, every day.

Practical subjects — Physical Education, Science and Computing — carry additional codes of conduct focused on health and safety. Teachers make these explicit at the start of each term and display them.

10. Recognition and Reward

Recognition is specific, immediate, proportionate and available to every child. Praise names the behaviour and the value, not the child: “that was good listening on this table”, not “good girl”.

10.1 Verbal recognition

- Praise to the pupil, naming which of the four values was kept.
- Public praise in class or in assembly.
- Recognition by the Principal, with parents invited where appropriate.

10.2 Written recognition

- Written comments in books and on pupils’ work.
- Positive comments in home-school diaries and planners.
- Certificates, letters of appreciation and CARE postcards home.
- Pupil name or photograph on display, for example “Star of the Week”.
- Display of pupils’ work in the classroom or around the school.
- Publication of work in the school newsletter or on the school website, subject to parental media consent.
- Work shared with the Principal or Senior Leadership Team.
- A letter from the class teacher, phase leader or Principal to the pupil and to parents.

10.3 Awards, house points and participation

- Academic awards, trophies and sports medals; book prizes and vouchers for competition entries.
- Awards are for effort, progress and contribution as well as attainment, so that they remain accessible to all pupils.
- House points are awarded for positive behaviour, academic effort, kindness and contribution. Points are earned by keeping the Essential Agreement, participating in events, and consistently being green. Weekly totals are shared in assembly and termly rewards go to the leading house. House points are never deducted — collective sanctions are prohibited under Section 20.
- Participation in trips, ceremonies, camps and expeditions is a form of recognition. Where a pupil represents the school or Athena Education, this is acknowledged publicly. Participation in an educational visit is withdrawn only by decision of the BMC.

11. The Behaviour Ladder

A behaviour ladder is displayed in every classroom from Year 1 upwards. Children move up and down it during the day according to the choices they make. The ladder is identical in every room, so that a child moving between adults meets the same system and the same words.

Rung	What it means	Where it sits in this policy	What the adult does
Outstanding	Went well beyond what we expect — noticed by other adults too.	Recognition (Section 10)	Name the value out loud. Tell a second adult. Consider a note home the same day.
Great job	Sustained effort, kindness or contribution across the session.	Recognition (Section 10)	Name which of C, A, R or E it was. “Great job” on its own teaches nothing.
Ready to learn	Meeting our expectations. Everyone starts here every morning.	The expected standard	Green is the start line, not the reward. Nothing to record.
Think about it	A reminder has not worked. A chance to put it right.	Mostly Level 1 (Section 25)	The language of choice, then take-up time. The child can be back on green this session.
Teacher’s Choice	It continued. The teacher decides the consequence.	Usually Level 2 (Section 25)	“You chose to keep going after the reminder, so we finish it at break.” Choose a consequence that fits. Log it. Restorative conversation before home time.
Parent contact	Serious, or repeated. Parents are told the same day.	Level 3, or repeated Level 2 (Section 25)	Say almost nothing in front of an audience: “Stop. Walk with me.” Phase leader and SLT the same day, Form 2 the same day, parents telephoned before home time.

11.1 How the ladder is operated

- The ladder goes up as well as down. Staff aim to move more children up in a week than they move down. A chart that only ever moves downwards teaches children that the ladder is a punishment device, and they stop looking at it.
- Daily reset. Every day begins with all children on Ready to learn — including the child who ended yesterday on Parent contact. Yesterday does not carry over.
- One step at a time. Staff do not skip a rung to make a point. The step exists so that the child can put it right. The single exception is behaviour at Level 3 or above, which goes straight to Parent contact.
- The card moves; the voice does not. Names are moved quietly and without commentary, and no child is required to explain their position on the chart to the class.
- A pupil on Think about it can return to green within the same session. Moving back up is expected, not exceptional.
- A pupil placed on Teacher’s Choice or Parent contact completes an age-appropriate reflection with an adult, focused on what happened, who was affected and what will be different next time.
- Adjustment. A pupil with a Behaviour Support Plan is managed through that plan. Where the ladder is not appropriate for a pupil, the Head of Inclusion agrees an alternative with the class teacher and records it in the plan.
- The ladder is not used in Foundation Stage (Section 17).

12. Moving Up the Ladder

The upper half of the ladder is the half most often forgotten. Green is the start line, not the reward.

- Move three children up before moving anyone down.
- “Great job” on its own teaches nothing. Say which value it was: “You explained it to her instead of doing it for her. That’s Collaboration.” “You went back and checked the two you found hard. That’s Achievement.” “You disagreed with the idea, not with the person. That’s Respect.” “You noticed she was on her own and you did something. That’s Empathy.”
- Any adult can move a child up — in the corridor, the hall or the playground, not only the class teacher.
- Each term, class teachers identify any child they have not moved up at all, and agree with a second adult outside the classroom to notice that child deliberately. The child who is never moved up is almost always the child most often moved down.

13. The Language of Choice

Every adult in the school uses the same four-step script when a child is not meeting an expectation. It is used word for word until it is automatic.

1. Name and describe. Say what you can see. No adjectives, no audience, no “why did you”. “Omar — the bottle is on the floor.”
2. State the expectation. The value, not your preference. It is the school talking, not you. “In our school, we look after each other’s things.”
3. Offer the choice. Two options, both of which you are willing to carry out. “Pick it up now, or we sort it at break. Your choice.”
4. Give take-up time. Then turn away. “I’ll come back in a moment.” Standing over a child turns the moment into a contest they must lose in front of an audience.

If the child complies, acknowledge it briefly and move on. Do not add a lecture; the moment is over.

13.1 A choice, not a threat

A threat needs the child to lose. A choice lets the child save face and still meet the expectation, which is all the adult actually wanted. Both options must be ones the adult is willing to carry out — a choice that would not be honoured is a threat with better manners, and children test it within a week.

Sounds like a threat	Sounds like a choice
<i>“If you don’t finish, you’re staying in at break.”</i>	<i>“You can finish it now, or finish it at break. Your choice.”</i>
<i>“Stop shouting out or you’re on Teacher’s Choice.”</i>	<i>“Hand up and I’ll come to you, or write it down for me.”</i>
<i>“Do you want me to phone your mum?”</i>	<i>“Put it right now, or we phone home together at three.”</i>
<i>“I’m not telling you again.”</i>	<i>“I’ll come back in a moment.” — then say nothing else.</i>

13.2 Correction is private

- Correct quietly and at the child's side, never across the room.
- A child in trouble is not an audience event. Losing face in front of peers or siblings does more damage than any consequence.
- Never discuss a child's behaviour in front of other children, and never discuss a child with another family.
- Model the apology you want to see, out loud, when you get it wrong.
- Give the direction once, and do not repeat it louder. Describe, expect, then wait.

14. "In Our School, We..."

A child who hears "don't run" still has to work out what to do instead. Expectations at Oaktree are stated positively, both in the Essential Agreement and in everyday correction.

Instead of	In our school, we...	Value
"Don't shout out."	...think it, then put a hand up.	Respect
"No talking while I'm talking."	...listen when someone else is talking.	Respect
"Don't copy your partner."	...do our own thinking first, then compare.	Achievement
"Stop leaving people out."	...make sure nobody stands on their own at break.	Empathy
"Don't give up."	...ask for the next step, not the answer.	Achievement
"Don't run."	...walk smartly in the corridor.	Respect

A line that begins "we don't..." is not a flip. Staff check each other's wording in phase meetings and before agreements go on display.

15. Cultural Context and Adult Conduct

The way adults conduct themselves is part of this policy, not separate from it. The following apply to every adult in the school when managing behaviour.

15.1 What we do

- Greet first, and greet in Arabic where it is natural to do so. Children notice which adults greet back.
- Correct in private and praise in public.
- Use the right hand to give, receive, hand back books and indicate a child's work.
- Dress and expect modesty — shoulders and knees covered, adults and children alike, including in PE.
- Protect prayer. Dhuhr falls inside the school day; children attend, and they attend on time.
- Check food, images, clips and songs before they are served or shown.
- Stand still for the national anthem and take part in Flag Day and National Day.
- Ask Arabic and Islamic Studies colleagues when unsure. Asking is respect, not ignorance.

15.2 What we do not do

- Do not use physical contact to move or direct a child, including a hand on the shoulder. Physical intervention is permitted only under Section 33.

- Do not use faith as a sanction. Prayer, Islamic Education and Arabic are never withheld as a consequence.
- Do not question a child about religious practice — not who fasts, not who prays, not what a family does at home.
- Do not criticise a family to a child, or a child to another family. Talk about the behaviour, never the household.
- Do not photograph children, colleagues or parents without consent. UAE privacy law is strict, and so is the school.
- Do not allow alcohol, pork or immodest images into teaching resources, displays or clips.
- Do not point with a foot or beckon with one finger, and keep political and religious debate out of the classroom and staff groups.

16. Ramadan, Prayer and the Spring Term

Ramadan changes the timing, the tone and how much is asked of a tired child. It does not change the ladder, the script or the expectations. Adjusting the demands rather than the expectations is what keeps the system fair.

- KHDA caps the Ramadan school day and requires an early finish on Fridays for prayers, and asks schools to reduce homework. Exact timings are issued by circular each year; staff work from that year's circular, not from memory.
- Fasting pupils are exempt from PE and are given a quiet supervised alternative, never one shaped as a punishment. Some Year 5 and Year 6 pupils fast for the first time.
- Staff do not eat or drink in front of fasting children.
- Demanding work is front-loaded into the morning. Staff should expect more Think about it entries late in the day and fewer clean transitions.
- The ladder runs exactly as normal. The consistency is the kindness.
- Late arrivals during Ramadan usually reflect the family's night schedule rather than defiance, and are resolved with a telephone call rather than a sanction.
- After Eid, routines are re-taught rather than assumed.
- Assessments, trips and parents' evenings are planned around Ramadan in advance.

17. Foundation Stage, Year 1 and Year 2

Behaviour in the early years is developmental. Young children are learning to regulate emotion, share, wait and resolve conflict, and the school treats lapses as learning opportunities rather than offences.

- The CARE values, the Essential Agreement and the language of choice are used in full, in age-appropriate words.
- The behaviour ladder is not used in Foundation Stage. It is introduced in Year 1 with a strong emphasis on the upper rungs.
- Adults use redirection, distraction, modelling, naming of feelings, restorative conversation and short supervised calming time.
- Consequences are immediate, brief and directly connected to the behaviour.
- Conduct marks and the violation levels in Section 25 are not applied to pupils below Year 3.
- Persistent or unusually intense behaviour is treated first as a possible indicator of unmet need and referred to the Head of Inclusion for assessment, not to the disciplinary process.

- Parents are engaged early, positively and as partners.
- Suspension is applied to a pupil in Years 1 or 2 only where there is a serious and immediate risk to the safety of others, only on the decision of the BMC, and only after inclusion assessment. Suspension is not applied in Foundation Stage other than in wholly exceptional circumstances.

18. Attendance and Punctuality

Good attendance and punctuality are essential to a child's acquisition of core skills. Pupils are expected to attend on every school day specified in the school calendar.

- KHDA expects pupils in Dubai private schools to maintain attendance of at least 92% across the school year. The school sets an internal target of 96% and treats attendance below 92% as a matter requiring formal intervention.
- Authorised absence includes illness supported by a medical note, bereavement, and religious observance. Travel, shopping and extended family holidays in term time are unauthorised.
- Pupils are expected to arrive at school and at lessons on time. Persistent lateness is addressed through the graduated response below.
- Where adverse weather or exceptional traffic conditions affect punctuality, the school responds flexibly to individual circumstances.

18.1 Graduated attendance response

Absence is addressed as a matter of support, not discipline. A pupil is not sanctioned for absence outside their control, and lateness is never dealt with by moving a child down the ladder on arrival.

1. Same-day contact with parents for any unexplained absence.
2. Written notification to parents after a pattern of unexplained absence emerges, or after five days of cumulative unauthorised absence.
3. Meeting with the phase leader and an agreed attendance plan where attendance falls below 92%.
4. Meeting with the Principal, and referral to the school counsellor and, where indicated, the DSL, where attendance falls below 90% or where 10 days of unauthorised absence accumulate.
5. Referral to the DSL for consideration as a possible educational-neglect concern under the Wadeema Law where unauthorised absence reaches 15 days, and notification to KHDA.
6. Application to KHDA where a pupil has 20 consecutive or 25 non-consecutive days of unauthorised absence.

Where absence or lateness is the result of a pupil's own conduct — for example truancy or leaving the site — it is dealt with under Section 25 as a behavioural matter.

PART THREE — RESPONDING TO UNACCEPTABLE BEHAVIOUR

19. Principles Governing the Application of Sanctions

Before any sanction is applied, the member of staff or the BMC considers the reasons for the behaviour and the circumstances in which it occurred, including the pupil's social, educational, psychological, health and family circumstances, the pupil's age and stage of development, any identified special educational need or disability, and the frequency and severity of the behaviour.

The following principles are binding on all staff:

- Supportive and preventative measures — the Essential Agreement, the language of choice and the upper half of the ladder — are applied, and recorded, before any disciplinary measure is considered.
- The response is proportionate to the behaviour and is applied promptly.
- Pupils are treated with full respect for their dignity and personal qualities at all times, including while being sanctioned.
- The type of behaviour is accurately identified before any response is decided.
- Sanctions are applied fairly and equally, and are never imposed out of anger.
- No sanction is applied to a class or year group for the behaviour of an individual.
- No sanction is applied without the school first having discharged and documented its own protective and supportive responsibilities to the pupil.
- The pupil is given the opportunity to give their account before a decision is made.
- The confidentiality and privacy of the pupil are maintained. Incidents are not discussed with other parents or in the hearing of other pupils.
- Where a pupil commits more than one violation in a single incident, the procedure for the most serious violation applies; sanctions are not accumulated.
- Sanctions above the classroom level are imposed only by the Behaviour Management Committee.

20. Prohibited Practices

The following are prohibited without exception. Any member of staff who engages in them is subject to the school's disciplinary procedure and, where the conduct constitutes a safeguarding matter, to referral to KHDA and the relevant authorities.

1. Corporal punishment of any type or form, including any physical contact intended to cause pain, discomfort or humiliation.
2. Psychological punishment, including insult, ridicule, sarcasm directed at a child, threats, or public humiliation.
3. Provoking, mocking or belittling a pupil.
4. Preventing a pupil from eating a meal or snack.
5. Preventing a pupil from using the toilet.
6. Restricting a pupil's freedom of movement or detaining a pupil in school, other than as permitted under Sections 28 and 33.
7. Confiscating a pupil's personal property on an individual decision, except for the immediate removal of an item posing a safety risk. All confiscation beyond the end of the school day requires a decision of the BMC and is recorded on Form 8.

8. Reducing, or threatening to reduce, marks in an academic subject as a behavioural sanction.
9. Removing a pupil from the classroom, an activity or the school during the school day on an individual decision, or leaving a removed pupil unsupervised.
10. Excluding a pupil from an event, trip or activity on an individual decision, without a decision of the BMC.
11. Applying a collective punishment to a group, class or year for the behaviour of one pupil, including deducting house points.
12. Setting academic work as a punishment, or withdrawing a pupil from lessons in a core subject as a routine sanction.
13. Withholding prayer, Islamic Education or Arabic as a consequence.
14. Any practice that has the effect of causing a pupil to be identified to the wider school community as a behavioural problem.

21. Classroom and Playground Response

Low-level disruption — calling out, being off task and distracting others, discourtesy to pupils, staff or property, and lateness to lessons — is addressed by the class teacher in the first instance, using the language of choice. Consistency across a phase is essential so that children know where the boundaries lie.

The following strategies precede any recorded sanction:

- Positive language directing the pupil to the behaviour wanted, rather than the behaviour to be stopped.
- Non-verbal cues, proximity and pause.
- Quoting the class Essential Agreement: “in our school, we...”
- The four-step script in Section 13, ending with take-up time.
- A change of seat or a short, purposeful task away from the point of friction.
- A brief restorative conversation at a natural break in the lesson, not in front of the class.
- Loss of a proportionate amount of break time, supervised, with the pupil given time to eat, drink and use the toilet.
- Contact with parents by telephone or email.
- Referral to the phase leader, Key Stage leader or Senior Leadership Team.
- A lesson report card under Section 22.
- A meeting with parents to agree shared support.

After-school detention is not used in Foundation Stage or Key Stage 1. Where it is used in Key Stage 2, parents receive at least 24 hours’ written notice and confirm transport arrangements. Serious incidents are referred to the Behaviour Management Committee.

22. Lesson Report Cards

A lesson report card (Form 9) records a pupil’s position on the behaviour ladder in every session of the day, against two agreed targets drawn from the CARE values. It is a support tool, not a sanction, and it is presented to the child that way.

22.1 When a report card is used

- After continued Level 1 behaviour, or repeated Level 2 behaviour, as shown in the table in Section 25.

- As part of a Behaviour Support Plan, or on the reintegration of a pupil following suspension.
- Where a pattern is suspected but not yet understood — for example behaviour that occurs in some lessons and not others — so that the pattern can be seen rather than guessed at.
- At the request of parents, where the school agrees it would help.

22.2 How it works

1. The class teacher, the phase leader and the pupil agree two targets, each written positively and taken from one of the four values — for example “I ask my partner first, then an adult” (Collaboration) and “I put my hand up and wait” (Respect). Two targets is the maximum.
2. Parents are informed before the card starts, and agree how it will be reviewed at home. Parents sign the card each evening.
3. The card runs for a defined period, normally two weeks, with a review date fixed at the start.
4. At the end of each session the teacher records the rung the pupil finished on, marks each target met or not yet, and adds a short factual comment where useful. This takes under thirty seconds.
5. The pupil carries the card and hands it to the adult at the start of each session. The card is not displayed to the class or discussed in front of other children.
6. Every session starts fresh. A pupil who ends Lesson 2 on Teacher’s Choice starts Lesson 3 on Ready to learn.
7. The phase leader reviews the card daily and the class teacher speaks with the pupil at the end of each day, leading with what went well.
8. At the review, the phase leader, the pupil and the parents agree one of three outcomes: the card ends because the targets are met; the card continues for a further defined period with the same or new targets; or the matter is referred to the BMC.

22.3 Safeguards

- A report card is never open-ended. If a card has run for more than four weeks without progress, it is stopped and the case referred to the Head of Inclusion, because the tool is not the right one for that child.
- The card records the ladder position, not adult commentary about the child. Comments describe behaviour, not character.
- A pupil on a report card is not excluded from trips, responsibilities or rewards because of it, and can earn Great job and Outstanding on the card in the ordinary way.
- For a Student of Determination, targets are set with the Head of Inclusion and must be achievable given the pupil’s identified need.
- Completed cards are held on the pupil’s file and analysed alongside the behaviour log to identify patterns by subject, time of day and adult.
- The card ends with a success wherever possible. The last conversation about a report card should be a positive one.

23. Anti-Bullying

The school operates a zero-tolerance approach to bullying. This section is read alongside the Anti-Bullying Policy and the Child Protection and Safeguarding Policy.

23.1 Forms of bullying

- Verbal — name-calling, insults, comments intended to hurt the pupil or the pupil’s family.

- Physical — hitting, pushing, tripping, taking or damaging belongings.
- Emotional and social — deliberate exclusion from a group, spreading rumours, manipulating friendships.
- Discriminatory — targeting a pupil's ethnicity, nationality, religion, gender, appearance or disability.
- Cyber-bullying — hurtful messages, images or posts sent or shared by any electronic means or on any platform.
- Bullying directed at a member of staff, including online defamation, which is treated with equal seriousness.

23.2 Reporting

- Any pupil may report bullying to any adult in school, through the classroom worry box, or to a member of the pastoral team.
- Parents may report bullying to the class teacher, the phase leader or the Principal, and receive an acknowledgement within one school day.
- Every member of staff who receives a report records it on the behaviour system on the same day and informs the phase leader.

23.3 Response

1. The phase leader investigates within two school days, speaking separately to the pupil affected, the pupil alleged to have bullied, and any witnesses.
2. The DSL is informed in every case and determines whether the matter is also a safeguarding concern.
3. Parents of both pupils are informed of the outcome.
4. Support for the pupil who has been bullied is put in place and reviewed: this is the school's first priority and is not satisfied by an apology from the other pupil.
5. Work is undertaken with the pupil who has bullied to understand the impact of their behaviour, using restorative approaches where the pupil affected consents, and drawing on the Empathy strand of CARE.
6. Sanctions are applied under Section 25. Bullying is a Level 3 violation. Serious, targeted or sustained bullying, or bullying involving physical injury or sexual content, is a Level 4 violation.
7. The case is reviewed after two weeks and again after six weeks to confirm the bullying has stopped.

An apology is never the sole response to bullying. All bullying incidents are logged centrally and analysed termly by the Principal to identify patterns by location, year group and type.

24. Devices for Learning

School-issued devices and iPads are used strictly for learning, on the instruction of the teacher, during school time. Pupils are not permitted to bring mobile telephones, smart watches with communication functions, or other personal electronic devices onto the school site.

Bringing or using a personal communication device on the school site during school hours is a Level 2 violation. The following applies:

1. First occurrence: the pupil is reminded of the rule, the device is handed to the class teacher and returned to the pupil at the end of the day. Parents are informed by email.
2. Second occurrence: the device is handed to the phase leader and returned to a parent at the end of the day. Parents are invited to meet the phase leader.

3. Third occurrence: the matter is referred to the BMC, which may direct that the device be retained for a defined period. Retention beyond the end of the school day requires a BMC decision and is recorded on Form 8, which is countersigned on return of the device.
4. The incident is recorded on the pupil's file and a formal letter is sent to parents.
5. Repeated violations may be escalated to Level 3 at the discretion of the BMC.

Where there is reasonable cause to believe a device contains images of staff or pupils taken without consent, or material contrary to UAE law or values, the device is passed immediately to the Principal, who informs the DSL and, where required, the competent authorities. Staff do not search the contents of a pupil's device.

In an emergency, pupils use the school telephone to contact home. Parents needing to contact their child do so through School Reception.

25. Violation Levels and Sanctions

The school applies a progressive response. The behaviour ladder in Section 11 is the everyday expression of this table: Think about it corresponds to Level 1, Teacher's Choice to Level 2, and Parent contact to Level 3 or repeated Level 2. Level 4 sits outside the ladder and goes directly to the Principal.

Every violation is recorded on the behaviour system on the day it occurs and documented on Form 2. All decisions at Level 3 and Level 4, and all suspensions and exclusions at any level, are made by the Behaviour Management Committee, which investigates the matter, collects the evidence and issues a reasoned written decision.

This table applies to pupils in Years 3 to 6. Pupils below Year 3 are managed under Section 17.

Violation Level	Examples of behaviour (not exhaustive)	School response
Level 1 — Simple Behaviour that disrupts teaching and learning. Ladder: Think about it <i>4 conduct marks</i>	• Lateness to registration, assembly or lessons without acceptable reason • Incorrect uniform without acceptable reason • Not bringing books or equipment • Calling out after a reminder; out of seat; not starting work • Breaking a line of the class Essential Agreement • An unkind remark • Not following a reasonable instruction from a member of staff • Entering or leaving the classroom without permission • Sleeping in class or during assembly (medical causes excluded) • Eating in class or assembly (medical causes excluded) • Failure to submit homework on time • Misuse of a school device during a lesson	First occurrence • The language of choice, then take-up time • Name moved to Think about it; the pupil can return to green this session • Incident recorded on the behaviour log the same day • No marks deducted Repeated • Verbal then written warning; parents notified in writing • Proportionate loss of break time, supervised • Pupil and parent sign an undertaking (Form 4) Continued • Meeting with parents and phase leader • Lesson report card for two weeks (Section 22, Form 9) • Referral to the school counsellor • Referral to the Head of Inclusion to identify any underlying need • A case file is opened once 10 marks have accumulated at this level; the BMC agrees a Behaviour Support Plan
Level 2 — Medium Behaviour causing greater disruption, or that may cause physical or mental harm to another person or damage to property.	• Continued disruption after a reminder and a choice • Refusing an instruction; disrespectful language • Leaving the classroom without permission • Unauthorised absence or truancy • Not attending a school activity without acceptable reason	First occurrence • Teacher's Choice on the ladder; a consequence that fits the behaviour, chosen by the teacher and logged • Restorative conversation before home time • Parents informed in writing by the phase leader, countersigned by the Key Stage leader

Violation Level	Examples of behaviour (not exhaustive)	School response
Ladder: Teacher's Choice <i>8 conduct marks</i>	- Provoking or instigating a fight; threatening or frightening another pupil - Minor theft - Trespassing in an out-of-bounds area - Damage to school furniture, property or bus seats; tampering with an alarm or lift - Bringing or using a personal communication device on site - Verbal abuse or discourteous conduct towards pupils, staff or visitors - Cheating in assessments (handled with the Academic Honesty Policy) - Providing false information or signing a school letter without a parent's knowledge - Refusing to comply with an inspection instruction or to hand over a prohibited item - Repetition of Level 1 behaviour across the academic year, escalated at the discretion of the BMC	- Supervised reflection time away from the group for a defined period - The counsellor opens a case study; parents attend a meeting within two school days and sign a behaviour agreement - Where property is damaged, parents are invoiced for repair or replacement on documented evidence Repeated - BMC meets and decides the response - Lesson report card with two CARE targets (Section 22, Form 9) - Second written notice to pupil and parents - Internal suspension of up to two school days with work set and supervised - Behaviour Support Plan drawn up and signed by all parties - Head of Inclusion involved to identify any underlying need Continued - BMC meets immediately - Fixed-term suspension of one to three school days - Final notice to pupil and parents - External assessment or specialist support sought with parental consent - A case file is opened once 20 marks have accumulated at this level
Level 3 — Serious Behaviour that endangers or threatens the safety or dignity of pupils, staff or others. May also constitute a breach of UAE law. Ladder: Parent contact — straight there, no intermediate step <i>12 conduct marks</i>	- Bullying in any form, including cyber-bullying - Physical harm to another person without injury requiring treatment - Leaving the school site without permission - A third Teacher's Choice within one week - Attempting to defame or abuse pupils or staff on social media - Impersonation or forgery of school documents - Deliberate damage to, or unauthorised taking of, school equipment or facilities - Tampering with or damaging a school bus, or endangering road users	First occurrence "Stop. Walk with me." Nothing further is said in front of an audience - The pupil is removed to a supervised setting immediately and the Principal is informed - Phase leader and SLT informed the same day; Form 2 completed the same day - The DSL is informed and determines whether a safeguarding referral is required - Parents telephoned before home time and asked to attend school - BMC meets within one school day and issues a written decision

Violation Level	Examples of behaviour (not exhaustive)	School response
	• Photographing, keeping or publishing images of staff or pupils without authorisation • Discrimination on any ground • Smoking or vaping on the school site • Repetition of Level 2 behaviour across the academic year, escalated at the discretion of the BMC	• Written warning signed by all parties, or fixed-term suspension of up to three days on the BMC's judgement • Referral to the counsellor or an external behaviour support service, with parental consent, for a period of up to three weeks • Where property is seriously damaged, parents are invoiced and the pupil may undertake community service in school Repeated • Immediate suspension pending completion of the investigation • BMC review meeting with parents • Behaviour Support Plan and behaviour contract signed by all parties • Fixed-term suspension of up to five school days; KHDA notified • Second and final referral to external behaviour support • Where behaviour does not change, the BMC considers extended suspension under Section 30 or permanent exclusion under Section 31
Level 4 — Very serious Behaviour causing physical endangerment or serious harm, or constituting an offence under UAE law. Ladder: outside the ladder — straight to the Principal <i>Failure in conduct; suspension or permanent exclusion</i>	• Possessing, bringing or selling a weapon, bladed article or explosive • Assault causing injury requiring medical treatment • Sexual assault or sexual harassment on the school site, on the bus or during an activity • Possessing, using, selling or promoting alcohol, drugs or psychotropic substances, or attending under their influence • Deliberately activating the fire alarm, or causing a fire, so putting the school community at risk • Acts of public indecency on the school site • Planned or systematic theft, or concealing it • Bringing, possessing, displaying or promoting material — physical, electronic or online — that is unlicensed, culturally insensitive, or	On occurrence • The Principal, or in their absence the Deputy Principal, is informed immediately and the pupil is placed in supervised safety • The DSL is informed immediately; the competent authorities and KHDA are notified without delay where the conduct may constitute an offence • Any item used in the incident is secured and handed to the authorities • Parents are notified immediately and the pupil is suspended pending investigation, normally within two school days and extended only where the external investigation requires it • The BMC meets immediately, assembles the evidence and issues a written, reasoned decision • Outcomes available to the BMC: failure in the conduct subject; extended suspension under Section 30; or a recommendation of

Violation Level	Examples of behaviour (not exhaustive)	School response
	contrary to the values, morals and public order of the UAE • Using communication tools or social media for unlawful or immoral purposes, or in a manner that defames the school, its staff or its pupils • Insulting religions, or instigating sectarianism • Abusing political, religious or social figures of the State • Promoting extremist ideas or beliefs • Leaking or attempting to obtain assessment materials • Serious, targeted or sustained bullying, or bullying involving injury or sexual content	permanent exclusion under Section 31 • Permanent exclusion requires KHDA approval before it takes effect • Support is put in place for any pupil affected by the incident, and for witnesses

26. Monitoring, Recording and Conduct Marks

Conduct is monitored for pupils in Years 3 to 6 on a 100-mark basis each term:

- Positive conduct — 80 marks, allocated automatically to every pupil at the start of each term. Marks are deducted only for a recorded violation, at the rate set out in Section 25, and only following the procedure in that section.
- Excellent conduct — 20 marks, awarded by the pastoral team against the four CARE values: personal development and Achievement, Respect for UAE values and identity, Collaboration and leadership, and Empathy and social responsibility.
- The expected minimum is 60 marks. A pupil who has lost marks is given structured opportunities across the year to recover them, either by sustained improvement or by demonstrating excellent conduct. Recovery is recorded on the pupil's file.
- Marks are never deducted for absence, for academic performance, or as a substitute for an academic sanction. Movement on the ladder does not by itself deduct marks; only a recorded violation does.
- The behaviour log is maintained by the pastoral team. Every entry names the behaviour, the context, the response, the staff member and the date.
- Individual pupils are discussed at weekly pastoral meetings. These meetings identify pupils for intervention and support and refer pupils to the Inclusion department where a learning or behavioural need may underlie the behaviour.
- The Principal analyses behaviour data termly by year group, gender, SoD status, subject and location, and reports to the School Governing Advisory Board. Ladder movement upwards is reported alongside movement downwards. Where the data shows a group of pupils is disproportionately sanctioned, the school investigates the cause.
- Behaviour records are confidential, retained in line with the school's records retention schedule, and transferred only in accordance with data protection requirements.

PART FOUR — SERIOUS BREACHES AND STATUTORY PROCEDURES

27. The Behaviour Management Committee

The Behaviour Management Committee is the only body with authority to impose any sanction above the classroom level, including isolation beyond a single lesson, internal suspension, fixed-term suspension, extended suspension, exclusion from an event or trip, retention of confiscated property, and a recommendation of permanent exclusion.

27.1 Membership

- The Principal — chair.
- The Deputy Principal or Head of Primary — vice-chair.
- The school counsellor — member and rapporteur.
- The Designated Safeguarding Lead — child protection member.
- The Head of Inclusion — member, and mandatory attendee in any case involving a Student of Determination.
- The head of pastoral care or student affairs — member.
- Two teachers from different phases — members.
- The health and safety officer — member.
- The chair of the Parents' Council — attends meetings on general behaviour matters only, and does not attend meetings concerning an individual pupil.

27.2 Operation

- The committee meets weekly during term, and immediately on the call of the chair where an urgent matter arises.
- A meeting is quorate with five members including the chair or vice-chair. In an emergency, four members including the chair or vice-chair is sufficient.
- Decisions are taken unanimously or by majority of members present. The chair holds a casting vote.
- Any member with a personal connection to the pupil or the incident withdraws from that case.
- Before deciding, the committee considers the incident report, the pupil's account, the pupil's behaviour and pastoral history including any report card, any inclusion advice, and the parents' representations.
- The rapporteur maintains a record of every violation, decision and action, prepares minutes, and follows up implementation.
- Every decision is issued in writing to parents, stating the behaviour found, the evidence relied on, the decision, the duration, the support to be provided and the right of appeal with its deadline.
- The committee's work is confidential.

28. Reflection, Isolation and Internal Suspension

- Reflection time within the classroom, or a short supervised period outside the classroom of no more than one lesson, may be directed by the class teacher and is recorded.
- Isolation for longer than one lesson, and internal suspension for a full day or more, require a decision of the BMC.

- A pupil in isolation or internal suspension is supervised at all times by a named member of staff, is given the work they would otherwise have completed, and takes breaks, meals and toilet breaks at appropriate times.
- A pupil is never left alone in a room, and is never placed in a room that cannot be freely left in an emergency.
- Parents are informed on the day, in writing, of the reason and the duration.
- Internal suspension is limited to three consecutive school days. Any longer period requires a fresh decision of the BMC.
- A pupil with a Behaviour Support Plan is placed in isolation only where the plan provides for it.

29. Fixed-Term Suspension

Suspension is a measure of last resort, applied only where the pupil's presence presents a risk to others or where all supportive measures have been exhausted and documented.

29.1 Authority and limits

- Only the Behaviour Management Committee may suspend a pupil. No individual member of staff, including the Principal acting alone, may do so, except that the Principal may direct an immediate precautionary suspension of up to two school days pending an urgent BMC meeting where there is an immediate risk to safety.
- A fixed-term suspension may not exceed five consecutive school days.
- Cumulative fixed-term suspension may not exceed ten school days in an academic year without a full BMC review of the pupil's provision, including inclusion assessment and, where indicated, external specialist involvement.
- Suspension is not applied for absence, lateness, uniform, equipment or academic performance.
- Suspension of a Student of Determination is subject to Section 32.

29.2 Procedure

1. The BMC conducts a full investigation before any decision, including hearing the pupil, any witnesses, and the parents.
2. Parents are invited to make representations before the decision is taken.
3. The decision is issued in writing on Form 5, stating the behaviour found, the evidence, the duration and dates, the work set, the arrangements for return, and the right of appeal with its deadline.
4. KHDA is notified of the incident and the decision.
5. Work is set for every day of the suspension and marked on the pupil's return. The suspension is not a withdrawal of the child's education.
6. A reintegration meeting is held with the pupil and parents before or on the day of return. A Behaviour Support Plan is agreed or reviewed, a lesson report card is normally started, and a phased return is arranged where appropriate.
7. The pupil is not excluded from an assessment falling within the suspension period; alternative arrangements are made within school.
8. The suspension, the reasons and the outcome are recorded on the pupil's file and in the central suspension register.

30. Extended Suspension

In exceptional cases, where a Level 3 violation has occurred despite documented support, or where a Level 4 violation has occurred, the BMC may decide to suspend a pupil until the end of the term or the end of the academic year, pending behaviour rehabilitation.

- This decision may be taken only by the full BMC, chaired by the Principal, on documented evidence, and only after all preventative, developmental and remedial measures have been applied and recorded.
- Parents are given the opportunity to make representations before the decision is taken.
- KHDA is notified before the decision takes effect and the school follows any direction KHDA gives.
- The decision is issued on Form 6, stating the previous measures taken, the reasons, the duration, the rehabilitation programme required and the conditions for return.
- The school makes arrangements for the pupil's continued education during the period of suspension and specifies them in the decision.
- The right of appeal under Section 35 applies.

31. Permanent Exclusion

Permanent exclusion is the most serious measure available to the school and is used only where a pupil's continued presence would seriously harm the education or welfare of the pupil or others, and where all alternatives have been exhausted.

- Only the Principal, on the recommendation of the Behaviour Management Committee and with the approval of KHDA, may permanently exclude a pupil.
- KHDA approval is obtained before the decision takes effect. The pupil remains on roll and continues to receive education until KHDA has approved the exclusion.
- The recommendation to KHDA is accompanied by a full evidence pack: the incident records, the measures previously applied and their outcomes, the inclusion assessment where relevant, the minutes of BMC meetings, and the parents' representations.
- Parents are informed in writing of the recommendation, of the evidence relied on, and of their right to make representations before it is submitted, and are informed of the outcome in writing.
- The school supports the family in securing an alternative school place and releases the pupil's academic and attendance records promptly.
- The right of appeal under Section 35 applies at each stage.

Managed withdrawal is prohibited. The school does not ask, encourage or pressure a family to withdraw a pupil in order to avoid the exclusion procedure, and does not make continued enrolment conditional on a parent agreeing to seek a place elsewhere. Any concern that a pupil's needs may exceed the school's capacity is addressed under Section 32 and in consultation with KHDA.

32. Students of Determination

This section is read with the Inclusion Policy, the Dubai Inclusive Education Policy Framework and Dubai Law No. (2) of 2014. Nothing in this policy permits a pupil to be sanctioned, suspended or excluded for behaviour that arises from an identified disability or additional need.

32.1 Procedure

1. Where a Student of Determination is alleged to have breached this policy, the pastoral team refers the matter to the Head of Inclusion before any sanction is considered.

2. The Head of Inclusion, with the school support team and, where appropriate, an external specialist, advises the BMC on whether the behaviour arises from the pupil's identified need.
3. Where the behaviour does not arise from the pupil's need, this policy applies as it does to any other pupil, with reasonable adjustments made to the manner in which sanctions are applied.
4. Where the behaviour does arise from the pupil's need, no disciplinary sanction is applied. A Behaviour Support Plan is developed and implemented, proportionate to the behaviour.
5. Where a Behaviour Support Plan already exists, it is reviewed and modified to address the behaviour that occurred, and the review is recorded.
6. Where behaviour continues, the school continues to support and include the pupil and increases the level of support. Continuation of need-related behaviour is not grounds for suspension or exclusion.
7. A functional assessment of the behaviour is undertaken where behaviour is persistent, to identify triggers and unmet needs.

32.2 Adjustments to the ladder and the script

- The ladder, the report card and the language of choice are adjusted, not withdrawn: visual supports, fewer words, longer take-up time, a personal chart, or a different scale where the classroom ladder is not appropriate.
- Targets on a lesson report card are set with the Head of Inclusion and must be achievable given the pupil's identified need.
- Where movement down the ladder is repeatedly triggered by the same unmet need, the response is to change the provision, not to repeat the sanction.

32.3 Change of setting

- A change of educational setting is considered only where a specialist multi-disciplinary assessment concludes that the pupil's needs cannot be met at the school despite all reasonable adjustments and additional support having been provided and documented.
- Any such recommendation is made by a specialist committee, with the involvement of the Head of Inclusion and external professionals, and is referred to KHDA for direction. It is not agreed bilaterally between the school and the family.
- The school does not require, request or expect a family to transfer their child, and continues to educate the pupil while any referral is under consideration.
- Parents are entitled to independent advice and to appeal any recommendation under Section 35 and to KHDA.

33. Physical Intervention

Physical intervention is used only where there is an immediate risk of significant harm to the pupil or to another person, or of serious damage to property, and where no lesser alternative is available.

- Intervention is the minimum force necessary, for the shortest possible time, and is never used as a punishment or to enforce compliance.
 - Only staff trained in positive handling may intervene physically, other than in an unforeseeable emergency where any member of staff may act to prevent immediate harm.
 - Prone restraint, any hold restricting breathing, and any hold intended to cause pain are prohibited.
 - Every incident is recorded on the day, reported to the Principal and the DSL, and notified to parents on the same day.
-

- The pupil is offered support afterwards, and the incident is reviewed to reduce the likelihood of recurrence, including through amendment of the Behaviour Support Plan.
- Guiding a young child by the hand, or a comforting arm around a distressed child in view of others, is not physical intervention.

34. Safeguarding Interface

Behaviour and safeguarding are not separate systems. Behaviour is frequently a communication of need, and some behaviour is itself a child protection concern.

- Any member of staff who forms the view that a behaviour incident may indicate that a child is suffering or at risk of harm reports it to the DSL immediately, and does not wait for the behaviour procedure to conclude.
- The following are always referred to the DSL: bullying; any sexualised behaviour or language; any indication of self-harm; peer-on-peer abuse; discriminatory abuse; any injury to a pupil; any allegation involving a member of staff; and any sudden and unexplained change in a pupil's behaviour or ladder pattern.
- The safeguarding response takes precedence over the disciplinary response. Where both are required, they run in parallel and the DSL directs sequencing.
- Where a pupil's behaviour may indicate neglect, abuse or exposure to harm at home, the DSL follows the Child Protection and Safeguarding Policy and the Wadeema Law reporting duty.
- A pupil is never sanctioned for disclosing abuse, for a mental health difficulty, or for behaviour arising directly from trauma.

35. Grievance and Appeals

Parents and pupils have the right to challenge any decision made under this policy.

1. An appeal is submitted in writing on Form 7 within five working days of the parent being notified of the decision.
2. The school acknowledges the appeal within one school day and issues a written decision within three school days, either upholding or amending the original decision, with reasons.
3. Where the appeal concerns a decision of the BMC, it is considered by a panel that did not take the original decision, chaired by the Principal, or by the Director of Schools where the Principal chaired the original decision.
4. Parents may be invited to meet the panel. Parents may bring a person of their choosing to any meeting.
5. Where parents are not satisfied with the school's response, or where the school does not respond within three school days, they may escalate to Athena Education and subsequently to KHDA through the KHDA complaints channel. The school informs parents of this right in every decision letter.
6. Lodging an appeal does not of itself suspend the decision, but the BMC may stay a suspension pending the outcome where the pupil's presence poses no risk.
7. No pupil or parent is treated less favourably as a result of having made an appeal.

PART FIVE — IMPLEMENTATION

36. Communication, Training and Records

- This policy is published on the school website, issued to parents at the start of each academic year, and available on request in hard copy.
- Parents and pupils sign the School-Parent Undertaking (Appendix A) annually, confirming they have received and understood the policy, including the CARE values, the ladder, and the expectations on behaviour, mobile telephones, uniform, attendance and punctuality.
- Every class writes its Essential Agreement in the first week of the year and displays it at the children's eye level. Phase teams write and sign their own agreement first.
- All staff receive training on this policy on induction and annually, covering CARE, the ladder, the language of choice, the graduated response, the prohibited practices in Section 20, cultural expectations, the safeguarding interface and the requirements applying to Students of Determination.
- The language of choice is rehearsed, not described: staff practise the four-step script in triads during induction and at least once each year.
- Staff trained in positive handling are refreshed annually and a register of trained staff is maintained.
- Behaviour records, including completed report cards, are held securely, are accessible only to staff with a legitimate need, and are retained and disposed of in line with the school's retention schedule.

37. Monitoring and Review of this Policy

- The Principal reports termly to the School Governing Advisory Board on behaviour, bullying, ladder movement in both directions, report card outcomes, suspension and exclusion data, and on the effectiveness of this policy.
- The policy is reviewed annually by the Principal and the Head of Inclusion, and earlier where regulation changes, where a serious incident indicates a gap, or where data shows disproportionate impact on a group of pupils.
- Pupils and parents are consulted as part of each annual review, through the Student Council and the Parents' Council. Classes are asked whether their Essential Agreement still describes their room.
- The reviewed policy is submitted to Athena Education and the School Governing Advisory Board for approval before publication, and the version number is incremented on each substantive change.

Appendix A — Form 1: School-Parent Undertaking

School – Parent Undertaking

Oaktree Primary School uses its Classroom Culture – Behaviour Policy as the basis for every decision made about pupil behaviour, with the aim of fostering positive behaviour management. The purpose is to enable pupils to develop cognitively, socially and personally, and to become well-rounded individuals in a safe and supportive environment.

The school undertakes that all teaching and administrative staff will inform pupils of the Behaviour Policy and ensure that pupils understand its expectations. Staff will adhere to the professional and ethical code of conduct, will apply the policy fairly and consistently, and will not use any of the practices prohibited in Section 20 of the policy.

Pupils are expected to show respect and empathy towards their teachers and their schoolmates at all times, to take responsibility for their learning, and to keep the school and its facilities clean and safe.

The policy sets out the roles and responsibilities of all stakeholders. By signing below, the pupil and the parent or guardian confirm that they have received a copy of the Classroom Culture – Behaviour Policy, have had the opportunity to ask questions about it, and will adhere to its contents in respect of their own roles and responsibilities.

Name of parent / guardian:

Name of pupil:

Pupil ID number:

Year and class:

Parent signature:

Date:

Pupil signature:

Date:

Received on behalf of the school:

Date:

Appendix B — Form 2: Violation / Offence Report

Violation / Offence Report

Pupil name:

Year and class:

Pupil ID:

Reporting member of staff:

Role:

Date of incident:

Time:

Place of incident:

Description of the incident (factual account; record what was said and done, not opinion):

Pupil's account (the pupil must be given the opportunity to explain before any decision is made):

Witnesses:

Level of violation:

- ☐ Level 1 — Simple
- ☐ Level 2 — Medium
- ☐ Level 3 — Serious
- ☐ Level 4 — Very serious

Frequency:

- ☐ First occurrence
- ☐ Second
- ☐ Third
- ☐ Continued

Mitigating factors and circumstances considered (Section 19):

Is the pupil a Student of Determination?

☐ No ☐ Yes — Head of Inclusion notified on (date): _____

Does this incident require referral to the Designated Safeguarding Lead?

☐ No ☐ Yes — DSL notified on (date): _____

Action taken:

Marks deducted (Years 3–6 only):

Pupil signature:

Date:

Staff signature:

Date:

Pastoral lead signature:

Date:

Appendix C — Form 3: Notification Slip for Parents / Guardians

Dear Mr / Mrs / Ms

Parent / guardian of:

Pupil ID:

Year:

Class:

Please be informed that on the date shown below, the above pupil did not meet the expectations set out in the school's Classroom Culture – Behaviour Policy.

Date of incident:

Behaviour:

Violation level:

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

Action taken by the school:

Support being put in place:

We seek your support in helping your child to understand the expectation and to avoid a repetition. The school applies a progressive response, as set out in the Classroom Culture – Behaviour Policy, if the behaviour is repeated.

Where a violation is at Level 2 or above, KHDA is notified in accordance with regulatory requirements.

Your right of appeal. If you disagree with this decision you may appeal in writing on Form 7 within five working days of receiving this notification. The school will acknowledge your appeal within one school day and respond within three school days.

Pastoral lead:

Approved by (Head of Primary / Deputy Principal):

Acknowledgement of the pupil (name and signature):

Acknowledgement of the parent (name and signature):

Date:

Appendix D — Form 4: Parent Undertaking

Parent Undertaking

I, the undersigned, father / mother / guardian of:

Pupil ID:

Year:

Class:

undertake that the above pupil will adhere to the school's Classroom Culture – Behaviour Policy and to all school rules within the school buildings, on school transport and at school activities.

I confirm that I have received a report of the violations listed below, that the school has explained the support being put in place, and that I understand the consequences that may follow if the behaviour is repeated, as set out in the Classroom Culture – Behaviour Policy.

Violations recorded:

1.

2.

3.

4.

Support agreed with the school:

Review date:

Parent name:

Signature:

Pupil name:

Signature:

School representative:

Date:

Appendix E — Form 5: Fixed-Term Suspension Decision

Fixed-Term Suspension Decision

Dear Mr / Mrs / Ms

Parent / guardian of:

Pupil ID:

Year:

Class:

The Behaviour Management Committee met on the date shown below to consider the conduct of the above pupil. Parents were given the opportunity to make representations before the decision was taken.

Previous measures taken and their outcomes:

1.

2.

3.

Behaviour found, and the evidence relied on:

Violation level:

Meeting number:

Meeting date:

Decision:

The pupil is suspended from _____ (date) to _____ (date) inclusive, returning on _____ (date). Total school days: _____ (maximum five).

Arrangements during the suspension:

Work set and how it will be provided:

Assessment arrangements, if applicable:

Behaviour rehabilitation or support programme:

Return to school:

Reintegration meeting date and time:

Behaviour Support Plan to be agreed / reviewed by:

Right of appeal. You may appeal this decision in writing on Form 7 within five working days of receiving this letter. The school will acknowledge your appeal within one school day and issue a written decision within three school days. If you remain dissatisfied you may escalate to Athena Education and subsequently to KHDA.

KHDA has been notified of this decision on: _____ (date)

Pastoral lead: _____ Head of Inclusion (if applicable): _____

Deputy Principal / Head of Primary: _____

Principal (Chair, Behaviour Management Committee): _____ Date: _____

Parent name and signature: _____ Date: _____

Acknowledgement of the pupil (name and signature): _____

Appendix F — Form 6: Extended Suspension Decision

Extended Suspension Decision — to the end of term or academic year

Dear Mr / Mrs / Ms

Parent / guardian of:

Pupil ID:

Year:

Class:

The Behaviour Management Committee met on the date shown below. Parents were given the opportunity to make representations before the decision was taken. KHDA has been consulted and notified before this decision takes effect.

Previous measures taken and their outcomes:

1.

2.

3.

Behaviour found, the evidence relied on, and the reasons for this decision:

Violation level:

BMC meeting number:

Date:

Head of Inclusion consulted (where the pupil is a Student of Determination):

KHDA notified on:

Reference:

Decision:

The pupil is suspended from _____ (date) until _____.

Arrangements for the pupil's continued education during the suspension:

Behaviour rehabilitation programme and conditions for return:

Review date:

Right of appeal. You may appeal in writing on Form 7 within five working days of receiving this letter. The school will respond within three school days. If you remain dissatisfied you may escalate to Athena Education and subsequently to KHDA.

Principal (Chair, Behaviour Management Committee):

Date:

Parent name and signature:

Date:

Acknowledgement of the pupil (name and signature):

Appendix G — Form 7: Parental Appeal

Parental Appeal — Letter of Consideration

Please complete this form and return it to the school office within five working days of receiving the decision you wish to appeal. The school will acknowledge receipt within one school day and issue a written response within three school days.

Parent / guardian name:

Pupil name:

Year and class:

Date of the decision being appealed:

Form reference (Form 2 / 3 / 5 / 6):

Grounds of appeal:

Any additional information or evidence you wish the school to consider:

What outcome are you seeking?

☐ I would like to attend a meeting to discuss this appeal.

Parent signature:

Date:

For school use:

Received on:

By:

Acknowledged on:

Panel members (none of whom took the original decision):

Decision and reasons:

Issued to parents on:

If you are not satisfied with this response, you may escalate to Athena Education, and subsequently to the Knowledge and Human Development Authority through the KHDA complaints channel.

Appendix H — Form 8: Confiscation and Return of Electronic Devices

Confiscation and Return of an Electronic Device

This form is completed whenever an electronic device is retained beyond the end of the school day. Retention beyond the end of the school day requires a decision of the Behaviour Management Committee (Classroom Culture – Behaviour Policy, Sections 20 and 24).

Part 1 — Confiscation

Pupil name:	Year and class:
Device type and description:	
Date and time confiscated:	By:
Circumstances:	
BMC decision date and meeting number:	
Period of retention agreed:	
Parents informed on:	By:

The device is stored securely and is not examined by school staff. Where there is reasonable cause to believe the device contains images taken without consent, or material contrary to UAE law, it is passed to the Principal, who informs the Designated Safeguarding Lead and, where required, the competent authorities.

Part 2 — Return

Date returned:	
Returned to (parent name):	Signature:
Returned by (staff name):	Signature:

The parent confirms receipt of the device in the condition in which it was confiscated, and undertakes to support the school in preventing a repetition.

Appendix I — Form 9: Lesson Report Card

A lesson report card is a support tool, not a punishment. It runs for a defined period, normally two weeks, against two positively worded targets taken from the CARE values. Every session starts fresh, and the card ends with a success wherever possible. See Section 22.

Pupil name: _____ Year and class: _____

Date: _____ Week _____ of _____ Card started on: _____

Class teacher: _____ Phase leader: _____

Review date agreed with parents: _____

Target 1 (value: _____):

Target 2 (value: _____):

Ladder key: O = Outstanding · GJ = Great job · RTL = Ready to learn · TAI = Think about it · TC = Teacher's Choice · PC = Parent contact. Circle the rung the pupil finished the session on. Mark each target ✓ (met) or N (not yet).

Session	Subject	Ladder rung (circle)	Target 1	Target 2	Comment	Staff
Registration		O GJ RTL TAI TC PC				
Lesson 1		O GJ RTL TAI TC PC				
Lesson 2		O GJ RTL TAI TC PC				
Break		O GJ RTL TAI TC PC				
Lesson 3		O GJ RTL TAI TC PC				
Lesson 4		O GJ RTL TAI TC PC				
Lunch		O GJ RTL TAI TC PC				
Lesson 5		O GJ RTL TAI TC PC				
Lesson 6		O GJ RTL TAI TC PC				
Home time		O GJ RTL TAI TC PC				

What went well today:

One thing to work on tomorrow:

Sessions on green or above today: _____ of _____ Targets met: _____ of _____

Class teacher signature: _____ Date: _____

Phase leader check: _____ Date: _____

Parent signature (each evening): _____ Date: _____

At the review, the phase leader, the pupil and the parents agree one of three outcomes:

- ☐ The card ends — the targets are met.
- ☐ The card continues for a further defined period, with the same or new targets. New review date:

- ☐ The matter is referred to the Behaviour Management Committee.

Outcome agreed on: _____ By: _____

Appendix J — Essential Agreement Template

Our Essential Agreement

Class:

Teacher:

Date written:

Eight lines, two under each value. Each line says what we WILL do, could be filmed, fits in one breath, says “we”, and sits under one of the four values. See Section 8.

C • Collaboration — we get further together than alone

1. In our school, we

2. In our school, we

A • Achievement — effort is noticed here, not just the answer

3. In our school, we

4. In our school, we

R • Respect — we speak to people the way we want to be spoken to

5. In our school, we

6. In our school, we

E • Empathy — we notice how other people feel, and we act on it

7. In our school, we

8. In our school, we

Signed by every child and every adult in this room:

Displayed at the children’s eye level. Quoted when it is kept, not only when it is broken.