

# AL SADIQ ISLAMIC ENGLISH SCHOOL

## BEHAVIOUR FOR LEARNING POLICY 2026-27

|                                   |                                                           |
|-----------------------------------|-----------------------------------------------------------|
| <b>Policy Name</b>                | Behaviour for Learning Policy 2026-27                     |
| <b>Stakeholders</b>               | All staff, students and parents                           |
| <b>Policy Directory Reference</b> | Al Sadiq Islamic English School                           |
| <b>Policy Lead</b>                | Vice Principal / Heads of Section                         |
| <b>Reviewed by</b>                | Principal and relevant school leaders                     |
| <b>Approved by</b>                | Principal / School Management                             |
| <b>Status</b>                     | Approved                                                  |
| <b>Effective From</b>             | Academic Year 2026-27                                     |
| <b>Monitoring Cycle</b>           | Ongoing monitoring; termly analysis; annual policy review |
| <b>Next Review</b>                | August 2027, or earlier following regulatory change       |

### 1. Purpose

At Al Sadiq Islamic English School (ASIES), behaviour for learning is central to providing a safe, respectful, inclusive and purposeful environment in which every student can learn, develop and thrive. This policy establishes the expectations, preventive approaches, rewards, graduated responses, interventions, recording systems and responsibilities used to promote positive conduct and respond to unacceptable behaviour consistently and fairly.

The policy is educational rather than purely punitive. Its purpose is to develop self-discipline, responsibility, empathy, resilience and accountability while protecting the safety, dignity, rights and learning of all members of the school community.

### 2. Scope

This policy applies to all students from Foundation Stage through Secondary and to all staff and parents. It applies during the school day and whenever a student is under school responsibility or represents ASIES, including:

- lessons, intervention sessions and examinations;
- arrival, registration, transitions, break, lunch and dismissal;
- school buses and transport arrangements;
- trips, competitions, extracurricular activities and school events;
- school-authorised online learning and digital communication;
- off-site situations where behaviour has a direct impact on the safety, wellbeing, reputation or orderly operation of the school community.

### 3. Regulatory and Policy Framework

ASIES implements this policy in accordance with applicable UAE and Dubai requirements. In particular, the school follows the unified student behaviour requirements issued by the competent UAE education authorities and may maintain additional internal procedures provided they do not conflict with those requirements. The policy is informed by:

- Federal Decree-Law No. 18 of 2020 concerning Private Education, including the requirement for private schools to comply with the unified student behaviour code and applicable education-authority requirements;
- Ministerial Resolution No. 851 of 2018 concerning the Code of Behaviour Management for Students in General Education Institutions, as applicable and as subsequently amended or replaced;
- Federal Law No. 3 of 2016 concerning Child Rights (Wadeema's Law);

- Executive Council Resolution No. 2 of 2017 regulating private schools in Dubai;
- current KHDA requirements and directions concerning student welfare, inclusion, safeguarding and discipline;
- the ASIES Child Protection & Safeguarding Policy, Inclusion Policy, Attendance & Punctuality Policy, Communication Policy and Complaints Policy.

Where a mandatory UAE or KHDA requirement is updated after publication of this policy, the current requirement takes precedence and the school will update this policy accordingly.

## 4. Core Principles

- High expectations apply consistently across the school, with age-appropriate implementation.
- Positive behaviour is taught, modelled, noticed and reinforced.
- Responses are proportionate to seriousness, frequency, impact, context and risk.
- Students are given opportunities to reflect, repair harm and improve.
- Safeguarding concerns are acted on immediately and are not treated only as behaviour matters.
- Students of Determination and students with additional needs are held to safe behaviour expectations while receiving reasonable adjustments and individualised support where required.
- No student is humiliated, degraded, physically punished or disciplined in a way that compromises dignity or safety.
- Records and decisions are factual, confidential, fair and open to appropriate review.
- The school works in partnership with parents while retaining responsibility for safe and orderly behaviour management during school activities.

## 5. Whole-School Expectations

Behaviour expectations are explicitly taught and reinforced. Students are expected to:

- show respect for themselves, peers, staff, visitors and property;
- follow reasonable instructions promptly and safely;
- demonstrate honesty, integrity, responsibility and self-control;
- contribute positively to a safe, inclusive and productive learning environment;
- use polite and respectful language, including when frustrated or upset;
- respect different cultures, religions, nationalities, ideas, feelings and beliefs;
- arrive punctually, prepared and ready to learn;
- wear the school uniform correctly and take pride in personal presentation;
- care for school property and the belongings of others;
- represent the school positively in the wider community;
- take responsibility for choices, apologise appropriately and repair harm where possible.

## 6. Courtesy, Movement and Transitions

The following expectations from the existing ASIES policy remain part of the school culture:

- greet others appropriately;
- say please and thank you;
- hold doors and show consideration for others;
- comfort or support someone appropriately when they are upset;
- congratulate others on their achievements;
- walk on the left where directed and move calmly, quietly and in an orderly manner;
- do not run, push, scream, block corridors or create unsafe congestion;
- leave classrooms, corridors, playgrounds and surrounding areas clean and tidy;
- move promptly between lessons and follow staff instructions during break and dismissal.

## 7. Behaviour for Learning: Staff Practice

Positive behaviour is strongly influenced by the quality and consistency of teaching. Staff are expected to prevent avoidable disruption through clear routines and engaging learning. All teachers should:

- be clear, consistent, calm and respectful;
- plan purposeful, well-sequenced lessons differentiated for age, ability and individual need;
- provide appropriate challenge and avoid unnecessary waiting or unstructured time;
- make learning objectives and success expectations clear;
- establish predictable routines for entry, equipment, transitions, independent work and dismissal;
- use regular assessment and feedback to keep students engaged and appropriately challenged;
- teach and display the agreed Classroom Expectations;
- recognise and praise positive conduct;
- correct low-level disruption early and privately where possible;
- use de-escalation, choice, redirection and restorative language before escalation where appropriate;
- record and communicate concerns in accordance with this policy.

## 8. Rewards and Recognition

ASIES uses positive reinforcement to build intrinsic motivation and pride. Recognition may include:

- specific verbal praise and positive feedback;
- stickers, certificates and classroom motivational systems;
- Class Dojo points in FS and Primary where used;
- Star of the Week recognition;
- merit points and commendations;
- recognition in assemblies and school events;
- class/group incentives for collective achievement;
- appropriate individual privileges and leadership responsibilities such as line leader, class monitor or student council roles;
- recognition for sustained improvement in behaviour, attitude, effort, attendance or contribution to the school community.

Rewards must be fair, age-appropriate and inclusive. Students should understand what behaviour is being recognised and why.

## 9. Behaviour That Is Not Acceptable

The following are examples and are not exhaustive:

- persistent low-level disruption or deliberate interference with others' learning;
- disrespectful, abusive, threatening or discriminatory language;
- bullying, harassment, intimidation, racism or other discriminatory conduct;
- physical aggression, fighting or unsafe physical conduct;
- theft, snatching property, extortion or deliberate damage/vandalism;
- truancy, lesson bunking or leaving supervised areas without permission;
- academic malpractice or deliberate dishonesty;
- repeated refusal to follow reasonable instructions;
- inappropriate or repeated unauthorised use of devices or mobile phones;
- possession or use of prohibited, unsafe or illegal items or substances, including smoking/vaping materials;
- eating during lessons or chewing gum where prohibited by school rules;
- malicious behaviour, cyberbullying or harmful digital conduct;
- behaviour that creates a serious risk to the safety or wellbeing of self or others.

## 10. Behaviour Levels and Graduated Response

ASIES uses three internal behaviour levels to support consistent operational practice. These levels do not replace any classification required by the UAE or KHDA. A serious incident may be escalated immediately to the appropriate level; staff do not need to progress mechanically through each lower level.

### 10.1 Level 1 - Minor / Teacher-Managed

Typical Level 1 concerns include:

- incorrect uniform or minor organisation concerns;
- poor punctuality;
- missing notebooks, books or study materials;
- incomplete home assignments or classwork;
- low-level classroom disruption;
- inappropriate device use;
- calling names, teasing or argumentative conduct;
- unsafe running/pushing;
- inappropriate language of lower severity;
- snatching or interfering with others' belongings;
- noise, screaming or inappropriate movement during transitions.

Possible responses include: reminder/redirection; re-teaching the expectation; verbal warning; restorative conversation; seating/environment adjustment; relevant loss of reward points where appropriate; parent communication; break-time reflection/detention for repeated concerns; and short-term daily monitoring. The teacher normally leads Level 1.

### 10.2 Level 2 - Moderate / Pastoral Escalation

Typical Level 2 concerns include:

- repeated Level 1 behaviour despite intervention;
- lesson bunking/skipping;
- theft or academic malpractice;
- continued or significant disruption after warnings;
- repeated inappropriate device use;
- repeated breach of rules;
- bullying/harassment requiring formal pastoral intervention;
- abusive language towards peers;
- fighting or physical aggression;
- repeated taking/snatching of property.

Possible responses include: formal restorative work; counselling/wellbeing referral; parent-student meeting; written warning; proportionate restriction of relevant privileges; after-school detention where permitted by school procedures; weekly behaviour report; behaviour support plan; and authorised internal isolation/suspension where appropriate. Section Supervisors/Pastoral Team lead with SLT oversight.

### 10.3 Level 3 - Major / SLT and Principal

Typical Level 3 concerns include:

- repeated or escalating Level 2 behaviour;
- persistent truancy or failure to comply with a formal behaviour intervention;
- possession of prohibited, dangerous or illegal items;
- serious theft or malpractice;
- repeated serious disruption;
- serious or frequent physical aggression/fighting;

- serious or persistent bullying, harassment or discriminatory abuse;
- malicious behaviour, vandalism or graffiti;
- smoking/vaping or possession/use of prohibited substances on site;
- serious abuse or threats towards a member of staff;
- racism or other serious discriminatory behaviour;
- extreme inappropriate language or conduct;
- behaviour creating significant risk to safety or welfare.

Possible responses include a formal parent/student meeting, internal isolation/suspension, behaviour contract, PACE referral, counselling/mentoring, restorative or reparation work, risk assessment, reintegration planning and, only where permitted by current UAE/KHDA requirements and authorised by the Principal, external suspension or other formal disciplinary action.

## 11. Prohibited and Unacceptable Sanctions

The following are not acceptable behaviour-management practices at ASIES:

- physical punishment;
- humiliation, ridicule, insults or degrading treatment;
- collective punishment of a class/group for the actions of individuals;
- withholding food, water, toilet access or necessary medical care;
- unsafe physical exercise or labour as punishment;
- punishments that deliberately expose a student's confidential information or SEND/SOD status;
- any sanction that conflicts with safeguarding, health, inclusion or regulatory requirements.

Any community responsibility or service activity must be educational, proportionate, safe, supervised and restorative; it must never be degrading, hazardous or used as forced labour.

## 12. Recording, Orison and Incident Reports

All significant or repeated unacceptable behaviour must be recorded through the school-approved behaviour system. Orison may be used where it is the current school platform. Level 2 and Level 3 incidents require an Incident Report. Repeated concerns at any level may trigger a Daily Behaviour Monitoring Record.

- Records must be factual, dated and proportionate.
- The record should identify the incident, students involved, witnesses/evidence, action taken, parent communication and follow-up.
- Safeguarding concerns must be clearly identified and referred immediately to the DSL/DDSL.
- Medical attention and relevant clinic information are documented where required.
- CCTV may be reviewed only by authorised personnel and findings recorded factually.
- Student SEND/SOD or counselling information is included only where relevant and accessed on a need-to-know basis.

## 13. Investigation and Fair Process

For significant incidents, the school will establish the facts before deciding a formal consequence, except where immediate safety action is required. The process may include student accounts, staff accounts, available CCTV, confiscated-item records, relevant digital evidence, medical information and previous behaviour records.

- Students should be given a reasonable opportunity to explain what happened.
- Staff distinguish allegation, evidence and confirmed fact.
- Consequences are authorised at the appropriate leadership level.
- Parents are informed promptly for significant incidents.
- Where a matter may constitute a safeguarding concern or criminal offence, the safeguarding/external reporting process takes priority.

## 14. Safeguarding Interface

Behaviour that may indicate abuse, exploitation, peer-on-peer abuse, harmful sexual behaviour, serious violence, self-endangerment or another safeguarding risk must be referred immediately under the Child Protection & Safeguarding Policy. Staff must not investigate a safeguarding disclosure as a disciplinary matter before the DSL has determined the appropriate safeguarding response.

## 15. Inclusion, Students of Determination and Reasonable Adjustments

ASIES maintains high expectations for all students while recognising that behaviour may communicate an unmet learning, communication, sensory, emotional or developmental need. Before or alongside repeated or serious sanctions, staff must consider relevant IEP/support-plan information, reasonable adjustments, known triggers, communication needs and the impact of previous interventions.

A Student of Determination is not exempt from safe behaviour expectations. However, the school will ensure that responses are individualised, proportionate and consistent with inclusive education requirements. Where appropriate, the Head of Inclusion/SENDSCO contributes to functional assessment, behaviour support planning, environmental adjustment and review.

## 16. Attendance and Punctuality Interface

Poor punctuality, lesson bunking and truancy may appear in behaviour records, but persistent absence and punctuality concerns must also be addressed under the Attendance & Punctuality Policy. Staff should identify barriers, wellbeing concerns and safeguarding risks rather than relying only on sanctions.

## 17. Restorative Practice, Reflection and Reintegration

Restorative practice is used where appropriate to help students understand impact, rebuild relationships and return successfully to learning. It does not replace proportionate consequences for serious misconduct.

- What happened?
- Who was affected and how?
- What responsibility does the student accept?
- What can be done to repair harm appropriately?
- What support or strategy will prevent recurrence?
- What needs to happen for successful reintegration?

## 18. PACE - Positive Attitude and Conduct Enhancement

Students who repeatedly show unacceptable behaviour or commit major behaviour infractions may be recommended for the PACE programme. PACE provides structured intervention, reflection, mentoring and individualised support aimed at improving behaviour, personal development, social development and academic success.

- Assessment/identification: teachers, supervisors, counsellors and leaders identify students who would benefit from PACE.
- Goal setting: the student and mentor agree clear personal, behavioural and academic goals.
- Action plan: a personalised plan is developed using observation, student voice, relevant data and parent/staff information.
- Regular check-ins: the mentor meets the student regularly, normally weekly.
- Review and reflect: progress is reviewed formally, normally monthly, and changes are communicated to parents.

## 18.1 PACE Components

- Mentorship: an appropriate adult mentor provides guidance, encouragement and positive modelling. Older-student mentoring may be used only when appropriately supervised and suitable.
- Positive reinforcement: progress is recognised through appropriate praise, certificates, awards or commendations.
- Community contribution: safe, supervised and educational responsibilities may be used to build responsibility, punctuality, commitment and empathy.
- Parental involvement: parents receive information, participate in review and reinforce agreed strategies at home.
- Personalised support plan: every student on PACE has identified strengths, needs, targets, strategies, responsible adults and review arrangements.
- Behaviour agreement: a formal behaviour contract may be used where appropriate.

## 19. PACE Initial Meeting and Behaviour Support Planning

The PACE initial meeting must consider the whole student, not only the incident. The school records the student's skills/talents, achievements, likes/dislikes, challenging behaviour, targets, possible reasons for behaviour, SEND/SOD factors, positive-maintenance strategies, triggers/warning signs and preventive strategies. Parent/carer and student views are considered where appropriate. The plan records review dates, involved staff, evaluation and a log of meetings and next steps.

## 20. Behaviour Monitoring Record

A Daily Behaviour Monitoring Record may be used for repeated concerns at any level. The student will normally have no more than three clear targets. Teachers record performance during registration, lessons and relevant unstructured periods for Attitude to Work, Behaviour and Achievement where applicable. The student reports to the identified senior/pastoral leader at the agreed time, and the record is reviewed with the student and parent.

Monitoring must be time-limited and purposeful. It should include success criteria and a planned review/exit point rather than continuing indefinitely.

## 21. Behaviour Contract

A Behaviour Contract may be introduced for persistent or serious concerns. The student, parent and school acknowledge agreed expectations and support. Expectations normally include following school rules, respect, punctuality, preparedness, completion of work, appropriate language and behaviour, help-seeking and upholding school values. School support may include mentor check-ins, counselling/wellbeing support, clear feedback, opportunities to reflect and repair, reasonable adjustments and parent communication.

## 22. Parent Partnership and Communication

- Parents reinforce school expectations and encourage respectful behaviour.
- Parents attend meetings and collaborate with agreed intervention/support plans.
- Parents share relevant information that may affect behaviour, safety or wellbeing.
- The school communicates significant or repeated concerns and records agreed actions.
- Parents receive clear information when a formal behaviour report, PACE plan, contract, internal suspension or external suspension is introduced.
- Where parents disagree with a decision, they may raise the matter through the school Complaints Policy; respectful cooperation with immediate safety measures remains expected while a concern is reviewed.

## 23. Roles and Responsibilities

| Role                                | Key Responsibilities                                                                                                                                                   |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principal                           | Overall accountability for behaviour, fairness, safeguarding and regulatory compliance; authorises serious formal disciplinary action; monitors patterns and outcomes. |
| Vice Principal / Heads of Section   | Lead the behaviour system; ensure consistency; support staff; review serious incidents; authorise appropriate consequences; monitor trends.                            |
| Section Supervisors / Pastoral Team | Manage referrals and investigations; maintain incident records; communicate with parents; coordinate behaviour reports and interventions; escalate concerns.           |
| Teachers and Teaching Assistants    | Model positive behaviour; explicitly teach routines; recognise success; manage Level 1 consistently; record and escalate concerns; engage parents appropriately.       |
| Counsellors                         | Provide wellbeing/behaviour support; contribute to PACE and individual intervention; maintain appropriate confidential records; escalate safeguarding concerns.        |
| Head of Inclusion / SENDCO          | Advise on SEND/SOD, reasonable adjustments, individual support plans and behaviour that may be linked to additional need.                                              |
| Students                            | Follow expectations; take responsibility; engage honestly in reflection and restorative work; meet agreed targets; seek help when needed.                              |
| Parents / Legal Guardians           | Reinforce expectations; share relevant information; attend meetings; support plans; communicate respectfully and work collaboratively with the school.                 |

## 24. Internal Suspension, External Suspension and Exclusion

Internal suspension/isolation may be used for serious or persistent behaviour where authorised by SLT and where it can be implemented safely, with appropriate supervision and access to learning. It should be time-limited and accompanied by reflection/reintegration planning.

External suspension, exclusion or any equivalent formal action may be used only in accordance with current UAE/KHDA requirements and the school's authorisation process. Such decisions are not automatic consequences of a label or number of incidents; they consider seriousness, safety, evidence, previous interventions, individual circumstances, inclusion needs and reasonable alternatives.

Parents receive formal written notification of any external suspension/exclusion action. The school records the reason, duration, evidence, support, reintegration requirements and authorised signatures. Where a student returns following suspension, the school conducts a reintegration meeting and identifies support and monitoring as required.

Automatic non-re-registration is not used as a routine behaviour sanction. Any decision affecting future enrolment must comply with applicable KHDA requirements and the school's Admissions, Registration and Complaints policies.

## 25. Confiscation and Prohibited Items

Where a student possesses an item prohibited by school rules or law, authorised staff may secure the item in accordance with school procedures. The item, circumstances, storage/hand-over and parent communication are recorded. Dangerous, illegal or safeguarding-related items are escalated immediately to the Principal/DSL and external authorities where required.

## 26. Behaviour on Transport, Trips and Online

The same standards of respect and safety apply on school buses, trips, activities and school-authorised online environments. Serious transport, trip or online incidents are recorded and managed under this policy together with the relevant Transport, Safeguarding, Educational Visits or ICT/Online Safety procedures.

## 27. Monitoring and Evaluation

- Behaviour data is logged, monitored and analysed termly to identify trends, repeated concerns, locations, times and student groups.
- Leaders review consistency in staff responses and whether consequences/interventions are proportionate.
- Repeated/high-risk cases are reviewed through pastoral, counselling, inclusion and/or SLT meetings as appropriate.
- PACE, daily reports, behaviour contracts, counselling and other interventions are evaluated for measurable impact.
- Student, parent and staff feedback may be used to evaluate the effectiveness and clarity of the policy.
- Behaviour information contributes to school improvement, staff training and safeguarding/wellbeing planning.

## 28. Policy Review

The policy is reviewed annually and earlier where there is a significant regulatory change, safeguarding learning, pattern of incidents or internal review indicating that procedures require amendment.

## 29. Related Documents

- Child Protection & Safeguarding Policy
- Inclusion Policy
- Attendance & Punctuality Policy
- Communication Policy
- Complaints Policy
- ILSA Policy
- ICT / Online Safety procedures
- Transport procedures
- Educational Visits procedures
- Staff Code of Conduct
- Parent-School Contract and current KHDA requirements

## APPENDIX 1 - BEHAVIOUR LEVELS AND CONSEQUENCES MATRIX

| Level         | Illustrative Behaviour                                                                                                                                                                                                               | Possible Responses                                                                                                                                                                                                                                           | Lead                                    |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| L1 - Minor    | Organisation/punctuality; missing work/materials; low-level disruption; device misuse; teasing; argumentative conduct; unsafe transitions; inappropriate language; snatching/interfering with property.                              | Reminder/redirection; re-teach expectation; verbal warning; restorative conversation; relevant reward-point response; parent contact; break-time reflection/detention for repeated concerns; daily monitoring.                                               | Teacher                                 |
| L2 - Moderate | Repeated L1; lesson bunking; theft/malpractice; continued disruption; repeated device misuse; repeated rule breaches; bullying/harassment; abusive language; fighting/physical aggression.                                           | Formal restorative work; counselling/wellbeing; parent-student meeting; written warning; proportionate loss of relevant privileges; after-school detention where permitted; weekly report; behaviour support plan; authorised internal suspension/isolation. | Section Supervisor / Pastoral Team; SLT |
| L3 - Major    | Repeated/escalating L2; persistent truancy; prohibited/dangerous items; serious theft; serious/repeated aggression or bullying; vandalism; smoking/vaping; staff abuse/threats; racism/discriminatory abuse; serious unsafe conduct. | Formal parent/student meeting; internal suspension/isolation; behaviour contract; PACE; counselling/mentoring; risk assessment; restorative/reparation work; reintegration plan; external suspension/formal action only where permitted and authorised.      | SLT / Principal                         |

## APPENDIX 8 - APPROVAL

|                |                                    |
|----------------|------------------------------------|
| Approved by    | Principal / School Management      |
| Approval Date  | August 2026                        |
| Effective From | Academic Year 2026-27              |
| Review Date    | August 2027 or earlier if required |