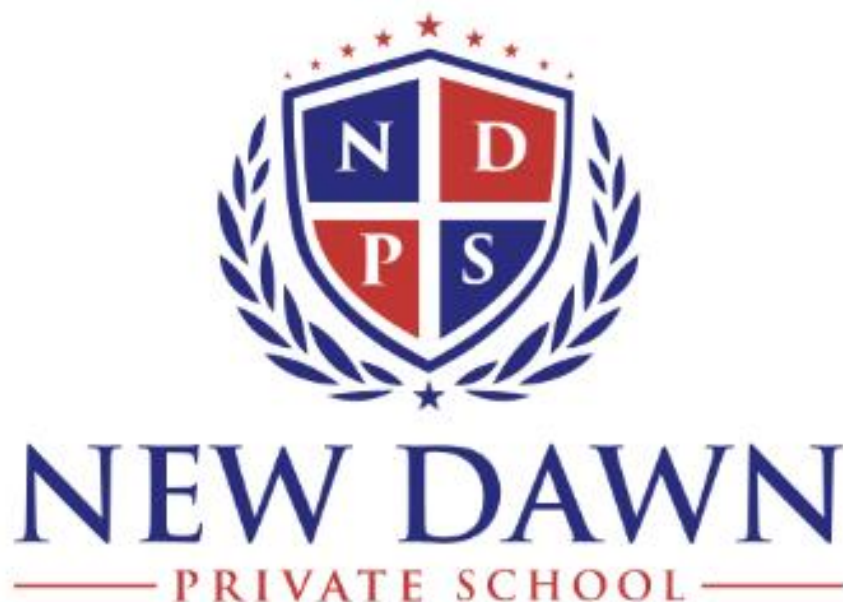


	Integrated Management System	Document ID	
		Revision No.	1
		Issue Date	16-Sep-2026
	Behaviour Policy		

Integrated Management System (IMS)

Behaviour Policy



This Document has been reviewed and approved by:

Name	Position	Department

Revision History of the Document

Revision No.	Issue Date	Summary of Changes	Responsibility	References
1.0	30-Aug-2026	Initial Edition	Annum Asfandyar	

This document has been approved by the School Management System

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1. Purpose and Aims

New Dawn Private School (NDPS) is committed to a positive behaviour culture in which every student can learn in a calm, safe, respectful, inclusive and supportive environment. Behaviour management is educational rather than purely punitive: it develops self-discipline, responsibility, empathy, resilience, accountability and self-regulation while protecting the dignity, safety and learning of all members of the school community.

Create a positive culture that promotes excellent behaviour and enables all students to learn safely.

Establish a consistent whole-school approach reflecting NDPS values and expectations.

Set out clear expectations, rewards, consequences and graduated responses.

Ensure behaviour management is fair, proportionate, evidence-based and applied consistently.

Define unacceptable behaviour, including bullying, discrimination, aggression and unsafe conduct.

Ensure safeguarding, wellbeing and inclusion needs are considered alongside behaviour.

2. Scope

This policy applies to students from FS1 to Year 8 and to all staff and parents/carers. It applies whenever a student is under school responsibility or representing NDPS, including:

lessons, interventions, assessments 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 with a direct impact on the safety, wellbeing, reputation or orderly operation of the school community.

3. Regulatory and Policy Framework

NDPS implements this policy in accordance with applicable UAE and Dubai requirements. The policy is informed by the regulatory references identified in the supporting 2026–27 behaviour policy, including Federal Decree-Law No. 18 of 2020 concerning Private Education, Ministerial Resolution No. 851 of 2018 concerning student behaviour management (as applicable and as amended/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, and current KHDA requirements concerning student welfare, inclusion, safeguarding and discipline. Where a current mandatory UAE or KHDA requirement changes, the current requirement takes precedence and this policy will be updated accordingly.

NDPS also reflects relevant principles of UK safeguarding guidance, including the principle that safeguarding is everyone's responsibility and student welfare is paramount.

4. Core Principles

High expectations apply consistently across the school, with age-appropriate implementation.

Positive behaviour is explicitly taught, modelled, noticed and reinforced.

Responses consider seriousness, frequency, impact, context, evidence 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 receive reasonable adjustments and individualised support where required while maintaining safe expectations. No student will be humiliated, degraded, physically punished or disciplined in a way that compromises dignity or safety. Behaviour records and decisions must be factual, confidential, fair and appropriately reviewable. The school works in partnership with parents while retaining responsibility for safe and orderly behaviour management during school activities.

5. Roles and Responsibilities

Role	Key Responsibilities
Board of Governors	Monitor the effectiveness of the policy and hold the Principal to account for implementation.
Principal / Heads of School	Approve and oversee the policy; promote a positive environment; ensure consistent staff practice; authorise serious formal disciplinary action; review patterns and outcomes; ensure appropriate induction and training.
Head of Pastoral / Pastoral Team	Manage referrals and investigations; maintain records; coordinate behaviour letters, reports and interventions; communicate with parents; monitor repeat/high-risk cases; escalate safeguarding concerns.
Teachers / Teaching Assistants	Create calm and safe classrooms; teach routines; model positive relationships; manage low-level concerns consistently; record incidents promptly; communicate and escalate appropriately.
School Counsellor	Provide wellbeing/behaviour support; support reflection and targeted intervention; maintain appropriate confidential records; escalate safeguarding concerns.
Head of Inclusion / SENDCO	Advise on SEND/SOD, reasonable adjustments, support plans, triggers and behaviour linked to additional need.
Students	Follow expectations, take responsibility, engage honestly in reflection/restorative work, meet agreed targets and seek help when needed.
Parents / Carers	Reinforce expectations, share relevant information, attend meetings/reviews, support agreed plans and work collaboratively with the school.

6. Whole-School Behavioural Expectations

Work to the best of their ability and contribute positively to learning.
Show respect for students, staff, visitors, cultures, religions, nationalities, ideas, feelings and beliefs.
Use polite, courteous and appropriate language.
Listen carefully and follow reasonable staff instructions promptly and safely.
Arrive punctually, prepared and ready to learn.
Wear the correct school uniform and take pride in personal presentation.
Care for school property and the belongings of others.
Use technology and the internet safely and in line with school procedures.
Take responsibility for choices, apologise appropriately and repair harm where possible.
Behave in a way that protects the learning, safety and sense of security of others and represents NDPS positively.

7. Courtesy, Movement and Transitions

Move calmly, quietly and in an orderly manner; follow staff direction on stairs and corridors.
Do not run, push, scream, block corridors or create unsafe congestion.
Move promptly between lessons and remain in supervised/authorised areas.
Keep classrooms, corridors, playgrounds and shared areas clean and tidy.
Follow staff instructions during break, lunch, dismissal, trips and events.
Staff must actively supervise students during lessons, transitions, break/lunch duties and dismissal; students must not be left to wander unsupervised.

8. Behaviour for Learning: Staff Practice

Positive behaviour is strongly influenced by the quality and consistency of teaching. Staff should prevent avoidable disruption through clear routines, active supervision and engaging learning.
Be clear, consistent, calm and respectful.
Plan purposeful, well-sequenced learning appropriate to age, ability and individual need.
Provide appropriate challenge and avoid unnecessary waiting or unstructured time.
Establish predictable routines for entry, equipment, transitions, independent work and dismissal.
Teach and reinforce 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.

9. Reflective Practice and Zones of Regulation

NDPS uses reflection to help students develop self-awareness, empathy and emotional regulation. Where a student receives a verbal warning followed by a formal C1 warning within a lesson, a 10-minute lunchtime Reflection Room session may be used with the School Counsellor and/or a Middle/Senior Leader. The discussion explores what happened, feelings and triggers, impact on others, alternative choices and strategies for improvement.

NDPS also uses the Zones of Regulation framework to help students identify and manage emotions: Blue (low energy/sad/tired), Green (calm/focused/ready to learn), Yellow (heightened emotions such as frustration, anxiety or excitement) and Red (extreme emotions/anger/loss of control). Strategies may include breathing, movement breaks, mindfulness and positive self-talk. Zones cards may be used to help students discreetly communicate how they are feeling.

10. Rewards and Recognition

NDPS encourages, rewards and praises positive behaviour. Rewards should be fair, age-appropriate and inclusive, and students should understand what is being recognised and why.

Specific verbal praise and positive feedback.

House points using the NDPS R1–R3 system.

Star of the Week and Value of the Week recognition.

Certificates, praise letters and recognition in assemblies/events.

Class/group incentives and appropriate leadership responsibilities.

Recognition for sustained improvement in behaviour, attitude, effort, attendance or contribution to the school community.

Reward Level	Recognition
R1 – 1 House Point	Small positive actions: meaningful contribution, improved behaviour/work effort, helping a peer.
R2 – 2 House Points	Significant positive behaviour showing initiative, leadership or academic improvement.
R3 – 3 House Points	Exceptional action/achievement, sustained effort, personal growth or significant contribution to the school community.

11. Procedures for Unacceptable Behaviour

Classroom and subject teachers address minor incidents as they arise using proactive behaviour measures aligned with NDPS expectations. The existing NDPS strike/warning approach remains in place: repeated warnings should lead to parent communication and, where behaviour continues, the appropriate school sanction/behaviour record. More serious concerns such as physical aggression, racism, discriminatory conduct, serious inappropriate language or significant safety concerns must be referred to the relevant Key Stage/Phase Leader and Head of Pastoral according to severity and context.

A serious incident may be escalated immediately. Staff do not need to progress mechanically through every lower consequence where the seriousness, risk or safeguarding context requires a higher response. Consequences and follow-up actions must be recorded accurately on the school-approved behaviour system.

12. NDPS C1–C5 Graduated Response

NDPS retains its existing C1–C5 operational behaviour system for 2026–27. The response is graduated, but professional judgement, safeguarding risk and the seriousness of the incident determine the appropriate starting point.

Level	Illustrative Behaviour	Expected Response / Escalation
C1	Low-level disruption; littering; eating in an undesignated area; device misuse; lack of effort; unauthorised lateness; missing kit/books/equipment; uniform issues; chewing gum; headphones without permission.	Reflective conversation/verbal warning. On second occasion, formal warning and C1 recorded on the school-approved system.
C2	Continued C1 behaviour after formal warning.	Record C2; 2 House Points may be removed; 10-minute centralised reflection with MLT/School Counsellor; email home from Phase Leader/Pastoral Team.
C3	Continued C2; 3+ C1/C2 records in a week; inappropriate language not directed at a person; repeated disruption; unkind behaviour; deliberately ignoring staff instructions; repeated lateness/work/uniform concerns.	Record C3; reflective conversation with teacher/Pastoral/Counsellor; Level 1 Behaviour Letter; parent meeting. C3+ incidents require a Student Incident Report and leadership review.
C4	More than 5 C1/C2 records in a week; continuous pattern; on-site truancy; property damage; offensive language directed at someone; physical/verbal aggression; disrespect to culture/religion/faith; social media abuse; academic dishonesty; play-fighting; serious failure to report critical behaviour.	Refer to Head of School/Head of Pastoral; record C4; parent meeting; Level 2 Behaviour Letter. Possible proportionate consequences include supervised reflection, behaviour report/contract, loss of relevant privileges and authorised internal isolation.
C5	Criminal/illegal activity or behaviour requiring referral to authorities; very serious conduct or safety risk.	Immediate referral to Principal/DSL as appropriate; record C5; parent meeting; external referral where required. Formal suspension/exclusion only in accordance with current UAE/KHDA requirements and school authorisation.

13. Misbehaviour and Serious Misbehaviour

13.1 EYFS – Misbehaviour

Not listening to adult instructions; shouting out/disrupting group time; running indoors/unsafe areas; throwing toys/resources; difficulty sharing/taking turns; low-level unkind words; refusing to tidy or join an activity.

13.2 Primary / Secondary – Misbehaviour

Disruption in lessons, corridors, break or lunch; non-completion of classwork/homework; poor attitude; disrespect; incorrect uniform; unauthorised lateness.

13.3 Serious Misbehaviour

Repeated breaches of school rules; persistent disruption despite support; intentional physical harm; dangerous play; bullying; vandalism; theft; fighting; truancy; academic dishonesty; smoking/vaping; racist, sexist or discriminatory behaviour/language; serious online abuse; possession of prohibited/banned items; sexual assault or sexual harassment; behaviour creating significant risk to safety/welfare; behaviour that brings the school into disrepute.

Any sexualised behaviour, harmful sexual behaviour, serious violence, discriminatory abuse, exploitation concern or other safeguarding indicator must be referred immediately through the Child Protection & Safeguarding procedure. It must not be investigated only as a disciplinary matter.

14. Prohibited and Unacceptable Sanctions

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.

Sanctions that expose confidential information or SEND/SOD status.

Any sanction conflicting with safeguarding, health, inclusion or regulatory requirements.

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

15. Recording, Incident Reports and Fair Investigation

All significant or repeated unacceptable behaviour must be recorded through the school-approved behaviour system. Records must be factual, dated, proportionate and identify the incident, students involved, witnesses/evidence, action taken, parent communication and follow-up.

For C3 or above, the witnessing/relevant staff member completes a Student Incident Report promptly and submits it through the agreed leadership route.

Pastoral/SLT may complete a Pastoral Investigation Report where further fact-finding is required. Students are given a reasonable opportunity to explain what happened. Staff distinguish allegations, evidence and confirmed fact. CCTV available may be reviewed only by authorised personnel and findings recorded factually. Medical/clinic information is documented where relevant. SEND/SOD or counselling information is included only where relevant and, on a need,-to-know basis. Parents are informed promptly for significant incidents, subject to safeguarding considerations.

16. 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 NDPS Child Protection & Safeguarding Policy. Staff must not investigate a safeguarding disclosure as a disciplinary matter before the DSL/DDSL has determined the appropriate safeguarding response.

17. Inclusion and Reasonable Adjustments

NDPS 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 should consider relevant IEP/support-plan information, known triggers, communication needs, reasonable adjustments and the impact of previous interventions. Students of Determination are not exempt from safe behaviour expectations, but responses must be individualised, proportionate and consistent with inclusive education requirements.

18. 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 through the Attendance & Punctuality Policy. Staff should identify barriers, wellbeing concerns and safeguarding risks rather than relying only on sanctions.

19. Monitoring Behaviour, Support Plans and Contracts

Repeated concerns may trigger a time-limited Daily Behaviour Monitoring Record with no more than three clear targets. Performance may be reviewed across registration, lessons and relevant unstructured periods. Monitoring should include success criteria, an identified adult, parent/student review and a planned exit/review point.

For persistent or serious concerns, NDPS may introduce a personalised Behaviour Support Plan or Behaviour Contract. This should consider the whole student, including strengths, achievements, possible reasons for behaviour, triggers, SEND/SOD factors, student voice, parent information, preventive strategies, responsible adults, review dates and measurable outcomes. Support may

include trusted-adult check-ins, counselling/wellbeing support, mentoring, restorative work, reasonable adjustments and positive reinforcement.

20. Parent Partnership and Communication

Parents reinforce school expectations and encourage respectful behaviour.

Parents share relevant information that may affect behaviour, safety or wellbeing.

Parents attend requested meetings and collaborate with agreed intervention/support plans.

The school communicates significant or repeated concerns and records agreed actions.

Formal behaviour letters are issued only where evidence and previous actions support escalation and after appropriate leadership review.

NDPS uses three formal letter stages where escalation is required: Level 1 Behaviour Letter, Level 2 Behaviour Warning Letter and Level 3 Final Behaviour Warning.

Where parents disagree with a decision, they may raise the matter through the school's complaints process while immediate safety measures remain in place as required.

21. Suspension, Exclusion and Reintegration

Internal isolation/suspension may be used for serious or persistent behaviour where authorised by SLT, safely supervised, time-limited and accompanied by access to learning, reflection and reintegration planning. External suspension, exclusion or equivalent formal action may be used only in accordance with current UAE/KHDA requirements and the school's authorisation process.

Decisions consider seriousness, safety, evidence, previous interventions, individual circumstances, inclusion needs and reasonable alternatives. Parents receive formal written notification where required, and returning students receive appropriate reintegration support and monitoring.

22. 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 should be recorded. Dangerous, illegal or safeguarding-related items are escalated immediately to the Principal/DSL and external authorities where required.

Examples identified in the existing NDPS policy include knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, e-cigarettes/vapes, fireworks, pornographic images, or any article reasonably suspected of being intended for an offence, injury or property damage.

23. Behaviour on Transport, Trips and Online

The same standards of respect and safety apply on school buses, trips, activities, events 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 and ICT/Online Safety procedures.

24. Monitoring, Evaluation and Review

Behaviour data is logged, monitored and analysed to identify trends, repeat 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.

Behaviour reports, contracts, counselling, reflection and targeted 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.

The policy is reviewed annually, or earlier following regulatory change, significant safeguarding learning, incident patterns or internal review.

25. Related Policies

Anti-Bullying Policy

Child Protection & Safeguarding Policy

Inclusion Policy

Attendance & Punctuality Policy

Positive Handling / Safe Touch procedures

Communication and Complaints procedures

Transport procedures

Educational Visits procedures

Staff Code of Conduct

Parent-School Contract and current KHDA requirements

	Integrated Management System	Document ID	AD3/EA
		Revision No.	1
		Issue Date	13-Jul -2024
	Quality Procedures for Marking and Feedback		