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	Behaviour Policy		

Integrated Management System (IMS)

Behaviour Policy



This Document has been reviewed and approved by:

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Revision History of the Document

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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 establishing a positive behaviour culture in which every learner can learn, develop and succeed within a calm, safe, respectful, inclusive and supportive environment. The school believes that excellent behaviour is fundamental to effective teaching, positive relationships, learner wellbeing and strong academic outcomes.

Behaviour management at NDPS is educational rather than solely punitive. It aims to develop self-discipline, responsibility, empathy, resilience, integrity, accountability and self-regulation, enabling learners to understand the impact of their actions, make responsible choices and contribute positively to the school community.

In keeping with the school motto, *Nurture. Develop. Perform. Succeed.*, NDPS recognises that learners require clear boundaries, consistent expectations, positive relationships and appropriate support to develop socially, emotionally and academically. Staff will explicitly teach, model, recognise and reinforce positive behaviour while responding promptly and proportionately to behaviour that disrupts learning, compromises safety or undermines the rights and dignity of others.

As a British curriculum school preparing for British Schools Overseas (BSO) inspection, NDPS promotes the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These values underpin the school's approach to behaviour, relationships, inclusion, learner voice, fairness and personal responsibility.

The school will promote these principles alongside respect for UAE culture, national identity, laws, traditions and values. Learners will be encouraged to appreciate diversity, respect different beliefs, resolve disagreements constructively and understand that individual freedoms must be exercised responsibly and without infringing upon the rights or safety of others.

The aims of this policy are to:

- Establish a positive whole-school behaviour culture that enables all learners to learn effectively and safely.
- Set clear, high and age-appropriate expectations for behaviour, conduct, relationships and personal responsibility.
- Ensure that expectations are communicated consistently to learners, staff, parents and carers.
- Promote positive behaviour through recognition, praise, rewards, encouragement, role modelling and constructive feedback.
- Establish transparent and proportionate consequences for unacceptable behaviour, including repeated or serious breaches of school expectations.
- Explicitly teach learners to demonstrate respect, honesty, empathy, self-control, resilience, cooperation and accountability.
- Promote the Fundamental British Values and the principles of fairness, democratic participation, respect for the rule of law, individual liberty and tolerance.
- Uphold the dignity, safety and rights of all members of the school community, preventing bullying, discrimination, harassment, aggression and intimidation.

- Ensure that safeguarding, wellbeing, inclusion and individual circumstances are considered when responding to behaviour concerns.
- Provide appropriate support and reasonable adjustments for learners of determination and those with additional educational, communication, emotional or developmental needs.
- Encourage restorative approaches that enable learners to reflect, repair harm where appropriate and demonstrate improved behaviour.
- Strengthen partnerships with parents and carers to promote consistent expectations between home and school.
- Maintain accurate records, monitor behaviour patterns and use evidence to identify trends, evaluate interventions and improve outcomes.
- Prepare learners to become responsible, respectful and resilient members of the school community and wider society.

The school recognises that positive behaviour is developed over time through explicit teaching, consistent adult responses, supportive relationships and appropriate intervention. However, the educational purpose of behaviour management does not diminish the school's responsibility to act decisively when behaviour places learners or adults at risk.

2. Scope

This policy applies to all learners enrolled at NDPS from FS1 to Year 8, together with all staff, leaders, support personnel, parents and carers who have responsibilities in supporting and maintaining the school's behaviour expectations.

The policy applies whenever a learner is under the school's care, supervision or responsibility, or is representing NDPS. This includes:

- Lessons, interventions, assessments, examinations and other learning activities.
- Arrival, registration, transitions between lessons, breaktimes, lunchtimes and dismissal.
- School transport, including buses, bus stops and conduct during journeys to and from school where school transport arrangements or learner safety are affected.
- Educational visits, residential activities, competitions, performances, extracurricular activities and school events.
- School-authorised online learning, digital platforms, messaging, communication and the use of school devices.
- Conduct outside school where it has a demonstrable and relevant impact on the safety, wellbeing, relationships or orderly operation of the school community, or where the school has a lawful and appropriate basis to intervene.

The policy applies across EYFS, Key Stage 1, Key Stage 2 and Key Stage 3, with expectations and responses adapted to learners' age, developmental stage, understanding and individual needs.

Behaviour expectations will be taught and reinforced in developmentally appropriate ways. Younger learners may require greater adult guidance, explicit teaching, visual prompts, modelling and supported opportunities to practise appropriate behaviour. Older learners will be expected to

demonstrate increasing independence, self-regulation, accountability and understanding of the consequences of their choices.

All staff are responsible for promoting positive behaviour, maintaining safe learning environments and responding to incidents in accordance with this policy. Leaders are responsible for ensuring consistency, monitoring implementation and addressing concerns about practice.

Parents and carers are expected to support the school's behaviour expectations, communicate respectfully with staff and work collaboratively with NDPS when behaviour concerns arise. The school will maintain clear communication and provide appropriate opportunities for discussion and review.

The policy must be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Inclusion Policy, Attendance Policy, Online Safety Policy, Staff Code of Conduct, Transport Behaviour Procedures and applicable health and safety arrangements.

3. Regulatory and Policy Framework

NDPS implements this policy in accordance with applicable UAE legislation, Dubai regulatory requirements, Ministry of Education requirements and KHDA guidance concerning learner behaviour, welfare, safeguarding, inclusion and discipline.

The policy will be reviewed against the current applicable requirements, including the following references where relevant and in force:

- Federal Decree-Law No. 18 of 2020 concerning Private Education, together with applicable amendments and implementing requirements.
- Ministerial Resolution No. 851 of 2018 concerning the Code of Behaviour Management for Students in General Education Institutions, subject to confirmation of its current applicability and any subsequent amendments or replacement instruments.
- Federal Law No. 3 of 2016 concerning Child Rights (Wadeema's Law), together with applicable implementing regulations and amendments.
- Dubai Executive Council Resolution No. 2 of 2017 regulating private schools in Dubai, together with relevant implementing provisions.
- Current KHDA requirements and guidance relating to student welfare, behaviour, inclusion, safeguarding and school operations.
- Applicable Ministry of Education requirements governing student conduct, discipline, attendance and the rights and responsibilities of learners and parents.

As a British curriculum school preparing for BSO inspection, NDPS will also use relevant principles and expectations from the following English safeguarding and educational guidance where appropriate:

- *Keeping Children Safe in Education 2026* (Department for Education, England), particularly the principles concerning safeguarding, child-on-child abuse, bullying, sexual harassment, online safety and the responsibility of all staff to act on concerns.

- *Behaviour in Schools: Advice for Headteachers and School Staff*, current applicable edition, as a reference for positive behaviour cultures, consistent expectations, proportionate consequences and effective school-wide systems.
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years*, where relevant to inclusion, individual needs and appropriate support.
- *British Schools Overseas: Standards for Schools*, including relevant expectations concerning personal development, learner welfare, safeguarding, leadership and the promotion of British Values.

These English guidance documents inform the school's approach to good practice and BSO readiness; they do not replace UAE legislation or create an automatic entitlement to apply English statutory procedures in the UAE.

Where requirements differ, NDPS will comply with applicable UAE law and mandatory UAE regulatory requirements. Any uncertainty about the current legal status of a cited instrument will be referred to the appropriate regulatory or legal adviser before the policy is formally approved.

The Principal and relevant school leaders will ensure that material regulatory changes are reviewed and incorporated into the policy, associated procedures and staff training.

4. Core Principles

4.1 High Expectations and Consistency

NDPS will maintain clear and high expectations for conduct, effort, respect and personal responsibility throughout the school. Expectations will be communicated explicitly and applied consistently, taking account of learners' ages, developmental stages and individual needs.

All staff are expected to model the conduct they require from learners, respond promptly to inappropriate behaviour and reinforce positive choices. Inconsistency, public humiliation and disproportionate responses undermine the school's behaviour culture and must be avoided.

4.2 Positive Behaviour and Recognition

Positive behaviour will be explicitly taught, modelled, noticed and reinforced. Staff will recognise effort, kindness, cooperation, honesty, resilience, respect, responsible decision-making and improvements in self-regulation.

Rewards and recognition will be meaningful, age-appropriate and accessible to all learners. The school will seek to reinforce positive behaviour rather than relying exclusively on sanctions to secure compliance.

4.3 British Values and Responsible Citizenship

NDPS will promote the Fundamental British Values through its behaviour expectations, curriculum, relationships and daily school routines.

- **Democracy:** Learners will be given age-appropriate opportunities to express their views, contribute to class and school decisions, participate in learner voice activities and understand that disagreements can be managed respectfully.
- **The rule of law:** Learners will understand the purpose of school rules, the importance of consistent expectations, the consequences of harmful behaviour and the responsibility to respect the rights and safety of others.
- **Individual liberty:** Learners will be encouraged to make responsible choices, develop independence and express themselves appropriately within safe boundaries that protect themselves and others.
- **Mutual respect:** Learners will be taught to value the dignity, rights, experiences and contributions of others, including those with different abilities, backgrounds, identities and viewpoints.
- **Tolerance of different faiths and beliefs:** Learners will develop understanding and respect for different faiths, beliefs and cultural traditions, in a manner consistent with UAE law and the school's inclusive ethos.

The school will not tolerate bullying, harassment, discrimination, intimidation or prejudice-based behaviour. These expectations will be reinforced through lessons, assemblies, pastoral activities, staff modelling and appropriate responses to incidents.

British Values will be promoted in harmony with UAE culture, national identity, laws and values. They will not be used to justify disrespect towards any individual, faith, family or community.

4.4 Fairness, Proportionality and Accountability

Behaviour responses will be fair, proportionate, evidence-informed and appropriate to the seriousness, frequency and impact of the behaviour. Staff and leaders will consider the context, the learner's age and understanding, previous incidents, relevant additional needs, any reasonable adjustments and the risk posed to others.

Learners will be given an appropriate opportunity to explain their actions and understand the reasons for decisions affecting them. Consequences will be communicated clearly and recorded where required.

Fairness does not mean that every incident must receive an identical response. It means that decisions are consistent with published expectations, justified by the circumstances and applied without prejudice or arbitrary treatment.

4.5 Reflection, Repair and Improvement

Where appropriate, learners will be supported to reflect on their actions, recognise their impact, accept responsibility and take steps to repair harm.

Restorative conversations may be used to rebuild relationships and develop empathy, provided they are safe, suitable and do not place an affected learner under pressure to meet, forgive or reconcile with another learner.

Restorative practice does not replace necessary sanctions, safeguarding referrals or protective action in cases of serious harm, bullying, coercion, violence or abuse.

4.6 Safeguarding and Learner Welfare

Safeguarding remains a priority in all behaviour decisions. Staff must consider whether an incident may indicate abuse, neglect, exploitation, bullying, child-on-child abuse, harmful sexual behaviour, online harm or another risk to a learner's safety or wellbeing.

Such concerns must be reported through the school's safeguarding procedures and must not be managed solely as disciplinary matters.

Where behaviour presents an immediate risk to safety, staff must take appropriate protective action and seek assistance without delay.

4.7 Inclusion and Individual Needs

NDPS recognises that behaviour may be influenced by developmental differences, disability, communication needs, unmet learning needs, emotional distress, trauma or other circumstances.

The school will consider reasonable adjustments, individualised support, risk assessments and appropriate interventions for learners of determination and learners with additional needs, in accordance with applicable legal and regulatory requirements.

Supportive measures will not remove the school's responsibility to protect others or maintain safe learning environments. Decisions will balance inclusion, individual needs, learner dignity and the safety and wellbeing of the wider community.

4.8 Dignity, Safety and Prohibited Practices

All learners must be treated with dignity and respect. NDPS prohibits corporal punishment, humiliating or degrading treatment, intimidation, discriminatory discipline and any response that compromises a learner's safety or wellbeing.

Physical intervention, where legally permissible and necessary to prevent immediate harm, must comply with applicable UAE requirements and the school's approved procedures. It must never be used as punishment or as a routine response to non-compliance.

Any incident involving physical intervention, injury or significant risk must be reported, recorded and reviewed in accordance with the school's safeguarding and incident-management procedures.

4.9 Accurate Records and Review

Behaviour records must be factual, timely, confidential and proportionate. Records will distinguish observed facts from reported information and professional judgement.

The school will monitor behaviour incidents, sanctions, rewards, attendance patterns, repeat incidents and the effectiveness of support plans to identify trends and ensure fair implementation.

Leaders will review the impact of the policy, consider feedback from learners, parents and staff, and implement corrective actions where inconsistencies or areas for improvement are identified.

4.10 Partnership with Parents and Carers

NDPS recognises that positive behaviour is strengthened through constructive partnerships between school and home. Parents and carers will be informed of significant concerns, expected to support agreed actions and given appropriate opportunities to discuss progress.

Communication will remain professional, respectful and focused on the learner's welfare and improvement. The school will maintain responsibility for managing behaviour during school activities and will take appropriate action where safety, learning or the rights of others are compromised.

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.

Role	Key Responsibilities
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.

Level	Illustrative Behaviour	Expected Response / Escalation
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 requirement

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