



BEHAVIOUR POLICY 2026

1. INTRODUCTION

The Behaviour Policy outlines the expectations, responsibilities, and processes that promote a safe, respectful, and conducive learning environment. Maintaining positive behaviour is essential to supporting student academic achievement, emotional wellbeing, and character development.

This policy was developed collaboratively by the Principal, teachers, School Counselor, and the Board of Management, based on:

- ADEK regulations and guidance
- Best educational practices
- Consultation with students and parents
- School values and cultural expectations

The policy is distributed to:

- All existing students and parents
- Parents of newly admitted students
- All teaching and non-teaching staff

All students are oriented on the Behaviour Policy at the start of the school year and throughout the year as needed.

The Principal and Board of Management hold ultimate responsibility for implementation and monitoring.

2. AIMS OF THE BEHAVIOUR POLICY

The Behaviour Policy aims to:

2.1 Ensure an Orderly Learning Environment

- Support smooth and efficient daily school operations.
- Minimise disruptions and maximise instructional time.

2.2 Promote Respectful Conduct

- Develop students who are responsible, respectful, honest, and caring.
- Foster an atmosphere where everyone feels valued and safe.

2.3 Enhance Social, Emotional, and Academic Growth

- Help students develop self-discipline and self-regulation.
- Support students in making positive choices.

2.4 Strengthen Home–School Collaboration

- Build strong partnerships with parents to support student behaviour.
- Ensure parents understand school expectations and responsibilities.

2.5 Ensure Fairness and Transparency

- Apply rules and consequences equally, consistently, and respectfully.
- Ensure sanctions are aligned with ADEK regulations.

3. ROLES & RESPONSIBILITIES

3.1 Staff Responsibilities

All teachers and staff must:

- Treat all students with dignity, fairness, and respect.
- Model positive behaviour and professionalism.
- Communicate classroom expectations clearly and consistently.
- Use proactive strategies to prevent misbehaviour.
- Apply consequences fairly and record incidents when required.
- Refer serious behaviour concerns to the School Counselor, Head of Section, or Principal.
- Collaborate with parents to address ongoing challenges.
- Support students with additional needs, following the Inclusion Policy.

Teachers play a vital role in setting a positive classroom environment through:

- Firm yet kind classroom management
- Differentiation and inclusive strategies
- Early identification of behavioural patterns
- Positive reinforcement and praise

3.2 Board of Management Responsibilities

The Board will:

- Ratify the Behaviour Policy.

- Monitor its implementation across the school.
- Ensure compliance with ADEK standards.
- Support the Principal in handling serious disciplinary matters.
- Approve suspensions longer than 7 days and all expulsion decisions.

3.3 Parent Responsibilities

Parents must:

- Ensure their child arrives on time, prepared, and in full uniform.
- Encourage their child to follow school rules and values.
- Ensure homework is completed and signed regularly.
- Attend parent meetings when requested.
- Cooperate respectfully with staff.
- Inform the school of any medical, emotional, or behavioural concerns.
- Monitor their child's online behaviour during Distance Learning.

Parents are essential partners in building consistent behaviour expectations at home and school.

3.4 Student Responsibilities

All students must:

- Follow school rules and show respect toward peers, teachers, visitors, and themselves.
- Take responsibility for their learning, assignments, and participation.
- Wear the complete and correct school uniform.
- Follow staff instructions immediately and respectfully.
- Respect school property and resources.
- Maintain positive online behaviour and adhere to the Cyber Policy.
- Refrain from bullying, discrimination, or aggression.
- Represent the school appropriately during trips, events, and competitions.

Students are reminded that behaviour includes actions, words, facial expressions, and online conduct.

4. WHOLE-SCHOOL POSITIVE BEHAVIOUR APPROACH

Positive behaviour is best developed through a school-wide, proactive approach rather than reactive discipline.

4.1 The School Promotes Positive Behaviour by:

- Creating a safe, caring, supportive environment.
- Using praise before reprimand.
- Teaching behaviour expectations through assemblies, lessons, and activities.
- Encouraging teamwork, empathy, and leadership.
- Addressing behaviour issues early, before escalation.

- Recognizing and celebrating positive behaviour.

4.2 Classroom Strategies

Teachers use the following:

- Clearly posted class rules
- Behaviour charts, punctuality charts
- Verbal encouragement and positive notes home
- Reward systems (stickers, stars, badges, certificates)
- Student responsibilities such as class monitor roles
- Circle-time discussions (especially for KG)
- Calm-down corners for emotional regulation

5. TYPES OF UNACCEPTABLE BEHAVIOUR

5.1 Minor Misbehaviour

- Talking out of turn
- Running indoors
- Littering
- Not doing homework
- Minor disrespect
- Inappropriate language (not abusive)
- Not bringing books/materials
- Making noise in corridors
- Eating in class without permission

5.2 Serious Misbehaviour

- Repeated minor offences
- Defiance or refusal to follow instructions
- Bullying (verbal, physical, relational, cyber)
- Fighting
- Theft
- Damaging property
- Truancy
- Cheating in exams/assignments
- Harassment or discrimination

5.3 Major/Gross Misbehaviour

- Physical assault
- Serious bullying or threats
- Possession of dangerous objects
- Drug involvement (use, possession, distribution)
- Vandalism or destruction of school property

- Behaviour that endangers safety
- Extreme disrespect towards staff

6. CONSEQUENCES & DISCIPLINARY MEASURES

Consequences aim to correct behaviour, promote reflection, and protect the school environment.

6.1 Consequences for Minor Misbehaviour

- Verbal warning
- Counselling session
- Change of seat
- Temporary time-out
- Note in diary
- Parental call
- Loss of privileges (games, fun activity, break time)

6.2 Consequences for Serious Misbehaviour

- Written warning
- Meeting with parents
- Behaviour contract
- Removal from sports/activities/trips
- Temporary in-school isolation
- Additional assignments
- Referral to Principal

6.3 Escalated Measures

- Half-day in-school suspension
- Full-day in-school suspension
- Formal suspension (1–5 days)
- Extended suspension (Board approval)

Suspensions are used only when necessary, following a fair investigation.

7. PROCEDURES & CONSEQUENCES FOR DRUG-RELATED INCIDENTS

Drug-related issues are handled with **zero tolerance**, following **ADEK Student Behaviour Policy**.

7.1 Immediate Actions

- Student is safely isolated from peers.
- Any substance or object is confiscated.
- Principal and Counselor are informed immediately.
- Parents are called the same day.

- A senior staff member conducts an investigation.

7.2 Investigation Process

- Collection of statements
- Review of circumstances
- Confidential record-keeping
- Engagement of police/health authorities if required by ADEK

7.3 Consequences

Level 3 – First-time possession or use

- Mandatory counseling
- Written warning to student and parents
- Behaviour contract
- Suspension (1–3 days)

Level 4 – Repeated use or serious involvement

- Suspension (3–5 days)
- Referral to medical/psychological support services
- Formal behaviour intervention plan
- Regular progress monitoring

Level 5 – Distribution, promotion, or high-risk cases

- Immediate suspension pending investigation
- Recommendation for expulsion
- Mandatory reporting to ADEK
- Board meeting with parents

7.4 Reintegration Support

After suspension:

- A reintegration meeting is held with parents.
- Student signs a commitment to abide by school rules.
- Counselor provides mandatory follow-up sessions.

8. CHEATING & EXAM MISCONDUCT

Cheating is considered serious misbehaviour.

Consequences include:

- Cancellation of the exam or assignment
- Written warning and parent notification
- Behaviour contract
- Removal from honours/awards for the term
- Repeated or major cheating → Suspension

9. SUSPENSION PROCEDURES

The school will:

1. Investigate the incident fairly.
2. Invite parents for a meeting.
3. Provide written notice specifying:
 - Reason
 - Duration
 - Expectations for return
4. Record the suspension internally and on ADEK system when required.

Suspension beyond 7 days requires Board approval.

Expulsion:

Expulsion is a very serious step and will only be taken by the Board of Management in extreme cases of unacceptable behaviour which may include:

- The pupils' behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The pupils' continued presence in the school constitutes a real and significant threat to their safety.
- The pupil is responsible for serious damage to property.

The Board of Management makes the final decision after reviewing all evidence and ADEK requirements.

Parents will be informed in writing:

- the duration of the suspension
- reasons for the suspension
- arrangements for returning to school including a commitment to be entered into by the parents and pupil re-affirming their acceptance of the Code of Behaviour
- the right to appeal to the Board of Management

- When any sanction, including suspension, is completed, a pupil will be given the opportunity and support for a fresh start.

Record Keeping:

Homework Diary - Teachers may make notes in the Parent/Teacher comments section.
Teachers may send notes to parents.

Classroom Incident Book - Kept by School Counsel

Reviewed Date: 5th Jan 2027

A handwritten signature in green ink, appearing to read 'Ghauzeena', with a stylized flourish at the end.

Principal

