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# BEHAVIOUR POLICY

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THE INDIAN HIGH GROUP OF SCHOOLS, DUBAI

LAST REVISION: MAY 2024

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## 1. Rationale

The purpose of the policy is to maintain a safe and orderly environment where teachers and students can learn and work together in an atmosphere of co-operation and mutual respect. To enable teaching & learning to take place, we believe that responsible behaviour in all aspects of school life is necessary. We seek to create an inclusive and caring learning environment in the school.

## 2. Scope

This policy underpins the principles, aims and strategies for promoting positive behaviour management at The Indian High Group of Schools. We expect students, staff, and parents to work together to achieve the highest standards of behaviour within and beyond the school, in accordance with this policy document. We encourage each student to take responsibility for themselves and others, their learning, and the environment. It is in consonance with the rights and responsibilities of all the stakeholders, concerned management, educators, students, parents, and support staff. Its standard permeates all the phases of the school and creates a sense of social cohesion within it.

## 3. Policy Statement

This policy should be read comprehensively in conjunction with the appendices for Child Protection and Safeguarding Policy, Student Code of Conduct Policy, Teacher Code of Ethics and Professional Conduct as these underpin the ethos of the school. The School Wellbeing Policy and Absence Policy must also be referred to. This policy is designed to foster a positive culture for working and learning which supports freedom of thought and expression within a framework of respect for the rights of others. We aim to ensure that occurrences of bullying, harassment and discrimination are taken seriously and dealt with due sensitivity.

## 4. Behaviour Policy Procedures: An Overview

The Indian High School aims to encourage a working environment of respect, transparency and integrity through appropriate behaviour and conduct and through compliance with relevant legislation.

- Promote justice and fairness for all.
- Protect each student the right to benefit fully from the school.
- Enable all students to work to the best of their ability thereby achieving their full academic potential.
- Help students acquire a high standard of social behavior.
- Encourage students to develop self-discipline.
- Develop in our students a sense of pride in themselves.
- Engender respect for all staff members and elders.
- Respect school property and the school environment.

All stakeholders have the right to feel safe and respected in school. A culture of mutual respect in our school is expected, which requires all members of the school community to be respectful of and to each other. Behavioural expectations are taught explicitly and implicitly in school depending on the student's age. The Behavior Policy of the school is expected to be implemented by all teachers and students in school and whenever our students are out of the school-on-school sponsored trips, e.g., Day Trip linked to the curriculum, Cultural Trips and Educational Tours.

## 5. Responsibilities

### i. Educators

Educators are responsible for developing an ethos of positive respect whereby positive exchanges are the norm and students are praised for good behaviour. They must implement the objectives of the policy by example and explicit teaching. Supervision is a crucial part of behaviour management, and teachers must always supervise students to ensure that safety procedures are being maintained.

- Educators will behave in ways that promote the welfare of the students, taking all actions within their power to protect student safety.
- Educators must be aware of, and comply with, school child protection policies.
- Educators are obligated to report to relevant authorities if they suspect a student is being or will be harmed.
- Educators will meet the individual learning needs of students and assist all students to maximize their potential.
- Educators will involve parents and/or community in the decision-making about the care and education of their children.
- Educators will communicate all decisions promptly and openly to students, parents, and members of the community with a right to know.
- Educators will establish open, honest, and respectful relationships with parents and the community.
- Educators will comply with all lawful directions and decisions from their school heads, supervisors or the delegated school authority.
- Educators will encourage and support colleagues to build and maintain high professional standards.
- Educators will work with each other in a way that develops a positive, supportive professional environment.
- Educators will assist in the preparation and induction of new educators through mentorship and guidance.
- Educators will ensure that any public comments they make reflect the policies and priorities of the Indian High Group of Schools.
- Educators will ensure that usage of school communication devices (computers, phones, etc.) does not include any communication that may be controversial or offensive.
- Educators will keep in confidence information regarding students and colleagues unless disclosure is permitted and serves a clear professional purpose.
- Educators will be honest and maintain integrity in dealing with all official work.
- Educators will be familiar with the provisions of legislation and/or policies relevant to their official responsibilities.
- Educators will never give students alcohol or other drugs, nor will they encourage or condone the use of alcohol or other drugs by students.
- Educators will administer and/or supervise the administration of prescribed medications consistent with government guidelines.
- Educators will be expected to use school resources efficiently and for the official purpose to which they are assigned.
- Educators must be aware of and comply with current school policy on Online Safeguarding and Student Code of Conduct, Distance Learning Policy and Work from Home policy.

- Educators will be expected to honor public funds and property entrusted to them and to practice responsible stewardship.
- Educators will respect Islamic values and practices in the classroom or workplace.
- Educators will respect UAE customs and traditions in schools or workplace.
- Educators will dress in an official, professional manner, consistent with formal business attire and UAE customs and traditions.
- Educators will exhibit tolerance and respect for individuals of different political or religious convictions.
- Educators are expected to take all necessary steps to ensure that classrooms and other workplaces are free from all forms of harassment and discrimination.
- Educators will treat students and colleagues equitably, including those with disabilities or other special needs.
- Educators will ensure that classroom discussions are focused on the subject area being taught.
- Educators will be respectful in all comments, and exercise special care if addressing issues – such as religion or politics – with the potential to cause controversy.
- Educators will prevent students from raising potentially controversial issues for group discussion.
- A teacher shall not absent himself/herself from assigned work without permission.
- A teacher getting special permission to leave the campus for a short period should do so with the consent of the principal.

## **ii. Parents/Guardians**

Supportive parents and favorable home environment play a crucial role in shaping the attitude which produces good behaviour in school. The responsibilities of the parents include the following:

- Co-operate with the school by encouraging their child to abide by the school rules.
- Actively support the school staff in the application of the Code of Behaviour.
- Keep themselves informed of their children's behaviour, progress, attendance, and punctuality.
- Contact the school if they are concerned about any aspect of their child's behaviour and/or progress in the spirit of good communication the school will endeavor to keep parents/guardians informed of their child's progress and to alert them at an early stage if difficulties arise.
- Have the right to appeal any decision to the principal or to the Management as appropriate.
- Maintain a demeanor characterized by courtesy, politeness, and refrain from any form of verbal aggression, disrespectful behaviour, or physical intimidation when engaging with school staff, especially in the presence of children. Such conduct undermines a respectful environment and sets an inappropriate example for children. Mutual respect and civility in all communications with staff members are fundamental to maintaining a positive and supportive educational community for all involved.

Parents are expected to:

- Provide the school with copies of all medical, psychological, or educational assessments or reports before finalizing enrolment in the school. Schools must have this information to better assess children and plan for and meet the student's educational needs. Failure to disclose this information, including the deliberate withholding of information, does not allow schools to formulate specific learning plans for the student and may result in inadequate progress in school.

- Notify the school in writing if they are aware or suspect that their child has learning difficulty. If, following engagement with parents and student, the principal and the child's teachers judge that essential information about a student of determination has been intentionally withheld, parents will be asked to withdraw their child. This action will be taken only after obtaining approval from KHDA.
- Provide the school with relevant medical, psychological, or educational assessments or reports upon request at any point during the academic year.
- Refer to all school policies, available on its website.

Effective communication is essential to build a school-parent partnership which will strengthen the student's learning experience.

- Students' early exit will be permitted only if the school is informed not later than 7:00am for girls/9:00 am for boys on the same day.
- Supplying the school with valid and updated contact details, including home and mobile numbers, e-mail addresses and home locations.
- Updating the school about any changes in the contact information.
- Referring regularly to established means of communication for any updates about the school.
- All parents are expected to check the parent portal regularly to get updates on school communication.
- Being courteous in their approach to staff when enquiring about their child.
- Attending meetings, conferences and reviews related to their child's progress and performance.
- Reading, ratifying, and implementing the school's policy on attendance and punctuality.
- Promoting their child's attendance and punctuality and abiding by the timings set by the school for the start and the end of the school day.
- Understanding and upholding the school's policy which states that continued tardiness and absenteeism will result in disciplinary measures and will affect the students' chances of enrolment for the upcoming academic year.

**Failure to do so may impact their child's progress and learning experience. Parents' level of participation, involvement and responsibility in their child's learning will affect his or her chances for re-enrolment the following year.**

Schools strive to offer all their students a hazard free and emotionally safe environment in which they can achieve their full academic and personal potential. For school to achieve this objective, the responsibilities of students and parents include:

- Abiding by the school's behaviour policy. This policy covers expected code of behaviour during school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.
- Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.
- The school follows the BYOD policy and students are expected to adhere to this policy. Parents must ensure that rules of safety and cyber security are strictly followed.
- Students are required to adhere to the student Code of Conduct and follow the school norms and expectations regarding personal grooming and dress code/uniform.
- The school has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in resulting in emotional and physical

harm of any kind which will lead to immediate suspension / expulsion of the aggressor from the school. The matter will be referred to KHDA for ratification.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums. The school has set a clear policy for parents and students about the use of and participation in social media outlets and/or forums. This policy includes, but not be restricted to, the following:

- Parents and students in all grade levels using any social media forum must, always, demonstrate respect for the members of the school community (including all students and personnel)
- Parents and students must not breach confidentiality, defame, or make threats to any person in the school community.

Instances of proven and intentional breach of the above will result in sanctions that may include Suspension from the school.

Note: Additionally, beyond the responsibilities outlined for students and parents above, there is also the following requirement:

Ensuring students must not engage in any behaviours or activities intended as jokes – including senior pranks – which result in damage to property, harm to individuals, or disrespect the reputation of people, the school, the community, or Dubai. These may lead to further action including prohibiting final-year students from attending graduation ceremonies, or expulsion from the school, after obtaining KHDA’s approval.

1. The school has the right to issue warning letters to a student for any behavioural issue. This may include signing an undertaking when necessary.
2. The school reserves the right to suspend a student for up to three days in case of a serious behavioural issue, after obtaining KHDA approval.
3. The school reserves the right to not re-enroll students (after obtaining KHDA approval) for the following academic year when behavioural issues are repeated. This will be documented by the school through the issuance of dated warning letters supported with evidence and after obtaining KHDA approval.

### **Parent/Visitors Code of Conduct**

In addition to following the guidance set out in our Parent School Contract, we expect parents/visitors to:

- Understand that both teachers and parents/carers need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child’s version of events with the school’s view in order to bring about a peaceful solution to any issue.
- Correct their own child’s behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.

## Types of Unacceptable Behaviour

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour or disorderly conduct which interferes or threatens to interfere with the operation of a classroom, office or any other area of the school grounds.
- Using loud/or offensive language, shouting, swearing, cursing, using profane language, attempting to physically intimidate, use of aggressive hand gestures or displaying temper.
- Threatening to harm a member of school staff, visitor, fellow parent/carers or pupil.
- Damaging or destroying school property.
- Sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications.
- Defamation of the school or staff character on Facebook or other social networking sites.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of their actions towards your own children.
- Smoking and consumption of alcohol or illegal drugs on school premises.

**This will not be tolerated. All members of the school community have a right to expect that their school is a safe place. If the parents' behaviour is unreasonable, permission for them to be on the school premises may be withdrawn and they will become a trespasser. The school retains the right to de-enroll the child at the end of the academic year. The aggrieved member of staff retains the right to seek legal recourse as offered by the laws of the land.**

## Police Assistance

In the event of a parent (or other person) becoming aggressive or violent, school will not hesitate to contact the police using 999. When the situation does not require immediate Police response, but there is prior knowledge of likely trouble, the school leadership team may contact the local Police Station for advice.

### iii. Students

Students must abide by the Behaviour Policy and develop the ethos of positive respect in the school. Our school expects excellence in all areas, and by focusing on this, our students can develop their potential and become internationally minded young people of excellence.

School rules and expectations

Student:

- listens to the teacher and other students when they are talking.
- does her/his best all the time and keeps trying to improve.
- concentrates, pays attention, and is organized.
- avoids situations that will hamper one's own learning or the learning of others.
- is always regular and punctual to school/class.



- has necessary books & materials and is ready for lessons with completed classwork/homework.
- completes all assignments/projects/journals on time and is ready for all assessments.
- is ready for lessons & assessments, classwork & projects completed on time, having the necessary books & materials.
- takes the responsibility to look after classroom/workspace.
- takes the responsibility to be observant and report things that make one uncomfortable.
- is sensible when using school equipment and is not rough with other students.
- looks out for other students in the playground – help them if they need it.
- is safe and sensible; make sensible choices considering own & others' safety & learning, moves in an orderly way & walks safely in corridors.
- negotiates to problem-solve with helpful words, not anger, fists or feet.
- clears-up after lessons and breaks and does not shout, use sarcasm, tease, insult, swear or use offensive language.
- displays the responsibility to listen to others and support peers.
- displays responsibility to respect authority, rights & property of others.
- displays the responsibility to contribute to school decisions.
- displays the responsibility to treat others with respect and dignity.
- includes other students in games, is honest and truthful.
- respects others' right to a peaceful, dignified existence; making sure words and actions do not disturb or offend others.
- respects the differences, beliefs, culture, values, and traditions of others.

### **General Rules for Uniforms**

- All students must be dressed in the specified school uniforms and always look smart, failure to comply with, a warning is sent for required remedial action.
- In the absence of the necessary written documentation, exceptions will not be granted, and any violation of the dress code may lead to disciplinary action.
- Student dress and/or grooming (short hair for boys and appropriate hairdo for girls) which makes student look untidy and poses a health or safety issue for the individual student, or for other students, or for staff, is strictly prohibited.
- Adherence to the student dress code is mandatory unless the principal designates a special day or occasion to promote school spirit and/or improve school climate. (e.g., Teachers' Day, Talents Day, House Day etc.)
- Enforcement of the student dress code by the staff is to be consistent and as objective as possible.
- Repeated violation of the student dress code will be considered an act of insubordination and will be subjected to disciplinary action.
- Students are permitted to come to school in colored clothes on their birthdays and are expected to adhere to decency norms.
- The shirt must be neatly tucked into the waistband of the trousers/skirt.
- The trousers/skirt must be worn on the waist and not below.
- For girls the skirt length should be below the knee/full length.
- No streaking or color to be used on the hair.
- Nails must be trimmed short. No nail polish or henna on hands is permitted.
- No accessories/jewelry of any kind is permitted. This includes ear studs for boys & extra piercing for girls.

## 6. Behaviour Intervention Record

Supervisors maintain Behaviour Intervention Record on Mograsis as per the following format:

1. Date of incident -
2. Section -
3. Grade -
4. Div -
5. GR No -
6. Names of students involved:
7. Categorization of incident: Level 1/Level2/Level 3/Level 4
8. Reported by:
9. Reported to:
10. Date of reporting:
11. Brief summary:
12. Immediate actions taken:
13. Follow up actions:
14. Staff member responsible for follow up:
15. Summary of follow up:
16. Attachments: *attach self-reflection form if student was referred to counsellor and/or any evidence.*
17. Status - (Resolved/Pending/Follow up - ongoing)

## 7. Behaviour Improvement Path

THE INDIAN HIGH GROUP OF SCHOOLS			
Behavior Improvement Path			
Description of behaviour	Possible Actions	By whom	Parental support
<p><b>Level 1 (Step 1 &amp; 2)</b> <b>Low Level Misbehavior</b></p> <ul style="list-style-type: none"> <li>• Lack of attention in class/no effort in class – Not working to targets or potential.</li> <li>• Mild disruptive behavior in public spaces, persistent defiance</li> <li>• Refusal to clean up after themselves.</li> <li>• Failure to complete homework</li> <li>• Not in uniform, late arrival to school or lessons, not carrying school ID card.</li> <li>• No/incorrect equipment and/or PE kit.</li> <li>• Planner and/books not kept professionally</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder</li> <li>• Verbal warning</li> <li>• Reflection time with counsellor</li> <li>• Quietly and calmly discuss how their behavior choices have resulted in them being issued a detention from lessons or recess time.</li> <li>• Meeting with parent &amp; action plan regarding behavior</li> <li>• Submission of 'Self Reflection Form'</li> </ul>	<p>All staff</p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Counsellor</li> <li>• Supervisor</li> </ul>	<p>Discuss the issue with your child:</p> <ul style="list-style-type: none"> <li>• Discuss/meet staff and agree action.</li> <li>• Ensure homework is completed.</li> <li>• Ensure your child is in the correct uniform.</li> <li>• Ensure your child has the correct equipment.</li> <li>• Ensure your child's planner is kept up to date.</li> <li>• Ensure your child is in school on time.</li> <li>• Ensure your child follows the '<b>Student Code of Conduct</b>' (SCC)</li> </ul>
<p><b>Level 2 (Step 2 &amp; 4)</b> <b>Medium Level Misbehavior</b></p> <ul style="list-style-type: none"> <li>• Repeated Level 1 behavior</li> <li>• Disruptive behavior in public places and quiet zones</li> <li>• Walking out of lesson without permission</li> <li>• Consistent lack of engagement</li> <li>• Continued disruption – defiance</li> <li>• Misuse of ICT, social networking, or cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Detention during recess/lessons</li> <li>• Meeting with parent and action plan</li> <li>• Session with Counsellor and parents must be involved.</li> <li>• Placed in alternative class for a set period.</li> <li>• External suspension</li> <li>• Loss of privileges</li> <li>• Internal suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection space supervised by Class Teacher or Counsellor or Head of Section</li> <li>• All staff</li> <li>• Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss your child's behavior in school with them.</li> <li>• Discuss with staff and agree action.</li> <li>• Discuss action and expectations with your child.</li> <li>• Discuss with child and ensure your child adheres to SCC rules</li> </ul>

<ul style="list-style-type: none"> <li>Persistently not in uniform, late arrival to school or lessons</li> <li>Failure to meet counsellor for reflection time</li> </ul>	<ul style="list-style-type: none"> <li><b>Self-Reflection Form</b> or/ &amp; weekly report</li> </ul>		
<p><b>Level 3 (Step 5)</b> <b>High Level Misbehavior</b></p> <ul style="list-style-type: none"> <li>Repeated Level 1 or 2 behaviors</li> <li>Fighting/bullying</li> <li>Persistent defiance</li> <li>Swearing, abusive language</li> <li>Cheating in exams/ altering/ tampering with school records</li> <li>Theft, vaping, smoking, or damaging school property</li> </ul>	<ul style="list-style-type: none"> <li>Withdrawal &amp; urgent meetings with parent</li> <li>SLT Report</li> <li>External suspension</li> <li>Loss of privileges</li> <li>School Community Service</li> <li>Internal suspension</li> <li><b>Self-Reflection Form</b> or / &amp; weekly report drawn up</li> </ul>	<ul style="list-style-type: none"> <li>Senior Leadership Team <ul style="list-style-type: none"> <li>Principal/ Headmistress</li> <li>Head of Inclusion &amp; Wellbeing or/ &amp; Leader of Provision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Meet with staff; agree action. Support for restorative plan. Ensure the child adheres to plan and SCC rules.</li> <li>To discuss action and expectations with your child</li> <li>To agree and action plan with the attendance service</li> </ul>
<p><b>Level 4 (Step 6 &amp; 7)</b> <b>Extreme/Illegal Level Misbehavior</b></p> <ul style="list-style-type: none"> <li>Repeated Level 2 or 3 behaviors</li> <li>Assault or threatening a member of staff.</li> <li>Constant disruption</li> <li>Continued and persistent defiance</li> <li>Abusive or threatening behavior</li> <li>Violence, assault, or sexual harassment</li> <li>Severe bullying resulting in emotional and physical harm of any kind.</li> <li>Theft, damaging school property, possession of offensive weapons.</li> <li>Illicit/Illegal substance, offensive weapons</li> <li>Severe misuse of ICT, social networking, or cyber bullying</li> </ul>	<p style="text-align: center;"><b>Principal/Vice Principal/Headmaster/DCPO</b></p> <ul style="list-style-type: none"> <li>Fixed period suspension (3 days)</li> <li>Loss of privilege / School Community Service</li> <li>Severe level sanctions can only be determined by the Principal/Vice Principal in line with the guidance.</li> <li>Parents are informed and engaged in restorative plans.</li> <li>Restorative plans will only be considered if there is a degree of contrition, honesty, and a willingness to apologies in public if necessary.</li> <li>Urgent meeting with parents to develop a restorative plan followed by sessions with counsellor.</li> <li>Severe detention (up to 2hrs.) Parents will come to collect students, discuss the reason for detention and arrange for a further meeting if necessary.</li> <li>3 days suspension and meeting with parents to set a Pastoral Support Plan</li> <li>CP Report and meeting with parents to set a Pastoral Support Plan</li> <li>Permanent exclusion – <b>MOE forms 5, 6 and 7 completed with evidence presented to Educational Zone</b></li> </ul>		

*The above is reflected within Article 6 – 19 of the UAE Ministry of Education Student Conduct Disciplinary by Law in Schools Community documents.*

### Issuing A Detention: Level 2 (Step 3&4) Medium Level Misbehavior

An after-school/during recess/during class detention can be issued by any member of staff. Detention should be issued only once the member of staff has followed previous steps detailed in the code of conduct or if the level of behaviour warrants.

**Step 1:** Quietly and calmly discuss how their behaviour choices have resulted in them being issued detention.

**Step 2:** Incident is 'referred to School Head' and 'Leader of Provision/Counsellor'.

**Step 3:** Student Self Reflection form is completed by the student after a session with the counsellor.

**Step 4:** Send the student to the Section Head/HM/Principal office at the next available break.

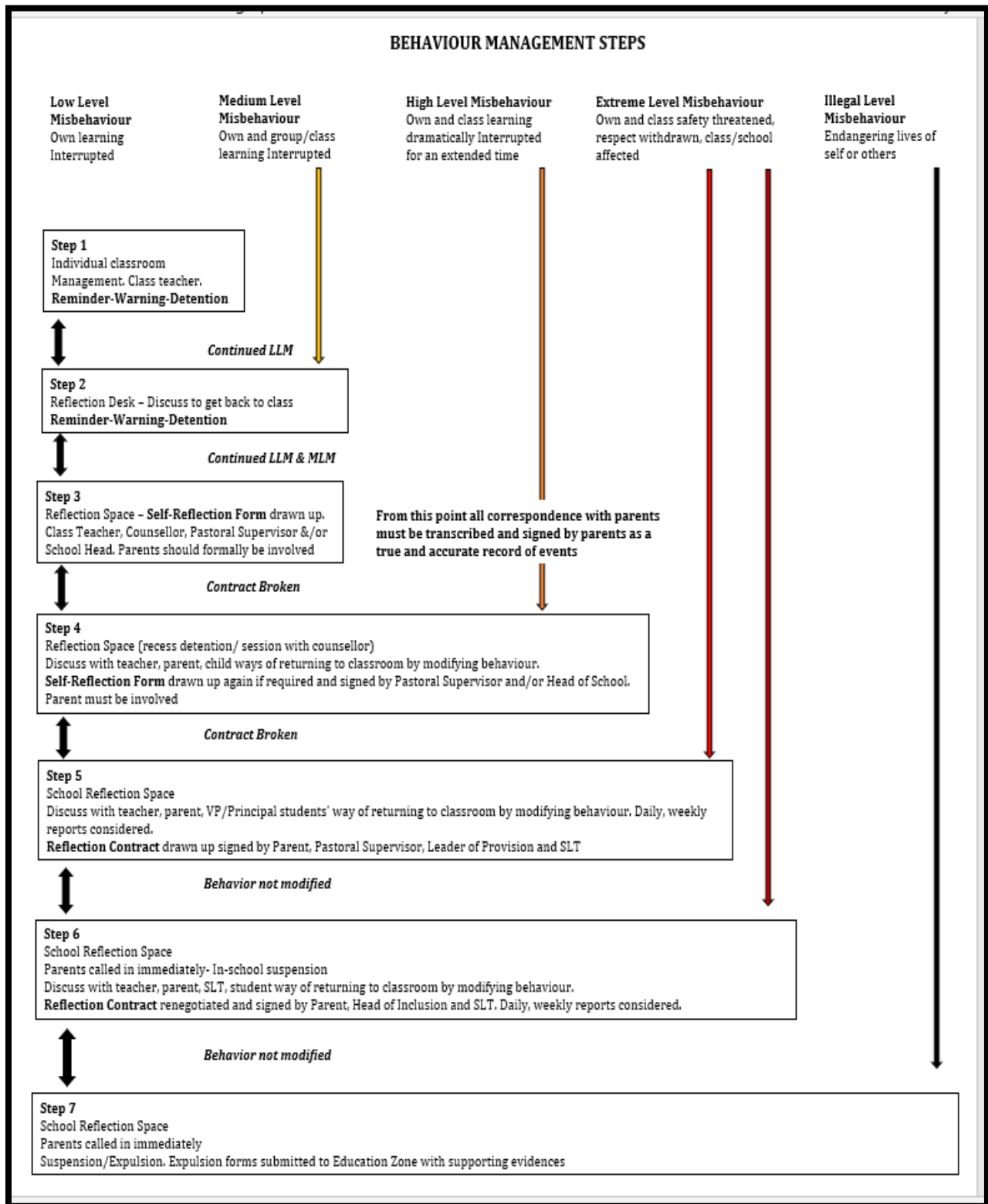
**Step 5:** Email the Section Head/Principal detailing the reasons for detention and the previous steps taken to correct behaviour including Self Reflection Form completed.

**Step 6:** The Leader of Provision will run the detention.

**Step 7:** The student will bring the Self Reflection Form to the detention.

**Step 8:** Any student issued an after-school detention more than 3 times will be issued a school daily/weekly report to monitor behaviour for an agreed period of time.

## 8. Behavior Management Steps



## 9. Definitions

- Stake Holders: It includes the Management, School Leaders, Staff, Students and Parents, as relevant.
- Consonance: agreement or compatibility between opinions or actions.
- MOE: Ministry of Education
- KHDA: Knowledge and Human Development Authority

## 10. Reference

- Code of Ethics and Professional Conduct  
[http://teacherslicensedubaiuae.com/wp-content/uploads/2019/12/Code\\_of\\_Ethics](http://teacherslicensedubaiuae.com/wp-content/uploads/2019/12/Code_of_Ethics)
- Policy Statement Professional Code of Conduct  
[http://teachercodes.iiep.unesco.org/teachercodes/codes/Arab/United\\_Arab\\_emirates.pdf](http://teachercodes.iiep.unesco.org/teachercodes/codes/Arab/United_Arab_emirates.pdf)
- Online Safeguarding and Student Code of Conduct
- Child Protection and Safeguarding Policy
- Attendance and Absence Policy
- Student Code of Conduct – Official Portal of the UAE [CLICK HERE](#)
- Parent School Contract

## 11. Evaluation & Review

The policy will be reviewed annually or whenever our regulatory or licensing bodies: Ministry of Education (MOE) or Knowledge and Human Development Authority (KHDA) make changes in their regulations.

## 12. Effective & Revised Dates

This policy has been in effect since 2014. The policy is reviewed annually and was last revised in May 2024.