



BEHAVIOUR POLICY

THE INDIAN HIGH SCHOOL, DUBAI

LAST REVISION: SEPTEMBER 2026

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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 behaviour.
- 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

Behaviour 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.
- Be aware of, and comply with, school child protection policies.
- Obligated to report to relevant authorities if they suspect a student is being or will be harmed.
- Meet the individual learning needs of students and assist all students to maximize their potential.
- Involve parents and/or community in the decision-making about the care and education of their children.
- Communicate all decisions promptly and openly to students, parents, and members of the community with a right to know.
- Establish open, honest, and respectful relationships with parents and the community.
- Comply with all lawful directions and decisions from their school heads, supervisors or the delegated school authority.
- Encourage and support colleagues to build and maintain high professional standards.
- Work with each other in a way that develops a positive, supportive professional environment.
- Assist in the preparation and induction of new educators through mentorship and guidance.
- Ensure that any public comments they make reflect the policies and priorities of the Indian High Group of Schools.
- Ensure that usage of school communication devices (computers, phones, etc.) does not include any communication that may be controversial or offensive.
- Keep in confidence information regarding students and colleagues unless disclosure is permitted and serves a clear professional purpose.
- Be honest and maintain integrity in dealing with all official work.
- Be familiar with the provisions of legislation and/or policies relevant to their official responsibilities.
- Never give students alcohol or other drugs, nor will they encourage or condone the use of alcohol or other drugs by students.
- Be expected to use school resources efficiently and for the official purpose to which they are assigned.
- 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.
- Be expected to honor public funds and property entrusted to them and to practice responsible stewardship.
- Respect Islamic values and practices in the classroom or workplace.
- Respect UAE customs and traditions in schools or workplace.

- Dress in an official, professional manner, consistent with formal business attire and UAE customs and traditions.
- Exhibit tolerance and respect for individuals of different political or religious convictions.
- Take all necessary steps to ensure that classrooms and other workplaces are free from all forms of harassment and discrimination.
- Treat students and colleagues equitably, including those with disabilities or other special needs.
- Ensure that classroom discussions are focused on the subject area being taught.
- Be respectful in all comments, and exercise special care if addressing issues – such as religion or politics – with the potential to cause controversy.
- 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.

- **Vaping Prevention and Response Responsibilities**

Educators must:

- Be vigilant in identifying early signs of vaping-related behaviour.
- Immediately report any concerns to Section Supervisor, or the Designated Child Protection Officer.
- Contribute to preventive education by reinforcing health and safety messages related to vaping during class and wellbeing sessions.
- Support the implementation of KHDA's graduated response framework and follow all reporting procedures.

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.
- Reinforce the school's anti-vaping policy at home.
- Monitor and educate their child regarding the health risks and consequences associated with vaping.
- School awareness sessions/communications on harmful effects of vaping.

- Work collaboratively with the school if their child is found involved in vaping-related behaviour, including participating in counselling interventions and action plans.

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, supervisor, SENCO, 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 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 expects the students to bring their own device (BYOD). 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 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/care takers 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 through the Happy to Help (H2H).

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.

6. 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/carer 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/vaping and consumption of alcohol or illegal drugs on school premises.
- Use, possession, distribution, or attempted use of vaping devices or related materials anywhere within school premises, on school transport, or during school-related events.

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.

Zero Tolerance to Bullying

The Indian High School adopts a zero-tolerance stance towards bullying in all its forms. Bullying is defined as the intentional and deliberate intimidation, harm, or harassment of another person through emotional, physical, psychological and/or cyber means. They can be,

- Physical bullying – hitting, pushing, physical intimidation.
- Verbal bullying – name-calling, taunting, threats.
- Psychological/emotional bullying – exclusion, manipulation, humiliation.
- Cyberbullying – harassment, intimidation, impersonation, or defamation through digital platforms, social media, messaging apps, or gaming forums.
- Bullying on and off school premises – including on school buses, during school trips, extracurricular activities, and in online spaces where conduct impacts the school community.

Consequence Pathway

- **First confirmed instance:** Written warning + parental meeting + counselling intervention + behaviour undertaking.
- **Repeat or serious instance:** Internal or external suspension subject to KHDA approval where required.
- **Proven intentional severe bullying causing emotional or physical harm:** Immediate suspension and possible expulsion, subject to KHDA ratification.

Parents retain the right to formally appeal decisions through the school's dispute resolution process.

Cyber Misconduct

The school recognizes that certain acts of cyber misconduct may constitute criminal offences under UAE law.

These include but are not limited to:

- Morphing or manipulating images of staff or students.
- Creating fake accounts to impersonate members of the school community.
- Publishing confidential school information publicly.
- Posting defamatory, threatening, or harmful content about the school, staff, or students.
- Circulating sexually explicit or severely defamatory material.

Such actions may fall under UAE Federal Decree Law No. 34 of 2021 (Cybercrime Law) and may result in criminal prosecution, fines, or imprisonment in addition to school-based disciplinary measures.

In severe cases, the school reserves the right to refer matters to relevant authorities.

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.

Prohibition of Vaping and Related Substances

In alignment with KHDA's School Policy Measures on vaping, The Indian High School strictly prohibits:

- The use, possession, or distribution of vaping devices
- E-liquids, nicotine pods, disposable vapes, or any paraphernalia associated with vaping
- Vaping on school premises, on school transport, or during any school-related activity or trip
- This prohibition applies to all students and adults within the school community.
- Clear signage will be displayed in washrooms, stairwells, corridors, and outdoor areas as mandated.

Any student found engaging in vaping-related behaviour will be subject to the school's Behaviour Improvement Path, which categorizes vaping as a Level 3 High-Level Misbehaviour.

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.

7. 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/Level 2/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)

8. VAPING PREVENTION, SUPPORT AND INTERVENTION

The Indian High School adopts KHDA's mandated approach to vaping prevention and student wellbeing.

- Staff are trained to recognize signs of vaping and abide by the school's protocol for reporting the same.
- Any vaping-related concern will be referred to Counselling, Wellbeing, and Safeguarding teams for coordinated intervention.
- Students involved in vaping receive structured support, including counselling sessions, behaviour contracts, and monitoring plans.
- Students may also report concerns anonymously, through designated channels.
- All incidents are logged, analyzed and immediate action is taken.

Escalation of Vaping Offences

In alignment with UAE Federal Law No. 15 of 2009 on combating Tobacco Usage and KHDA directives:

- **First offence (use or possession):** Device confiscation + parental undertaking + written warning + counselling intervention.
- **Concealing vaping devices (e.g. bags, lockers, washrooms etc.):** First offence -Device confiscation + parental undertaking + counselling intervention + written warning. For second offence - Immediate suspension + parental conference and undertaking + KHDA notification where required.
- **Repeatedly bringing vaping devices to school:** Suspension and possible mandatory transfer consideration.
- **Selling, distributing, or coercing others to vape:** Immediate suspension (Case-Specific) + referral to relevant authorities (including Dubai Anti-Narcotics, where applicable) + potential permanent expulsion subject to KHDA approval.

9. BEHAVIOUR IMPROVEMENT PATH

The Indian High School, Dubai			
Behaviour Improvement Path			
Description of behaviour	Possible Actions	By whom	Parental support
Level 1 Low Level Misbehaviour • Lack of attention in class/no effort in class – Not working to targets or potential. • Mild disruptive behaviour in public spaces, persistent defiance • Misusing digital devices to play games or listen to music during instruction • Refusal to clean up after themselves. • Failure to complete homework	• Reminder • Verbal warning • Reflection time with counsellor • Quietly and calmly discuss how their behaviour choices have resulted in them being issued a detention from lessons or recess time. • Meeting with parent & action plan regarding behaviour • Submission of 'Self Reflection Form'	All staff • Teacher • Counsellor • Supervisor	Discuss the issue with your child: • Discuss/meet staff and agree action. • Ensure homework is completed. • Ensure your child is in the correct uniform. • Ensure your child has the correct equipment. • Ensure your child's planner is kept up to date. • Ensure your child is in school on time.

• Not in uniform, late arrival to school or lessons, not carrying school ID card. • No/incorrect equipment and/or PE kit. • Planner and/books not kept professionally • Neglecting to bring books or school supplies	• In repeated cases, deduction of grade from student's behaviour grade/impact on good conduct certificate		• Ensure your child follows the 'Student Code of Conduct' (SCC)
Level 2 Medium Level Misbehaviour • Repeated Level 1 behaviour • Disruptive behaviour in public places and quiet zones • Walking out of lesson without permission • Consistent lack of engagement • Continued disruption – defiance • Misuse of ICT, social networking, or cyber bullying • Persistently not in uniform, late arrival to school or lessons • Failure to meet counsellor for reflection time • Inciting or threatening fights, and expressions that conflict with societal norms • Verbal abuse towards peers or staff • Smoking/Vaping in school premises	• Detention during recess/ lessons • Meeting with parent and action plan • Session with Counsellor and parents must be involved. • Placed in alternative class for a set period. • External suspension • Loss of privileges • Internal suspension • Repeated written warnings • Deduction of grade from student's behaviour grade/impact on good conduct certificate • Self-Reflection Form or/& weekly report	• Reflection space supervised by Class Teacher or Counsellor or Section Supervisor • All staff	• Discuss your child's behaviour in school with them. • Discuss with staff and agree action. • Discuss action and expectations with your child. • Discuss with child and ensure your child adheres to SCC rules
Level 3 High Level Misbehaviour • Repeated Level 1 or 2 behaviours • Fighting/bullying • Persistent defiance • Swearing, abusive language • Cheating in exams/ altering/ tampering with school records • Theft, vaping/smoking, or damaging school property/school transport facilities	• Withdrawal & urgent meetings with parent • SLT Report • External suspension (Subject to KHDA Approval) • Loss of privileges • School Community Service • Internal suspension • Self-Reflection Form or /& weekly report drawn up	• Senior Leadership Team • Section Supervisors, SENCO, Counsellor	• Meet with staff; agree action. Support for restorative plan. Ensure the child adheres to plan and SCC rules. • To discuss action and expectations with your child • To agree and action plan with the attendance service

- Unauthorized photography or sharing of images involving students or staff - Physical assaults that do not lead to severe/serious injury			
Level 4 Extreme/Illegal Level Misbehaviour - Repeated Level 2 or 3 behaviours - Assault or threatening a member of staff. - Constant disruption - Continued and persistent defiance - Abusive or threatening behaviour - Violence, assault, or sexual harassment - Severe bullying resulting in emotional and physical harm of any kind. - Theft, damaging school property, possession of offensive weapons. - Illicit/Illegal substance (Smoking/Vaping/Drugs/Alcohol), offensive weapons - Severe misuse of ICT, social networking, or cyber bullying - Dissemination of extremist ideologies - Defamation based on culture, religion or politics - Leaking of exam questions and severe malpractice	Principal/Vice Principal/Headmaster/DCPO - Fixed period suspension after approval from KHDA - Loss of privilege / School Community Service - Severe level sanctions will be determined by the Principal/Vice Principal/ H&S Officer in line with the guidance. - Parents are informed and engaged in restorative plans. - Restorative plans will only be considered if there is a degree of contrition, honesty, and a willingness to apologise. - Urgent meeting with parents to develop a restorative plan followed by sessions with counsellor. - Suspension and meeting with parents to set a Behaviour Intervention Plan (BIP) - Permanent exclusion		

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

In accordance with KHDA guidance, all vaping-related incidents (use, possession, distribution, or coercion) must be documented, reported through the safeguarding channel when required, and followed by counselling referral and parental involvement.

10. BEHAVIOURAL INTERVENTIONS FOR STUDENTS OF DETERMINATION

Behavioural challenges exhibited by Students of Determination are often rooted in specific underlying factors such as communication difficulties, sensory processing challenges, anxiety, or other learning and developmental needs. Recognizing these root causes is critical to developing effective, fair, and meaningful interventions through Behaviour Intervention Plans. While we recognize and understand that students of determination may exhibit behavioural challenges due to their barriers to learning, any behaviour that causes harm to another individual or violates the laws of the United Arab Emirates will be subject to the behaviour policy, just as it applies to all students. However, every effort will be made to support and intervene before resorting to disciplinary measures laid down as per this behaviour policy. These efforts include,

Differentiated Disciplinary Actions

1. Individualized Approach:

- Disciplinary actions for Students of Determination are adapted to align with their IEPs, ISPs, or BIPs.
- Strategies focus on teaching alternative, positive behaviours rather than punitive measures that may not address the root causes.

2. Restorative Practices:

- Restorative approaches, such as facilitated conversations or peer mediation, are used to repair relationships and rebuild trust when conflicts arise.
- These practices encourage accountability while considering the student's specific needs and capacity for reflection.

3. Focus on Growth:

- Interventions are aimed at helping the student develop self-regulation, communication, and problem-solving skills.
- Staff members are trained to use de-escalation techniques and positive reinforcement strategies tailored to individual students.

Supportive Measures

- **Collaboration with Specialists:** Behaviour Intervention Plan are developed in consultation with inclusion specialists to ensure interventions are appropriate and effective.
- **Parental Involvement:** Parents are actively involved in discussing and reviewing behavioural strategies, ensuring consistency between home and school environments.
- **Monitoring and Adjustments:** Regular monitoring of behavioural interventions is conducted, with adjustments made based on the student's progress and evolving needs.

11. DEFINITIONS

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

12. REFERENCE

- KHDA Anti-Vaping Guidance for Private Schools in Dubai (2025)
- 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
- UAE Federal Decree Law No. 34 of 2021 (Cybercrime Law)
- UAE Federal Law No. 15 of 2009 on Combating Tobacco
- Federal Decree Law No. 30 of 2021 on Combating Narcotics
- UAE Federal Law No. 3 of 2016 concerning Child Rights (Wadeema’s Law)
- UAE Penal Code (Federal Decree Law No. 31 of 2021)

13. 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.

14. REVIEW AND REVISION

This policy has been in effect since 2014. The policy is reviewed annually. It was last revised in September 2026.

