



# **BEHAVIOUR**

## Policy

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## **1. INTRODUCTION**

At Jebel Ali School (JAS) our community is based upon the values of integrity, kindness, resilience, growth-mindedness, inclusivity and excellence. The school aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional wellbeing of all of our students is key to their development. We aim to teach trust and mutual respect for everyone. We believe that positive relationships, good manners and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We aim to develop qualities of team-work and leadership through our extensive programme of extra-curricular activities. The school is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take her or his place in the modern world. This policy should be read in conjunction with other disciplinary and safeguarding policies (see Section 7.).

### **1.1. Statement of Intent**

All students have the right to learn, and teachers have the right to teach. We regard trusting relationships and co-operative teamwork as essential for learning and self-development to take place. Good behaviour must be consistent throughout the school in order that a safe, orderly, positive and happy environment can be established for all members of the school community.

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. It is important that all staff, students and parents work together in order to support the positive ethos of our school. The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour,
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect,
- Ensuring equality and fair treatment for all,
- Praising and rewarding good behaviour,
- Challenging and disciplining misbehaviour,
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment,
- Encouraging positive relationships with parents,
- Developing positive relationships with students to enable early intervention,
- Promoting a culture of praise and encouragement in which all students can achieve.

## **1.2. Purpose of the Policy**

The purpose of this policy is to:

- Provide a consistent approach to behaviour management,
- Define what we consider to be unacceptable behaviour, including bullying and discrimination,
- Outline how students are expected to behave,
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management,
- Outline our system of rewards and sanctions.

## **1.3. Compliance**

Jebel Ali School has a responsibility to identify and comply with the laws, customs and values of the United Arab Emirates (UAE). Compliance means “adhering to the requirements of laws, industry and organisational standards and codes, principles of good governance and accepted community and ethical standards.

## **1.4. Definitions**

Foundation Stage (FS) refers to FS1 and FS2

Key Stage One (KS1) refers to Years 1 and 2

Key Stage Two (KS2) refers to Years 3 to 6

Secondary refers to Years 7 to 13

## **Whole School Code of Conduct**

As a school community we:

- Never stop believing that better is always possible,
- Have grit and resilience,
- Include everyone,
- Are kind to others and ourselves,
- Have a growth mind-set and know the power of hard work, effort and mastery,
- Value excellence and achievement,
- Genuinely invest in healthy relationships,
- Are positive and aspirational,
- Are trustworthy and seek to trust wherever possible,
- Embrace opportunities.

## **2. AIMS AND OBJECTIVES**

All members of the school community have a responsibility to uphold the school aims by:

- Respecting the rights, values and beliefs of the individual,
- Acknowledging and respecting different cultures and traditions,
- Fostering and promoting good relationships and a sense of belonging to the school community,
- Caring for, and taking pride in, the physical environment of the school,
- Providing a well-ordered environment in which all are fully aware of behavioural expectations,
- Encouraging, praising and positively reinforcing good relationships, behaviour and work,

- Not tolerating any conduct involving bullying or harassment,
- Helping to develop strategies to eliminate unacceptable behaviour and applying these consistently

### **3. ROLES AND RESPONSIBILITIES**

#### **General Expectations:**

- Think before you act,
- Take responsibility for your own actions,
- Treat others as you would like to be treated yourself.

#### **3.1. JAS Staff**

##### **3.1.1. Senior Leadership Team and Middle Leaders:**

- Taking a lead in the establishment of a positive school ethos,
- Monitoring and reviewing behaviour throughout the school, evaluating the success and ensuring the necessary revisions are undertaken,
- Monitoring attendance and punctuality and responding when either is poor,
- Recording and reporting incidents of serious misconduct,
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified,
- Supporting members of staff in the practical application of the behaviour policy and procedures.

##### **3.1.2. All Staff**

- Being a good role model - punctual, well prepared and organised,
- Enforcing the Code of Conduct consistently,
- Providing a challenging and stimulating learning environment which enables all students to reach the highest standard of personal achievement,
- Being constantly aware of the needs of each individual student and their relationship with others,
- Providing opportunities for the students to discuss appropriate behaviour, working together, reflecting a shared philosophy and practice together,
- Enabling students to take increased responsibility for their own learning and conduct, intervening when necessary,
- Taking quick, appropriate, action to prevent disruption to the learning environment,
- Following the stages highlighted in the behaviour flowcharts (See Section 8.) if behaviour is deemed to be unacceptable,
- Recognise, praise and celebrate student achievements both academic and social.

#### **3.2. JAS Students**

- Conducting themselves in a safe and appropriate manner in line with the Code of Conduct expectations,
- Taking growing responsibility for their environment and for their own learning and conduct and being accountable for their actions,
- Attending school regularly,
- Being punctual and ready to begin lessons on time,

- Being organised, e.g. bringing necessary resources and kit, returning homework on time etc,
- Contributing to the development of the School Code of Conduct,
- Willing to work hard and show effort in all that we do.

### **3.3. JAS Parents**

- Support staff in the implementation of all school policies,
- Ensuring early contact with the school to discuss matters which affect their child's happiness, progress and behaviour,
- Be prepared to work in partnership with the school to improve student's behaviour when necessary,
- Providing support for discipline within the school,
- Ensuring students attend school in good health, punctually and regularly (this includes avoiding holidays in term time),
- Providing prompt explanation of all absences in writing, through email to the school office,
- Participating in discussions concerning their child's progress and attainment, at an appropriate time,
- Taking an active interest in their children's learning by supporting homework where appropriate.

NB: When parents are on campus with their children at any time, it is their responsibility to ensure the good conduct and safety of their children. Students should be under the direct supervision of their parents at all times and should never be left unattended or allowed to access any areas unsupervised.

### **3.4. Other members of the school community**

3.4.1. Head Office - Taaleem has the responsibility to appoint an Education Officer to the position of Safeguarding Lead. This person must make themselves available at short notice to deal with any significant safeguarding issues.

## **4. IMPLEMENTATION OF THE POLICY / PROCEDURES**

### **4.1. Whole School**

Please refer to specific school sections below:

- Foundation
- Primary
- Secondary & Sixth Form

### **4.2. Foundation Stage**

4.2.1. The KS1 (FS1 - Year 2) Code of Conduct follows the **Golden Rules:**

- We are gentle,
- We are kind and helpful,
- We are hardworking,
- We look after property,
- We listen to others,
- We are honest

- € We are well-mannered. All students are given the choice to conform to the code of conduct or not,
- Each class is reminded regularly of the rules (consistent with school expectations),
- Appropriate behaviour will be expected and praised,
- If the student chooses not to conform, then the procedures highlighted on the FS & KS1 Behaviour Modification Flow Chart (see Section 8) will be implemented,
- The student will be supported and encouraged to take responsibility for their own behaviour.

4.2.2. To encourage and reward appropriate behaviour:

- students are expected to follow the Golden Rules. Staff reinforce positive behaviour through verbal praise during the school day,
- Expectation of appropriate behaviour – praising what is expected first before talking about inappropriate behaviour,
- House Point/sticker given by teacher and support staff for exceptional behaviour and attitude towards learning such as persevering through something challenging, being very kind or always remembering manners etc.,
- Celebration certificate. When individuals reach a set number of House Points, certificates will be given out in assembly and sent home so that parents are informed,
- Special praise given by the Headteacher and Deputy Heads for exceptional good behaviour or attitude towards learning,
- Individual prizes/gifts/confectionery are **NOT** deemed suitable.

### 4.3. Primary

4.3.1. The KS2 (Years 3 - 6) Code of Conduct follows the **School Behaviour**

**Expectations:**

- We are tolerant,
- We are respectful,
- We are responsible,
- We are kind and helpful,
- We are accountable for our actions,
- We are willing to listen to others.

- All students are given the choice to conform to the code of conduct or not,
- Each class is reminded regularly of the rules (consistent with school expectations),
- Appropriate behaviour will be expected and praised,
- If the student chooses not to conform, then the procedures highlighted on the Primary Behaviour Flow Chart (see Section 8.) will be implemented,
- The student will be supported and encouraged to take responsibility for their own behaviour
- To encourage and reward appropriate behaviour:
- students are expected to follow the School Behaviour Expectations. Staff reinforce positive behaviour through verbal praise during the school day,
- Expectation of appropriate behaviour – praising what is expected first before talking about inappropriate behaviour,
- House Point/sticker given by teacher and support staff for exceptional behaviour and attitude towards learning such as persevering through something challenging, being very kind or always remembering manners etc,
- Celebration certificate. When individuals reach a set number of House Points, certificates will be given out in assembly and sent home so that parents are informed,
- Special praise given by the Headteacher and Deputy Heads for exceptionally good behaviour or attitude towards learning,
- Individual prizes / gifts / confectionery are **NOT** deemed suitable.

#### **4.4. Secondary School**

4.4.1. Code of Conduct  
See Section 1.4.

- 4.4.2. Rewards for positive behaviour, academic excellence and attitude towards learning:
- Students are given the choice to conform to the code of conduct or not,
  - Appropriate behaviour will be expected and praised verbally,
  - House points awarded by the teacher - Students are able to earn house points for positive contributions to the school, outstanding work, consistent levels of effort or for upholding our school values. Staff are able to award house points at their discretion.
  - House Point Letter and Celebration Certificate: When individuals reach a set number of house points, a letter is sent home to parents. Certificates will be given out in assembly to those students who achieve 125 house points,
  - \*\*Student of the Month – Each month staff vote for a student who consistently performs to the best of his/her ability across a variety of subjects and/or has made a positive contribution to whole school life, often going above and beyond expectations.
  - Recognition of achievements through assemblies, social media and the school digital newsletter '*The Junction*'.

#### **4.5. Sixth Form**

Refer to Secondary 4.4.

## 5. CONSEQUENCES

It is hoped that students will respond to JAS's positive encouragement and rewards and will comply with the school expectations at all times. We acknowledge that from time to time, students' conduct may fall below the standards of behaviour reasonably expected by the school. We recognise that students' behaviour may be impacted for a variety of factors, for example, Special Educational Needs and Disabilities (SEND), English Language Learner (ELL), life events and mental health, therefore both support strategies and sanctions can assist in modifying the student's behaviour.

Support strategies for social/emotional/behavioural concerns may include a Pastoral Support Plan (PSP). A PSP is a school based and co-ordinated intervention to help individual students to improve their social, emotional and behavioural skills. As a result of a PSP, students should be able to better manage their behaviour and/or improve their engagement in learning.

Sanctions assist the school in enforcing the rules and help the school to set boundaries and to manage unacceptable or challenging behaviour from students. The judgement about a student's behaviour must be made according to the student's age and stage of development. Any sanctions will be applied fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. In applying sanctions, especially those with serious consequences, the school will take reasonable steps to avoid placing students with SEND or a particular vulnerability at a particular disadvantage compared to other students, in accordance with the school's obligations under the Equality Act 2010. All misbehaviour or disciplinary incidents will be dealt with and recorded as soon as practicable.

### 5.1. Foundation Behaviour Modification Procedure:

- The stages outlined in the Foundation Stage & KS1 Behaviour Modification FlowChart (See Section 8) allow for progression in consequences with opportunities for every student to conform to school policy before the next stage is reached,
- Assistant Headteacher to be informed of students who are at Level 2 on the FS Behaviour Modification FlowChart.  
If the student or adult has been hurt by another student/students, the parents of both parties should be contacted by the class teacher on the same day to explain the incident professionally and with sensitivity. A [Behaviour Incident Form](#) should be completed for any physical altercation which has occurred and a pdf copy should be sent to the Assistant Headteacher who will send it on to parents via the relevant Receptionist on the same day or as soon as is reasonably practicable,
- NB: Staff physical intervention should only be used with minimum force and only in order to prevent accident or injury to a student/adult or to prevent damage to property,

- Behaviour Incident Forms and discussions should be logged on Child Protection Online Management System (CPOMS) by the relevant member of staff,
- Any parent communication regarding behaviour should be logged on CPOMS.

### **5.2. Primary Disciplinary Behaviour Procedure:**

- The stages outlined in the Primary Disciplinary Flowchart allow for progression in consequences with opportunities for every student to conform to school policy before the next stage is reached,
- PLT to be informed of students where sanctions have been implemented,
- Incidents and discussions should be logged on CPOMS by the relevant member of staff,
- Any parent communication regarding behaviour should be logged on CPOMS

### **5.3. Secondary Sanction and Support Procedure**

#### **5.3.1. Sanctions for poor conduct/behaviour**

- Through discussion with staff, the student will be given the choice after each sanction to conform,
- If the student chooses not to conform, then consequences will be imposed following the behaviour descriptors highlighted [here](#)
- All incidents are recorded on Go4Schools and parents will receive a summary report of any negative behaviours.
- This encourages the student to take responsibility for their own behaviour,
- Students who fail to conform to the expectations of the school community may be internally/externally suspended,
- A student may be placed on a behaviour support card for negative behaviour (see Section 8.)
- Official letters of warning will be issued to parents and students for serious misconduct or consistent repetition of poor behaviour,
- If behaviour does not change following warning letters to the parents, the school may approach the Dubai Knowledge and Human Development Authority (KHDA) to request a permanent expulsion of that student.

### 5.3.2. **Support for Social/Emotional Behaviour:**

- A student may be referred to the school counsellor,
- A student may be placed on a Pastoral Support Plan (PSP) for social/emotional behaviour (see Section 8),
- This encourages the student to take responsibility for their own behaviour and provides them with coping strategies and support,
- Appropriate behaviour will be expected and praised.

## **6. CONTACT DETAILS AND LINES OF COMMUNICATION**

**6.1.** Within the Foundation Stage and Primary School, class teachers and specialists can call parents directly. When communicating with parents via email all emails must be sent via the appropriate receptionist.

For FS and KS1: [ks1recep@jebelalishool.org](mailto:ks1recep@jebelalishool.org)

For KS2: [ks2recep@jebelalishool.org](mailto:ks2recep@jebelalishool.org)

Parents must contact teachers via the appropriate email address above and can not email a teacher directly. Where a video call is necessary, the link to the Teams meeting will be sent to parents from the appropriate receptionist via email.

**6.2.** Within the Secondary School, class teachers and specialists can call parents directly. When communicating with parents via email, this can be sent via the appropriate receptionist.

Pastoral concerns: [secondarypastoral@jebelalishool.org](mailto:secondarypastoral@jebelalishool.org)

Academic concerns: [secondaryacademic@jebelalishool.org](mailto:secondaryacademic@jebelalishool.org)

The email will then be passed on to the appropriate member of staff. Alternatively, if parents know who to email, they can email that member of staff directly. Where a video call is necessary, a link to a Teams Meeting will be sent to parents from the appropriate receptionist via email, or directly from the member of staff.

## **7. OTHER RELATED DOCUMENTS**

**7.1.** Anti-bullying policy

**7.2.** Cyber-bullying policy

**7.3.** Attendance policy

**7.4.** BYOD Policy

## **8. APPENDICES**

### **8.1. Foundation Behaviour Modification Flowchart**

FS Behaviour Modification Flowchart [here](#)

### **8.2. Primary Behaviour Modification Flowchart**

KS2 Behaviour Modification Flowchart [here](#)

### **8.3. Secondary House Point Milestones**

House Point Milestones [here](#)

### **8.4. Secondary Behaviour Descriptors**

Behaviour descriptors available [here](#)

### **8.5. Primary Pastoral Support Plan (PSP) Procedures**

Primary Pastoral Support Plan procedures available [here](#)

### **8.6. Secondary Pastoral Support Plan (PSP) Procedure**

Secondary Pastoral Support Plan procedures available [here](#)

### **8.7.** Phone Free Yondr Policy available [here](#)

**[End Policy]**