



Behaviour for Learning Policy 2026 – 2027

POLICY INFORMATION	
Last review date:	August 2026
Reviewed by:	Senior Leadership Team
Next review date:	September 2027
Approved By:	Principal – Daspo Yiappos

Our Vision

To empower each individual with creativity and values to become compassionate life-long learners, enabling them to be contributing global citizens.

Our Mission

To develop a community of creative and independent learners, sensitive and tolerant to the needs of a diverse global society.

Behaviour For Learning Policy

RATIONALE

The Oxford School is committed to establishing a positive ethos which is conducive to learning and in which the individual pupil is respected. Reflecting this ethos, this policy sets out guidelines that support all students within a caring framework and lead them to a position of self-discipline and personal responsibility. It also provides a whole-school approach, widely disseminated to and readily understood by staff, students and parents, has clear procedures for dealing with breaches of discipline, and is consistently applied.

Our standards of behaviour are underpinned by the school's core values, which are:

Excellence - The highest expectations all day, every day.

Respect - Treat others as you would like to be treated.

Honesty - Say what you mean, mean what you say.

Collaboration - Together we can succeed. **Creativity**- The big idea happens here.

We expect our students to always behave appropriately within school and the wider community. Staff aim to recognise, praise and reinforce positive traits of behaviour rather than focus on negatives or previous failings.

OBJECTIVES

- To promote positive behaviour and take self and public responsibility among students within the schoolcommunity.
- To create an educational environment for the success and enhancement of the Learning Initiative based on the integration and continuity of education in facing crises and natural disasters.
- To create a culture of reinforcement, encouragement and permanent care for the educational community to reduce behavioural offences outside the walls of the school with the best possible educational means.
- To provide a controlled reference that defines the rules, standards, and procedures to be invoked to deal with students' behaviour in a way that ensures compliance with school values and systems through changing and emerging conditions.

This policy aims to:

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

SAFEGUARDING vs BEHAVIOUR – READ BEFORE USING THIS POLICY

Important: this policy governs conduct-related incidents that are addressed through the school's disciplinary and pastoral procedures. It is not a safeguarding tool. If, at any point, a concern arises about a student's safety, welfare, or possible abuse or neglect — including where behaviour may be a symptom of harm — staff must stop and follow the Child Protection & Safeguarding Policy instead: complete the Safeguarding Concern Reporting Form and notify the Designated Safeguarding Lead (DSL) or a Deputy DSL immediately. This policy and the school's safeguarding procedures are separate and must not be treated as interchangeable.

Where physical intervention or reasonable force is used in response to a behaviour incident, this must additionally be logged in line with the Hands-Off Policy, regardless of the disciplinary outcome recorded under this policy (see Physical Intervention, below). Where a Level 3 incident involves a student on the SEN/Students of Determination or EAL registers, the Head of Inclusion must countersign the incident record, in addition to the sign-off otherwise required at that level.

This policy is read alongside: **the Child Protection & Safeguarding Policy; the Hands-Off Policy; the Anti-Bullying Policy; the GROW Department's Behaviour Incident Report Form; and the Safeguarding Concern Reporting Form.**

RIGHTS AND RESPONSIBILITIES

The Oxford school believes in supporting whole-child development. This includes fostering caring and respectful relationships between students, staff and community members. To support these conditions, staff members teach and reinforce clear expectations for student behaviour. These expectations are the foundation for positive learning environments in our school where rights of all stakeholders are valued and respected.

All pupils have the right to

- ☐ Be treated with courtesy, respect, and dignity.
- ☐ Learn in a safe and healthy environment that is free of partiality, prejudice, bullying, harassment, and discrimination.
- ☐ Be treated with respect by all regardless of actual or perceived race, colour, national origin, sex, age, religion, physical or mental disability.
- ☐ Participate in problem-solving with school staff related to their behaviour.
- ☐ Inform and express personal viewpoints respectfully and courteously.
- ☐ Attend school in an environment where personal property is respected. (Personal belongings may be searched when there is a reasonable suspicion that will produce evidence that the student has violated or is violating either the law or the student conduct rules.)
- ☐ Receive instruction to learn school behaviour expectations and social and emotional skills.
- ☐ Be informed of available interventions and supports for academic, behaviour, social and emotional growth.
- ☐ Receive an electronic copy of the policy.

All students have the responsibility for:

- ☐ Contribute to the school community as an active and productive learner.
- ☐ Attend all classes daily and on time.
- ☐ Wear a school uniform.
- ☐ Come to school prepared for learning.
- ☐ Express viewpoints in a respectful and courteous manner.
- ☐ Contribute to an atmosphere that is conducive to learning and free from bias and prejudice.
- ☐ Uphold the rights of and exhibit respect for all school personnel and fellow students.
- ☐ Adhere to school-wide expectations.
- ☐ Champion school ethos and values
- ☐ Complete schoolwork with integrity and without cheating.

All students of determination are protected:

Students of determination are entitled to the rights and protections afforded by the UAE law and the school regulations. Behavioural interventions are to be used with students of determination to promote and strengthen desirable behaviours and reduce identified inappropriate behaviours. The school senior leadership team must establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioural interventions for students of determination.

The school behaviour management committee shall liaise with the Inclusion department at the school if any of the students categorised under the SoD violates the code of conduct. The Inclusion team shall advise the committee in case the violation is caused because of the students' specific needs and then a decision is made considering the following"

1. If the violation is not because of the student's specific needs, the below levels shall apply like mainstream students.
2. If the violation is because of the specific needs of the student, the following shall apply:
 - ✓ Develop and implement an IBP as per the level and type of violation.
 - ✓ In case an IBP exists, the school shall revise and modify that plan in accordance with managing the new behaviour that led to the violation.
3. If the behaviour continues, for those students who commit the offences because of their specific needs, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a differentiated educational setting that will be more suitable to the specific need/s.

Graduated Approach for Students of Determination (SEN/SoD) and EAL Students

Before finalising any sanction under this policy, staff must check the student's SEN/Students of Determination and EAL register status and consider whether an existing IEP or BIP applies, following the graduated approach:

(Identify → Document → Support → Evaluate).

Consult the GROW Department where either register is flagged, in line with the Inclusion and Wellbeing procedures above.

Note on terminology: this document refers in places to an "IBP", "Individual Behaviour Plan", or "Behaviour Improvement Plan". These all refer to the same document, which the school's current terminology standardises as the BIP (Behaviour Intervention Plan). Future revisions of this policy should consolidate to "BIP" throughout.

Responsibilities of Staff:

Staff Responsibility:

- ☐ Behaviour Management is the responsibility of all staff at our school.
- ☐ Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- ☐ All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- ☐ Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Role of the Senior Leadership Team:

- ☐ It is the responsibility of the Senior Leadership to implement the school behaviour policy consistently throughout the school and to ensure the health, safety and welfare of all students. The SLT supports all staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.

- ❑ The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- ❑ School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- ❑ School leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

The Role of the Class Teacher:

- ❑ It is the responsibility of class teachers to ensure that the school rules are understood and enforced in their classes.
- ❑ Teachers are expected to be good role models and treat all students with respect and understanding. Should a student display inappropriate behaviour, the teacher will take advantage of a teachable moment to remind him/her of expectations and which behaviours they need to practice.
- ❑ A clear sanctions pathway is shared with all stakeholders and medium- to high-level behaviour is recorded on the internal Behaviour tracker system.

The Role of the Specialist Teachers and Support Staff:

- ❑ Specialists and Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to students. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Careers:

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of The Oxford School expectations regarding student behaviour both in and outside of school. Parents should support disciplinary actions deemed appropriate by school leadership. To facilitate this, parents and primary and secondary students are required to sign a Home School Agreement on an annual basis which clearly outlines key requirements in relation to student behaviour, the use of mobile phones, our school uniform requirements and attendance and punctuality.

If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to complete the Parents' Appeal — Letter of Consideration template (Appendix 1). Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal or with LEAMS Education, who may investigate.

BEHAVIOR FOR LEARNING

Strategies to promote and support good behaviour in lessons

Positive classroom behaviour in young learners:

- a) Be clear
- b) Be consistent
- c) Be respectful
- d) Signal transitions
- e) Use call and response
- f) Keep them busy
- g) Highlight "good" behaviour
- h) Pay attention to those who are trying

Certain principles and practices are prerequisites of successful learning and good behaviour:

- ❑ Well-planned lessons that are suitably differentiated to consider the age, ability and needs of the students and that plan for 'positive opportunities' to happen
- ❑ Lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty
- ❑ Learning objectives and/or outcomes made clear to students
- ❑ Routines of classroom practice that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal
- ❑ Regular and frequent assessment and feedback

All classrooms and learning environments should display a 'classroom rules' poster which has been shared and understood by all.

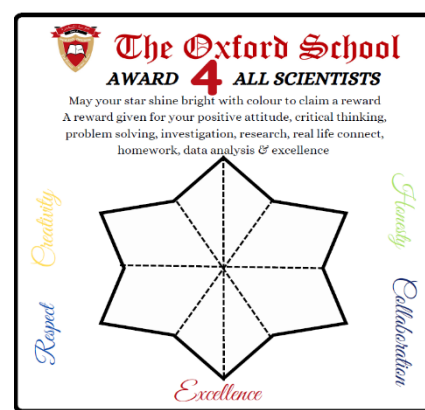
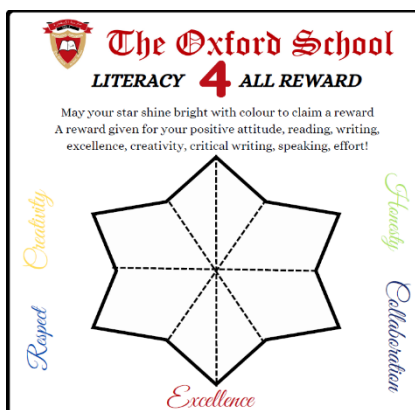
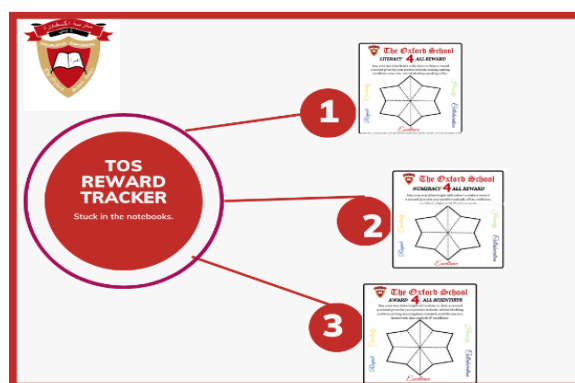
"If you want your children to improve, let them overhear the nice things you say about them to others".
 - Dr.Haim Ginott, Teacher, Child Psychologist and Author

Reward System

We have classroom incentives in place that promote love for learning and meaningful engagement.

Students are given a way to track their progress toward meeting the goals.

This tracker is stuck in their notebooks, and students earn their rewards by meeting the targets.



Despite good lessons, appropriate encouragement and support, some students will, for a variety of reasons, sometimes fail to meet acceptable standards of behaviour. Disruption cannot be tolerated since it denies other students their 'right to learn'.

Disruptive behaviour will be dealt with by the class teacher in the first instance, and colleagues in phases/departments need to discuss how they will support each other. Consistency in the way disruption is dealt with is vital so that students know the boundaries within which they can work and learn.

It is expected that seating plans will be produced by class teachers for all classes, as appropriate. This gives responsibility to the teacher to decide who sits where in order to maximise learning and encourage positive behaviour.

If a student disrupts learning, one of the following sanctions may be appropriate:

- ✓ **Using positive language** to achieve the behaviour you want: *"Turn around please, Kabir . . . thanks"*
- ✓ *"Looking this way and listening, Aziza. . . thanks"*
- ✓ **Choice:** *"You can choose to finish your work, or you can choose to lose 5 mins of your break time."*
- ✓ *What do you want to do?* The teacher should praise the correct choice.
- ✓ **Move** to a different place in the classroom to help the child focus
- ✓ **Loss of play time/detention** – break time, lunch time, after-school
- ✓ Contact with parents **by email or telephone**
Please note that parents should receive notice of a proposed after-school detention
- ✓ Referral to the Middle Leader (**Key Stage 1, 2, 3, 4 & 5; Head of Primary; Head of Secondary**) for further action
- ✓ **Meeting with parents** to agree and support from both sides

All serious incidents should be referred to by the Senior Leadership Team. Strategies must reflect a graduated response

Disruption Free Learning

Disruption Free Learning specifically relates to students' conduct in lessons, on a lesson-by-lesson basis. Students are expected to be in class working hard and progressing in their learning. If they are unable to do so, they will be isolated from their peers for a period of one working day so that the learning of others is not disrupted.

At TOS we do not tolerate disruptions to learning or defiance, as these behaviours compromise the learning of other students. Students are expected to ensure they conduct themselves safely and cooperatively, which allows themselves and other students to be safe and able to learn. For students failing to adhere to the high expectations of disruption-free learning, TOS has a withdrawal protocol which will accommodate students who disrupt learning. If disruption or defiance occurs, the following will take place by the teacher:

- ❑ First instance - Warning - the teacher will caution the student verbally, reiterate expectations and take note of their name
- ❑ Second instance - Student name ticked and recorded. Parent informed.
- ❑ Third instance - Withdrawal Protocol is actioned - if a student continues to disrupt learning, the student will be removed by a member of SLT and taken to the office and remain in isolation that day to complete the learning activities. Before the student can be dismissed at the end of the day, a restorative meeting will be held between the student and the referring teacher. Parents will be informed.

BEHAVIOUR IN AND AROUND THE SCHOOL

Students at The Oxford School are expected to demonstrate high standards of behaviour at all times. Appropriate action will be taken by the school against any student whose behaviour is unacceptable and undermines the good discipline or reputation of the school.

BULLYING

Bullying is defined as “the willful, conscious desire to hurt, threaten, upset or frighten someone”.

It is rarely a ‘one-off incident’ but a course of action that is sustained over a period.

The Oxford School takes a zero-tolerance approach to all forms of bullying. Any student(s) who victimise another student will be dealt with as per The Oxford School Anti-Bullying procedures.

Bullying could be:

- ☐ **verbal** (e.g. comments intended to upset the receiver or the receiver’s family)
- ☐ **physical** (e.g. pushing or hitting another student)
- ☐ **emotional** (e.g. excluding a student from a friendship group or not inviting someone to an outing/event)
- ☐ **racist** (e.g. comments about ethnicity)
- ☐ **cyberbullying** (e.g. inappropriate comments sent by text messaging, email or social networking sites such as Facebook).

The following sanctions will apply depending on the nature of the bullying incident:

- ☐ **Verbal warning** and contact with parents
- ☐ **Loss of play time/detention** – break time, after-school. *(Please note that parents should receive notice of proposed after-school detention)*
- ☐ **Isolation or reflection time**
- ☐ **Restorative justice**
- ☐ **Temporary ban from attending school**

Clear guidelines on our zero-tolerance approach to bullying can be found in The Oxford School Anti Bullying Policy.

OUTSIDE THE CLASSROOM

Students are expected to behave safely, and with courtesy and respect for others always, both in and around the school, and on their journey to and from school. These expectations are communicated to students clearly through assemblies, tutor group presentations, and by staff on duty. There is always a high level of supervision during the School Day to ensure that students are safe and secure. Behaviour expectations apply equally to students on educational visits and on residential trips.

PROHIBITED ITEMS

Bringing these items onto the school premises will result in immediate confiscation and will lead to a sanction, depending on the nature of the item. Staff can seize any prohibited item found during a search, and can confiscate anything which they consider harmful, disruptive to teaching and learning, or a danger to the safety of the TOS

community. Confiscated items will be held at the school to be collected by the parent/caregiver; however, any illegal objects will be disposed of via the appropriate methods.

MOBILE PHONES

Students are not permitted to bring their phones to school (except for medical and special written requests). If a student brings a phone to school without permission:

- The mobile phone will be confiscated and only returned directly to a parent
- Repeat violations will escalate and ultimately may result in a child being suspended from school

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the **School Reception**.

SERIOUS BREACHES OF SCHOOL DISCIPLINE

Serious breaches (Level 4) of school discipline will not be tolerated, and serious incidents will be dealt with by the Senior Leadership Team in accordance with LEAMS Education discipline procedures.

In such cases, the student may be suspended from lessons and placed in isolation for reflection time or to work under staff supervision.

Alternatively, depending on the severity of the incident, he/she may be temporarily banned from attending school for a fixed time but not more than 5 days. KHDA must be notified of any serious incident and/or decision to suspend a student from school.

In all cases, parents will be invited into school to discuss their son/daughter's behaviour.

In the case of fixed-term exclusions, a managed return will include an Individual Behaviour Plan signed by the student and his/her parents.

In severe cases where, despite support from the school, a student's behaviour does not change, the case will be dealt with by The Oxford School Disciplinary Committee, and parents may be asked to remove their child from the school permanently. Alternatively, the school will seek KHDA approval and support to permanently expel the child.

DOCUMENTATION

For all actions and decisions that are taken at the school level in relation to an incident that has occurred, and any actions taken as a consequence of this, there is a set of guiding forms that are used (Appendix 1 & 2) to support the process that must be used to ensure consistency and transparency of the process used.

PHYSICAL INTERVENTION

Physical intervention or reasonable force must only be used where there is an immediate risk of harm to the student, other students, or staff, in line with the Hands-Off Policy. Staff must never use physical intervention as a disciplinary sanction. Where physical intervention occurs, it must not be described on the standard behaviour incident record; it must instead be logged on the Physical Intervention / Use of Force Log, with the DSL or a

Deputy DSL notified the same day.

Any search of a student's person must be conducted by two members of staff, of the same gender as the student wherever possible, and must never involve physical restraint outside the immediate-risk criteria above.

All behaviour incidents must be recorded using the GROW Department's current Behaviour Incident Report Form, which supersedes the incident-recording template previously included as an appendix to this policy. Completed records must be retained on the student's confidential file within 24 hours of completion, in line with the Child Protection and Safeguarding Policy and the KHDA DSIB Inspection Handbook. Distribution is restricted to staff with a legitimate need to know.

COMMUNICATION OF THE POLICY

TOS is committed to the continuous reinforcement of the Behaviour Policy to ensure that standards of behaviour are maintained, and student behaviour in lessons supports learning. The policy is reinforced through staff training, displays across the school, assemblies, the newsletter, our home-school agreement and the school website.

Discretion

No behaviour policy can cover all eventualities. The principal reserves the right to use discretion to ensure TOS students always have always right to disruption-free learning and their teachers to disruption-free teaching.

OFFENSES & SANCTIONS

Behaviour offences are classified into four levels according to their degree, severity, and impact on the students, and on the educational environment and community in general. The procedures of such levels should be carried out in accordance with the provisions, and each of them shall be documented in accordance with the approved regulations and forms and shall be dealt with in accordance with the educational values and systems.

Note: certain Level 3 and Level 4 categories below — including bullying, harassment, sexual harassment or assault, physical assault causing injury, and possession or use of narcotics — are, by their nature, potential safeguarding matters. Where any such category applies, staff must, in parallel with any disciplinary process on this page, follow the Safeguarding vs Behaviour note at the start of this policy and notify the DSL or a Deputy DSL. A disciplinary sanction under this policy does not replace a safeguarding referral.

Level	REF.	First Degree Offences
Simple	1.1	Being repeatedly late to the registration or failing to participate therein without an acceptable excuse.
	1.2	Failing to attend the classes on time repeatedly without an acceptable excuse.
	1.3	Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.
	1.4	Overgrown hair for boys or inappropriate haircuts for boys and girls.
	1.5	Not bringing the books and school kits without an acceptable excuse.
	1.6	Non-compliance with the positive behaviour rules inside and outside the classroom, such as keeping calm and disciplined during class time and not making inappropriate sounds inside or outside the classroom.
	1.7	Sleeping during class time or formal school activities with no justification (after making sure of the student's health status).
	1.8	Eating during class time or during the morning parade without justification or permission (after making sure of the student's health status).

	1.9	Non -compliance with presenting homework and assignments given to him/her promptly.
	1.10	Misuse of electronic devices such as tablets, etc., during the class, including playing games and using headphones inside the classroom.
	1.11	All of what is like this, as per the discretion of the Behaviour Management Committee
Consequences /Sanctions		First Occurrence - Teacher speaks to child about his/ her behaviour - Incident recorded (Appendix 1) (Teacher) Repeated misbehaviour - Verbal warning - Loss of play time or Internal Detention - Parents contacted signed/acknowledged letter of offence (Appendix 2A, 2B & 3) (Head of Year) - Move to Level 2 as behaviour causes significant disruption to teach and learning (Head of Year)

Level	REF.	Second Degree Offenses
(Medium Severity Offenses)	2.1	Not attending school without an acceptable excuse at any time, including before and after the holidays and at the end of the week, and before exams.
	2.2	Getting in or out of the classroom during class time without permission.
	2.3	Not attending the school activities and events without an acceptable excuse.
	2.4	Inciting quarrels, threatening or intimidating peers in the school.
	2.5	Acting in a manner contradicting public morals or the public order at the school and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, haircuts and use of makeup.
	2.6	Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.
	2.7	Bringing mobile phones or misusing any means of communication.
	2.8	Verbally abusing or insulting students, staff, or visitors of the school.
	2.9	Smoking or possessing the relevant kits inside the school campus.
	2.10	Refusing to respond to the instruction of inspection or to hand over the banned materials.
	2.11	All of what is like these, at the discretion of the Behaviour Management Committee

Consequences /Sanctions	First Occurrence ■ A first offence may carry a verbal warning – teacher uses professional judgement ■ Child works in isolation, away from the group ■ Name on Parent Contact or similar ■ Parents informed by letter from the Teacher or Key Stage signed undertaking ■ In the case of vandalism or damage, parents are invoiced for the cost of the repair/ replacement ■ Head of Primary/Secondary (Appendix 4) Repeated misbehaviour ■ Written warning "Appendix 4" – HOP/HOS ■ Parents called into a meeting ■ Behaviour Agreement ■ Loss of 'Golden Time' ■ Head of inclusion involvement to identify any underlying issues ■ Modified timetable Continued Level 2 misbehaviour: written warning ■ Meeting with parents ■ Behaviour Improvement Plan drawn up and a Behaviour Contract is signed by all parties (Appendix 4A) ■ Reflection time/one day suspension ■ Meeting with School Counsellor-Assessment by Educational Psychologist (In case of confiscation of electronic device Appendix Y, Z)
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Level	REF.	Third Degree Offenses
(Grievous Offenses)	3.1	Various types and forms of bullying.
	3.2	Copying or reproducing assignments, reports, research or projects and taking credit for them.
	3.3	Getting out of school without permission or absconding during the school day.
	3.4	Attempting to defame peers and the school staff via social media or abusing them.
	3.5	Impersonating others' personalities in school, during transactions, or forging school documents.
	3.6	Destroying or seizing school furniture, tools, and vandalism
	3.7	Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users.
	3.8	Assaulting others in the school, without causing any injuries to the victim (corporal abuse).
	3.9	Driving a private car recklessly inside or around the school campus, and not following the security and safety instructions.
	3.10	Capturing, possessing, publishing or disseminating photos of the school staff and/or students without their permission.
	3.11	All of what is like these, as per the discretion of the Behaviour Management Committee.

Consequences / Sanctions	First Occurrence ■ Child is sent to the Principal/Committee ■ Parents contacted and asked to come into school ■ Written warning signed by all parties / one day suspension –professional judgement ■ In the case of serious damage to property, parents are invoiced for the cost of therepair or replacement, and students may carry out community service ■ Social Police Involvement Repeated misbehavior ■ Review meeting with parents ■ Behaviour Improvement Plan drawn up and a Behaviour Contract is signed by all parties (Appendix 4A) ■ Temporary ban from attending school (up to 5days) – KHDA informed (Appendix 5) Continued Level 3misbehaviour ■ Moved to another School (Appendix 6) ■ 'Notice of Disciplinary Transfer' issued to parents (another LEAMS school) (Principal)
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Level	REF.	Fourth Degree Offenses
(Highly Grievous Offenses)	4.1	Using the communication means or social media for unlawful or immoral purposes, or in a manner discrediting the educational institution and its staff or others.
	4.2	Possessing or using arms or blade weapons, or their equivalent inside the school.
	4.3	Committing sexual assault inside the school, the bus or during activities.
	4.4	Assaulting others in the school causing injuries to the victim (corporal abuse).
	4.5	Systematic (pre-planned) or covering up theft.
	4.6	Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order, and public decency.
	4.7	Sexual harassment inside the school, the bus, or during activities.
	4.8	Leaking questions of the exams or engaging therein, in any way.
	4.9	Setting the school campus on fire.
	4.10	Abusing political, religious, or social figures in UAE.
	4.11	Possessing, bringing, promoting, or using narcotics, medical drugs, or the psychotropic substances inside the school or the school bus, or being under the influence of narcotics,non-prescribed medical drugs or the psychotropic substances.
	4.12	Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the one's harming the political and social regulations of the society.
	4.13	Disdaining the divinely revealed religions or stirring sectarian strife in the school.

	4.14	All of what is like these offenses, which are considered as legally punishable offences, as per the discretion of the Behavior Management Committee.
Consequences / Sanctions	On Occurrence	• Call the parents for an immediate meeting; • Take all immediate actions including calling for help from relevant entities; • Call the behaviour management committee to meet to issue a decision with a notification to relevant divisions at the education regulatory authority • The student and parent shall bear all the responsibility, including financial cost, for any damage caused by the offence Communicate with KHDA for further actions including suspension from school and enrolment in rehabilitation centers, etc (Appendix 6,7,8,) (Principal)

Appendix:	1
Code:	Code of Students Behaviour, Behaviour for learning policy.
Form:	GROW Department Behaviour Incident Report Form
In charge:	

THE OXFORD SCHOOL, DUBAI
GROW Department — Inclusion & Wellbeing

Behaviour Incident Report Form

For recording and managing student conduct incidents

When to use this form

Use this form to record and manage conduct-related incidents — breaches of school behavioural expectations that are addressed through the school's disciplinary and pastoral procedures.

This form is NOT a safeguarding tool.

If, at any point, an incident raises a concern about a student's safety, welfare, or possible abuse or neglect — including where behaviour may be a symptom of harm — stop and complete the Safeguarding Concern Reporting Form instead, and notify the DSL or a Deputy DSL immediately in line with the Child Protection and Safeguarding Policy. The two forms are separate and are not interchangeable. Where physical intervention/restraint was used, this must additionally be logged in line with the Hands-Off Policy, regardless of which form is completed.

***Regulatory and policy basis:** UAE Ministerial Resolution No. (851) of 2018 on the Code of Behaviour Management for Students in General Education Institutions; Federal Decree-Law No. (18) of 2020 on Private Education (student affairs and discipline provisions); UAE Student Code of Conduct; KHDA Dubai Inclusive Education Policy Framework; KHDA Wellbeing Matters guiding framework; KHDA School Inspection (DSIB) Handbook; and the school's Behaviour Policy, Hands-Off Policy, and Child Protection & Safeguarding Policy. This form does not replace, and must be read alongside, those source policies.*

PART A — STUDENT & INCIDENT DETAILS

Student full name			
Student ID		Year / Grade	
Class / Section		Form / Class Tutor	
Date of incident		Time of incident	
Location of incident			
Reported by (staff name)		Role / position	
Date form completed		Time submitted	

PART B — INCIDENT DESCRIPTION

Factual description of the incident (objective account — what was seen/heard, in sequence; avoid opinion or interpretation):

Other student(s) involved

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Witnesses (staff/students)

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PART C — VIOLATION CLASSIFICATION

Classify against the levels below, in line with Ministerial Resolution No. (851) of 2018 on the Code of Behaviour Management for Students. Tick one level and note the specific category on the line provided.

Level	Classification	Illustrative examples
☐ 1	Minor / low-level misconduct	Uniform, punctuality, incomplete homework, low-level classroom disruption, minor disrespect
☐ 2	Moderate misconduct	Repeated Level 1 behaviour, unauthorised device/phone use, disruptive or defiant conduct, inappropriate language
☐ 3	Serious misconduct	Bullying, harassment, physical altercation, property damage, dishonesty/academic misconduct, cyber-misconduct
☐ 4	Severe / critical misconduct	Repeated or aggravated Level 3 behaviour, violence, possession of prohibited items, actions endangering safety

Specific behaviour category / violation
reference no.

PART D — IMMEDIATE ACTION TAKEN

Immediate action(s) taken (tick all that apply):

- ☐ Verbal warning / reminder of expectations
- ☐ Restorative conversation with student
- ☐ Reflection time / time away from group (non-exclusionary)
- ☐ Loss of privilege (specify below)

- ☐ Parent/guardian contacted
- ☐ Referral to Class Tutor / Head of Year / Head of Section
- ☐ Referral to Counsellor
- ☐ Referral to GROW Department (SEN / EAL screening)
- ☐ Referral to Behaviour Management Committee
- ☐ Other (specify below)

Details of action taken / loss of privilege / other

Was any form of physical intervention or reasonable force used? ☐ Yes ☐ No

If YES: this incident must be logged separately in the Physical Intervention / Use of Force Log in line with the Hands-Off Policy, and the DSL/Deputy DSL must be notified the same day. Do not describe the intervention here — record it on the dedicated log.

PART E — INCLUSION & EAL CONSIDERATIONS

Is the student on the SEN / Students of Determination register?	☐ Yes ☐ No ☐ Unknown — check with GROW Dept.
Is the student on the EAL register?	☐ Yes ☐ No
If yes to either: has the student's IEP / BIP (where applicable) been considered before deciding on the response?	☐ Yes ☐ No ☐ N/A
Has the student's Special Educator / EAL Teacher been informed of this incident?	☐ Yes — name: _____ ☐ No ☐ N/A

Note: where behaviour may relate to an identified or suspected need, this response should follow the graduated approach (Identify → Document → Support → Evaluate) rather than the standard disciplinary sequence alone. Consult the GROW Department before finalising the response.

PART F — ESCALATION & FOLLOW-UP

Follow-up item	Required?	Date / owner
Referral to School Behaviour Management Committee	☐ Yes ☐ No	
Parent/guardian meeting	☐ Yes ☐ No	
Conduct record / point deduction logged (per Student Code of Conduct)	☐ Yes ☐ No	
Monitoring / report card period	☐ Yes ☐ No	
Re-entry / Positive Behaviour Support Plan	☐ Yes ☐ No	
Review date set	☐ Yes ☐ No	

PART G — SIGN-OFF

Escalate signatures below according to the level recorded in Part C: Level 1–2 require the reporting staff member and Head of Section; Level 3 additionally requires the Head of Inclusion where an SEN/EAL flag applies in Part E; Level 4 additionally requires the Principal.

Staff reporting		Date	
Head of Section / HOD		Date	
Head of Inclusion (if Part E flagged)		Date	
Principal (Level 4 only)		Date	
Parent/guardian acknowledgment		Date	

This form must be retained on the student's confidential file within 24 hours of completion, in line with the school's record-keeping requirements under the Child Protection and Safeguarding Policy and the KHDA DSIB Inspection Handbook. Distribution is restricted to staff with a legitimate need to know.

GROW Department — Behaviour Incident Report Form | Version 1.0 | Distinct from, and not a substitute for, the Safeguarding Concern Reporting Form.

Appendix:	2A
Code:	Code of Students Behaviour, Behaviour for learning policy.
Form:	Notification Letter to the Guardian(s) Parent(s)
In charge:	

Notification Letter to the Guardian(s) Parent(s)

Date: / / .

Dear guardian of the student:

Year and division:

You are kindly requested to attend at the school on To meet the school management for a matter related to your son / daughter.....

Thanking you for your kind cooperation and your response with us to achieve the interests of the student.

Acknowledgment

Student name & Signature:		
Year / Class:		
Parent name:		
Signature:		
Tel. / Email:		
Head of year:		Signature:
HOP/HOS:		Signature:

Appendix:	2B
Code:	Code of Student Behaviour, Behaviour for Learning Policy.
Form:	Undertaking of the Guardian in Case Student's Offences are Repeated.
In charge:	

Undertaking of the Guardian in Case Student's Offences are Repeated

I,, parent/guardian of the student:
 Year,.....do hereby undertake that my son/daughter shall comply with
 the rules and regulations of behaviour in the school, maintain its facilities, and follow the school instructions and regulations.
 In the case of any offence against the same, I shall accept all the measures applied by the school management against
 him/her according to the rules stipulated under the Code of Behaviour of the school behaviour for learning policy, and that I
 have taken note of the offences committed by him/her, summarised as follows:

1.

2.

3.

Name of student:

Signature:

Approved by the school Principal:

Issued on:

✓ In witness whereof, this undertaking is given by me.

Acknowledgment

Student name:		
Year / Class:		
Parent name:		
Signature:		
Tel. / Email:		
Head of year:		Signature:
HOP/HOS:		Signature:

Appendix:	3
Code:	Code of Students Behaviour, Behaviour for learning policy.
Form:	Written warning following verbal warning.
In charge:	

Written warning following verbal warning

I, (name of the student): Year..... hereby undertake to comply with the rules and regulations of behaviour inside the school, maintain its facilities, and follow the instructions and rules of the school. In case of any breach of the same, I shall be subject to all the measures taken by the school management against me according to the rules stipulated under the Code of Behaviour of the Oxford School Behaviour for Learning Policy, keeping in mind that I have already been warned verbally more than once regarding my adverse behaviours summarised as follows:

1. _____.
2. _____.
3. _____.

Name of student:

Signature:

Approved by the school Principal:

Issued on:

(The guardian shall be provided with a copy of this written undertaking; a copy will be kept in the student's file and a copy will be sent to the school counsellor and head of year).

✓ The guardian has been notified.

Acknowledgment

Student name:		
Year / Class:		
Parent name:		
Signature:		
Tel. / Email:		
HOY/HOP/HOS:		Signature:
Principal:		Signature:

Appendix:	4
Code:	Code of Students Behavior, Behaviour for learning policy.
Form:	Written warning / warning / first warning / second warning /final warning to the guardian.
In charge:	

Written warning / warning / first warning / second warning / final warning to the guardian

Date: / / .

Dear guardian of the student:

Year and division:

On the day the student has committed a behavior offense as follows:

.....
.....
.....
.....
.....

As this behavior contravenes school rules, regulations, and the provisions of the Oxford school behaviorfor learning policy, you are kindly requested to observe careful follow up of the student to avoid repetition of such a behavior, otherwise the school management shall be obliged to take severer action in case ofrepetition of such an offense or behaving badly again.

Acknowledgment

Student name:		
Year / Class:		
Parent name:		
Signature:		
Tel. / Email:		
HOY/HOP/HOS:		Signature:
Principal:		Signature:

Appendix:	4A
Code:	Code of Students Behaviour, Behaviour for learning policy.
Form:	Referring a student to assessing his/her case.
In charge:	

Referring a student to assessing his/ her case

Dear Sirs,

We refer to you the case of the student: Year:

Due to committing a behaviour offence, degree:, namely:.....

.....

.....

.....

.....

You are kindly requested to follow up with the student and study his/ her case, and provide us with a detailed report, behaviour intervention plan (BIP), and involve the concerned parties, such as the teachers and the parent/guardian to reach appropriate solutions and support for the case.

Head of year name:

Signature:

Counsellor name:

Signature:

Issued on:

Appendix:	5
Code:	Code of Students Behaviour, Behaviour for learning policy.
Form:	Temporary suspension Decision
In charge:	

Temporary Suspension Decision

To/ the parent/guardian of the student:
 Year:

Dear Parent / Guardian,

Kindly be informed that due to the repetition of the offences committed by the above-mentioned student, and his / her not responding to the preventive, developmental, and remedial programs provided to him/her to modify his/her behavior during the previous period, even though the following actions have already been taken against him/her:

1. _____.
2. _____.
3. _____.

Therefore, the Behaviour Management Committee in the school decided in its meeting No. () held on: dated: to expel the student temporarily from school, and enrol him/her in a Behaviour Modifying Program (And perhaps a behaviour intervention plan BIP) during the period: From: dated:

To: dated: For the following reasons:

1. _____.
2. _____.
3. _____.

Acknowledgment

Student name:		
Year / Class:		
Parent name:		
Signature:		
Tel. / Email:		
HOY/HOP/HOS:		Signature:
Principal:		Signature:

Appendix:	6
Code:	Code of Students Behaviour, Behaviour for learning policy.
Form:	Decision to transfer the student to another school
In charge:	

Decision to transfer the student to another school

To/ the parent/guardian of the student:

Year/section:

Kindly be informed that due to the repetition of the offences committed by the above-mentioned student, and his/her not responding to the preventive, developmental, and remedial programs provided to him/her to modify his / her behaviour during the previous period, even though the following actions have already been taken against him/her:

1.
2.
3.

Therefore, the Behaviour Management Committee in the school decided in its meeting No. () held on: dated: to raise the matter to the School Operations & Admissions Departments/ council (.....) to transfer him/her to another school, due to the following reasons:

.....

.....

.....

.....

.....

.....

.....

.....

..... Accordingly, the head of Student Affairs at KHDA shall be contacted to determine the school where the student shall be transferred. In case of your non-compliance, the student shall be transferred automatically.

Acknowledgment

Student name:		
Year / Class:		
Parent name:		
Signature:		
Tel. / Email:		
HOY/HOP/HOS:		Signature:
Principal:		Signature:

Appendix:	7
Code:	Code of Student Behaviour, Behaviour for Learning policy.
Form:	Decision of the Behaviour Management Committee to enroll the student and transfer his/ her file to Behaviour assessment agencies for the first/second time.
Form Ref. No.:	7
In charge:	

Decision of the Behavior Management Committee to enroll the student and transfer his/her file to Behavior assessment agencies for the first / second time

To/ the parent/guardian of the student:

Year/section:

Dear Parent / Guardian,

Kindly be informed that your son/daughter will be enrolled with the Behaviour Assessment Agencies due to his / her offense of the school regulations and the rules and provisions of the Code of School Behaviour for Learning Policy. This is a summary of some of the student's behaviours and the actions taken regarding them:

1. _____
2. _____
3. _____

Expecting your kind cooperation to modify your son's / daughter's behavior to be better.

Members of the Behaviour Management Committee

No.	Name(s)	Designation(s)	Signature(s)	Date(s)

Appendix:	8
Code:	Code of Students Behaviour, Behaviour for learning policy.
Form:	A notice of final dismissal of the student from the school and transferring him/her to the integrated continuing education and to a competent authority for remedial and rehabilitation.
Form Ref. No.:	9
In charge:	

A notice of final dismissal of the student from the school and transferring him / her to the integrated continuing education and to a competent authority for remedial and rehabilitation

To/ the parent/guardian of the student:

Year/section:

Dear Parent / Guardian, kindly
be informed that:

Due to the repetition of the offences committed by the said student and not responding to the preventive, developmental and remedial programs provided to modify the behaviour during the previous period, despite the following actions already taken against him/her:

1. _____.
2. _____.
3. _____.

Due to his / her behavior contravening the school rules and regulations, represented in: _____

.....

.....

.....

Upon the approval of KHDA, and after briefing on all details and obtaining approval, it has been decided to expel the student permanently from the public schools and transferring him / her to the integrated continuing education and a competent authority for remedial and rehabilitation for the following reasons: _____

1. _____.
2. _____.
3. _____.

Acknowledgment

Student name:		Signature:	
Year / Class:			
Parent / Guardian name:		Signature:	
Tel. / Email:			
HOY/HOP/HOS:		Signature:	
Principal:		Signature:	

Appendix:	X
Code:	Code of Students Behaviour, Behaviour for learning policy.
Form:	Confiscation of Electronic Devices
Form Ref. No.:	11
In charge:	

Student name:

Year / Class:

Confiscation of Electronic Devices

To/ the parent / guardian of the student:

Year / section:

Dear Parent / Guardian,

Kindly be informed that we have confiscated a.....device from your son/daughter. This is an offence to the school rules, regulations and provisions of the Code of School Behaviour for Learning Policy.

Therefore, the device will be retained with us for a period of (.....) days. However, if it is proved that the device contains photos of any administrative and teaching staff, any student or if it contained some pictures that are contrary to religion and customs and traditions in the UAE, the devices shall be handed over to the concerned authorities for their action.

Acknowledgment

Student name:		Signature:	
Year / Class:			
Parent / Guardian name:		Signature:	
Tel. / Email:			
HOY/HOP/HOS:		Signature:	
Principal:		Signature:	

Appendix:	Y
Code:	Code of Students Behaviour, Behaviour for learning policy.
Form:	Return of Electronic Devices
Form Ref. No.:	12
In charge:	

Student name:

Year / Class:

Return of Electronic Devices

To/ the parent/guardian of the student:

Year/section:

Dear Parent / Guardian,

Kindly be informed that we have returned the

Device which was confiscated under offence No. dated

..... Therefore, you are hereby requested to sign hereunder on receiving the notice and undertake not to repeat the offence.

Acknowledgment

Student name:		Signature:	
Year / Class:			
Parent / Guardian name:		Signature:	
Tel. / Email:			
HOY/HOP/HOS:		Signature:	
Principal:		Signature:	

Undertaking Forms

The school shall use the student Behaviour for Learning as the basis for any decision made, with a focus on fostering positive behaviour management. The aim is to enable students to develop on the cognitive, social, and personal fronts and become well-rounded characters in a safe, supportive environment.

Hence, the school undertakes that all teaching and administrative staff shall inform students about the school's behaviour management code of conduct/ policy and shall ensure that students are aware of the expectations of the policy. Students are expected to show respect and empathy to both their teachers and schoolmates, always. They also must honour their learning and keep their school and its facilities clean and safe.

The school policy defines the roles and responsibilities of all relevant stakeholders, and it is expected that each party will adhere to them. Teaching and Administration staff are expected to adhere to the professional and ethical code of conduct and to lead and plan the teaching and learning process and extracurricular activities.

For the statements, the student and the parent/s (guardian/s) shall sign that they have received a copy of the school's code of conduct and shall adhere to its contents in terms of their roles and responsibilities.

Form 1

Please click [here](#) to sign the School-Parent Undertaking or



This to confirm that the Parent/s (Guardian/s) Mr./ Mrs.

.....

Relation to the student was contacted on cellphone number

.....

by Ms./Mr.:about the signed undertaking at

.....

Form 2

Please click [here](#) to sign the Student's Undertaking or



I, the undersigned,, TOS #

student in year, section....., undertake that I shall adhere to the school's behaviour

for learning inside the school, I will keep the school and its facilities safe and shall follow all school rules. In case of

violation of any of the school rules, I shall be accountable for any consequences as per the school behaviour for learning.