

GLENDALÉ INTERNATIONAL SCHOOL, DUBAI

Behaviour Policy

Respect · Responsibility · Ready to Learn

Policy details	
Applies to	All students (FS1 to Year 9), staff, parents and visitors, in school, on school transport, on trips and during online learning
Policy owners	Head of Secondary (Uzma Akram), Head of Primary (Antonette Naidoo), Head of EYFS (Suzanne Lorton), Head of Inclusion (Maryam Abdullah)
Approved by	Jasmit Kang (Principal)
Date approved	September 2026
Next review	September 2027
Linked policies	Anti-Bullying; Safeguarding; Inclusion; Attendance; Uniform; Assessment, Marking and Feedback
Appendices	A: Behaviour Consequences Chart; B: Behaviour Card; C: Student Statement Form; D: Record of Parent Meeting

1. Policy statement

At Glendale International School, we believe that every student has the right to learn in a safe, calm and respectful environment, and every member of staff has the right to teach without disruption. Good behaviour is the foundation of learning, wellbeing and character.

Our vision is *to positively impact the interconnected world by creating competent and compassionate leaders*. Through the Leader in Me programme, students develop the habits and values of responsible leaders. Our behaviour expectations are built on three simple principles: **Respect, Responsibility and Ready to Learn**.

We promote positive behaviour through clear expectations, consistent routines, recognition and restorative practice. Where behaviour falls below our expectations, we respond with fair, proportionate and graduated consequences, always combined with support to help students learn from their mistakes.

2. Regulatory framework

This policy adopts the UAE Student Code of Conduct and is written in line with:

- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai, including the requirement for a KHDA-approved student affairs policy that is fair, professional and non-discriminatory
- UAE Ministry of Education Ministerial Resolution No. (851) of 2018 on the Code of Behaviour Management for Students, including graduated responses to behaviour and the use of mobile devices in school
- The KHDA parent–school contract, including its provisions on behaviour and zero tolerance of bullying
- KHDA requirements that no student is suspended or excluded from school without prior KHDA approval
- Federal Law No. (3) of 2016 on Child Rights (Wadeema's Law), which prohibits all forms of physical or degrading punishment
- Federal Decree-Law No. (34) of 2021 on Combating Rumours and Cybercrimes, in relation to online conduct and VPN misuse
- The UAE School Inspection Framework, Standard 2 (Personal Development) and Standard 5 (Protection, Care, Guidance and Support)

Leaders should check these references against current KHDA and MoE guidance at each review.

3. Aims

- Promote positive behaviour, respectful relationships and a strong sense of belonging
- Ensure a safe, orderly environment in which every student can learn
- Make expectations and consequences clear, consistent and transparent for students, staff and parents

- Develop self-discipline, responsibility and leadership through the Leader in Me habits
- Intervene early and support students whose behaviour signals an unmet need
- Apply consequences fairly, proportionately and in line with KHDA and MoE requirements
- Use behaviour data to identify patterns and continually improve provision

4. Our expectations

Expectation	What it looks like
Respect	Show respect to all staff, students and visitors. Use kind, polite language. Follow instructions the first time. Respect personal space, property and the school environment.
Responsibility	Be on time to school and to every lesson. Move quickly and directly between lessons. Leave class only with a pass. Wear the Glendale uniform with pride. Tell the truth and own your actions.
Ready to Learn	Bring stationery, notebooks and completed homework to every lesson. Keep bags at the back of the class or in lockers. Keep classrooms tidy. Take part fully in learning.

Expectations beyond the classroom

- **Corridors and transitions:** move quickly and quietly; corridors are for moving, not waiting.
- **Break and lunch:** leave classrooms, use bins and look after shared spaces. Behave in the library, laboratories and canteen as you would in class.
- **School transport:** remain seated, follow the bus supervisor's instructions and behave respectfully.
- **Trips and events:** act as ambassadors for Glendale. Parents' written consent is required for all trips.
- **Lockers:** lockers remain school property and are used only for school materials and personal items needed for the day.

Devices, internet and online learning

- Mobile phones are not used in school, in line with MoE Ministerial Resolution No. (851) of 2018. Devices brought without permission are confiscated and returned to parents.
- iPads are used only for learning. Social media, YouTube and similar sites are not accessed in school.
- Using a VPN is against UAE law. A first offence results in the iPad being confiscated, a parent meeting and a written warning. A second offence results in permanent confiscation and may lead to suspension.
- Every student must provide a completed E-Safety certificate.

- During online learning, students wear school uniform on camera, keep microphones muted unless invited to speak, use appropriate language and respect everyone's right to learn.

5. Recognising positive behaviour

Most students at Glendale behave well most of the time, and we make sure it is noticed. Positive behaviour is recognised through:

- specific praise and positive feedback in lessons
- house points, certificates and celebration assemblies
- positive Toddle notes and phone calls home
- Leader in Me leadership roles, including Wellbeing Ambassadors and the School Council
- privileges such as trips, events and representing the school

Staff aim for a high ratio of positive to corrective comments and recognise effort, progress and improvement as well as achievement.

6. Graduated consequences: the six levels

Glendale uses a clear, six-level approach so that consequences are consistent, proportionate and understood by everyone. Each level is recorded, and parents are kept informed. Examples of behaviour at each level are set out in the Behaviour Consequences Chart (Appendix A), and the Level 4 behaviour card is shown in Appendix B.

Level	Response	Who is responsible	Recording
Level 1 Classroom warnings	• 1st warning: verbal warning from the teacher • 2nd warning: student moved to another seat in class • 3rd warning: student moved out of class to a supervised space (for example, the next-door class or Head of School)	Subject or class teacher	Warnings 1–2 managed in class. The 3rd warning is logged on Toddle the same day.
Level 2 SLT informed	• Middle leader or Head of School (SLT) informed • Restorative conversation with the student • Parents informed through Toddle	Teacher, then middle leader or Head of School	Logged on Toddle. Parents informed.
Level 3 Written warning and parent meeting	• Formal written warning sent to parents • Parent meeting with the Head of School • Behaviour support targets agreed	Head of School	Written warning letter. Record of Parent Meeting completed and uploaded to Toddle.

Level	Response	Who is responsible	Recording
Level 4 Behaviour card and/or detention	- Behaviour card for 1–2 weeks, signed each lesson, approved daily by the Head of School and signed weekly by parents - and/or supervised break or lunchtime detention - Loss of privileges, such as trips, events or representing the school - Referral to the school counsellor	Head of School	Card and detention logged on Toddle. Parents informed and sign the behaviour card.
Level 5 Suspension	- Internal suspension, or external suspension with prior KHDA approval - Decision made by the Principal with the Behaviour Management Committee - Reintegration meeting and support plan on return	Principal and Behaviour Management Committee	Student statements, investigation and Record of Parent Meeting on file. Written confirmation to parents.
Level 6 Exclusion	- Permanent exclusion, only with KHDA approval - Decision made by the Principal following a full investigation	Principal, Behaviour Management Committee and KHDA	Full case file submitted to KHDA. Written decision to parents with the right to appeal.

Serious incidents

Serious behaviour goes straight to the top. Bullying (with statements taken), swearing at staff or students, violence, VPN use or any serious breach of the UAE Student Code of Conduct can move directly to Levels 3 to 6, depending on the severity of the incident and any risk to others.

Punctuality and attendance

- Students who arrive late to a lesson are marked late.
- Three lates result in one break detention, supervised by the Head of School.
- Skipping lessons without permission is a Level 3 matter, and parents are informed.
- Attendance and punctuality are monitored in line with the Attendance Policy.

Age-appropriate application

In EYFS and the early years of Primary, staff apply the same principles using age-appropriate strategies, such as time to reflect with an adult and close partnership with parents. Levels 5 and 6 are used only in exceptional circumstances for younger students.

7. Detentions, behaviour cards, suspension and exclusion

Detentions

Detentions take place at break or lunchtime in a supervised room. Parents are informed through Toddle. Students always have time to eat and use the toilet. After-school detentions are used only with parents' agreement.

Behaviour card

A behaviour card is used for one to two weeks. The student presents it at the start of each lesson and the teacher signs it with a brief comment on behaviour against agreed targets. The Head of School approves the card at the end of each day, and parents sign it at the end of each week. Successful completion is recognised; lack of improvement leads to further action.

Suspension

- Suspension is decided by the Principal with the Behaviour Management Committee, following a full investigation.
- Internal suspension takes place in school under supervision, with work set by teachers.
- External suspension is applied only with prior approval from KHDA.
- Parents are informed in writing and invited to a meeting, recorded on the Record of Parent Meeting form.
- On return, a reintegration meeting agrees a support plan and review date.

Exclusion

Exclusion is a last resort, used only for the most serious misconduct or where a student's continued presence would seriously endanger others. It is applied only with KHDA approval, following a full investigation and evidence that support has been provided. Parents receive the decision in writing, together with information about their right to appeal.

8. Fair process and investigation

- Staff establish the facts calmly and promptly. Students involved and witnesses complete the Student Statement Form (Appendix C), which is kept on the student's behaviour file.
- Students are given the opportunity to explain their actions before any consequence at Level 3 or above.
- Consequences consider the student's age, needs, circumstances and previous behaviour.
- Parents are informed at every stage from Level 2, and meetings at Level 3 and above are recorded on the Record of Parent Meeting form (Appendix D).
- Decisions at Levels 5 and 6 are made by the Principal with the Behaviour Management Committee.

Behaviour Management Committee

The Behaviour Management Committee (BMC) reviews serious and persistent behaviour and advises the Principal on decisions at Levels 5 and 6. It includes at least four members: the Principal (chair), the Head of School, the Head of Inclusion and the school counsellor. The DSL joins where there is any safeguarding concern.

Appeals

Parents may appeal a Level 5 or Level 6 decision in writing to the Principal within five school days. The Principal reviews the case with a member of the Board of Governors who was not involved in the original decision. Parents who remain dissatisfied may contact KHDA.

9. Support, restorative practice and inclusion

Behaviour is a form of communication. Alongside consequences, we help students understand the impact of their actions and develop better strategies. Support may include:

- restorative conversations to repair harm and rebuild relationships
- referral to the school counsellor and wellbeing team
- behaviour support plans with clear, measurable targets reviewed with parents
- social skills, emotional regulation or small group interventions
- mentoring through Leader in Me and positive leadership roles

Students of determination and additional needs

Where behaviour may be linked to a special educational need, disability or EAL, the Head of Inclusion is involved at an early stage. Reasonable adjustments are made, consequences take account of the student's needs, and IEP targets and strategies are reviewed. Consistent expectations still apply, with appropriate support to meet them.

10. Safeguarding

Behaviour concerns are closely linked to student wellbeing. Any behaviour that suggests a student may be at risk of harm, abuse or neglect, or may pose a risk to others, is reported to the DSL immediately and handled under the Safeguarding Policy and UAE law. Bullying is managed under the Anti-Bullying Policy.

Physical or degrading punishment is never used at Glendale. Staff may use reasonable, proportionate physical intervention only to prevent a student from harming themselves or others, and any such incident is recorded and reported to the DSL and parents.

11. Roles and responsibilities

Who	Responsibilities
Board of Governors	Approve the policy; review termly behaviour data; hear appeals where required; hold leaders to account for consistent implementation.
Principal	Lead a positive behaviour culture; chair the BMC; make decisions at Levels 5 and 6; seek KHDA approval for external suspension or exclusion.
Head of School (SLT)	Manage Levels 2 to 4, supported by middle leaders at Level 2; hold parent meetings; monitor behaviour cards and detentions; analyse behaviour data.

Who	Responsibilities
Subject Leaders / Team Leaders	Support teachers with Level 2 behaviour in their subject or year group; inform the Head of School; follow up with students.
Head of Inclusion	Advise on students with additional needs; review IEPs and support plans; sit on the BMC.
DSL	Respond to behaviour involving risk or harm; liaise with external agencies; ensure compliance with UAE safeguarding requirements.
School counsellor	Provide targeted support and interventions; work with students, staff and parents; sit on the BMC.
Teachers and form tutors	Model and teach expectations; recognise positive behaviour; apply Level 1 consistently; log incidents on Toddle the same day.
Students	Follow the expectations; take responsibility for their actions; support others to do the same.
Parents	Uphold the parent–school contract; support the school's expectations and consequences; attend meetings when required; reinforce positive behaviour at home.

12. Recording, monitoring and review

- All behaviour from Level 1, third warning, upwards is recorded on Toddle on the same day.
- The Head of School analyses behaviour data termly by year group, type of behaviour, level and student group, including students of determination.
- Findings are reported to SLT and the Board of Governors and used to plan interventions, staff training and improvements to supervision.
- Behaviour support plans and behaviour cards are reviewed regularly with students and parents.
- This policy is reviewed annually with input from staff, students (through the School Council) and parents.

Appendix A: Behaviour Consequences Chart

Displayed in every EYFS, Primary and Secondary classroom and shared with staff, students and parents.

Level	What happens	Who is responsible	Examples of behaviour	Recording and parents
Level 1 Classroom warnings	1st warning: verbal warning from the teacher 2nd warning: student moved to another seat in class 3rd warning: student moved out of class to a supervised space (for example, the next-door class or Head of School)	Subject or class teacher	- Talking or calling out - Off-task or not working - Not following instructions first time - Out of seat without permission - Eating in class - Not bringing equipment or notebooks - Minor disruption to learning	Warnings 1–2 managed in class. The 3rd warning is logged on Toddle the same day.
Level 2 SLT informed	- Middle leader or Head of School (SLT) informed - Restorative conversation with the student - Parents informed through Toddle	Teacher, then middle leader or Head of School	- Behaviour continues after being moved out of class - Repeated Level 1 behaviour across lessons - Rudeness or disrespectful tone - Leaving class without a pass - Repeated uniform or ID breaches - Homework repeatedly not completed	Logged on Toddle. Parents informed.
Level 3 Written warning and parent meeting	- Formal written warning sent to parents - Parent meeting with the Head of School - Behaviour support targets agreed	Head of School	- Persistent Level 2 behaviour - Swearing or foul language - Defiance of staff - Skiping lessons or truancy - Misuse of devices, social media or YouTube in school - Cheating or dishonesty - Minor damage to property	Written warning letter. Record of Parent Meeting completed and uploaded to Toddle.
Level 4 Behaviour card and/or detention	- Behaviour card for 1–2 weeks, signed each lesson, approved daily by the Head of School and signed weekly by parents - and/or supervised break or lunchtime detention - Loss of privileges, such as trips, events or representing the school - Referral to the school counsellor	Head of School	- Continued Level 3 behaviour - Physical aggression without injury - Serious disrespect towards staff - Bullying confirmed after investigation - Theft - First use of a VPN (iPad confiscated, parent meeting and written warning)	Card and detention logged on Toddle. Parents informed and sign the behaviour card.
Level 5 Suspension	- Internal suspension, or external suspension with prior KHDA approval - Decision made by the Principal with the Behaviour Management Committee - Reintegration meeting and support plan on return	Principal and Behaviour Management Committee	- Persistent bullying or bullying causing harm - Physical assault causing injury - Threatening or discriminatory behaviour - Repeated VPN use or serious online misconduct - Serious damage to property - No improvement after Level 4	Student statements, investigation and Record of Parent Meeting on file. Written confirmation to parents.
Level 6 Exclusion	- Permanent exclusion, only with KHDA approval - Decision made by the Principal following a full investigation	Principal, Behaviour Management Committee and KHDA	- Assault on a member of staff - Possession or use of illegal substances or weapons - Behaviour that seriously endangers the safety of others - Continued serious misconduct after suspension and support	Full case file submitted to KHDA. Written decision to parents with the right to appeal.

Serious behaviour goes straight to the top

Bullying (with statements taken), swearing, violence, VPN use or any breach of the KHDA Student Code of Conduct can move directly to Levels 3–6.

Be on time

3 lates = 1 break detention, supervised by the Head of School.
 Skipping lessons: parents are informed (Level 3).

We recognise the positive

Praise, house points, positive Toddle notes and calls home, certificates, Leader in Me leadership roles and celebration assemblies.

Appendix B: Behaviour Card (Level 4)

Used for one to two weeks at Level 4. Approved daily by the Head of School and signed weekly by parents.

Student name		Year / class		Week commencing	
My targets	1. 2. 3.				

Day	Lesson 0	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Head of School approval
Monday	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Signature:
Tuesday	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Signature:
Wednesday	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Signature:
Thursday	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Signature:
Friday	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Sign: Comment:	Signature:

Hand this card to your teacher at the start of every lesson. Teachers sign and add a brief comment on behaviour against your targets. The Head of School approves the card at the end of each day, and parents sign it at the end of the week. The card is logged on Toddle.

Parent signature (weekly)		Date	
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Appendix C (continued): Student Statement Form

How I could put things right

Student declaration

I confirm that this statement is my own account of what happened and that it is true to the best of my knowledge.

Name and signature	Date
Student:	
Staff member receiving the statement:	

For staff use only

Behaviour level	☐ L3 ☐ L4 ☐ L5 ☐ L6 ☐ Serious incident (fast-tracked)
Action taken	
Parents informed	☐ Yes Date: _____ ☐ Record of Parent Meeting completed
DSL informed	☐ Not required ☐ Yes Date: _____
Toddle reference	
Filed by / date	

Appendix D: Record of Parent Meeting

Record of Parent Meeting: Student Behaviour

Completed in line with the Glendale Behaviour Policy. A copy is uploaded to Toddle and kept on the student's behaviour file.

Student name		Year and class	
Parent / guardian		Relationship	
Date of meeting		Time	
Meeting format	☐ In person ☐ Online ☐ Phone		
Staff present			
Academic year		Toddle ref.	

1. Behaviour level

- | | |
|--|---|
| ☐ Level 3: Written warning and parent meeting | ☐ Level 4: Behaviour card and/or detention |
| ☐ Level 5: Suspension | ☐ Level 6: Exclusion |
| ☐ Serious incident (fast-tracked) | ☐ Other: _____ |

2. Purpose of the meeting and summary of the incident(s)

Date(s), what happened, the expectation or part of the Student Code of Conduct not met, and the impact on learning or others.

3. Evidence reviewed

- | | |
|--|--|
| ☐ Toddle behaviour log | ☐ Student Statement Form(s) |
| ☐ Witness statements | ☐ Previous warnings or behaviour card |
| ☐ Attendance / punctuality record | ☐ Other: _____ |

4. Student voice

The student's account and reflection, if the student attended or gave a statement.

Appendix D (continued): Record of Parent Meeting

5. Parent views

The parent's perspective, concerns and any context the school should be aware of.

6. Agreed actions and consequences

- | | |
|--|--|
| ☐ Written warning issued | ☐ Behaviour card: from _____ to _____ |
| ☐ Detention: date(s) _____ | ☐ Loss of privileges: _____ |
| ☐ Internal suspension: _____ day(s) | ☐ External suspension: _____ day(s)* |
| ☐ Exclusion* | ☐ Reintegration meeting: date _____ |

* External suspension and exclusion are applied only with prior KHDA approval. KHDA reference: _____

7. Support plan

- | | |
|---|--|
| ☐ Restorative meeting | ☐ Referral to school counsellor |
| ☐ Behaviour support plan / targets | ☐ Inclusion or IEP review |
| ☐ Safeguarding referral to DSL | ☐ Regular parent check-ins |

Targets agreed with the student and parent:

Review date		Reviewed by	
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8. Acknowledgement

The parent acknowledges that the matter was discussed, that the school's decision, actions and support plan were clearly explained, and that they may appeal a Level 5 or Level 6 decision in writing to the Principal within five school days.

Role	Name and signature	Date
Parent / guardian		
Head of School		
Principal (Levels 5–6)		

Distribution: ☐ Uploaded to Toddle ☐ Copy to parent ☐ Student behaviour file ☐ DSL (if safeguarding)