



مدرسة الوحدة العربية
ARAB UNITY SCHOOL

MANAGEMENT OF STUDENT BEHAVIOUR POLICY

AY 2025-2026



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VISION STATEMENT

Our vision is that Arab Unity School aims to provide a stimulating, inclusive learning environment that challenges our students into discover their potential and develop into respectful, reliable, resilient and purposeful leaders of the global community.

MISSION STATEMENT

Our mission is to provide an affordable education with a solid foundation of knowledge, technology and life skills enabling our students to be socially conscious and responsible individuals.

CORE VALUES

Character Building

Morally accountable
Diligent
Trustworthy
Self-regulator
Caring

Progressive Thinking

Technologically competent
Collaborative
Adaptable
Enquiring
Creative

Global Commitment

Environmentally conscious
Persevering
Tolerant
Effective Participant

Leadership Skills

Inspiring
Motivating
Decisive
Consistent
Team player
Reflective Learner

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Creating a positive climate for learning

Effective schools are demanding places, where teachers expect and ensure high standards of work and behaviour.

- Professor Andy Hargreaves, Academic and Educationalist

1. Rationale

This policy aims to provide a framework for Arab Unity School (AUS) in developing approaches to managing student behaviour to promote a positive and safe learning environment.

This policy outlines what we expect from all our students in terms of their behaviour, the support and interventions used to address poor behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of school time and premises. It extends to all members of our school community and is written in line with our governing board's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years

Effective behaviour management systems identify proactive strategies that reinforce positive behaviour, expectations and seek to prevent behavioural issues. It is important that in managing student behaviour, AUS does not rely on rules and consequences for addressing negative behaviour. The aim is to change patterns of behaviour and not just to sanction students who misbehave. However, repeated breaches of school discipline cannot be tolerated and AUS should follow a graduated response when dealing with students.

The Ministry of Education, after reviewing the Ministerial Resolution No.619 of 2017, in respect of the regulation of the student behaviour management at General Education Institutions and with due consideration to the requirements of the public interest, has issued Ministerial Resolution No.851 of Year 2018 on Code of Behaviour Management for Students in the General Education Institutions. The behavioural offences are mentioned according to their degree, as mentioned in the MOE Code of Conduct 2018 and are coupled with behavioural offences specific to distance learning, in order to achieve the ease and flexibility of access to the detailed procedures mentioned in the Student Behaviour Management Policy of 2018. The school behaviour management committee complies with this policy of MOE.

2. Aims

1. To promote students' well – being and happiness.
2. To create the conditions for an orderly school community in which effective learning can takeplace, in which there is mutual respect between all members of that community and respectfor the school environment.
3. To develop a sense of self – discipline in students and an acceptance of responsibility for their own actions.
4. To provide a fair and transparent set of procedures that ensures consistent application of sanctions for dealing with unacceptable behaviour that impact on the smooth running of theschool within the context of positive behaviour management.

It is the aim of AUS to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. The behaviour policy is therefore designedto provide out students with guidance and set clear boundaries, whilst promoting positive behaviour.

3. Responsibilities

a) Managerial responsibility:

The school management is responsible for ensuring that a fair and effective Code of Behaviour and Discipline that includes rules, ways of encouraging and affirming student efforts, rewards, penalties, and implementation procedures, be developed and implemented with the participation of all the stakeholders of the institution.

b) Staff responsibility:

Staff will take every opportunity to raise students' awareness and understanding of the many issues related to behaviour and discipline through effective use of Circle Time, Student Council, Islamic Education/ Values Education/ME, PSHE and an all-pervading strand of social, moral and spiritual development in our teaching. School staff should consider themselves responsible at all times for the behaviour of students within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour.

c) Parental responsibility:

Parents should provide a conducive home environment as it plays a crucial role in shaping attitudes that produce good behaviour in schools. It is therefore important that parents should be aware of the aims, values and the nature of expected behaviour of the school.

d) Student responsibility:

Students should apply themselves to the learning and application of real-life enhancing skills as self-resilience, tolerance conflict management, problem-solving, decision-making, and effective intra-/interpersonal communication. They should also learn to appreciate that offensive behaviour has its consequences and that good behaviour shapes the desired community environment. The cornerstones of standards of students' behaviour are respect for oneself, respect for others, respect for the school and local community, and respect for the environment. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied.

School Behaviour Management Team (Disciplinary Committee)

The School has a "School Behaviour Management Team" , which can also be referred to as the "Disciplinary Committee" to review and discuss student behavioural issues. The remit of this committee is to ensure that:

- All disciplinary actions are fair and equitable to all students without exception.
- All disciplinary actions are appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy.
- That a transparent and fair appeals process for sanctions is available to students, Parents and/or Guardians.

The School Behaviour Management Committee shall keep a record of the disciplinary offences of each student and the actions taken in response.

The School Behaviour Management Committee includes the following members:

- Principal
- Vice Principal

- DSO/DDSO
- Pastoral Leads
- Heads

of

Sections

4. Behaviour Management

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

As a stepped approach AUS has a range of options and rewards to reinforce and praise good behaviour. These will be proportionate to the fair responses that may vary according to the age of the students, and any other special circumstances that affect the student. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. We have a level of measures clearly communicated to school staff, pupils and parents.

a) Behaviour for Learning

Certain principles and practices are pre – requisites of successful learning and good behaviour:

- Well planned lessons that are suitably differentiated to take into account 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 classroom and learning environments should display a ‘classroom rules’ poster, which has been shared and understood by all.

Despite good lessons, appropriate encouragement and support, some student 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.’**

Low-level disruption in lessons may be the result of:

1. Calling out – talking out of turn
2. Lack of respect for students/ staff/property
3. Being off task and distracting others
4. Arriving late for a lesson

Consistency in handling disruptions is crucial for maintaining a productive learning environment. When students understand the boundaries and expectations, they're more likely to adhere to them, which contributes to a better overall atmosphere in the school. All behavioural incidents are categorized by different LEVELS according to the Ministry of Education (MOE) guidelines. These incidents are systematically recorded in a central record system, which helps in tracking and analyzing behaviour trends

over time. Pastoral heads in each section play a key role in managing behaviour. They collaborate with teachers and other staff members to address and resolve behavioural issues. This collaboration ensures that the response to each incident is appropriate and consistent with the established guidelines.

Practical subjects, e.g., PE, Science labs, IT labs, Design & Technology, will have additional codes of conduct that focus on health and safety in these specialist venues. At the start of each term, the teacher will make these codes of conduct clear to students and display them as appropriate.

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

Strategies to promote and support good behaviour in lessons

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 (Student name) thanks” “looking this way and listening Aziza. Thanks”
- **Choice** “you can choose to finish your work, or you can choose to lose 5 minutes 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 the parents should receive notice of proposed after school detention.
- **Referral to the Middle Leader** (Head of Year, Subject Head, Head of Dept.) for further action
- **Report card/ Star Chart**
- **Meeting with parents** to agree support from both sides

All serious incidents should be referred to the Executive Leadership Group on the appropriate documentation following the agreed Process and Procedures.

It is important that strategies reflect a graduated response process.

b) Attendance/ Authorized / Unauthorized Absences

Good attendance and punctuality are essential to help ensure students’ acquisition of core skills and key areas of learning. AUS will use a range of age-appropriate rewards and sanctions to ensure high levels of attendance and good punctuality.

Students are expected to attend school on every school day as specified in the school calendar. Aligned to the UAE Federal Inspection Framework, good attendance is judged to be 94% or better of the school year. If attendance falls below 94% due to excessive unauthorized absence, the implementation of Level 2 violation sanctions will be triggered.

We expect students to arrive at school and to lessons on time. **Punctuality** to morning registration, assembly and lessons is vital and is considered a Level 1 violation if not adhered to. Tardiness will not be accepted

without an acceptable excuse. Students who are continually late for registration will be managed in line with the agreed policy. Where there are adverse weather conditions, there should be some flexibility in responding to each student's circumstances and their punctuality.

Unauthorized Absence/ Truancy

The following absences are regarded as unauthorized:

- ✓ Shopping trips
- ✓ Unnecessary travel
- ✓ Family events (birthdays, visitors etc.,)
- ✓ Other non – essential reasons

Students are considered to be truant if they are absent from school without their Parent's / Guardians knowledge or consent, or if Parents/ Guardian have colluded with the student so they are absent without authorization.

If a student is absent for one class or period during the day without authorization, the student is considered as truant. The school must immediately inform the students' parents of incidents of truancy and shall at an appropriate time and date meet with the parents and student to address such behaviour. Following such incidents staff will closely monitor the students' attendance and implement the behaviour sanctions as stated in the policy below.

Unauthorized absence / truancy is strictly prohibited and considered a Level 2 violation:

- For unauthorized absences of 15 days or more or 10 consecutive days or more during the academic year, we may either permanently exclude a student or withdraw their place for the following academic year.
- AUS will issue parents with an electronic or written warning following the 3rd. day of unauthorized absence and continue similar warnings progressively more formal in nature as per the Parent-School contract agreement.

Note: If a student is absent for one class or period during the day without authorization, the student is considered as truant and will be counted as one day's unauthorized absence.

Authorized Absence

The following absences are regarded as authorized:

- ✓ Illness (supported by a medical certificate)
- ✓ Scheduled doctor appointments (supported by a doctor's confirmation)
- ✓ Death of first or second degree relative
- ✓ Essential urgent family travel for matters such as medical treatment or death of a family member (must not exceed one month during the academic year. Must be supported by medical certificate/ official documentation.) Note: any absence for more than one-month duration must be approved by AUS and, in addition to providing medical certificates or documents, AUS are also required a letter from the UAE embassy of the country they are visiting confirming the child is in their country.)

- ✓ Participating in an official community task or event representing the UAE (i.e., sporting event)(supported by the official documentation)
- ✓ Mandatory appearance before an official government body (supported by evidence of the appearance)
- ✓ Up to a maximum of 5 days for any reason that the school recognizes and accepts upon the approval of the School Principal.

For authorized absences, Parents/ Guardians who plan to have their children miss several days of school are required to notify the school at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence.

PLEASE NOTE: it is the students' responsibility to collect work from the teacher.

Management of attendance and communication with parents

This policy will be shared with parents through the school website and will advise parents of the school's arrangement to manage absence and promote good attendance and punctuality.

The Parent – School agreement, issued to all families at the beginning of each academic year will clarify the expectations relating to attendance. It is part of this agreement that parents will make every effort to ensure that their children attend every school day and arrive on time for the beginning of the school day.

AUS will maintain accurate and comprehensive daily attendance records for every student and these the relevant student's absence form should be completed and submitted within the given timeline. Records will include reference to punctuality and the reasons given for absence.

Parents should inform the school in advance of any required absence, and this should be assigned a reason code by school staff to ensure accuracy in the collation of data. Notification of a planned absence requires 10-day notice to the school, and this will allow staff to prepare assignments that the student may need to complete during the absence period. Parents are responsible for contacting the school to understand the assignments that need to be completed during any extended planned absence and the work given must be completed either before the beginning of the absence period or shortly after returning from absence.

c) Behaviour In and Around the School

AUS students are expected to demonstrate high standards of behaviour at all times. This includes moving around the school, in tutor time and assembly, in the school areas and on the way to and from school. Appropriate action will be taken by the school against any student whose behaviour is unacceptable and undermines the overall good discipline or reputation of the school or individual class.

Banned Disciplinary Actions – it is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct
- Imposing/ increasing more School work
- Mocking or insulting the student in private or in public
- Preventing the student of using washroom facilities or consuming food

Monitoring Student Behaviour

Incidents of repeated misbehaviour are recorded according to the relevant policy of each section/school.

It is important that there is regular communication between staff, where individual students are discussed and monitored. Students giving cause for concern should be discussed at pastoral meetings. The meeting is used also to identify students for intervention and support as well as those who may need to be referred to the HoI/YL/HoY for behaviour or learning support. These regular pastoral meetings will be initiated and led by the relevant HoYs/YL/HoI.

d) 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 of 2-3 days or 2 – 3 months.

AUS takes a zero-tolerance approach to all forms of bullying. Any student (s) who bully another student will be dealt with and be made to apologize for their action.

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)
- **Cyber Bullying** – (e.g., inappropriate comments sent by text messaging, email or any social media platforms)

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

- ✓ **Verbal warning** and contact with parents
- ✓ **Loss of play/lunch time or detention or both** – break time, after school
Please note that parents should receive notice of a proposed after school detention
- ✓ **Isolation or reflection time**
- ✓ **Restorative justice**
- ✓ **Temporary ban/suspension from attending school**

Also refer to the School’s Anti Bullying Policy.

e) Mobile Phones

Mobile phones are strictly prohibited on school property during school time except where prior permission has been obtained from the relevant HOS in case of dire emergencies/ need.

Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school discipline (classified as Level 2 violation). As a result, the following actions will be taken:

- The mobile phone will be confiscated and only returned directly to a parent

- School detention (Please note that parents should receive notice of a proposed after school detention)
 - The incident will be recorded on the student file/ school system
 - A formal letter/ Email will be sent to the parents from school
 - Repeat violations will be escalated to a Level 3 violation and ultimately may result in a child being suspended or excluded 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. It is important for parents to provide accurate and up to date contact details to school.

f) Bus Behaviour

We urge all bus users to remember that the bus service is a privilege and not a right, should problems arise a series of steps will be taken. Students will first be talked to by a staff member and if there are further issues, parent meetings and bus suspensions ranging from one day to indefinitely will be followed according to the nature of the incident. Student infractions and their consequences are at the discretion of the bus authority. AUS does expect students to behave in a manner in line with school rules when riding on any bus. Bus service can be revoked at any time due to inappropriate behaviour. Refer to AUS Bus Transport Code of Conduct.

g) Movement Classes between Lessons

When it is necessary to move between lessons this should be done quickly and quietly. No lingering should be allowed. Where a system of student-based classes is in use, teachers and class leaders or prefects should ensure that the class group is not left unsupervised for an unreasonable length of time. Students are expected to abide by school rules.

h) Organized Excursions Educational visits, field trips and seminars

Authorized and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. Students are expected to attend these activities. While on such excursions, students are to consider themselves as guests and ambassadors of their school. Students must treat teachers, helpers and guides with respect and courtesy.

i) Property

Students are expected to respect school property such as furniture, buildings, books, materials, and equipment. Students have a key role to play in ensuring that the physical environment is kept clean and attractive

j) Behaviour in Common Areas

While in the library, in the laboratories, study areas, canteen, grounds and other common areas, students are expected to behave well as they would in class. Standards of behaviour and hygiene in toilets must be ensured

Serious Breaches of School Discipline

Serious breaches of school discipline will not be tolerated and the Senior Management Team or Executive Leadership Group, in accordance with AUS discipline procedures, will deal with serious incidents. Examples of serious breaches of school discipline could include:

- Fighting/assault or verbal Assault
- Serious and persistent cases of bullying
- Serious and persistent disruption of learning
- Deliberately and learning and potential harm to students with physical disabilities
- Any incidents in line with Level 3 violations as per AUS Policy Guidelines
- Incidents of repeated Level 2 violations within an academic year

Any incident deemed to be serious by the principal. 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, in accordance with KHDA regulations.

KHDA will be notified by the school liaison of any serious incident and/or decision to suspend a student from school.

In some Level 2/3 cases, parents will be invited into school to discuss their son/ daughter's behaviour. The student may be placed on "Behaviour Report Card" implemented for a week (monitoring during lessons) and/or their return to normal schooling managed on a 'phased return' basis where in the student will have integrated timetable with counselling session. In the case of fixed term exclusions, a managed return may include Behaviour Agreement signed by the student and his/herparents.

In severe cases where, despite support from the school, a student's behaviour does not change, the case will be dealt with by the AUS Disciplinary committee and parents may be asked to remove their child from the school permanently. This action will be conducted in accordance with the KHDA Policy. Alternatively, the school will seek Ministry of Education (MOE) approval and support to permanently expel the child. This will always be the last course of action after all other avenues to support and rectify the student's behaviour has been followed.

Students of Determination

The school behaviour management committee shall liaise with the Head of Inclusion (HoI) who may collaborate with the SEND department at the school if any of the students categorized under the People of Determination (POD) violates the code of conduct. The SEND team shall advise the committee in case the violation is caused because of the students' specific need and then a decision is made considering the following:

1. If the violation is not because of the student's specific need, the below levels shall apply, similar to mainstream students;

If the violation is because of the specific need of the student, the following shall apply:

- Develop and implement a behaviour improvement plan (BIP) as per level and type of the violation;
 - In case a Behaviour Improvement Plan (BIP) exists, the school shall revise and modify that plan in accordance to managing the new behaviour that led to the violation.
2. For those students who continue with unacceptable offences because of their specific needs, the school shall continue to support and integrate the child regardless of the Behaviour Intervention Plan (BIP). 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 different educational setting that will be more suitable to the specific need/s.

5. Behaviour Improvement Path

	Description of behaviour	Possible Actions	Parental support
Level 1 -Low level Misbehaviour	<ul style="list-style-type: none"> • Arriving late or being absent without an excuse • Having or using toys, audio or wireless, mobile communication devices, or other items (that are inappropriate for school) • Violating the dress code- (including different color school jackets and shoes) • Being in an area where students are not allowed to be • Breaking the classroom and playground rules • Disrespecting students or staff • Causing disruption in the classroom • Repetition of: Student not responding to teacher's instruction for cooperative learning in the class. • Repeatedly not completing homework or class assignments • Disruptive behaviour on School buses (e.g. vandalizing bus seats) • Sleeping during the class or school activities 	<p>First occurrence</p> <ul style="list-style-type: none"> • Teacher speaks to child about his/her behaviour • Note in planner/Education • Form tutor(s) speaks to student <p>Repeated Misbehaviour</p> <ul style="list-style-type: none"> • Verbal warning • Loss of play time or secondary detention • Parents contacted • signed acknowledged letter of offence. • Incident recorded in General Incident form with pastoral leads. <p>Continued Level 1 misbehaviour</p> <ul style="list-style-type: none"> • Meeting with the parents • HoY/ YL involvement to identify any underlying issues • Modified program • Meeting with school counsellor 	<ul style="list-style-type: none"> • Discuss the issue with your child Discuss/meet staff & agree action • Ensure homework is completed • Ensure your child is in the correct uniform • Ensure your child has the correct equipment • Ensure your child's notebook is kept up to date • Ensure your child is at AUS on time

		<ul style="list-style-type: none"> • Move to level 2 as behaviour causes significant disruption to teaching and learning • Reported as an incident in Safeguarding form 	
Level 2 -Medium Level Misbehaviour	<ul style="list-style-type: none"> • Responding to consequences for minor misconduct in an irresponsible manner • Repeating minor misconduct three times • Leaving the classroom without permission • Fighting, physical confrontation without injury, and encourage other to fight • Unwanted teasing or taunting of others • Damaging and / or destroying school or personal property • Obscene gesture / language; distribution of objects, literature, or material that are inappropriate for an educational setting • Leaving school grounds without permission • Bullying and threatening of other students verbally or physically 	<p>First occurrence</p> <ul style="list-style-type: none"> • A first offence may carry a verbal warning – teacher use professional judgment. • Incident recorded in General Incident form with pastoral leads. • Parents informed by letter from the class teacher – or HOY/YL signed undertaking • In case of vandalism or damage, parents are invoiced for the cost of the repair/ replacement • If cheating in exams – serious action in line with Honesty Policy <p>Repeated Misbehaviours</p> <ul style="list-style-type: none"> • Parents called into a meeting • Written warning • Behaviour agreement(s) • Behaviour Report card- Year leader • Hol or Counsellor involvement to 	<p>Discuss your child's behaviour in class with them</p> <p>Discuss with staff & agree action</p> <p>Discuss action and expectations with your child</p> <p>Discuss with child and ensure your child adheres to AUS rules</p>

	<ul style="list-style-type: none"> • Possessing or viewing pornographic or other inappropriate materials. • Providing false documents • Cheating in exams or assignments. • Theft • Bringing mobile phones to school and taking pictures of self and students. • Smoking/Vaping on campus 	<p>identify any underlying issues</p> <ul style="list-style-type: none"> • Modified timetable • Reported as an incident in Safeguarding form <p>Continued Level 2 Misbehaviour</p> <ul style="list-style-type: none"> • Meeting with the parents • Behaviour Improvement Plan drawn up and a Behaviour Contract is signed by all parties • Reflection time/ one – day suspension • Meeting School Counsellor or HoI as appropriate 	
<p>Level 3 (High Risk)</p> <p>Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people, also violations of UAE Laws.</p>	<ol style="list-style-type: none"> 1. Not singing the National Anthem and paying respect to the Quran 2. Responding to consequences for serious misconduct in an irresponsible manner 3. Repeating serious misconduct 4. Possession of contraband items, e.g., dangerous objects, sharp items, drugs, tobacco, etc. 5. Fighting or any careless action, which results in the injury of a person or damage to property 6. Deliberate pre-planned use of force (hitting, striking, strangling, harming) 	<p>First occurrence</p> <ul style="list-style-type: none"> • Child is sent to Principal/ Behaviour Committee • Parents contacted and asked to come into school • Written warning signed by all parties / one – day suspension – professional judgment • In the case of serious damage to property, parents are invoiced for the cost of the repair or replacement and 	<ul style="list-style-type: none"> • Meet with staff; agree action. Support for restorative plan. Ensure the child adheres to plan and AUS rules. • To discuss action and expectations with your child • To agree an action plan with the attendance service

or violence by an individual against another causing injury or emotional trauma.

7. Repetition of: Student not responding to teacher's instruction for cooperative learning in the class.
8. Bringing dangerous items to the school (e.g., sharp items, fire crackers, cigarettes, lighters, weapons)
9. Truancy (not attending school without parent permission)
10. Assaulting Teaching Faculty members, staff or members of the local community
11. Committing major actions contradictory to public morals such as sexual assault.
12. Possessing, selling, or consuming illegal substances
13. Committing major actions contradictory to Islamic values and morality
14. Deliberately setting off the fire alarm and so putting staff and student at risk.
15. Sexual harassment inside the school
16. Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti political or anti – social to the UAE;
17. Disrespect to any of the UAE political, religious or social icons/ idols

students may carry out community service

- Social police involvement (External Agency)
- Reported as an incident in Safeguarding form

Repeated Misbehaviour

- Review meeting with parents
- Behaviour Improvement Plan (BIP) drawn up and a Behaviour Contract is signed by all parties
- Temporary ban from attending school (up to 5 days) – KHDA/MOE informed

Continued Level 3 misbehaviour

- 'Managed move' – to another school
- 'Notice of Disciplinary Transfer' issued to parents

- Use the suspension period to reflect on the behaviour using positive parenting strategy

	<p>18. Tampering or vandalism of school buses or causing harm to road users;</p> <p>19. Committing acts of public indecency in school</p>		
<p>Level 4 (Very High Risk)</p>	<p>Third repetition of any Level 3 offence</p> <p>Bringing or possessing any firearm or non-firearm (Knives etc.) or any of the alike to and in school;</p> <p>Sexual assaults inside the school premises or facilities</p> <p>Physical assaults that may lead to physical injuries of schoolmates or staff;</p> <p>Leaking exams/ tests or participating in it at any level;</p> <p>Causing fires at school or setting school building or facilities on fire</p> <p>Possession, supply, promotion and use of substance (drugs), narcotic drugs and psychotropic substances, or appearing under the influence of drugs or narcotic drugs and psychotropic substances;</p> <p>All incidents that can be categorized under any of the above as decided by the Behaviour Management Committee</p>	<ul style="list-style-type: none"> • Call the parent/s for an immediate meeting; • Take all immediate actions including calling for help of 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/s shall bear all the responsibility, including financial cost, for any damages caused by the offence; • Communicate with KHDA/MOE for further actions including suspension from and enrolment in rehabilitation centers, etc., • Reported as an incident in Safeguarding form • Permanent exclusion - completed with evidence presented to Educational Zone 	

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

The code of conduct adopts a progressive penalties approach and violation/s are documented as per their occurrence using the associated templates. The behaviour management committee issues all decision relevant to Levels 2 through 4. This committee undertakes the responsibility to officially investigate the offence, collect all the evidence and issue a verified decision. The school Principal chairs the committee, Vice-chaired by the HOS, the Deputy HOS or the relevant pastoral care affairs representative. The HoI or school counsellor sits on the committee in the capacity of a member, 4 teachers of different subjects and the chair of the Parents' Council or similar role from the governors.

Students may be placed under probation for a semester. If behaviour does not improve, the students may be asked to leave the school.

Repeated Poor Behaviour

Repeated poor behaviour will not be tolerated and will see students progressing through the violation levels and appropriate sanctions will be enforced. For example:

As a consequence of two or more Level 1 violations, the school will meet with parents to inform them that their child has incurred a Level 2 violation. The student may receive a Behaviour Report Card and may be placed in isolation and/or receive detention and any privileges may be withdrawn. Appropriate actions to be discussed and agreed.

As a consequence of two or more Level 2 violations, the student may incur a Level 3 violation. This may incur a temporary suspension from school, or in extreme cases could ultimately lead to a Level 4 and ultimately a permanent exclusion from the school.

Fixed term and Permanent Exclusions

For Level 3 and Level 4 violations, it may be necessary to punish a student with a temporary suspension or, for severe breaches in school discipline; there may be no other option but to permanently exclude the student from school.

Fixed Term Exclusions

Only the school principal has the power to temporarily exclude a student. Fixed term exclusions can be for a period of up to 5 days

Before any decision is made to temporarily exclude a student, the Behaviour Management Committee undertakes a full investigation. The committee may include the School Principal, the Deputy Principal and/or another Executive Leader of AUS. The investigation may involve students and witnesses and will include consultation with the parents.

Permanent Exclusions

Only the Principal, in consultation with AUS Senior Executive, has the power to exclude a student.

Before any decision is made to suspend or exclude a student, the AUS Disciplinary Committee undertakes a full investigation. The committee will include the Principal, HOS and may also involve the chair of the Parents' Forum or representative from the board of governors. This investigation may involve students and witnesses and will include consultation with the parents.

Guidance Regarding Transition

Most students transferring from AUS to another school at the time of transition will be offered a place in the receiving school. However, where there are significant concerns regarding the behaviour of the student

and comprehensive records indicating support and interventions over time, the principals of both schools should consult to review the allocation of a place in the receiving school.

The Role of Parents

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of AUS's 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 Parent-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, attendance and punctuality.

Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal or with the board of governors' representative who may conduct an investigation.

6. Use of Positive Recognition and Rewards

AUS recognizes that praising students is important for promoting positive attitudes to school, learning and good behaviour. Staff can recognize students' positive contribution to their class or school community, their efforts with schoolwork, progress or attainment. Positive Recognition and Rewards may take the following forms:

Verbal Recognition

- Verbal praise to the student(s) concerned
- Public praise (in class, in assembly)
- Arranging for student and, in some cases parents, to meet the principal

Written Recognition

- Written comments in exercise books or on students' work
- Positive comments in home – school communication books such as Homework Diaries
- Issuing certificates or letter of appreciation
- Students name/ photograph on notice boards, e.g., "Student of the Month"
- Displays of students' work in the classroom or around the school
- Publication of students' work in school newsletters or on the school website
- Work shown to Principal or Senior Leadership Team
- Merit awards and praise postcards, or similar
- Letter/ email from Tutor, Subject Teacher or Head of Department to the student and/or their parents
- Principal's letter to the student and/or their parents

Material/ Financial Recognition

- Academic awards and trophies
- Sports medals and trophies for competing or winning competitions
- Prizes, e.g., books for winning entries in a writing competition
- Book token or voucher for winning a competition

Participation in a Special Event or Activity

- Participation in school trip, award ceremony, camp or expedition

It should be noted that wherever/ whenever a student is involved in a representative role for the school, this should be acknowledged.

Finally

The above is the basic system for the application of all matters of discipline and can be discussed with the Executive Leadership Group. The student's Learning Manager/Class teacher will be involved at all of the above stages in a pastoral capacity and strategies put in place to try and avoid more serious consequences. The school will be mindful of the fact that attempts to address most matters of continuing indiscipline stand a greater chance of success if the students' parents are on board with the process and supportive of the school's aims. To that end, the Class Teacher, Head of Year, Learning Manager, Head of Primary, Head of Early Years, Head of Secondary or Head of Sixth form will maintain contact with parents as deemed appropriate in any given matter. Generally speaking, the school aims to offer students the chance of a fresh start at the beginning of a term and previous misdemeanors will not be held as a 'starting point' for consequences imposed that term. However, there will be occasions when this will not be appropriate in terms of the students' overall education and what the school is aiming to achieve. For example, if the student has regularly received sanctions for the same misdemeanor time after time, particularly if that misdemeanor is in itself quite serious.

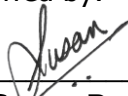
Prepared by:

Date: 21-08-2024

Ms. Pooja Hari – DDSO and Ms. Dhanya Augustus - DSO

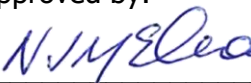
Reviewed by:

Date: 14-08-2025


Ms. Susan Rubin Varghese
Deputy Principal

Approved by:

Date: 18-08-2025


Mr. Nigel McQuoid
Principal



مدرسة الوحدة العربية
ARAB UNITY SCHOOL

Form 1 –

Date:

Violation/ Offence Report

☐
☐

Verbal Warning

Written Warning

Student's Name	
Year	
Date of incident	
Place of incident	
Time of incident	
Description of incident	

Level of the Violation

☐ Level 1
☐ Level 2
☐ Level 3
☐ Level 4

Frequency

☐ First time
☐ Repetition 1
☐ Repetition 2
☐ Repetition 3

Violation Reporter: Designation:

Student Signature:

Head of Section : Date:

**Mandatory to be filled for all incident (Level 1-Level 4)*



Behaviour Contract

Date:

Student's Undertaking

I, the undersigned,, Student ID

student in year, section, undertake that I shall adhere to the school's code of conduct 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 code of conduct. I confirm that I have been verbally notified against my unacceptable behaviour/s which I summarize as follows:

1.

.....

2.

.....

3.

.....

4.

.....

5.

.....

Student's name: Signature:

Section Head's Approval and Signature: Date: / / 20__

The parent shall be sent a copy of this undertaking. The original copy shall be filed to student's file and school records. The counsellor shall receive a copy of the same.

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 (am/pm) on / / 20__



Form 3 –

Date:

Parent's Undertaking

I, the undersigned, (Father/ Mother/ Guardian) of student

Student ID in year section....., undertake that the mentioned student shall adhere to the school's code of conduct and all school rules inside the building and facilities. The student shall keep them clean and safe. In case of violation to any of these rules, I shall accept all the consequences the student shall be held accountable for as detailed in the schoolcode of conduct. I confirm that I have received a report of all these violations, which I summarizeas below:

1.
2.
3.
4.

Parent's name: Signature:

Head of Section Approval and Signature:

**Only to be used in circumstances where parental involvement is less or neglect is suspected*



Form Level 1

To the parents of.....

Date.....

Dear Parents

Student Behaviour Level 1 – Written Warning

Consistent with school policies and procedures, this written warning is issued to....., Student ID student in year, section misconduct that resulted in disruption to teaching and learning.

Details are as follows:

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

This Level 1 Written Warning will be placed on record.

The student agrees that there will no further display or engagement of the above-mentioned behaviour. Continuation of such behaviour will escalate to a Level 2 Written Warning with more severe consequences.

Head of Key Stage

(School Stamp)

Parent acknowledgement of Student Behaviour, Level 1 Written Warning

As the Parent / Guardian of the above-named student, I acknowledge receipt of the Level 1 written warning and understand that any continuation of such behaviour will escalate to a Level 2 written warning with more severe consequences.

Name.....

Date.....

Signature.....

Contact no.



Form Level 2

To the parents of.....

Date.....

Dear Parents

Student Behaviour Level 2– Written Warning

Consistent with school policies and procedures, this written warning is issued to....., Student ID student in year, section for the misconduct that resulted in disruption to teaching and learning.

Details are as follows:

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

This Level 2 Written Warning will be placed on record.

The student agrees that there will be no further display or engagement of the above-mentioned behaviour. Continuation of such behaviour will escalate to a Level 3 Suspension

Head of Section

(School Stamp)

Parent acknowledgement of Student Behaviour, Level 2 Written Warning

As the Parent / Guardian of the above-named student, I acknowledge receipt of the Level 2 Written Warning and understand that any continuation of such behaviour will escalate to a Level 3 Suspension

Name.....

Date.....

Signature.....

Contact no.



مدرسة الوحدة العربية
ARAB UNITY SCHOOL

Form – Level 3

Temporary Suspension Decision

Dear Mr/Mrs,Parent/ Guardian of student
....., Student ID_____, studying in year
.....Please be informed that due to the repeated offences of the student and his/ her negative
response with all behaviour modification support the following decision was made

1.
2.
3.

The Behaviour Management Committee has decided in its meeting dated / /20__to temporary
suspend the student who will undergo a behaviour modification program
from.....(Day)...../(Date).....to.....(Day)...../(Date).....

This decision was made because of the following reasons:

1.
2.
3.

Parent name and Signature:

Student name and Signature :

Principal:

Date: / / 20__

(School Stamp)



مدرسة الوحدة العربية
ARAB UNITY SCHOOL

Form – Level 4

Notification for Change of School Decision

Dear Mr/ Mrs, Parent/ Guardian of student
....., Student ID....., in year, section.....
, please be informed that due to the repeated offences of the student and his negative response
with all behaviour modification support through the previous actions taken as shown below:

1.....

2.....

As part of its meeting dated,the Behaviour Management Committee issued a transfer
request to Knowledge of Human Development Authority (KHDA) and obtained their approval. As soon as
you receive this notification, please let us know the name of the replacement school within one week (7
calendar days).

Parent name and Signature:

Acknowledgement of the student..... (Name and Signature)

Principal:

Date: / / 20

CC. Knowledge and Human Development Authority – Accreditations and Customer Service sections

(School Stamp)



مدرسة الوحدة العربية
ARAB UNITY SCHOOL

Form – Level 4

Notification - Suspension Decision until the end of the Academic Year

Dear Mr/ Mrs ,Parent/ Guardian of student
..... Student ID , in year ,
section..... , please be informed that due to the repeated offences of the student and his/ her negative
response with all behaviour modification support through the previous decisions taken as shown below

1.....

2.....

3.....

This is to notify you that the student suspension decision has been made, effective until the end of the
Academic Year. The decision was based on your violation of the policies and regulations set by the school.
His/her suspension will last from now until the end of the Academic Year.

He/she must complete all coursework for this semester and make arrangements with your professors to
ensure that your academic progress is not affected by this suspension.

Parent Name and Signature:

Student Name and Signature:.....

Principal:

Date: / / 20

(School Stamp)



Form – Level 4

Date:

Dear ,

Over the past few months, there have been many discussions regarding Student name place at Arab Unity School. These discussions have involved the leadership team at the school, the KHDA and yourself.

Student name has been a valued member of the AUS for.....years and has received significant support from the staff here. However, as discussed, recent behaviour has been contrary to the school behaviour policies on many occasions. Unfortunately, some of these occasions have resulted in distress and even harm to fellow students.

In line with the written warning letters dated and we feel that continued attendance at AUS, would be in conflict to the ethos of the school.

Therefore, I am writing to inform you that Students name will not be offered a place at AUS for the academic year.

The AUS admissions and accounts personnel have been informed of this decision and any financial implications will be resolved according to UAE law.

We do not take this decision lightly and will, of course, support Student namein their remaining time at the school and in applications to another school.

In the interests of full disclosure, please be aware that we have been in correspondence with the KHDA in this matter and are working within their guidelines. They have a copy of this letter.

Although we have already discussed this in person, I would be happy to meet with you over any aspect of this unfortunate situation.

Yours sincerely

Principal

(School Stamp)