

BEHAVIOUR AND DISCIPLINE POLICY

<i>Date of Review</i>	19/03/2026	<i>Approved by</i>	<i>Principal</i>	CEHS/ BD 2026-2027
<i>Academic year</i>	2026-27	<i>Next Review</i>	16-03-2027	

INTRODUCTION

We are committed to fostering a safe, supportive, and respectful learning environment for all members of our community. Our policy reflects our dedication to promoting positive behaviour and providing clear guidelines for maintaining discipline. Through proactive measures and a focus on nurturing character development, we aim to empower our students to make responsible choices and thrive academically, socially, and emotionally.

This policy serves as a roadmap for creating a conducive atmosphere where every individual can reach their full potential and contribute positively to our school community.

We ensure that all reasonable steps are taken to ensure the positive behaviour and discipline of every one of the school premises as well as on the school buses, during school trips, participation in social-media forums, and other school-related activities media forums.

RATIONALE

This policy seeks to promote consistency and effective communication among all stakeholders, with the goal of fostering positive behaviour that contributes to the learning, progress and success of all students. Our goal is to shift away from a reactive disciplinary model centered on punishment towards a proactive approach that embraces positive behaviour support and empowers students to self-regulate.

OBJECTIVES

- Providing a clear disciplinary system defining expectations, procedures and measures to support a safe educational environment.
- Providing a suitable teaching and learning environment for students and staff to achieve the objectives of the educational process.
- Enhancing the positive behaviors of the students, by means of encouragement and promotion, and limiting students' behavioral problems using all the possible educational means.
- Establishing clear and educationally sound methods for staff to deal with behavioral problems.
- Orienting students and parents/guardians to the rules and regulations relating to conduct, and to the importance of compliance in developing self-control.
- Developing Cyber Code of Ethics that incorporates Internet Use, plagiarism, photos and providing rules for computer/lap top/ iPad /smart phones with blended educational technology in structured lessons.

THE STUDENTS DISCIPLINARY COMMITTEE (SDC)/ HARMONY COUNCIL

The Student Disciplinary Committee (SDC) /Harmony Council plays a crucial role in upholding the standards of behavior and discipline within the school community. Its primary responsibilities include:

Policy Enforcement: The committee ensures that school policies regarding behavior and discipline are implemented consistently and fairly across all situations.

Decision Making: Based on the findings of investigations, the committee deliberates and decides on appropriate disciplinary actions or interventions to address the behavior in question. Depending on the severity of the offense and the school's disciplinary policy.

Investigation: It investigates incidents of misconduct or behavioral issues reported within the school, gathering evidence and conducting interviews with relevant parties to ascertain the facts of the matter.

Support and Guidance: The committee may provide support and guidance to students who have violated school rules, helping them understand the consequences of their actions and guiding them towards more positive behaviors in the future.

Review and Improvement: Periodically, the committee reviews the effectiveness of disciplinary measures and policies, making adjustments as necessary to ensure they remain relevant and conducive to maintaining a safe and respectful learning environment.

Communication: The committee communicates its decisions and any updates regarding disciplinary matters to relevant stakeholders, including students, parents, teachers, and school administrators, fostering transparency and accountability within the school community.

TEAM

- Principal
- Head of Pastoral Care
- SLT
- Counsellor
- Wellbeing coordinator
- Teacher
- Parent representative
- Student representative
- Child protection officer

PROCESS AND PROCEDURE

- Refer concern through Conduct Enhancement Form to Head of Pastoral Care
- Head of Pastoral Care address the referral and will direct to concerned The Student Disciplinary Committee (SDC) / Harmony council member as per the degree of concern.
- Concerned Harmony council member will be involved as required.
- Level 3 or higher concerns will be addressed directly by the Principal.

THE SCHOOL OWNERS AND BOARD OF TRUSTEES WILL:

- Review and approve the school's behavior and discipline policy, and ensure that the
- Behavior Policy is fully compliant with the requirements of the Council's regulations and policies.
- Monitor the School's implementation of its Behavior Policy.
- Create a School Disciplinary Committee.

THE ROLE OF THE PRINCIPAL

- Oversee development and implementation of behavior and discipline policies in collaboration with the team.
- Ensure that these policies are aligned with the school's mission, values, and legal requirements.
- Sets clear expectations for behavior and discipline within the school community, emphasizing the importance of respect, responsibility, and positive behavior.
- Supports the behavior and discipline team by providing resources, training, and professional development opportunities to enhance their effectiveness in managing behavioral issues.
- The principal is involved in decision-making processes regarding disciplinary actions, providing input and guidance based on their experience and expertise.
- Communicate behavior and discipline policies, procedures, and expectations to students, parents, teachers, and staff members, ensuring transparency and understanding within the school community.
- Monitors behavior trends, disciplinary incidents, and the effectiveness of interventions, making adjustments as needed to maintain a positive and supportive in and out school climate.
- Addresses complex behavioral issues or crises that may arise within the school community, working closely with the behavior and discipline team to develop appropriate responses and support strategies.
- Serves as a role model for positive behavior and ethical conduct, demonstrating fairness, empathy, and integrity in their interactions with students, staff, and parents.
- Encourage partnership between home, school and community.
- Reviews disciplinary strategies on a regular basis – include parents, learners and teachers
- Promoting a positive school culture, fostering a sense of belonging and accountability, and ensuring the well-being and success of all members of the school community.

HEAD OF PASTORAL CARE

- Collaborating with other committee members to develop and refine school disciplinary policies that align with educational best practices and legal requirements.
- Ensuring that disciplinary policies and procedures are effectively communicated and consistently applied throughout the school community.
- Providing training and support to staff members on disciplinary procedures, conflict resolution techniques, and promoting positive behaviour management strategies.
- Participating in disciplinary investigations and decision-making processes, offering insights and recommendations based on their expertise in pastoral care and student support.
- Offering pastoral care and support to students involved in disciplinary incidents, helping them understand the impact of their actions and guiding them towards positive behavioural changes.
- Communicating with parents or guardians regarding disciplinary matters involving their children,

fostering a collaborative approach to addressing behavioral concerns.

- Monitoring the effectiveness of disciplinary interventions and policies, regularly reviewing disciplinary data, and making adjustments as needed to promote a safe and inclusive school environment.
- Establish a Behavior Improvement Log to record instances of disciplinary actions being administered.
- Lead the development and communication of clear classroom expectations and ensure that all teachers have access to the Behavior and Discipline Policy.
- Address the referral and will direct to concerned SDC member as per the degree of concern.
- Collaboration with External Agencies: Collaborating with external agencies, such as child protection services, Ministry of education, Department of education or mental health professionals, to address complex disciplinary issues and provide appropriate support to students in need.

THE TEACHER

- Work together with students to establish written classroom rules and consequences collaboratively.
- Take accountability for upholding discipline and order both within the school premises and in external settings.
- Enforce class and school rules and regulations consistently, promptly, and with firmness.
- Follow the outlined guidelines in the Positive Behavior and Discipline Policy with consistency.
- Incorporate Peace Education, Self-Concept, Conflict Resolution, and Social Skills into the standard instructional curriculum.
- Implement positive reinforcement strategies to encourage acceptable behaviors exhibited by learners, while employing appropriate interventions to address and redirect unacceptable behaviors.
- Demonstrate equitable treatment towards all learners, irrespective of their ethnicity, religion, social background, or economic status.
- Maintain accurate behavior records and communicate relevant concerns promptly to the appropriate section supervisor.
- Collaborate effectively with parents/guardians, section supervisors and students when implementing behavior-support approaches.
- Demonstrate exemplary social and professional behaviors to serve as a positive role model.

THE PARENT/GUARDIAN

- Review the Class Rules, School Rules, and Disciplinary Policy together with your child/ward.
- Guide and support your child/ward in making positive choices and behavior adjustments.
- Request and participate in training and activities that will assist you in better understanding and education your child/ward.
- Keep the school informed of the needs, peculiarities and health status of your child/ward.
- Regularly inquire about your child's/ward's performance and behavior at least once each term.
- Please make arrangements in advance or inform the Class Teacher of your presence and intention.
- Inspire your child/ward to embrace and abide by the Class Rules and School Rules.
- Motivate your child/ward to actively engage in school-sponsored activities.
- Ensure that the school can reach you during the day in case of an emergency, whether by phone at home or work, through electronic mail, or at your residence.
- Please promptly inform the Class Teacher of any exceptional behavior demonstrated by your child/ward or any other learner, even if it occurs outside of the school Premises.
- Ensure that you consistently demonstrate affection and kindness towards your child/ward, fostering a

Supportive and nurturing environment. Additionally, show respect for their thoughts, feelings, and individuality, valuing their perspectives and treating them with dignity at all times. By doing so, you cultivate a positive and healthy relationship built on mutual trust and understanding.

- Don't hesitate to reach out to the school or a relevant agency if you need assistance in guiding your child/ward's behavior positively.
- Set a positive example by demonstrating desirable social behaviors in your interactions with others.

ROLE OF STUDENT REPRESENTATIVES

- Serve as advocates for their peers, voicing their concerns and suggestions regarding disciplinary policies and practices to school administrators and faculty.
- Helping to find resolutions that promote understanding and cooperation.
- Facilitate communication between students and school authorities, ensuring that students' perspectives are heard and considered in decision-making processes related to discipline and behavior.
- Participate in educational initiatives aimed at promoting positive behavior and preventing disciplinary issues, such as organizing awareness campaigns or workshops on topics like conflict resolution and respect.
- Lead by example, demonstrating positive behavior and adherence to school rules and policies, thereby inspiring their peers to do the same.
- Provide valuable feedback to school administrators and faculty on the effectiveness of disciplinary measures and behavior management strategies, based on their
- Observations and interactions with fellow students.
- Collaborate with teachers, counsellor, and other stakeholders to develop and implement initiatives that foster a positive and inclusive school environment conducive to learning and personal growth.

SCHOOL STAFF

- Staff will take every opportunity to raise students' awareness and understanding of the many issues related to behavior and discipline through effective use of Student Council, Islamic Education/ Values Education, Life skill classes 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 behavior of students within sight or sound of them and should prompt and show assertive response to promote positive behavior.
- All staff members are required to sign a confidentiality agreement, which includes the release of student information. When requested by individual parents, staff members are directed to protect students by not allowing photography or any other form of video data to be collected and distributed.

GENERAL GUIDELINES FOR POSITIVE CONDUCT

School Work

- Students must carry the required school books according to the timetable each day to support the smooth flow of learning.
- Student must come to school in complete uniform.
- The school regards the completion of careful and regular work in the class and at home as an indispensable part of the curriculum.

Property

- Students are expected to respect such school property such as furniture, buildings, books, materials and equipment.
- Parents are strongly advised to put name tags on their children's belongings. The school cannot be held responsible for any loss or theft of students' property. Student must keep track of their belongings and not leave them unattended.

Punctuality

- Punctuality is essential. All students are expected to be punctual in arriving at school, to lessons, and at any other school function. Tardiness and late coming are highly discouraged.
- Three instances of late arrival in one week will be recorded as one day of absence, in accordance with school attendance procedures.
- In case of genuine need, parents are expected to contact the respective Heads of Section to convey the reason of late coming.

Organized Excursions

- Educational visits, field trips and seminars are authorized and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. While on such excursions, students are to consider themselves as ambassadors of their school.
- Students must treat teachers, helpers and guides with respect and courtesy. The school notifies parents to obtain their written consent in advance.
- On such occasions, students are required to wear the prescribed school uniform and ID, as instructed by the school. Failure to comply will be addressed through the school's behavior and supervision procedures.

Behavior in common area

- While in the library, laboratories, grounds and other common areas, students are expected to behave well as they would in class.
- Standards of behavior and hygiene in toilets must be ensured.
- Students are expected to keep the school premises clean and tidy.
- Littering includes: Spilling water in classes, in corridors, on the ground, throwing empty water bottles, throwing empty packets, food remains etc.

- In cases of littering, an age-appropriate restorative service may be assigned, such as helping to restore the affected classroom or common area. Failure to complete the agreed restorative action may result in further behavior-management steps.
- Students are not allowed to run in corridors or on the staircases.

School Transport

- Students are required to adhere to the school transportation rules and regulations strictly. They must conduct themselves in a proper fashion for the smooth and safe transportation for each and every student.
- Should always wear the seat belt in the bus
- Bullying of any kind is strictly prohibited.
- Students should refrain from any aggressive behavior which leads to fighting or use of abusive language during transportation.
- In case of any complaint, they can register their complaints to the teacher in charge/s of the bus which will be addressed in a just manner by the school.
- During transportation instructions by teachers as well as by security guards have to be followed without fail.
- No littering of any kind is allowed in the bus.
- Vandalism of all kinds are strictly prohibited in the bus.

Cyber Safety-Use of Gadgets in School

- Bringing of mobile phones, CD, cameras or any other electronic items is strictly prohibited. Possession of prohibited electronic items will be addressed in accordance with the behavior and Discipline Policy, and the item may be secured in accordance with school procedures.
- Mobile phone is not allowed in school premises but if brought, in case of dire need (Student who would need to call parent when out of school) must be handed over to the Class teacher/Supervisor.

Changing Classes between Lessons

When it is necessary to move between lessons this should be done quickly and quietly. No lingering will 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.

Bullying -Anti Bullying

The school is committed to ensuring a safe and supportive environment for all students. We recognize that bullying is a serious issue that can significantly impact a student's emotional, psychological, and academic development, as well as their overall well-being. This policy outlines our approach to preventing bullying, supporting victims, and promoting a culture of respect, kindness, and inclusion.

The school takes bullying seriously and responds to proven incidents in accordance with its Anti-Bullying and Behavior and Discipline procedures.

Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological, and/or cyber means. Proven and intentional acts of bullying will be addressed with appropriate disciplinary action in accordance with school policy. In serious cases, the matter may be referred to the KHDA for further review and guidance.

Anti Vaping

The school is fully committed to promoting a healthy, safe, and supportive learning environment for every student. We recognize that behaviors which compromise student wellbeing—such as the use or possession of vaping devices—pose serious risks to physical health, emotional safety, and overall academic development. The school maintains a zero-tolerance stance toward the possession, promotion, or use of vaping devices on school premises, school transport, and during all school-related activities.

To protect the wellbeing of all members of our community, the use, possession, or promotion of vaping devices is strictly prohibited for students, staff, parents, visitors, and contractors.

This prohibition applies to all areas of school life, including:

- all indoor and outdoor areas of the school campus
- school buses and all school-operated transport
- school trips, camps, events, and any school-related activity

Students must not bring, use, share, or sell any vaping products, including: vapes, e-cigarettes, pods, cartridges, disposable vapes, or any related paraphernalia

In addition, the promotion, display, or advertisement of vape-related imagery or branding is not permitted, as it may encourage harmful behavior.

Recognizing Early Signs

- Unusual scents or smoke-like smell on clothing, in classrooms, or in home.
- Possession of unfamiliar items (vapes, pods, e-cigarettes, chargers)
- Sudden behavioral changes (irritability, withdrawal, secretive behavior)
- Physical symptoms such as coughing, sore throat, or dizziness
- Changes in peer groups or sudden avoidance of certain areas.
- Frequent or prolonged use of washrooms or other secluded areas.

PROMOTING POSITIVE BEHAVIOUR GROWTH

We believe strongly in the importance of promoting and praising good behavior. The role of rewards /Reinforcement and praise is a key component of developing the potential of all students at Crescent English High school, Student's effort and good behavior is rewarded and celebrated by teachers in many ways, including.

- Positive reinforcement: Offering praise, encouragement, or rewards for demonstrating desirable behavior.
- Thanks, and appreciation letters issued or approved by the school administration and delivered to the student or his guardian.
- Written lauding expressions in the student's report card or his notebooks.
- Recognition: Acknowledging and highlighting instances of positive conduct publicly, such as through certificates or awards. Commending the student through the school broadcasting service, wall newspapers, periodicals or magazines published by the school.
- Displaying student's name and photo as Student of the Month on the honor board.
- Publishing the name and the photo of the student and lauding him through the school website/social media.

- Honoring the student in the school celebrations same as the excellent and distinguished students.
- Role modelling: Demonstrating the desired behavior oneself to set an example for others to follow.
- Constructive feedback: Providing specific and constructive feedback to reinforce positive behavior and guide further improvement.
- Oral praising, commending, lauding and encouraging expressions addressed by any one of the school staff upon showing the desirable conduct.
- Opportunities for leadership and responsibility: Empowering students to take on leadership roles or responsibilities that align with desirable conduct.
- Opportunity to represent the school in student meetings, seminars or conferences, outside trips or official student delegations.
- Peer support and recognition: Encouraging peers to support and recognize each other's positive behavior through peer mentoring or peer acknowledgment systems.
- Incentive programs: Implementing incentive programs or initiatives that reward consistent demonstration of desirable conduct.

"FOSTERING POSITIVE BEHAVIOUR AND DISCIPLINE MANAGEMENT: GUIDELINES FOR EFFECTIVE REINFORCEMENT AND SUPPORT"

When implementing strategies to promote positive behavior growth, it's essential to consider the following positive aspects:

- Validation of the reported incident.
- Applying rules with the purpose of guiding individuals towards positive behavior and fostering growth.
- Interacting with the student with respect for their character and emotions, while prioritizing positive reinforcement methods over corrective actions.
- Taking into account the context and frequency of the behavior to ensure a fair and effective response.
- The applied procedure should be appropriate for the student's developmental stage, accommodating all ability levels.
- It's essential to link conduct rectifying strategies with positive reinforcement techniques.
- Relying solely on one method to rectify conduct diminishes its effectiveness.
- Gradually implementing conduct rectifying methods is a successful educational principle.
- Fostering an environment free from cruelty, psychological abuse, vilification, insult, sarcasm, or humiliation.
- Emphasizing the student's behavior rather than their personality.
- Each student deserves to be treated fairly and held accountable for their own actions, promoting a positive and equitable learning environment.
- Avoiding the enforcement of measures on all classroom students or a group due to the fault committed by one student.
- Procedures should be prompt and tailored to the level and nature of the conduct.
- Before implementing measures, the Student Discipline Committee (SDC) should consider the student's challenges from social, educational, psychological, and financial viewpoints.

- Reinforcement should match in type and degree with the under-reinforcement conduct.
- Reinforcement opportunities should be fairly available for everybody.
- Reinforcement strategies shouldn't turn to frustrate those who don't receive any.
- Reinforcement should be directed to the response of the student and not to his personality.
- Reinforcement methods should vary between moral and material ones (verbal and non- verbal).
- Avoid exaggeration in using means of reinforcement.
- Reinforcement should immediately follow occurrence of the desirable conduct.
- The desirable conduct of the students is reinforced on the levels of the class, in line with the age of the student, school environment and student's conduct using varied methods including
- Setting clear expectations: Establishing clear expectations for behavior and consistently communicating and reinforcing them.

EMPOWERING STUDENT SUCCESS

Strategies for Students for Positive Feedback and Support"

- Active participation in class discussions, group activities, and academic pursuits.
- Demonstrations of kindness, empathy, and inclusivity towards peers.
- Consistent adherence to school rules, policies, and expectations.
- Acts of responsibility, such as completing assignments on time and being prepared for class.
- Displaying respectful behavior towards teachers, staff, and fellow students.
- Exhibiting positive communication skills and conflict resolution strategies.
- Demonstrating leadership qualities and collaborative teamwork.
- Showing resilience and perseverance in the face of challenges.
- Consistently demonstrating honesty, integrity, and ethical behavior.
- Engaging in extracurricular activities and initiatives that contribute positively to the school community.
- A student's embrace of positive conduct following the correction of their previous undesirable behavior.

EMPOWERING STUDENT FOR ANTI VAPING

Preventive Education Strategies by School to promote Anti Vaping

The school will:

- Integrate vaping modules into Science/Health or Life Skills curriculum.
- Deliver at least two wellbeing sessions per year focusing on vaping prevention
- Conduct one cultural/social influence workshop annually
- Ensure lessons are age-appropriate, factual, and aligned with KHDA health standards
- Train Student Ambassadors to lead anti-vaping campaigns
- Host two student-led awareness events per academic year
- Include anti-vaping initiatives within Student Council activities
- Encourage peer-to-peer dialogue to increase impact
- Staff Training: Teachers and staff are trained to recognize signs of vaping and respond appropriately.

- Provide guidance to parents on: Early warning signs, health risks, monitoring and communication strategies.
- Establish clear referral pathways to counselling and wellbeing support.
- Ensure collaboration between: safeguarding, wellbeing, school medical team, counsellors
- Hold regular team meetings to review support cases and track outcomes.
- Report incidents to KHDA through the safeguarding channel (if necessary)

Strategic Partnerships with:-

- Dubai Police: For law enforcement guidance and support in cases of serious violations.
- Knowledge and Human Development Authority (KHDA): For regulatory compliance and guidance on best practices.
- Ministry of Health and Prevention: For medical and health-related advice and support.

STUDENTS OF DETERMINATION

- Students of Determination are expected to follow the same school rules and conduct expectations as other students. However, any disciplinary action involving a Student of Determination must take into account the student's individual needs and Individual Education Plan (IEP), where applicable.
- Students of Determination will not be subject to more severe consequences than those imposed on other students for comparable violations.
- Students of Determination will be supported through an appropriate behavior Intervention/Support Plan, where required, in collaboration with the Inclusion and Wellbeing teams.
- The school's Code of Conduct applies consistently to all students. However, when addressing a behavior concern involving a Student of Determination, the school will consider the student's individual needs, IEP, and any appropriate support or reasonable adjustments required to ensure a fair and proportionate response.

FOSTERING POSITIVE DISCIPLINE: KEY CONSIDERATIONS FOR IMPLEMENTATION OF SUPPORTIVE STRATEGIES"

- Promoting Kindness and Respect: Avoiding Psychological Harm, Offense, Insult, and Mockery.
- Encouraging Individual Accountability: Avoiding Collective Consequences for Individual Actions.
- Promoting Fairness and Equity in Interactions with Students.
- Ensuring Fairness and Due Process: Applying Penalties to Students in Accordance with School Procedures and Responsibilities.
- Respecting Student Privacy: Upholding Confidentiality and Avoiding Defamation.
- Promoting Non-Violent Discipline: Rejecting All Forms of Corporal Punishment.
- Ensuring Access to Meals: Supporting Student Well-being.
- Promoting Respectful Interaction: Avoiding Provocation and Mockery towards Students.
- Respecting Basic Needs: Ensuring Access to Restroom Facilities for Students.
- Respecting Student Autonomy: Avoiding unnecessary restrictions on freedom, learning access, school participation or unnecessary detention.
- Maintaining Academic Integrity: Avoiding Reduction or Threats to Reduce Subject Scores

BEHAVIOURAL MARKING SYSTEM

Students' Behavior is considered a subject and an integral part of the school's overall educational program. It is assessed throughout the academic year to monitor students' positive conduct, responsible behavior, self-discipline, respect for others and contribution to the school community.

The Total Behavior Score is 100 marks and is used to monitor conduct and behavioral development during the academic year.

Positive Conduct – 80 Marks:-Positive conduct is expected from all students. At the beginning of each academic year, 80 marks will be allocated to every student as the Positive Conduct score.

Where a student commits a behavior violation, the appropriate behavior-management procedure will be followed. Penalty points may be deducted from the Positive Conduct score according to the nature, frequency and level of the violation. Students will be given opportunities to restore deducted behavior points during the academic year by demonstrating sustained positive conduct, complying with school expectations, showing improvement in behavior and demonstrating excellent conduct.

Excellent Conduct – 20 Marks:-Excellent Conduct recognizes students who consistently demonstrate exemplary behavior, respect, responsibility, self-discipline, positive attitudes and responsible participation in the school community.

Up to 20 marks may be awarded for Excellent Conduct during the academic year in accordance with the School's recognition criteria.

Minimum Expected Behavior Score:-The minimum expected overall Behavior Score is 60 marks out of 100.

The Behavior marking system is intended to promote positive behavior, accountability, self-regulation, reflection and continuous improvement, rather than focusing solely on the deduction of marks.

Behavior Level	Nature of behavior	Conduct Point
Level 1	Minor/initial behavior concerns normally addressed through classroom management, reminders, redirection and positive support.	4 marks
Level 2	Repeated Level 1 concerns or behavior requiring a more structured intervention.	8 marks
Level 3	Serious or persistent behavior requiring formal intervention and leadership involvement.	12 marks
Level 4	Major or critical behavior involving significant safety, safeguarding or serious conduct concerns.	Leadership/SDC response; safeguarding/regulatory procedures as applicable. Escalate to relevant authority.

Area	Level 1 – Initial / Minor	Level 2 – Repeated / More Significant	Level 3 – Serious / Persistent	Level 4 – Major / Critical
Responsibility	• Incomplete classwork, homework or projects. • Failure to bring required materials to class. • Being outside the classroom without permission. • Lateness to school. • Carrying a mobile phone in class contrary to school procedures. • Failure to take reasonable care of schoolbooks.	Repeated lateness to school. • Deliberate poor effort or refusal to engage with classroom expectations. • Repeated failure to bring required materials or complete assigned work. • Chasing peers while carrying open food or other unsafe behaviour.	Repeatedly chasing peers or deliberately creating trouble for other students during school hours.	• Inappropriate or deliberate misuse of emergency equipment, the school bell or other safety-related equipment. • Possession or use of fireworks/firecrackers or related prohibited products.
Promptness	• Unexcused lateness to assembly or class. • Loitering outside the classroom during lessons. • Unexcused absence from school/lesson where applicable.	• Repeated bunking or Avoiding lessons. • Repeated unauthorized absence from lessons.	• Persistent truancy or deliberate avoidance of lessons.	• Absconding from school during the school day or leaving the school premises without permission where this creates a serious safety concern.
Discipline	• Failure to wear the prescribed uniform or ID card appropriately. • Entering or leaving the classroom without permission. • Walking out of class between periods without permission. • Littering. • Failure to keep the area around the desk clean. • Failure to follow	• Using chewing gum in class and causing damage or mess to school property. • Throwing objects in or across the classroom. • Possession/use of unauthorized electronic	• Absconding from school during the school day. • Quarrelling with or threatening a peer verbally or physically. • Possession of unauthorized sharp or harmful items. • Capturing, possessing, publishing or	• Serious threats towards school staff or students. • Gambling or gambling-related activities. • Major physical, verbal or cyberbullying. • Serious sexual harassment or sexual misconduct. • Serious conduct contrary to school values and safeguarding expectations. • Serious possession, use or promotion of cigarettes, e-cigarettes or vaping products. • Possession, use, distribution or promotion of prohibited

	classroom, laboratory or library procedures. • Talking aloud/shouting across the class during a lesson. • Calling out without permission. • Moving around the classroom without permission.	devices. • Running, pushing or shouting in corridors. • Counterfeiting a parent/guardian signature in school correspondence. • Non-compliance with school appearance expectations after reminders.	disseminating prohibited substances. ORIENTAL ENGLISH HIGH SCHOOL Bringing under the influence of rdings of staff or students without appropriate permission. • Wilful damage to or tampering with school buses. • Bringing or distributing unauthorized or inappropriate media/materials. • Bringing obscene materials to school. • Inappropriate display of affection.	prohibited substances at school. • Possession/use of inflammable materials such as matches or lighters. • Possession/use of other dangerous or harmful items. • Serious physical assault of a peer or staff member. • Counterfeiting official school documents. • Any other behaviour of comparable seriousness
Respect for People and Property	• Disrespectful behaviour towards peers. • Calling peers or their parent's inappropriate names. • Disrupting a class lesson or activity. • Failing to take turns when speaking. • Unsafe running during break time. • Unsafe behaviour while boarding or leaving the school bus. • Bringing unnecessary items such as playing cards or toys without permission.	Disobeying reasonable instructions from teachers/supervisors. • Using inappropriate or rude language towards peers or staff. • Writing on or damaging school furniture or walls. • Scribbling on or attempting to spoil another student's books. • Verbal or physical bullying requiring intervention. • Deliberately blaming peers	• Emotional or cyberbullying. • Use of obscene or highly inappropriate language. • Damaging or destroying the belongings of peers, staff or the school. • Stealing or deliberately hiding peers' books or belongings. • Stealing another person's property or money. • Damaging displays, club work or bulletin-board materials. • Repeated inappropriate retaliation towards teachers, supervisors or	• Racist or discriminatory bullying. • Serious conduct targeting protected groups or communities that causes or is intended to cause conflict or harm. • Sexual assault or serious sexual misconduct. • Acts of public indecency. • Serious conduct intended to misrepresent or cause significant reputational harm

		or knowingly creating issues. • Taking, snatching or interfering with another student's food. • Inappropriate retaliation towards teachers/supervisors or other employees. • Any other behaviour of comparable seriousness.	other employees.	مدرسة الهلال الانجليزية الثانوية CRESCENT ENGLISH HIGH SCHOOL Established in 1984
Honesty	• Copying an assignment. • Telling lies or providing false information in minor matters.	• Copying projects or substantial work. • Dishonesty towards peers.	• Examination malpractice. • Serious dishonesty towards staff.	Leaking examination questions or deliberately obtaining/distributing examination information improperly. • Repeated serious examination malpractice following previous intervention. • Any other serious dishonest conduct of comparable nature.
Vaping in school	• Initial vaping-related incident, including possession of a vaping device requiring investigation or suspected use.	• Repeated use or possession of vaping devices. • Failure to comply with agreed behaviour-support measures following an initial incident.	• Persistent non-compliance. • Selling, sharing, distributing or promoting vaping devices or related products.	• Vaping-related behaviour that creates a serious risk to the safety or wellbeing of others. • Other serious breaches of the school's Anti-Vaping Policy

BEHAVIOUR LEVEL AND REPETITION RULE

The behavior level is determined by the nature, seriousness, frequency, context and impact of the incident. A serious or major incident may be assigned directly to Level 3 or Level 4; progression through lower levels is not required. "Repetition" means a separate subsequent occurrence, not repeated counting of the same incident. The school will consider relevant individual needs, support plans and reasonable adjustments when determining a proportionate response.

PROMOTING ACCOUNTABILITY: POSITIVE OUTCOMES OF RESPONSIBLE BEHAVIOUR

Level 1: First Degree

Action	
Upon committing	• Apply the confirmed Level 1 conduct-point deduction of 2 marks if applicable. • Give a verbal reminder and clear direction regarding the expected Behavior. • Record the incident. • Give the student an opportunity to understand the concern, correct the behavior and demonstrate the expected conduct.
First repetition	• Apply the confirmed Level 1 conduct-point deduction of 4 marks. • Inform the parent/guardian in writing through an appropriate communication channel. • Use an appropriate restorative or behavior-support strategy.
Second repetition	• Contact the parent/guardian. • Refer the student to the School Counsellor or relevant support personnel where appropriate. • Establish a behavior agreement/improvement commitment and Monitor progress. • Continue restorative/behavior-support strategies.
Third repetition / escalation	• Invite the parent/guardian to meet with the school where appropriate. • Develop a Behavior Support Plan. • Continue monitoring and review. • If the behavior meets higher-level criteria, manage the incident under Level 2, 3 or 4 as appropriate.

Level 2: Second Degree

Action	
Upon committing	- Record the confirmed Level 2 concern and apply the first 4-point deduction. - Inform the parent/guardian - Provide counselling/guidance and monitor behavior.
Repetition	- Apply a further 4-point deduction, bringing the Level 2 deduction to 8 points for the repeated matter. - Refer to the SDC where formal review is required. - Inform the parent/guardian and invite a meeting where appropriate - Consider appropriate external specialist support where required. - Implement behavior-support strategies and monitor progress. - Document all interventions, meetings, warnings and follow-up actions. - If the behavior meets higher-level criteria, manage the incident under Level 3 or 4 as appropriate.

Level 3: Third Degree

Action	
Upon committing	- The SDC will review the incident as soon as reasonably practicable. - Provide appropriate supervision and support while the matter is reviewed/investigated, where necessary. - Inform the parent/guardian promptly invite for meeting and provide parent communication notice. - Provide counselling, behavior support and/or specialist referral where appropriate. - Apply the 6-point Level 3 deduction. - Apply in school time out. - Document all actions and follow-up measures.
Further repetition	- Review by the SDC/Principal according to the nature and seriousness of the incident. - Provide appropriate supervision and support while the matter is reviewed/investigated, where necessary. - Inform the parent/guardian and agree appropriate support measures. - Apply the 12-point Level 3 deduction. - In school time out and afterschool detention where parent has to arrange transportation. - Develop a Behavior Support Plan where appropriate. - Provide continued counselling, restorative support and monitoring. - Consider specialist/external support where appropriate. - Continue support, monitoring and review, with documentation of all actions. - Escalate to the appropriate level where the new behavior meets higher-level criteria.

Level 4: Fourth Degree

Action	
Upon committing	- Any subsequent Level 4 incident will be reviewed independently by the SDC/Principal. - The parent/guardian will be notified immediately. - Appropriate supervision and support will be provided while the incident is reviewed/investigated. - The SDC/Principal will review the incident and determine the appropriate response, including escalation to KHDA or the relevant authority, where applicable. - The response will be determined according to the nature, seriousness, frequency, context and risk associated with the new incident. - The school will follow safeguarding, regulatory and statutory procedures, where applicable. - Relevant items/devices may be secured in accordance with school procedures and legal requirements, where necessary. - Specialist support/referral may be considered, and a Behavior Support Plan may be developed where appropriate. - All actions, communications and follow-up measures will be documented.

REGULATORY REQUIREMENTS FOR SERIOUS DISCIPLINARY ACTIONS

- The school will apply disciplinary measures in accordance with applicable KHDA requirements, regulations and procedures.
- Any disciplinary suspension exceeding three consecutive school days requires prior KHDA approval.
- Permanent exclusion requires prior KHDA approval.
- Refusal to re-register a student requires prior KHDA approval.
- A disciplinary suspension must not prevent a student from attending examinations or participating in significant school activities, in accordance with applicable KHDA requirements.
- The school will maintain appropriate records of serious disciplinary actions, parent/guardian communication and any required regulatory approvals.
- Where KHDA approval or notification is required, the school will follow the applicable regulatory process before implementing the relevant action.



Signed Dr. Saleem Jamaludhin (Director)
Date: 19/03/2026



Signed Dr. Sharafudeen Thanikatt (Principal)
Date: 19/03/2026