



**BELVEDERE**  
INTERNATIONAL SCHOOL

# **BEHAVIOUR POLICY**

## **2025-2026**

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Approvals:			
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Signature		Date:	<b>25/10/2025</b>
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Signature		Date:	<b>27.10.2025</b>

## **Vision**

At Belvedere International School (BIS) the establishment of a safe and positive learning environment both around the school and in the classroom is identified as crucial for effective teaching and learning.

We aim to foster an environment that promotes good behaviour among all students and cultivates the growth of individuals who are morally upright, self-disciplined, hardworking, and caring.

Our policy is rooted in a positive approach to behaviour management, which encourages students to take responsibility for their own learning.

## **Aims**

We aim to:

- Establish proactive measures to promote positive student behaviour while addressing and preventing concerning behaviours.
- Define clear expectations for student conduct through a comprehensive Code of Conduct.
- Implement targeted bullying prevention strategies.
- Provide support for students facing difficulties in meeting behavioural expectations through tailored interventions.
- Outline procedures for addressing student misconduct through a structured, staged approach.
- Support parents in addressing the behavioural needs of their children.

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## Definitions

The following definitions are taken from the ADEK Student Behaviour Policy (2024)

	<p>Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p>
<p><b>Additional Learning Needs</b></p>	<p>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.</p>
<p><b>Behaviours of Concern</b></p>	<p>Also referred to as “challenging behaviour”, includes “any repeated pattern of behaviour, or perception of behaviour, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults (Smith &amp; Fox, 2003). This includes risky or illegal habits.</p>
<p><b>Bullying</b></p>	<p>Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (cyberbullying).</p> <p>The MoE National Bullying Policy for the Prevention of Bullying in Educational Institutions provides a complete framework for bullying and cyberbullying.</p>
<p><b>Code of Conduct</b></p>	<p>A school’s principles, standards, and expectations for student behaviour at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behaviour and what constitutes misconduct.</p>
<p><b>Documented Learning Plan (DLP)</b></p>	<p>A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP),</p> <p>Individual Support Plans (ISP), Individual Learning Plans (ILP), Behaviour Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need.</p>

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Extracurricular Activities	Organized activities that students can participate in that are external to the school. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature.
Misconduct	Conduct that is not in line with behavioural expectations or the school's Student Code of Conduct.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.
Parent	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Law No. 3 of 2016 Concerning Child Rights (Wadeema's Law).
Positive Behaviour	The expected standards of student behaviour as set out in the school's Student Code of Conduct. Such behaviour is conducive to the learning, wellbeing, and safety of the student and others in the school community.
Positive Handling	An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer.
Student Behaviour	A student's responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward other students, staff, or members of the wider school community.

## Roles and Responsibilities

### The Principal will:

- Ensure that everybody in the school respects the UAE National Identity and Culture: staff and students will demonstrate respect for local values, traditions, religion, and culture
- Ensure that behaviour management review features on all SLT meeting agendas
- Work with the School Counsellors to determine the strategic development of the Behaviour Policy and provision across the school, including the evaluation and improvement of provision for students with behavioural needs

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- Allocate a member of SLT to have overall responsibility for the monitoring of student behaviour throughout the school
- Appoint counsellors for the Primary and Secondary phases who meet the requirements of the *ADEK Staff Eligibility Policy 2024*. They will have responsibility for the coordination of all aspects of the social, emotional and behavioural well-being of students
- Provide access for all staff to professional development and training related to behaviour management and ensure staff are trained in student protection and safeguarding as per the *ADEK Student Protection Policy 2024*
- Have overall responsibility for ensuring the implementation of positive behaviour strategies in line with policy throughout the school

**Social Worker /School Counsellors will:**

- Provide support and assistance to students facing behavioural difficulties by listening to their problems and offering necessary advice and guidance to help them to effectively deal with any issues
- Contribute to designing and implementing awareness and education programs about positive behaviour and its importance eg: workshops, seminars, and student / parent activities
- Monitor and evaluate students' behaviour to ensure compliance with the behaviour policy
- Work to motivate and encourage students to improve their behaviour
- Play an important role in communicating with parents and teachers to monitor the development of students' behaviour and to exchange observations and guidance to ensure a safe educational environment for everyone
- Contribute to implementing disciplinary procedures outlined in the BIS Behaviour Policy, including providing necessary support for students requiring additional educational or disciplinary interventions

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**All staff will:**

- Ensure that they are familiar with the BIS Behaviour Policy
- Share a collective responsibility for consistently implementing the school policy on positive behaviour
- Model positive behaviour by promoting, recognizing, rewarding, and reinforcing positive behaviour
- Report behavioural, emotional, social, or academic concerns to the social worker or the school counsellor
- Be permitted to use the disciplinary actions outlined in the policy and will avoid using any forbidden methods as disciplinary measures

**Parents will:**

- Recognize, understand, and support the implementation of the BIS Behaviour Policy
- Reinforce the school's expectations regarding positive behaviour at home, emphasizing respect, cooperation, and adherence to rules
- Collaborate with the school to address any behavioural concerns, attending meetings, and actively participating in developing strategies
- Support the school's actions regarding their child's behaviour, including disciplinary measures or behaviour improvement programs
- Maintain open communication with the school regarding their child's behaviour and promptly inform them about any relevant issues or changes at home
- Provide positive reinforcement and encouragement for their child's efforts to exhibit positive behaviour

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**Students will:**

- Be responsible for their own positive behaviour and meet the expectations set out by the school
- Follow school rules and show respect to everyone
- Take responsibility for their behaviour and its consequences
- Speak and interact with others politely and positively
- Work together with classmates and teachers
- Listen to feedback and try to act on it
- Participate in class and school events to create a positive environment

**1. Positive Behaviour Model**

**1.1 The key principles of positive behaviour include:**

- All students have the right to learn and play free from disruption
- All teachers have the right to teach free from disruption
- Students are responsible for their own behaviour
- Students have shared with them what is considered to be acceptable or not acceptable behaviour and any rewards or sanctions linked to these
- Students understand that if their behaviour is considered to be not acceptable, this is a judgement on their behaviour at that time and is not a judgement on their personality
- The school shall consider students' individual circumstances and personalities, including social, emotional, and psychological factors when evaluating a student's behaviour.

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## 1.2 Positive School Environment & School wide strategies and behaviours

### Reward systems linked to positive behaviour management

Belvedere International School has a series of incentives designed to celebrate positive behaviour, contributions to the school community.

The Principal's Award is given to celebrate positive behaviour as well as academic achievement.

House points linked to Class Dojo points are given to students for positive behaviour; for example, showing a good attitude to work, supporting others etc.

#### House Point System:

Teachers will utilise a House Point System to acknowledge and reinforce positive behaviour, collaboration skills, and other commendable aspects demonstrated by students. This system is integrated into the BIS Rewards policy, with points awarded according to specific criteria. The system operates as follows:

- **Bronze Award (20 points):** Students who consistently display positive behaviour, demonstrate effective collaboration skills, and uphold BIS Student Code of Conduct will be awarded 20 points, leading to the Bronze Award recognition.
- **Silver Award (3 Bronze Awards):** Upon achieving three Bronze Awards, students will be recognised with a Silver Award, indicating ongoing excellence in their behaviour and contributions to the school community.
- **Golden Award (4 Silver Awards):** Achieving four Silver Awards will earn students the prestigious Golden Award, also known as "Golden Time." This award signifies exceptional conduct and active participation in school activities and initiatives.
- **Outstanding Behaviour Award (5 Golden Awards):** Students who attain five Golden Awards will be honoured with the Outstanding Behaviour Award, the highest recognition within the House Point System. This award celebrates exemplary behaviour, leadership qualities, and a significant positive impact on the school environment.

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Through the House Point System, students are motivated to consistently demonstrate positive behaviour and contribute positively to their school community, fostering a culture of recognition, encouragement, and excellence.

### **Formal Awards**

Students will be formally recognized for their achievements in academic excellence, exemplary behaviour, and consistent punctual attendance through monthly, termly, and annual awards.

### **1.3 Training for educators**

BIS provide training for all member of staff regularly about the students' behaviour management and the policies that is related to this topic and prompting constrictive management of student behaviour.

### **1.4 Communication on roles and obligations of parents – ADEK Parent Engagement Policy (Linked to the responsibility)**

Linked to "Parent Partnership Policy" of BIS emphasizes the importance of collaboration between parents and the school to support students' learning and development. Here's a summary: Aims to foster open communication between parents, children, and staff, engage parents in school life and the community, maintain an Open Door Policy for two-way communication, collaborate with parents to ensure high standards of care and academic achievement and Ensure inclusivity for all parents and children, irrespective of background or culture.

#### **Engagement Opportunities:**

- Scheduled meetings for parents to discuss their child's progress and celebrate successes.
- Opportunities for parental involvement in school events and activities.
- Formal meetings, including induction events, open events, welcome meetings, and parent consultation meetings.

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- Informal gatherings such as assemblies, productions, fairs, sports events, and reading groups.

#### **Communication:**

- Regular updates through newsletters, emails, letters, and the school website
- Home-School Agreement to outline mutual responsibilities
- Parents Forum for monthly meetings and workshops
- Use of Engage, a school management system, for communication and scheduling appointments

**Parental Feedback:** Regular solicitation of parental views through questionnaires, surveys, and discussions as well establishment of a feedback box for suggestions and solutions.

**Parent Governors:** Appointment of Parent Governors to represent parental views to the school's leadership and governing body.

#### **1.5 Identification of student at risk procedures**

BIS have a clear methods and protocols for identifying student displaying signs of or at risk of involvement in misconduct or concerning behaviour such as:

- Teachers monitoring
- Referral forms
- Observations and supervision

#### **2. Student Code of Conduct**

The Student Code of Conduct is written and agreed by the school's class representatives to ensure that everyone is aware of their responsibilities. It is displayed in every class room and can be referred to as needed and also we recognise that we all have a part to play in celebrating the cultural diversity of our community, the UAE and the world this is linked with BIS Cultural Consideration Policy.

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The Code of Conduct should encompass the shared values of:

- Respect
- Integrity
- Care
- Honesty
- Tolerance
- Empathy
- Resilience

Belvedere International School (BIS) mandates the use of the designated medium of instruction (**English**) during all English-medium subjects, including but not limited to English Language, Mathematics, Science, Humanities, Arts, and related lessons.

This expectation is in place to:

- Promote an inclusive and immersive learning environment
- Ensure equal access to learning for all students
- Support intellectual engagement and skill development
- Safeguard students and staff by ensuring clear communication and mutual understanding

The use of a shared language of instruction is considered a **safeguarding measure**, enabling all students and staff to understand interactions within the classroom and to identify any inappropriate language or behaviour.

#### **A student's responsibility to themselves:**

Students should:

- Demonstrate respect for local values, traditions, religion, and culture

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- Be punctual; be in school before 7:40 am to be ready to show observance of the National Anthem and attend all classes / activities on time (lateness and absences without acceptable reason are considered as a misconduct)
- Wear the correct school uniform as per the handbook, including wearing the correct PE/Swimming kit during PE/Swimming classes
- Complete classwork and assignments on time and demonstrate a good work ethic (personal effort), and a willingness to learn
- Take responsibility for their actions
- Make a commitment towards improving themselves through learning, academic achievement, and personal growth
- Recognise, and learn to appreciate, both their strengths and any areas in need of development
- Behave responsibly and respectfully so as not to disrupt the learning of others
- Refrain from bringing anything to school that may compromise their safety, or the safety of others
- Be a positive ambassador for Belvedere International School at all times inside and outside the school this include trips, events, activities and etc.

### **A student's responsibility to others**

Students should:

- Welcome and support all members of the Belvedere International School community and visitors
- Use only language and gestures that are appropriate in a school setting, and are respectful to all individuals
- Respect the rights of others to be heard and appreciated
- Respect all persons whether other students, staff, parents or members of the school community

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- Speak politely and behave courteously with / to others (e.g. using “please”, and “thank you” in speech, holding doors open for others, etc.)
- Act as a “responsible school citizen” by not engaging in misconduct and protecting other students from bullying by intervening (when appropriate) and/or reporting incidents of misconduct
- Show considerate behaviour when winning or losing.

### **Responsibilities to Property**

Students should:

- Keep personal and common areas in the school clean and neat
- Show care and regard for school and personal property
- Show care and regard for the property of other students
- Actively care for the environment

## **3. Misconduct Policy and Procedures**

BIS aims to use positive behaviour approach when addressing student misconduct. This involves discussing the incidents with the students, allowing them to explain and understand their actions, and taking responsibility for their behaviour.

School should also examine the reasons behind the behaviour, involve the student in creating strategies to manage their behaviour, and offer support in social, emotional and educational aspect to promote positive behaviour before considering disciplinary actions.

### **3.1. Levels of Misconduct**

#### **Level One Offenses:**

1. Repeated lateness to school without an acceptable excuse.
2. Non-compliance with the BIS school uniform (regular or PE) requirements without an acceptable excuse.

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3. Failure to follow the school's rules as stated in the Student Code of Conduct.
4. Failure to bring the required books and other resources to school without an acceptable excuse.
5. Sleeping or eating during school time without justification or permission (after verifying the student's health status).
6. Failure to complete homework and/or assignments required.
7. Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without permission).
8. Any other misconduct similar to the above as per the discretion of the Behavioural Management Committee.

**Level Two Offenses:**

1. Failure to attend school without an acceptable excuse, including before and after breaks/holidays and the weeks leading up to exams (unless during an ADEK-approved study leave).
2. Leaving or entering the classroom during class time without permission.
3. Failure to attend mandatory school activities and events without an acceptable excuse.
4. Inciting quarrels, threatening, or intimidating peers in the school.
5. Acting or appearing in a manner that contradicts the BIS and ADEK Cultural Consideration Policy.
6. Causing minor damage to school or bus furniture (e.g., writing or sticking gum on seats, tampering with fire alarms or elevators).
7. Taking out and/or using mobile phones at school without permission and misusing any means of communication (e.g., sending frightening videos to young children).
8. Verbally abusing or insulting any member of the school community (including visitors).

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9. Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/ vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
10. Refusing to hand over banned items
11. Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.

**Level Three Offenses:**

1. Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
2. Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them).
3. Leaving the school premises without permission.
4. Seizure, destruction, and/or vandalism of school property.
5. Seizure, destruction, and/or vandalism of school transport, including causing harm to the driver, supervisor, and/or other road users.
6. Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
7. Driving a vehicle recklessly inside or around the school premises, and not following security safety instructions.
8. Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
9. Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.

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**Level Four Offenses:**

1. Using methods of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
2. Possession, use, or distribution of weapons or objects used as weapons or their equivalent, on the school premises, on the bus, or during school activities offsite.
3. Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
4. Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
5. Premeditated theft and/or engaging in its cover-up.
6. Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
7. Leaking exam questions or engaging in related activities.
8. Setting fire to the school premises.
9. Insulting political, religious, or social figures in the UAE.
10. Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
11. Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the BIS and ADEK Cultural Consideration Policy. Intrusive and/or illegal digital activity using the school network / IT systems (e.g., hacking into school accounts, installing unauthorized software).
12. Trespassing on school premises after school hours.
13. Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.

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### **3.2. Disciplinary Actions:**

BIS prioritises maintaining a safe and respectful learning environment. Our student behaviour policy outlines acceptable disciplinary actions, along with clear descriptions of their implementation, the stakeholders involved, and the internal escalation process.

#### **Permissible Disciplinary Actions:**

- a. Discussion with the student and/or parents
- b. Formal and recorded meetings with the student and/or parents
- c. Verbal warnings / written warnings
- d. Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension)
- e. Loss of school privileges
- f. Temporary or permanent confiscation of illicit goods or items belonging to the student and discussion with parents
- g. Supervised detention during break, lunch, and/or after school (with parental consent)
- h. Temporary exclusion of the student from school premises (offsite suspension)
- i. Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion)

#### **Forbidden Disciplinary Methods:**

- a. Corporal punishment
- b. Disclosing personal information about a student without their consent
- c. Psychological punishment
- d. Locking a student inside the school premises

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- e. Lowering or threatening to lower the student's academic grade/score
- f. Punishing a group for an individual's misconduct
- g. Mocking, insulting, or demeaning the student
- h. Preventing the student from using washroom facilities or consuming water and food
- i. Detention outside of official school hours without parental consent

### 3.3. Misconduct Procedures

At BIS, disciplinary actions are proportionate, age-appropriate, and aligned to creating a supportive and respectful learning environment for all students.

- **Disciplinary Procedures:**

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	<b>Verbal Warning</b> Discuss the behaviour and expected changes with the student.	<b>Written Warning</b> Discuss the behaviour and expected changes with the parent and the student.  Notify the parent in writing about the student's misconduct	<b>Written Warning</b> Discuss the behaviour and expected changes with the parent and the student.  Confirm discussion in writing to the parent.  Hold meeting(s) with the parents and students to agree on a joint home / school strategy for improvement of behaviour.  Request parents to sign an undertaking to support the agreed strategies.	<b>Written Warning</b> Discuss the behaviour and expected changes with the parent and the student.  Confirm discussion in writing to the parent.  Inform the behavioural Management Committee (BMC) of the incident and the agreed strategies to support the student.  Request parents to sign an undertaking to support the agreed strategies.

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Level 2	<b>Written Warning</b> Discuss the behaviour and expected changes with the parent and the student.  The student is required to sign an undertaking not to repeat the offense.  Request parents to sign an agreement to support their child in changing their behaviour.	<b>Onsite Suspension</b> Discuss the behaviour and concerns with the parent and the student.  Notify the student and the parent of the need to temporarily suspend the student up to 3 days and assign the student on site supervised study assignments.  Notify the BMC of the incident and the agreed strategies to provide support for the student. (Parents may meet with the BMC to discuss their child's case.)  Request the parent to sign an under-taking to support the agreed strategy.  Implement on site suspension of up to 2 days and assign the student supervised study assignments.	<b>Onsite Suspension</b> Discuss the behaviour and concerns with the parent and the student.  Notify the student and the parent of the need to temporarily suspend the student up to 3 days and assign the student on site supervised study assignments.  Issue a final warning in writing to the student and the parent.  Notify the BMC of the incident and the agreed strategies to provide support for the student. (Parents may meet with the BMC to discuss their child's case.)  Request the parent to sign an under-taking to support the agreed strategy	<b>Expulsion</b> Discuss the behaviour and concerns with the parent and the student.  Notify the parent that the student will be immediately suspended offsite until a detailed investigation is completed.  The BMC meets to evaluate any evidence and agree on final disciplinary actions which may include expulsion. (Parents may meet with the BMC to discuss their child's case.)  After following all prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student.  In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including supplying proof that sufficient support and counselling has been provided to the student as per their behaviour plan.
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Level 3	<b>Onsite Suspension</b> Discuss the behaviour and expected changes with the parent and the student.	<b>Offsite Suspension</b> Discuss the behaviour and expected changes with the parent and the student.	<b>Expulsion</b> Discuss the behaviour and expected changes with the parent and the student.
	Notify the student and the parent of an immediate internal onsite suspension until the end of the investigation.	Notify the student and the parent of an immediate offsite suspension until the end of the investigation.	Notify the parent that the student will be immediately suspended offsite until a detailed investigation is completed.
	The BMC meets to evaluate the evidence and to determine what disciplinary actions are deemed appropriate. (Parents may meet with the BMC to discuss their child's case.)	The BMC meets to evaluate the evidence and agree on a set of final disciplinary actions and support. (Parents may meet with the BMC to discuss their child's case.)	The BMC meets to evaluate any evidence and agree on final disciplinary actions which may include expulsion. (Parents may meet with the BMC to discuss their child's case.)
	The school shall inform the parent of the Committee's decisions and request them to sign an undertaking to support the agreed strategy.	The school shall provide the student and the parent with the Committee's decisions and a final written warning.	After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student.  In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including supplying proof that sufficient support and counselling has been provided to the student as per their behaviour plan.
Level 4	<b>Offsite Suspension</b> Discuss the behaviour and expected changes with the parent and the student.	Discuss the behaviour and expected changes with the parent and the student.	Notify the parent that the student will be immediately suspended offsite until a detailed investigation is completed.
			The BMC meets to evaluate any evidence and agree on final disciplinary actions which may include expulsion. (Parents may meet with the BMC to discuss their child's case.)

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	<p>Immediately notify the parent that the student will be suspended offsite until a detailed investigation is completed.</p> <p>The BMC meets to evaluate the evidence and agree on a set of disciplinary and supportive actions. (Parents may meet with the BMC to discuss their child's case.)</p> <p>The school shall provide the student and the parent with the Committee's decision and a final written warning.</p>	<p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student.</p> <p>In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including supplying proof that sufficient support and counselling has been provided to the student as per their behaviour plan.</p>
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### **3.4. BIS Behavioural Management Committee (BMC) :**

The school's Behavioural Management Committee comprises of:

- The Principal
- Heads of Departments
- Social workers
- Head of Inclusion
- The Student Protection Coordinator

A minimum of five persons are needed for the committee to be quorate.

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The committee shall review and discuss behavioural concerns and ensure that any actions are fair and equitable to all students. All disciplinary actions shall be appropriate to the student's age and ability and the severity of the misconduct as per the levels identified.

### **3.5. Supportive Approach Throughout Disciplinary Process:**

Throughout the disciplinary process, BIS is committed to monitoring, documenting, and providing ongoing support to students. This support may include counselling services, as well as other forms of support as deemed necessary this linked to BIS Mental Health Policy.

### **3.6. Handling Maltreatment:**

BIS will address misconduct categorised as maltreatment (e.g., physical abuse, bullying, sexual abuse) in accordance with the maltreatment reporting procedure outlined in the Handling Student Maltreatment Concerns within Educational Institutions (ECA, 2024) guidelines.

### **3.7. Involvement of UAE Law Enforcement:**

When misconduct constitutes illegal activity according to the latest applicable laws in the UAE, BIS will involve law enforcement authorities as appropriate.

### **3.8. Consideration for Students with Additional Learning Needs:**

BIS recognises the importance of considering the unique needs of students with additional learning needs in disciplinary procedures.

The Head of Inclusion shall be consulted to determine appropriate disciplinary action for students with additional learning needs and will ensure that any underlying special educational needs affecting behavioural regulation are taken into account when determining disciplinary action.

For students who may struggle to regulate their behaviour due to underlying needs, a Documented Learning Plan (DLP) and/or Risk Assessment to manage disciplinary situations effectively will be written.

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Guidance and support will be provided to students with additional learning needs to ensure continued learning during supervised detention and/or suspension periods.

### **3.9. Positive Handling Guidelines**

BIS acknowledges that in certain circumstances, it may be necessary to physically intervene to maintain safety and order within the school environment. Therefore, the school authorises the use of positive handling techniques to prevent students from harming themselves or others as a last resort to manage challenging situations effectively.

#### **Circumstances for Positive Handling:**

Positive handling may be used by school staff to protect students in the following circumstances:

- Preventing a student from leaving the classroom or school premises when allowing them to leave would pose a risk to their safety or that of others
- Preventing a student from causing harm to themselves or others
- Preventing a student from causing damage to property

#### **Guidelines for Positive Handling:**

Positive handling shall only be used when the student is in immediate danger of harming themselves or others. Staff members shall consider the risks and vulnerabilities of the student, including vision and hearing impairment, mobility restrictions, mental health needs, and medical conditions.

- Any response to extreme behaviour shall be reasonable, proportionate, and conducted with minimal usage of physical force
- Efforts should be made to secure the presence of other staff members before positively handling a student, for assistance or witness purposes
- Once the situation is no longer dangerous, the student shall be allowed to regain self-control

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### **Prohibition of Force as Punishment:**

Belvedere International School strictly prohibits the use of force as a form of punishment, as it constitutes maltreatment and is unlawful, in accordance with the ADEK Student Protection Policy 2024.

### **3.10. Recording of Misconduct:**

Belvedere International School maintains records of student misconduct as well as of any actions taken, including root cause analysis, meetings with concerned stakeholders, intervention measures, observations of student behavioural progress, disciplinary procedures, and communications (e.g., written warnings, appeals).

- Level 1 misconduct will be recorded at the class level by the teacher and will be added to the student's file
- Level 2, 3, and 4 misconduct will be recorded at the school level by a member of the BIS Senior Leadership team
- All level 2 (on/offsite suspensions and expulsions), 3, and 4 misconduct shall be reported to ADEK

### **Confidentiality:**

All information about students' behaviour must be treated as strictly confidential.

### **3.11. Approval for Expulsion:**

At the end of each academic year, the school will share a list of students at risk of expulsion with ADEK, along with the history of misconduct and all intervention strategies used to address the misconduct.

After reviewing the evidence ADEK will confirm whether the expulsion is upheld.

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### **3.12. Expulsion Procedure:**

Failure to re-enrol a student who has faced disciplinary action in the previous year constitutes expulsion.

BIS will seek approval from ADEK (see Section 4.9 Approval for Expulsion in the ADEK Student Behaviour Policy 2024) before proceeding with expulsion and will support students in seeking advice during suspension or supervised detention periods.

Misconduct by parents will not be used as grounds for disciplinary action against a student.

Schools are not permitted to deny admission based on a student's behavioural history.

### **3.13. Appeals Procedure:**

#### **Timelines for the Appeal:**

- Parents have 1 working day to appeal a school's decision to suspend their child
- Parents have 10 working days to appeal a school's decision to expel their child

#### **Modes of Appeal:**

- Appeals can be made via email, telephone, or face-to-face meeting, based on the preference of the parents or guardians

#### **Decision of the Appeal:**

- Following an appeal and a review by Behaviour committee members not involved in the original decision, the school will issue a final decision (either to accept or reject the appeal) within 2 working days for suspension cases and within 7 working days for expulsion cases
- The decision will be promptly communicated to the parent or guardian

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#### **Escalation Process:**

- If the school fails to respond to the appeal within 3 working days, or if the parent rejects the school's final decision, the parent has the right to lodge a complaint to ADEK within 5 working days

#### **3.14. ADEK Intervention:**

- ADEK reserves the right to investigate any complaint regarding suspension or expulsion following the school's final decision
- However, ADEK will not intervene prior to the issuance of the school's final decision, unless the school fails to provide its decision within the stipulated timeframe

This appeals procedure aims to ensure transparency, fairness, and accountability. It provides clear guidelines for parents or guardians to appeal disciplinary decisions and outlines the steps for escalation, if necessary, while also maintaining compliance with regulatory standards set by ADEK.

### **4. Bullying Prevention**

Belvedere International School provides education and training to students and staff on how to identify bullying behaviour and will developed a comprehensive anti-bullying program, aligned with the National Policy for the Prevention of Bullying in Educational Institutions and the *ADEK Student Protection Policy*. This program will include strategies to recognize vulnerabilities for students with additional learning needs.

#### **4.1. Identifying bullying**

Every child should be able to learn and every adult work in a school environment free from bullying of any kind (particularly actions related to homophobia and/or racism and sexism) and in which they feel safe and supported. Bullying may be defined as "behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

#### **4.2. Anti – Bullying Procedures**

- Staff will immediately refer any acts of bullying they are aware of to the appropriate Designated Safeguarding Team by using the school confidential forms

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- Designated Safeguarding Team will investigate any acts of bullying that they are made aware of
- An appropriate level of counselling should be offered to support the victim of bullying
- An appropriate level of time should be spent talking to the child who has bullied, explaining why the action was wrong and helping them to change behaviour in the future
- Both the incident and outcome must be recorded, kept on record on the school management system. (School Drive)
- If a child is repeatedly involved in bullying other children, the child's parents will be invited into the school to discuss the situation and the steps necessary to be taken to address the issue. This will involve referral to the Social Worker, Vice Principal, or Principal
- In the most extreme cases, where these procedures have proven ineffective, the Principal will consult with external support agencies
- All ADEK guidelines will be adhered to

#### **4.3. Response to Bullying:**

Linked to BIS Anti- Bullying Policy and Student Protection Policy, Clear guidelines are provided to students on steps to take when confronted with bullying behaviour, whether they are the victim, the perpetrator, or a witness. BIS has established procedures for staff to effectively address instances of bullying behaviour.

The school provides support and interventions for any student identified as a victim or perpetrator of bullying, in accordance with the ADEK Student Administrative Affairs Policy. Detailed support measures are outlined in 'Section 6. Support and Interventions' of the ADEK Student Administrative Affairs Policy.

The school has established systems to track and monitor instances of bullying, to effectively address and prevent such behaviour.

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## 5. Support and Interventions

Interventions aim to provide focused support for students who require assistance with moderating their behaviour, to ensure alignment with policies and safeguarding measures at BIS.

Students and teachers are encouraged to identify and report signs of behavioural concerns. BIS provides professional support to address the specific needs of students, including counselling, in alignment with the *ADEK Student Mental Health Policy 2024*. This support involves collaboration with parents and other relevant stakeholders, such as teachers, as well as ongoing monitoring of student progress.

This support would be in addition to, or form part of, that available to students with additional learning needs, as outlined in their Documented Learning Plan (DLP).

Where appropriate, and after discussion with parents, students may be referred to external specialists to receive intensive/ individualized behavioural support.

In cases where student misconduct has been identified, BIS will take disciplinary action as appropriate and in accordance with the school's Behaviour Policy.

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