



Behaviour Policy

Adopted: September 2025

Last Revised /Amended: January 2026

Next Review: August 2026

Principal Mr. Gary Williams	Academic Co-ordinator Ms. Mercy Bhagyam
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School Vision, Mission and Core Values

Our Vision

Moulding and carving confident individuals, as Global Citizens of the future with a broad outlook, instilled with the impeccable virtues of the heart, mind, and soul.

Our Mission

Harnessing independent learning skills by providing the students with research-based and inquiry-based learning opportunities.

Offering an environment that promotes the love for nature, diversity and an affinity for the rich cultural values and traditions of the UAE and the world around.

Promoting the acceptance of every individual, knowing the fact that each one is unique and special.

Engaging students in the latest technological know-hows in view of directing their minds towards a technology-driven future.

Core Values

Engage with Empathy | Emerge with Confidence | Evolve with Innovation |
Enthuse with Environmental Sensitivity | Express with Conviction

Distribution List:

- MD/ Board
- Principal
- (Head of Primary/MOE)
- Academic Staff
- Parents

Rationale

We believe that all the behaviour systems we have in place support our children in understanding what is expected of them and why. They provide our children with the opportunity to establish our core school values. Our systems are positive and help create a learning environment and relationships where the children feel secure and confident enough

to take risks in their learning (i.e. they are not afraid to make mistakes).

Aims

It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on our school's Engage with Empathy, Emerge with Confidence, Evolve with Innovation, Enthuse with Environmental Sensitivity and Express with Conviction. The school's Behaviour Policy is therefore designed to support the way in which all members of our school can work together in a supportive way. It aims to promote a positive environment which encourages good behaviour and has student wellbeing at the forefront.

At The Hope English School, we have a positive and inclusive approach to managing behaviour. We believe in developing positive relationships through a restorative approach, which promotes self-esteem, self-discipline and establishes clear expectations of all members of the school community. Recognition, positive reinforcement and encouragement are used as much as possible in all situations.

Setting the Context

The Hope English School staff have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other as their example has an important influence on students.

We believe that as adults we should aim to: -

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual or group.
- Lead by example.
- To be supportive of each other.
- Promote respect throughout the school.
- Ensure the fair treatment of all.
- Value the rights and property of others and promote this in the classroom.
- Reject bullying and dishonesty.
- Show appreciation for the efforts of others.

Role of the Senior Leadership Team

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

The Role of the Teacher

It is the responsibility of class teachers to ensure that the school rules are understood and enforced in the classroom, and that students behave in a responsible manner during lesson time. The class teachers in our school have high expectations of all student behaviour, and they strive to ensure that all students work to the best of their ability.

Teachers are expected to be good role models and treat all students with respect and understanding. Should a student display inappropriate behaviour the teacher will take

advantage of a teachable moment to remind him/her of expectations and which behaviours they need to practice.

Classroom rules are implemented with students at the start of each academic year. We believe that it is important our students are included in the decision-making processes within the classroom and in building a nurturing, positive classroom environment. A clear sanctions pathway is shared with all stakeholders ([Link with the Ministerial Resolution No.851 of Year 2018 On Code of Behaviour Management for Students in the General Education Institutions](#)) and all non-teachable moment behaviours are recorded on the Hope English School Orison tracker behavioural system (linked with the above MoE resolution).

The Role of the Specialist Teachers and Support Staff

Specialists and Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to students. They should inform class teachers of any inappropriate behaviour and Specialist teachers should log it themselves on NGBS portal - Orison.

The Role of Parents and Carers

The school collaborates actively with parents and carers, so that students receive consistent behavioural support. We expect parents and carers to support their child's learning, and to cooperate with the school. There is an expectation that all students will behave in school and that students should arrive in school ready to learn and able to follow all school expectations.

[*The Role of Ministerial Resolution No.851 of Year 2018 On Code of Behaviour Management for Students in the General Education Institutions & How We Link This at The Hope English School](#)

Article 2 - Ministerial Resolution No.851 of Year 2018 On Code of Behaviour Management for Students in the General Education Institutions

Objectives of the Code (Regulation)

In general, this code aims to achieve of the principles of the UAE schools and is represented by the enhancement of good morals, and the practice of positive and exemplary behaviour, while promoting loyalty to the homeland.

[In particular, this code seeks to achieve the following objectives:](#)

1. Building positive behaviour among the students inside the school community.
2. Enhancing the positive and exemplary behaviours and having them repeated on a regular and persistent basis, through the application of promotion, encouragement and care principles at all times, and reducing the behavioural offenses by using the best possible educational means.
3. Identifying the lines of responsibility in order to achieve integration among the roles inside the school community, through activating, applying and determining the procedures, to ensure the enforcement of the regulation of students' behaviour management in a clear, flexible and fair manner.

4. Creation of an educational environment that is proper to enhance the principle of integrated upbringing, which is based on the parity and harmony between the cognitive, personal and social aspects forming the features of each student.

5. Application of the principles and culture of the promotion, encouragement and permanent care within the educational community, in order to decrease the behavioural offenses inside and outside the school, by using the best possible educational methods.

6. Orienting the students and their guardians on their obligations and earning their trust in respect of the fairness of the adopted procedures and methods, in order to achieve the self-discipline and the development of the positive and exemplary behavioural attitudes of the students inside the school community on permanent basis.

7. Provision of a reference for identifying the rules, standards and procedures that should be referred to in dealing with the students' behaviours, in order to ensure the compliance with the school values and systems.

8. Ensuring that the preventive and handling mechanisms of behavioural problems and offenses are effectively planned and implemented.

9. Behavioural and educational rehabilitation of students through rehabilitation services and programmes in partnership with the behaviour reforming agencies, in consistence with their behavioural cases, in order to ensure that they are re-integrated within the society.

Article 4

Mechanism of Behaviour Mark Calculation

1. Behaviour subject shall be considered as one of the basic subjects that reflect the learning outputs and the student's attainment in the moral terms and shall be dealt with same as other subjects in terms of passing and failure.

2. One hundred marks shall be allocated to student's behaviour subject. This Regulation shows the basis and mechanism of granting and deduction of behaviour marks, where it is divided into two basic components:

A. Positive behaviour:

It is the behaviour expected from all students without committing any offenses, for which 80% of the total behaviour marks are allocated.

Each student shall be considered as automatically eligible to the positive behaviour marks (80 marks), at the beginning of each semester.

If any offense is committed by the student in accordance herewith; then the proper action, taken as per the degree of offense according to the table to be included hereunder.

B. Exemplary behaviour:

It reflects the exemplary practices undertaken by the student, through his / her good behaviour and morals, and his / her initiatives in the school community.

20% of the total behaviour marks are allocated to exemplary behaviour.

During the semester, the educational staff shall assess the topics, indicators, and criteria of the exemplary behaviour, and at the end of the semester; shall grant the student the marks

he/she is eligible as per such topics, indicators and criteria, which are classified within three main topics:

- 1) Personal development.
- 2) Appreciating the religious values and respecting the identity, heritage, and culture of the UAE and the global cultures.
- 3) Social responsibility as well as leadership and innovation skills.

The due mark of exemplary behaviour shall be granted as per the topics, indicators, and criteria mentioned in Article 5 below during each school semester.

An example on the calculation of the semester and final marks of the behaviour subject is shown here under:

3. 60% shall be the minimum expected mark of behaviour. The student shall be granted opportunities to make up for the marks deducted during the school year from his / her semester behaviour mark balance, through the improvement of the exemplary behaviour marks or by not repeating the offense and his / her adherence to the positive behaviour.

4. Such compensation for the marks deducted from the positive behaviour may be in part or in full, according to the resolution of the Behaviour Management Committee and within the period to be determined by the committee, provided that the mark shall be added before the final approval of the behaviour marks. The indications clearly referring to the improvement of the student's behaviour shall be monitored and shall be kept in his / her file in accordance with (Form No.21).

5. The educational and administrative staff shall document and record the marks of, and the reports on the behaviour of each student, as well as the negative or positive developments that may have occurred, in a hardcopy and softcopy file for each student of the school. These marks and report shall be summarized as per (Form No.3).

6. If the student fails to achieve the behaviour pass mark; then his / her certificate shall be withheld and referred to the Behaviour Management Committee to study each case separately and to decide the necessary procedures, place, and period of behaviour modification that shall be implemented during the summer holiday, the assessment date of the student, and the date of submission of the report to the committee, to make its decision in this regard as per (Form No.4).

7. The 12th Grade students shall be keen on being in full compliance with, and on succeeding in, the behaviour components at the end of the school year. If the student fails to meet the criteria; then he/ she shall be given an opportunity to improve his / her mark as follows:

- In case of failing to meet the behaviour criteria during the first and second semesters; such case shall be handled before the beginning of the third semester through granting him / her the pass mark of the behaviour criteria as per the rates of the two semesters, according to the recommendations of the Behaviour Management Committee, in order to ensure his / her willingness and success in behaviour terms during the third semester.
- In case of failing to meet the behaviour criteria during the third semester; the student and his / her guardian shall be met by the concerned body of the Ministry, in order to evaluate his / her behavioural status and to make the proper decision in this regard,

and to have it approved by the assistant undersecretary for the school operations sector or his equivalent.

8. The completion of the Behaviour Management Committee's decisions, implementation, and passing the assessment successfully shall entail handing the certificate over to the student and transferring him / her to the next grade under a decision by the committee itself, as per (Form No.5).

Article 14

Behaviour Management Committee and its Functions

1. The Hope English School - Behaviour Management Committee:

It is one of the committees to be formed at the school, which is entrusted with discussing the students' problems in educational and behavioural terms and deciding the actions to be taken against the violating students, in accordance with the provisions hereof. This Committee shall be composed as follows:

- The School Principal as the Chairman – (Mr. Gary Williams)
- The Pastoral Care Lead / Social Worker as a member and administrator (Ms. Brijila Balu)
- The Head of Students' Affairs unit as a member (Ms. Mercy Bhagam)
- One of the school teachers (regardless of specialisation) as a member (Ms. Previous / Mr. John)
- A Child Protection Coordinator (Ms. Maha Iskakndarani)
- The Behaviour Coordinator as a member (Ms. Ifra Khan)

Rewards

We believe strongly in the importance of promoting and praising good behaviour. The role of rewards and praise is a key component of developing the potential of all students at The Hope English School. Student's effort and good behaviour is rewarded and celebrated by teachers in many ways, including: -

- Verbal praise
- House points (Class Dojo points)
- Stars of the Week Certificates in FS – Year 7
- Positive feedback
- Certificates and e-mails home
- Phone calls home
- In-class rewards and certificates
- Certificates and awards at assemblies and whole school events
- Displays of work
- Leadership responsibilities

Students are Awarded House Points

Points awarded for demonstrating positive behaviour and exemplifying the schools core values. These are announced weekly and a winner is celebrated in assembly.

Behaviour Management

- **Instant Feedback:** Students receive immediate recognition for their actions, reinforcing good behaviour.
- **Goal Setting:** Teachers can set behaviour goals for individual students and the whole class.
- **Visual Progress Tracking:** Students can see their progress, encouraging self-improvement.
- **Parent Communication:** Parents receive real-time updates about their child's behaviour and achievements, fostering a strong school-home connection.
- **Classroom Culture:** It helps build a positive learning environment where good behaviour is consistently recognised and rewarded.

Awards in Assembly



Code of conduct

We place a huge emphasis on good behaviour. Both inside and outside of the school, students represent the school whereby they are expected to 'play' their part in regard to ensuring a safe, well-ordered school. Our three golden rules are designed to form the foundation of our discipline procedure:

- Be Respectful of Self, Others, and Property.
- Be Responsible and Prepared at all Times.
- Be Ready to Follow Directions and Procedures.

Key Rules of Behaviour – Following Article 8 - Mechanism of Dealing with Offenses

The following items cannot be brought to school:

- Mobile phones, smart watches, speakers or similar devices
- Vapes, vape cigarettes, tobacco, lighters, matches, tobacco-based products
- Knives or other weapons
- Chewing gum
- Non-uniform except on specific days as outlined by staff.
- Make-up / Jewellery

Mobile Phones

- Mobile Phones are not permitted at our school. Should a student be found with a mobile phone, it will be taken and given to the Head of Section. This device must then be collected by a parent. Refusal to hand over a mobile phone at any time will result in a one-day suspension.
- Should a student be found with a mobile phone for a second time, then the phone will be given to the SLT member. The phone will be kept by the SLT member for 24 hours. A parent must then collect the phone.
- Should a student be found with a mobile phone for the third time, it will result in a school suspension.

Vapes, Tobacco, and Smoking

- Vape or any type of smoking product is strictly forbidden. Should a student be found in possession of these products in school or representing the school externally, it will result in a serious consequence following Article 8.

Knives and Weapons

- Knives and other weapons are strictly forbidden. Should a student be found in possession of these within the school building, or representing the school externally, it will result in suspension or possible expulsion following Article 8.

Chewing Gum

- Should a student be found in possession of chewing gum, it will be confiscated and they will have their names recorded. Three offenses will result in a lunchtime reflection.

School Uniform

At The Hope English School, we believe that students in our school uniform represent our mission and core values. Students should wear full uniforms in all aspects of school life including trips and sporting events. In cases where students are not dressed in the correct school uniform, they will be provided with a verbal warning for the first offense. A second offense will result in a call home where students will be requested to bring a change of uniform as soon as possible. If this is not possible, students will be expected to remain at home until they can meet the school's expectations.

Searching Students

The Hope English School has the responsibility of taking care of all its stakeholders and ensuring a safe and healthy environment. Student/locker searches are permitted at any time. The SLT or Student Counselor may carry out a search for but not exclusive to the following items.

- Mobile Phones
- Vapes, E-Cigarette, tobacco
- Stolen property

Any item that is likely to cause offense or personal harm to another stakeholder.

Bullying

Bullying in any shape or form will not be tolerated at NGBS. Bullying may involve, but is not limited to physical, verbal, textual, psychological or social behaviour. All bullying offenses will be taken very seriously. For additional information about the school's stance on bullying, please read the NGBS Anti-bullying policy.

Report Card For Behaviour

Should a student consistently disrupt the learning process then a student can be placed on report by the HR/Year Leader/HOD/Subject Teacher/SLT member, Social Worker. In order to have a clear picture of the behaviour concerns, a report should be completed. Reports are based on a three-tier system (Level 1 = Green, Level 2 = Orange, Level 3 = Red).

The student who is placed on report will be given three targets to meet in every lesson. The teacher will sign and award points to ensure that targets have been met. Each day the report card should be signed by the relevant staff member and parents. The report card must be carried to each lesson. Should a student lose their report, then the student will be placed onto a reflection session meeting with the staff member, and a meeting will be arranged with parents.

Warning Letters

The Hope English School follows the MoE behaviour guidelines. Should a student consistently disrupt the learning process or endanger the health and safety of others, the school will follow the MoE protocol.

- Warning Letter 1 with a parent meeting.
- Warning Letter 2 with a parent meeting.
- Notice of Suspension (Not exceeding 5 days) with a parent meeting.
- Notice of Permanent Exclusion.

The school reserves the right to suspend a student automatically should the following disciplinary actions occur. Should a student be suspended, the school may ask them to be collected and go home.

- Assault
- Smoking/ Using a Vape
- Having a weapon in school
- Drug taking

Bus Transport

For those students who travel to school by bus, the same classroom rules apply. Students are expected to:

- Remain seated at all times.
- Wear their seatbelt at all times.
- Not to eat in the bus.
- Be respectful and courteous to the driver, bus supervisors and other students.
- Be on time to the bus both in the morning and evening.
- Inform the school should a bus student not be traveling to school on a particular day.

If a student breaks the bus rules the same school procedures as in the building will apply:

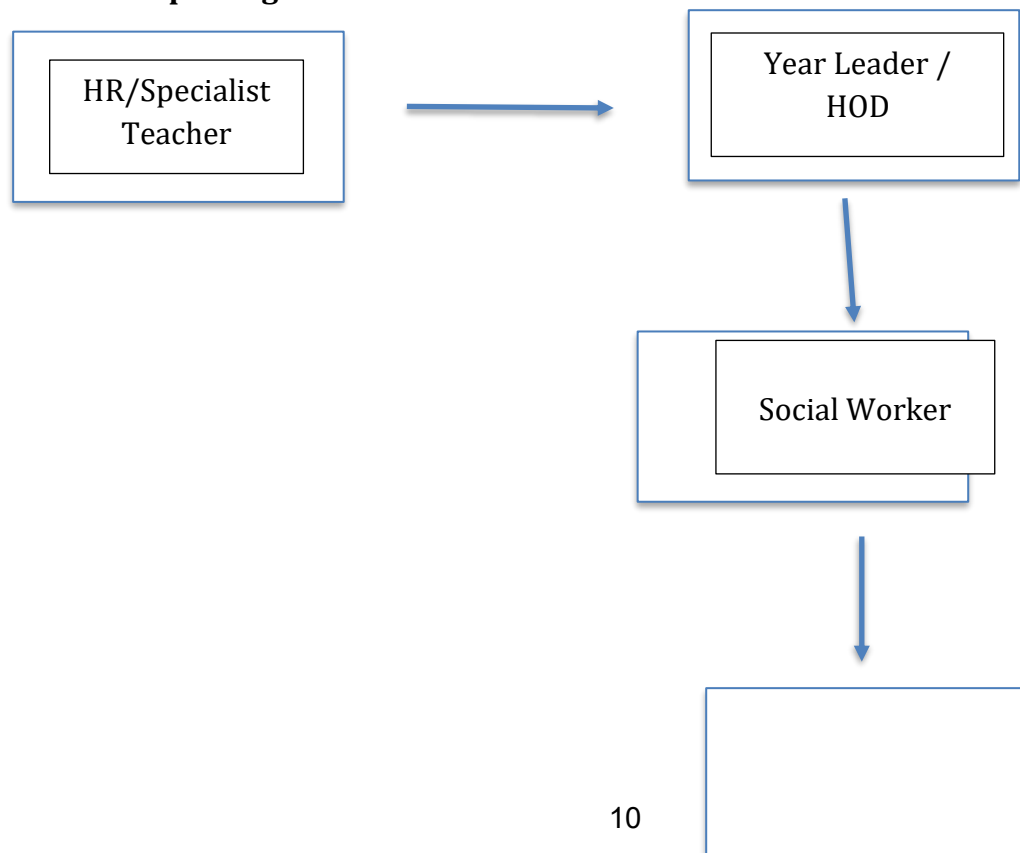
- Warning Letter 1
- Warning Letter 2
- Bus Suspension
- Permanent Bus exclusion

Article 7 – Offenses

*The Role of Ministerial Resolution No.851 of Year 2018 On Code of Behaviour Management for Students in the General Education Institutions & How We Link This at The Hope English School

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

Incident Reporting Procedure





Student Behavior Guidelines 2025-2026

First Degree Offenses:

- Late to assembly
- Entering and existing the class without permission
- Not in school uniform
- Overgrown hair for boys or bizarre haircuts for boys and girls.
- Not bringing academic materials
- Making sound inside and outside the classroom
- Sleeping during class hours
- Eating during class hours
- Not doing assignments and homework
- Misusing electronic devices

Nb: All of what is like these offenses as per the discretion of the Conduct Management Committee

Upon Committing / First Committing / Second Committing: Class

Teacher Intervention

Address directly with student, 1:1 in a nonverbal setting. • Repeat instructions clearly. • Review seating chart. • Reflection with subject teacher (at break or lunch time). • Entering in Digi- Anecdotal Report by teacher

Third repetition:

HOS Intervention

• Parent's meeting • Warning letter • Submitting incident report by the teacher • Entering in Digi- Anecdotal Report by teacher • 04-mark deduction

Second Degree Offenses:

- Unacceptable excuse for leave- before and after holiday
- Leaving the class without permission.
- Physically harming other students
- Violation of public morals and values
- Destroying school property.
- Bringing gadgets and misusing.
- Verbally abusing
- Smoking
- Not following school regulations

Nb: All of what is like these offenses as per the discretion of the Conduct Management Committee

Committing: HOS Intervention

• Submitting incident report by the teacher • Entering in Digi- Anecdotal Report by teacher • 04-mark deduction • Warning letter

First Repetition: HOS and Social Worker Intervention

• Submitting incident report by the teacher • Entering in Digi- Anecdotal report by teacher • 08-mark deduction. Behavior Management Committee Meeting • Parent's meeting • Two days suspension inside the school

Second Repetition: HOS Intervention and Social Worker Intervention

• Submitting incident report by the teacher • Entering in Digi- Anecdotal Report by teacher • 08-mark deduction, Behavior Management Committee Meeting • Parent's meeting • One- Three days suspension (offsite)

Third Degree Offenses:

- Bullying
- Copying- Assignments, Exam, Report, Research etc...
- Getting out of the school without permission.
- Attempting to defame students and staff via social media.
- Destroying school furniture, school bus.
- Assaulting others in the school.
- Driving car carelessly around the school campus.
- Capturing and publishing photos in social media without permission
- Misusing of school documents

Nb: All of what is like these offenses as per the discretion of the Conduct Management Committee

Upon committing: HOS and Social Worker Intervention

• Submitting incident report by the teacher • Entering in Digi- Anecdotal Report by teacher • Parent's meeting • 12-mark deduction, Behavior Management Committee Meeting • Suspending the student- 1 Week (offsite)

Repetition: HOS and Social Worker Intervention

Submitting incident report by the teacher • Entering in Digi- Anecdotal Report by teacher • Parent's meeting • 12-mark deduction • Behavior Management Committee Meeting, Suspending the student - 1 Week Offsite and repetition may lead to expulsion from the school.

Fourth Degree Offenses:

- Misusing social media- unlawful
- Carrying sharp or harmful weapons
- Sexual assault or harassment
- Pre- planned or covering theft- systematic
- Leaking questions
- Causing fire in the campus
- Abusing political religious and social symbols of UAE
- Cases related to narcotics.

Nb: All of what is like these offenses as per the discretion of the Conduct Management Committee

Committing: HOS, Social Worker and Principal Intervention

• Investigation • Behavior Management Committee Meeting • Dismissal from school

Advise the students to use their WITS (FS 1-Yr 7)

Provide students with this advice when confronted with any issue of behaviour that might

**What do you do if someone
is **BOTHERING** you?**



WALK AWAY

IGNORE

TALK IT OUT

SEEK HELP

Use Your WITS!

occur especially during lunch time from FS to Year 7, students are encouraged to follow.

Walk Away, Ignore, Talk to a Teacher, Seek Help (WITS)

Restorative Practice (FS1- 7)

Step 1 – Interview the students involved

When the teacher finds out that an incident has happened, discuss with both parties. Seek the student's views on the incident from both sides.

Step 2 – Share responsibility

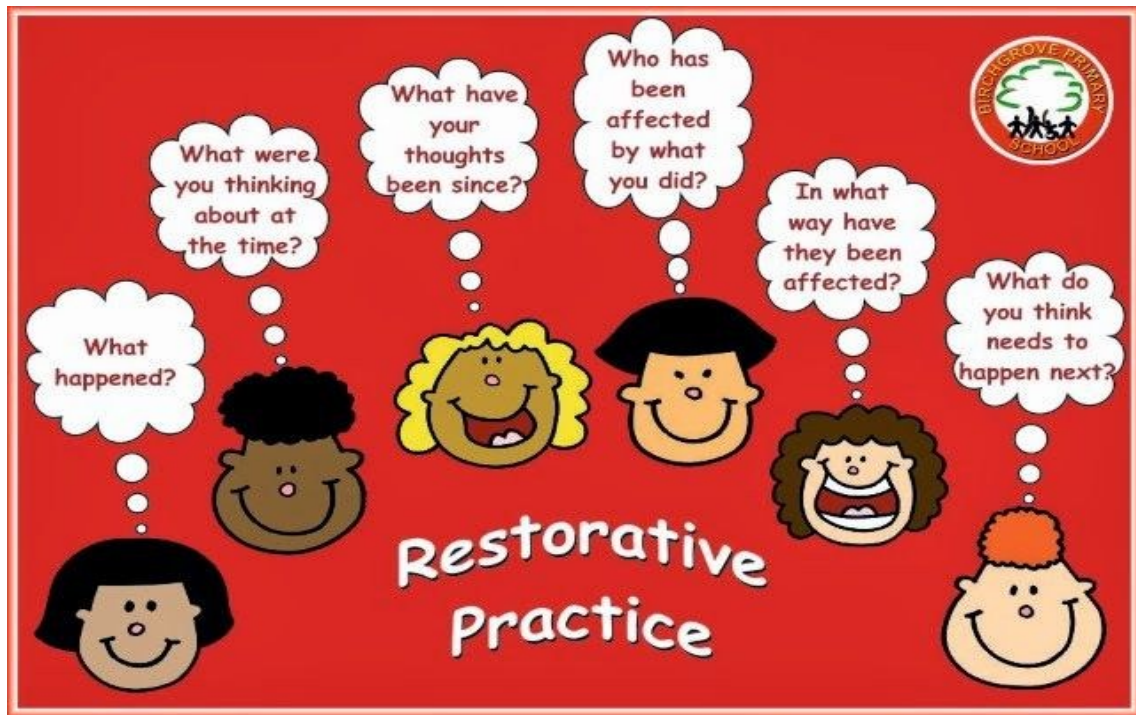
The teacher does not attribute blame and asks the students to discuss the incident with each other.

Step 3– Ask the children for their ideas

Each student is encouraged to suggest a way in which they could have behaved in a different way. The teacher gives some positive responses to their discussion.

Step 4 – Leave it up to them

The teacher ends the meeting by passing over the responsibility to the students to solve the problem. She/he arranges to meet with them again to see how things are going.



Step 5 – Meet them again

2 days later the teacher discusses with each student, how things have been going. This allows the teacher to monitor the issue and keeps the students involved in the process.

Measurement – Through formal Lesson Observations / Learning Walks / Students'

Happy School

Help take care of our School
and everything in it

Always try to do your best
and enjoy whatever you do

Please be kind and helpful
to everyone

Put others first

You can make our school a
happy place



Attitudes and Behaviour / Report Cards to Parents, Core Values, Student Surveys, Student Council Meetings / Meet the Principal Sessions.

Policy Review

Drafted: August 2026

Principal / Board Approval