

DePS BEHAVIOUR MANAGEMENT POLICY AY 2025/2026



DePS Behavior Management Policy (2025– 2026)

Policy	Behavior Management Policy
Function	Managing Behavior of All Students
Implementation	School Leaders
Issued for	Students & Staff
Reviewed	August 2025
Next Review	December 2025
Responsible	SLT, Head of Pastoral, HOKS, HOYS Teachers

Introduction

DePS believes that responsible behavior in all aspects of school life is necessary to enable teaching and learning to take place. Our behavior policy is not primarily motivated by rule enforcement, but rather a means of promoting good relationships and using positive behavior strategies so that students and staff can work together with the common purpose of helping everyone to learn. We at DePS nurture a climate in which all students, irrespective of their academic abilities, act positively, to create an ethos where positive and considerate behaviour becomes the norm. The behaviour management policy will help support us in ensuring that children behave and interact with others which is a skill that they will need to live a successful and happy life.

As adults, the main responsibility for promoting good behaviour lies with us.

Our policy will support our children to:

- ❖ show mutual respect for other people irrespective of their background or culture
- ❖ take responsibility for their own actions and understand that these actions will have consequences
- ❖ understand how their actions can impact other people
- ❖ show self-discipline even when in quite challenging situations
- ❖ take collective responsibility for behaviour and thereby making a positive difference with other children and ultimately the whole school
- ❖ be assertive and articulate their own feelings about other children's behaviour towards them

Aim & Objectives

To promote desirable student conduct and behavior, the school has adopted the Student Code of Conduct provided by the UAE Ministry of Education and all the other applicable state and federal laws therein.

DePS nurtures a climate in which all students, irrespective of their academic abilities, act positively, to create an ethos where positive and considerate behavior becomes the norm. The Policy's objectives are to:

- ❖ Set out the broad principles for the implementation of rewards and sanctions
- ❖ Define roles and responsibilities, including the expectations that we have of each member of the school community
- ❖ Develop a culture of friendship and kindness between all.

All behaviour at Deira Private School is underpinned by the school's aim to build:

- ❖ **Successful learners**
- ❖ **Confident individuals**
- ❖ **Responsible citizens**
- ❖ **Inspired contributors**

These are the core purposes of Deira Private School. The school's motto is "Ad Vitam Paramus" - to prepare our children for life. We do this by developing a broad and balanced education aimed at producing academic success, while nurturing the individual and encouraging personal development of strengths whilst ensuring our students are thoughtful, responsible, innovative, and active members of our society.

Related Policies include:

- ❖ Anti-Bullying Policy
- ❖ Inclusion Policy
- ❖ Safeguarding Policy
- ❖ Child Protection Policy
- ❖ Complaints Policy
- ❖ Bus Policy

Definition

Students' behaviour refers to students' responses to daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions towards each other or towards the teaching faculty or other members of the wider school community.

At DePS we seek to create an inclusive caring, learning environment through:

- ❖ Promoting the values of honesty, trust, fairness, tolerance, compassion and politeness
- ❖ Reinforcing positive behavior at every opportunity
- ❖ Encouraging a positive relationship with all stakeholders to develop a shared approach which involves them in the implementation of school's policy & associated procedures
- ❖ Educating students to take responsibility for behaving in an appropriate manner
- ❖ Discuss and share what constitutes acceptable behavior through creating class rules
- ❖ Enable students to learn from their mistakes
- ❖ Providing a safe environment free from disruption, violence, bullying and harassment
- ❖ Promoting self-esteem, self-discipline & positive relationships based on mutual respect
- ❖ Encouraging consistency of response to both positive and negative behavior
- ❖ Promoting early intervention, respect for others and their rights, and encouraging to take responsibility for their own actions

Rewards and Consequences:

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

in all situations. It is the responsibility of teachers to share the expectations, rewards, and consequences with their students in the best way they see fit.

Rewards:

We believe deeply 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 DePS. Students' efforts, achievements and good behaviour are rewarded and celebrated by teachers and staff in many ways. Class Dojo points are used regularly by teachers of students in KS1&KS2. Students in KS3 will be awarded house points. The school has a house system which includes four houses and students from years' 5-9 will be placed in one of the four houses which are Honour, Courage, Wisdom and Spirit. House points help to foster a sense of community, promote healthy competition and provide a framework for recognizing and rewarding students for their positive actions.

The following presents the breakdown of our points system where students will be rewarded points when completing one of the positive actions weekly, monthly, or termly.

Positive Personal, Social and Emotional Actions	Weekly	Monthly	Termly
1. Respecting your teachers and other staff members at DePS	10	50	100
2. Respecting your peers and other students within the school	10	50	100
3. Being on time to school in the morning and each lesson	10	50	100
4. Respecting and supporting your peers	10	50	100
5. Caring for and respecting individual and school belongings	10	50	100

6. Having a healthy lunch box	10	50	100
7. Wearing the correct full school uniform	10	50	100

Positive Academic Actions	Weekly	Monthly	Termly
1. Bringing the right equipment to classes	10	50	100
2. Consistently using your device in an appropriate way	10	50	100
3. Completion of home-learning tasks	10	50	100
4. Showing readiness in lessons	10	50	100
5. Demonstrating hard work in tasks assigned by the teacher	10	50	100

Points	Rewards
150	Verbal praise
200	In class certificate
250	Positive email home
300	Star of the week
350	Positive Phone call home
400	Certificates/prizes/awards at assemblies/whole school events

500	Golden time
800 plus	Rewards can include a pizza party, movie time, computer time or a trip depending on the discretion of the behaviour team.

Sanctions At DePS:

At DePS, our main purpose is the promotion of positive behaviour. We do this by recognising potential and celebrating success. However, we also know that it is important to have appropriate sanctions, which are fair and applied consistently. These sanctions are intended to encourage students to reflect on their behaviour and choices, and as a result, make better choices in the future. Negative points will be given to students when the school's expectations and policies are not followed. The positive and negative points accumulated over the term are added together. The negative points are then deducted from the overall positive points.

Levels	Behaviour Type	Consequences
L1	• Uncooperative behaviour • Persistent chatting • Off-task • Lack of equipment • Low-level disruption • Not using electronic device correctly • Ignoring instructions • Minor arguments • Unkind language • Playing in a non-designated area • Not meeting school expectations of home learning • Leaving the classroom without permission. • Chewing gum • Any form of distraction such as shouting, running in the corridors, and interrupting classes	• Teachable moment dealt with by the class teacher • Teacher to remind students of correct behaviour and expectations • If students conform after the teacher's warning. No further action would be taken • Negative points on Class Dojo if behaviour is repeated.
L2	• Persistent level 1 behaviour • Refusal to participate in a set activity • Late to a lesson (10 minutes) • Intentional unsafe behaviour	• If students do not correct their L1 behaviour after 2 warnings, the teacher writes the student's name on the whiteboard, as a visual reminder and a final warning.

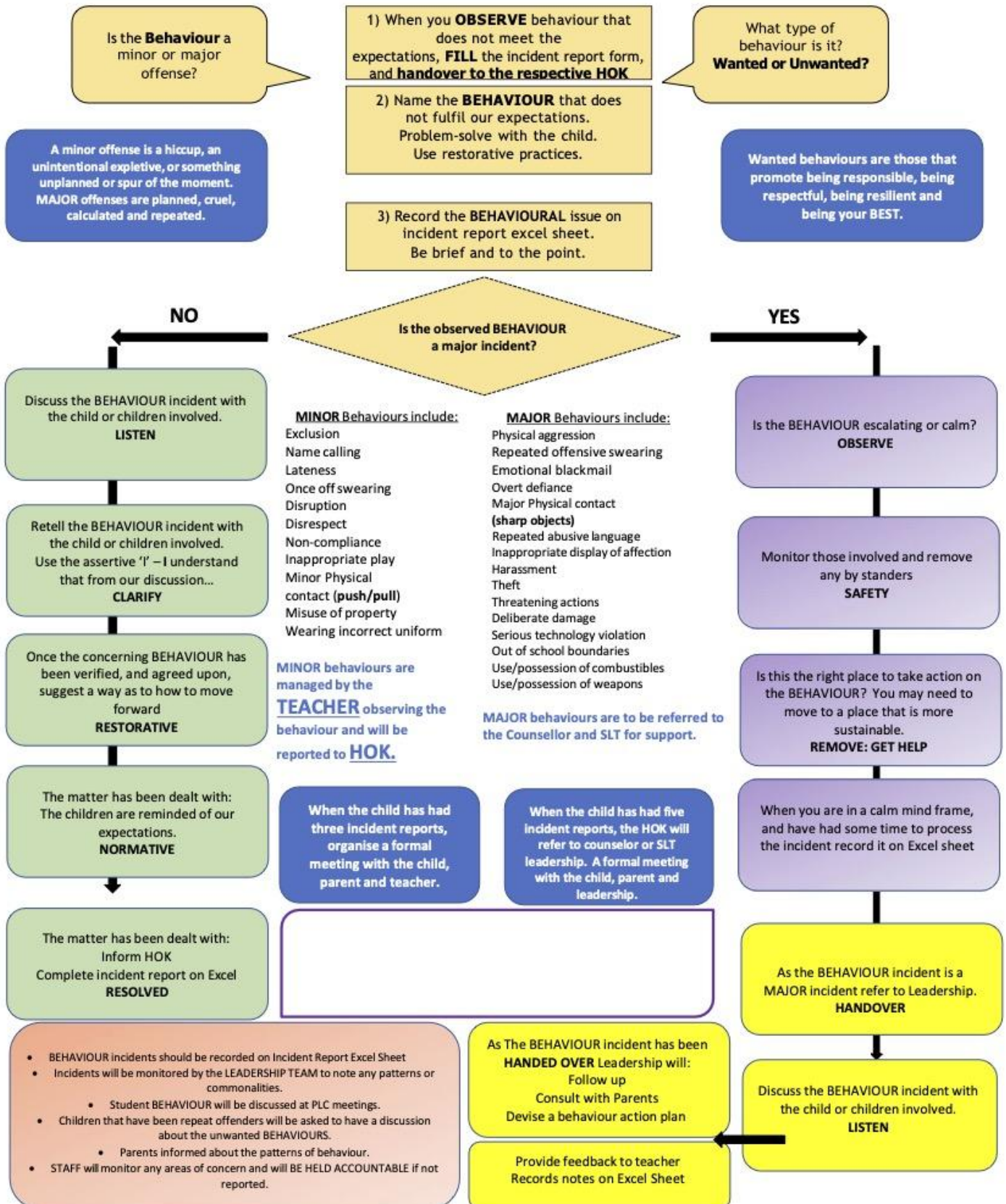
L3	• Inappropriate use of school resources and equipment • Inappropriate use of headphones outside of lesson time	If after the final warning, the student continues, the teacher requests support from HOY/HOK or SLT and the child is removed from the lesson for time out. • Students may be placed on a Positive report • Teacher records negative behaviour points on ILM. Parents will be notified by the class teacher through a personal message on ClassDojo or via email. 20 negative points
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L3	• Persistent poor behaviour which disrupts the learning of others and results in a school leader removing them from lessons • Serious inappropriate use of language • Disrespect to staff or peers • Dangerous or reckless behaviour during break time or lunchtime • Third incomplete homework. • No PE kits after 2 warnings. • Incorrect uniform Late to lesson without a valid reason (After 10 minutes)	Persistent L2 behaviour will be treated as L3 • Class teacher to record behaviour on behaviour tracker • Incorrect uniforms will be confiscated and returned by the end of the day. L3 behaviour: • Meeting with student and HOY • Student may be placed on HoY report with behaviour agreement with student and parents • HOY contacts home • Behaviour logged on behaviour tracker
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L4	• Aggression towards another student (e.g., pushing, punching, etc.) • Verbal aggression toward another student or teacher • Missing detention after being given a second chance • Internal truanting from lessons (on school site) • Swearing at a teacher or a member of staff.	• Behaviour is referred to as HOK. If the HOK deems it fit, the behaviour is reported to VP • Behaviour is logged in the school system • 1-day internal suspension and 1-day external exclusion • The student will be placed on report and parents are invited in for a meeting.
L4	• Truanting (leaving the school site) • Internal truanting-repeat behaviour x3 • Fighting (punching/kicking) • Fighting resulting in injury • Smoking/E-Cigarettes – including consuming and selling/intending to sell • Vaping – including consuming and selling/intending to sell • Serious misdemeanours e.g., drugs, vandalism, racism, secularism, abusive language • Carrying dangerous equipment into the school • Persistent Bullying • Social media misuse like Illegal posting or sharing pictures or videos of others without the person's consent on any social media platforms • Using the school emblem, name, and logo for out-of-school affairs without the permission of the school management • Unauthorized photographs, video, and audio recordings of the school, students, teachers, staff, school property, or school-related events	• Behaviour is referred to SLT/HOK • Head of Year or SLT meeting with parents • Letter issued to parents from the principal • 2-day Internal exclusion and 1-day external exclusion • This will result in 3-day internal exclusion and 1-week external exclusion. • Letter issued to parents from the principal • This will result in 3-day internal exclusion and 2 days external exclusion. • Letter issued to parents from the principal • Students will be required to meet a behaviour panel to decide the next steps and future of the student. • If after meeting the behaviour panel and the warning letter from the principal, a student continues to disobey the rules, the student will be recommended to the KHDA for permanent expulsion.

DePS Flow Chart

Deira Private School Behaviour Management Flowchart



Expectations for Students

Respect others

- Be thankful and grateful for the other students, teachers, and staff. Follow adults' instructions the first time
- Value everyone as equal; regardless of nationality, race, colour, religion, or disability
- Appreciate others' viewpoints and the right to be heard.
- Listen to others and speak in turns.

Respect your school

- Treat the school environment as if it were your own home
- Leave classrooms and other areas tidy, just like you would expect to find them
- Support the school to be a 'greener' environmentally friendly building
- Always be positive about the school to visitors, guests, and peers who attend other schools
- Move around school sensibly, quietly, safely, and always on the right

All rules are observable, and it is the responsibility of every adult in school to reinforce the school rules.

Time out Cards

Time out cards may be used to support students who need to calm down or moderate their behaviour and prevent escalation. When necessary, the child will be allowed to step out and calm down or in an extreme situation, could be withdrawn to a neighbouring class or to a Middle or Senior leader for a short period of time. A child will be asked to complete a reflection on their behaviour during the short period out of class. If further intervention is required, the school's counsellor will be asked to support the child.

Risk Assessments

It is a class teacher's responsibility to assess the risks for every child to prevent the behaviour from escalating and to put alleviators in place. Risk assessment records are completed by the class teacher with support from SLT and school counsellor.

Snack and Playtime Procedures:

The rules that apply during the rest of the school day will apply at snack times and playtimes.

Behaviour on the School Bus

The school bus is a privilege, and the school reserves the right to withdraw the services temporarily or permanently for students that break the bus rules persistently. All students MUST wear seat belts and remain on their seats, until it is time to alight the bus. The students are expected to:

- Always remain seated while the bus is in motion.
- Always wear a seatbelt while on the bus
- Avoid blocking the aisle with bags or their legs.
- Keep their noise level to a minimal and avoid shouting out to others
- Keep their hands and feet to themselves
- Refrain from touching, hitting, kicking or pushing other students
- Refrain from using bad or offensive language towards other passenger or bus staff
- Refrain from exiting the bus until it comes to a full stop.
- Students must leave the bus in an orderly manner.
- Students must refrain from distracting the bus driver.

Bus monitors are responsible for ensuring students follow the bus expectations and they will report any incidents on a bus incident slip which will be given to the class teacher or HOY. However, if the students refuse to modify their behaviour the following sanctions shall be applied. The sanctions below are guides only, the school reserves the right to take appropriate actions that are proportional to the violations of any of its rules and regulations.

BEHAVIOUR on the BUS and Consequences:

Actions	Consequences
Not wearing Seat Belts after 2 warnings	1 Day Ban
Excessive Noise after 2 warnings	1 day Ban
Eating on the bus 2 warnings	1 Day Ban

Making a mess in the bus after a verbal warning from monitor 2 Warnings	1 Day Ban
Distracting the driver 1 warning	1 week Ban
Fighting in the bus/Using swear words, being offensive to bus monitors and adults on the bus. No warning before the first ban! Persistent breaking of rules on the bus may result in permanent removal of the bus service.	1 week Ban, repeated violations may result in a permanent ban from the bus.

Document	DePS Positive Behaviour Management Policy
Date written	August 2025
Next Review	August 2026
Version	Original Document