



Department of Education and Knowledge
Al Yahar Private School

دائرة التعليم والمعرفة
مدرسة اليحر الخاصة



BEHAVIOR POLICY

(2025 – 2026)

POLICY INFORMATION

Policy Name:	Behavior Policy
Policy Code:	IN-04-V2-2025
Department:	Inclusion, Wellbeing and Safeguarding
Approved By:	Principal
Issued for:	School Community
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Related Policies:

- Child Protection Policy
- Anti-bullying Policy
- Values and Ethics Policy
- Cultural Consideration Policy
- Students' Code of Conduct

Approved by:

Our Vision: Preparing a distinguished, loyal generation open to the world in an inclusive environment that strengthens identity and fosters tolerance.
رؤيتنا: إعداد جيل متميز ، مخلص لوطنه ، منفتح على العالم ، في بيئة تعليمية دامجة تعزز الهوية الوطنية وترسخ قيم الانتماء والتسامح

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Introduction

At Al Yahar Private School, we believe that a positive and respectful learning environment is essential for the growth and development of all students. Our Student Behavior Policy outlines the expectations we have for every member of our school community and serves as a guide to ensure that our school remains a safe, inclusive, and supportive space for everyone.

Purpose of the policy

YPS behavior policy has been designed to ensure that every member of the school's community feels valued and respected, and that each person is treated fairly and well. We are keen to provide our students with guidance and set clear boundaries, whilst promoting positive behavior. This policy promotes values such as equity, respect, integrity, accountability and acceptance which are part of our school core values. By adhering to this policy, we aim to:

- Foster a caring, stimulating, and secure environment where everyone can feel safe.
- Promote pupil well-being and happiness, creating the conditions for effective learning and mutual respect within the school community.
- Develop students' self-discipline and accountability, encouraging them to take responsibility for their actions and appreciate the school's routines.
- Provide a fair and transparent framework to address unacceptable behavior while focusing on positive behavior management.
- Cultivate an atmosphere that supports students' academic, social, and emotional growth.
- Uphold individual rights, promoting empathy, mutual respect, and fairness for all members of the community.

- Empower students to recognize and uphold appropriate behavior standards and values.
- Highlight and reward positive behavior consistently, boosting students' self-esteem through constructive interactions.
- Foster a culture that separates behavior from the child, emphasizing acceptance and understanding while addressing issues constructively.
- Ensure that the policy is well-understood, consistently implemented, and supported by effective monitoring and evaluation mechanisms.

Our Commitment

At YPS we are committed to establishing a learning environment that promotes positive behavior and relationships where students treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others. We believe that praising students is important for promoting positive attitudes to school, learning and good behavior. Staff can recognize students' positive contribution to their class or school community, their efforts with schoolwork, progress or attainment. Positive Recognition and Rewards may take the following forms:

Verbal Recognition

- Verbal praise to the student(s)
- Concerned Public praise (Morning Assembly)
- Arranging for the student and, in some cases parents, to meet the principal

Written Recognition

- Positive comments /feedback on students' work
- Issuing certificates of appreciation
- Students name/photograph on notice boards, e.g. 'Star of the week'
- Displays of student(s) work in the classroom or around the school
- Publication of students' work on the school social media. **Academic awards and trophies**
- Medals and certificates for competing or winning competitions
- Prizes, e.g. books for winning entries in a writing competition

Our Strategy

At Al Yahar Private School, our strategy aims to create a harmonious school environment where students feel safe, respected, and inspired to excel academically and personally. YPS monitoring behavior procedures typically focuses on creating a positive, respectful, and supportive environment that fosters learning and personal growth through:

Proactive Behavior Management:

- Encourage positive behavior through clear expectations and consistent communication.
- Use rewards and recognition to motivate students and reinforce good conduct.

Student Engagement:

- Offer engaging and inclusive activities that keep students actively involved in their learning and school community.
- Build strong relationships between students, teachers, and staff to foster trust and cooperation.

Self-Discipline Development:

- Teach students to take responsibility for their actions and develop self-discipline.
- Provide opportunities for students to reflect on their behavior and its impact on others.

Supportive Interventions:

- Identify students who need additional support and provide tailored interventions to address their needs.
- Engage with parents and guardians to collaboratively address behavioral challenges.

Conflict Resolution and Empathy Building:

- Promote peaceful conflict resolution through communication skills and empathy training.
- Encourage students to value diversity and treat others with respect.

Consistent Policy Enforcement:

- Ensure that the school's behavior policy is applied fairly and consistently across all students.
- Provide regular training for staff to effectively manage and guide student behavior.

Monitoring and Evaluation:

- Regularly review and assess the effectiveness of behavior management strategies.
- Use feedback from students, parents, and staff to improve approaches to student behavior.

Our School Core Values



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The Identification and Referral of Misbehaving:

Al Yahar Private School has created referral code for any kind of misbehaving or bullying either at school or at home. School staff members are fully aware of how to report the case describing the violation that happened to the student. This referral directly reaches the child protection team who meet with the corresponding people to discuss the case and the solutions.

Moreover, the school implement various behavior follow-up actions and support measures based on the severity of the offense outlined below. Interventions for learners with behavioral challenges will be assessed for their effectiveness and refined as necessary through individual assessments and collective evaluations conducted by teams such as the child protection team.

Warning letters

If learners violate the rules laid out in this Behavior Policy or the Adek Code of Conduct, YPS can issue a warning letter to the learner. A warning letter will contain the details and level of offense as well as a written warning that should the behavior continue, consequences as per the code of conduct will be applied (which can include being suspended or expelled). Both the learner and parent will be asked to sign it, alongside all staff involved in the team-around-the-child meeting.

- Warning letters are issued with the aim to help keep parents informed of any misconduct,
- Individual support plans **Behavior Support Plans (BSP)** that might be put in place to support the learner, or recommendations made by the school moving forward.

Code of Conduct

Code of Conduct levels- Ministerial decree 619/2017

The main objective of this Code of Conduct is to provide approaches to positively manage students' behavior to enable teachers to instil and foster the values of the UAE society. Repetition of positive behavior and recognition of it will minimize disruption in the classroom, help learning to take place and makes it a habit and eventually, it becomes the school culture. Through this code of conduct, all stakeholders will get to know their rights, roles, and responsibilities. Using the levels and associated actions will establish fair implementation processes and minimize conflicts.

The code of conduct adopts a progressive penalties approach and schools are requested to document the violation/s as per their occurrence using the associated templates. All decisions relevant to Levels 2 through four are to be issued by the behavior management committee.

Scope of Implementation of the Code of Conduct It

applies to all students from grade 3 to 12.

Pupil of Determination (POD)

The school behavior management committee shall liaise with the inclusion department at the school if any of the students categorized under the POD violates the code of conduct. The POD team shall advise the committee in case the violation is caused because of the students' specific need and then decision is made in light of the following"

1. If the violation is not because of the student's specific need, the below levels shall apply, similar to mainstream students.
2. If the violation is because of the specific need of the student, the following shall apply:
 - Develop and implement a behavior modification plan (BMP) as per the level and type of the violation.
 - In case a BMP is existing, the school shall revise and modify that plan in accordance to managing the new behavior that led to the violation.

1 If the behavior continues, for those students who do the offences because of their specific needs, regardless of the SBP, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child,

the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

Behavior Intervention

Behavior Support Plan (BSP) is provided by the social worker for those with challenging behavior. In the middle and senior school a Behavior Contract is worked along with the student. The A-B-C (Antecedent – Behavior - Consequence) and the frequency of challenging behavior are recorded to help plan the BSP.

1. Antecedent (A) – What Happens Before the Behavior?

2. Behavior (B) – The Observable Action

3. Consequence (C) – What Happens After the Behavior?

This ABC plan help teachers identify triggers and adjust the environment (e.g., giving a student advance notice before transitions), modify responses to behaviors to encourage positive outcomes, and develop strategies for promoting desirable behavior (e.g., rewarding effort in reading aloud).

Levels of Misconducting

<p>Level 1</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse; Falling to attend classes on time repeatedly without an acceptable excuse. <input type="checkbox"/> Non-compliance with the school uniform (regular or PE) without an acceptable excuse. <input type="checkbox"/> Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the Not bringing books and other resources for school without an acceptable excuse. <input type="checkbox"/> Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status). <input type="checkbox"/> Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable. <input type="checkbox"/> Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission). <input type="checkbox"/> Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
<p>Level 2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams <input type="checkbox"/> Leaving or entering the classroom during class time without permission. <input type="checkbox"/> Not attending mandatory school activities and events without an acceptable excuse. Inciting quarrels, threatening, or intimidating peers in the school. <input type="checkbox"/> Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy. Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators). <input type="checkbox"/> 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). <input type="checkbox"/> Verbally abusing or insulting any member of the school community (including visitors). <input type="checkbox"/> 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. <input type="checkbox"/> Refusing to respond to inspection instructions or to hand over banned items. <input type="checkbox"/> Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level 3	<ul style="list-style-type: none"> <input type="checkbox"/> Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. <input type="checkbox"/> Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them). <input type="checkbox"/> Leaving the school premises without permission. <input type="checkbox"/> Seizure, destruction, and/or vandalism of school property. <input type="checkbox"/> Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users. <input type="checkbox"/> Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim. <input type="checkbox"/> Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions. <input type="checkbox"/> Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent. <input type="checkbox"/> Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
Level 4	<ul style="list-style-type: none"> <input type="checkbox"/> Using forms 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. <input type="checkbox"/> Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
	<ul style="list-style-type: none"> <input type="checkbox"/> Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite. <input type="checkbox"/> Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim. <input type="checkbox"/> Premeditated theft and/or engaging in its cover-up. <input type="checkbox"/> Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos). <input type="checkbox"/> Leaking exam questions or engaging in related activities. <input type="checkbox"/> Setting fire to the school premises. <input type="checkbox"/> Insulting political, religious, or social figures in the UAE. <input type="checkbox"/> 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. <input type="checkbox"/> Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy. <input type="checkbox"/> Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software). <input type="checkbox"/> Trespassing on school premises after school hours. <input type="checkbox"/> Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

	First Time	Second Time	Third Time	More than Three times
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Level 1	Verbal Warning Discuss the expected change in behavior with the student.	Written Warning Notify the parent in writing about the student's misconduct.	Written Warning Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed Strategy.	Written Warning Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative Behavior.
	Written Warning Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.	Onsite Suspension Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning. Notify the Behavioral Management Committee to agree to a set of strategies	Onsite Suspension Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.	Expulsion Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. 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 proof of having provided sufficient support and counselling as per their behavior strategy.
		for reforming the student's Behavior. The parent is required to sign an undertaking to support the agreed strategy.	The parent is required to sign an undertaking to support the agreed Strategy.	

Level 3	Onsite Suspension Immediately suspend the student inside the School. The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions. The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.	Offsite Suspension Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. Provide the student and the parent with a final written warning. Summon the student and the parent to the school to present the Committee's decision.	Expulsion Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. 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 proof of having provided sufficient counselling as per their behavior strategy. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. 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 proof of having provided sufficient support and counselling as per their behavior strategy.
	Offsite Suspension Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.	Expulsion Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. 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 proof of having provided sufficient counselling as per their behavior strategy.	
Level 4			

List of Forms and Plans Used in YPS:

1. Child Protection Reporting
<https://forms.gle/LNixYihBLwKpf3aWA>
2. Referral Form (ALN) <https://forms.gle/eB4V9h4jz2tfJmxK7>
3. Referral Form (G&T) <https://forms.gle/61fzLc4kjE5mrzCw6>

4. FBehavior Support Plans (BSP)

<https://drive.google.com/drive/folders/1-aUju55-5yC9FAJUy8B1GBbb4yqZI-Yd?usp=sharing>

References:

- ADEK School Policy on Student Behavior. [ADEK_S_Student-Behavior-Policy_EN.pdf](#)
- Federal Law No.3 of 2016 Concerning Child Rights (Wadeema) <https://uaelegislation.gov.ae/en/legislations/1176/download>
- ADEK School Cultural Consideration Policy.
[Microsoft Word - ADEK_S_Cultural Consideration Policy_EN](#)
- ADEK Child Protection Policy and Safeguarding https://www.adek.gov.ae/-/media/Project/TAMM/ADEK/Policies/Early-EducationPolicies/Health-safety-and-wellbeing/ADEK_EEI_Child-Protection-and-SafeguardingPolicy_EN_.pdf
- ADEK School Digital Policy [ADEK_S_Digital-Policy_EN.pdf](#)
- ADEK School Educational Risk Policy [ADEK_S_Educational-Risk-Policy_EN.pdf](#)
- ADEK School Extracurricular Activities and Events Policy •
[ADEK_S_Extracurricular-Activities-and-Events-Policy_EN.pdf](#)
- ADEK School Health and Safety Policy
[School Policies: Health, Safety and Wellbeing](#)
- ADEK School Student Behavior Policy [ADEK_S_Student-Behavior-Policy_EN.pdf](#)
- ADEK School Student Mental Health Policy
[ADEK_S_Student-Mental-Health-Policy_EN.pdf](#)