



**DUBAI
BRITISH
SCHOOL**
MIRA

Relationships Policy

This Policy is reviewed annually to ensure compliance with current regulations.

	Date	Name and Role	Signature
First Created	18.06.2025	George Stokes Founding Head of Primary	G Stokes
Last Reviewed			
To Be Reviewed	June 2026		

1- Rationale

At Dubai British School Mira (DBSM), we are committed to creating a respectful, inclusive, and safe learning environment where every member of our school community is valued. Positive relationships underpin all aspects of school life and are essential for effective learning. This policy sets out our approach to promoting respectful relationships, positive behaviour, and preventing and responding to all forms of bullying, including cyberbullying. It aims to provide a clear, consistent approach to behaviour, ensuring understanding is aligned across the community, communication is clear and common language frameworks are in place.

2- Aims

This policy aims to:

- Foster a respectful, inclusive and safe school environment.
- Promote positive behaviour through shared expectations and consistent routines.
- Build and repair relationships through restorative practice.
- To prevent and respond effectively to bullying and harm.
- To ensure consistency, fairness and developmental appropriateness in behaviour responses.

3- Scope

This policy applies to all students, staff, and stakeholders at DBSM. It includes expectations within the school premises, during off-site activities, and when engaging in online interactions related to school life.

4- Legislative/ Regulatory Framework

This policy is guided by the requirements and expectations of the Knowledge Health and Development Authority (KHDA), the UAE Ministry of Education (MOE), and international safeguarding best practices. The Moral Education and Moral, Social and Cultural Studies (MSCS) curricula are key components in our curriculum, in line with the expectations of the KHDA and MOE.

5- Definitions

Positive Behaviour	Behaviour that aligns with the school's values of Excellence, Integrity, Compassion, Curiosity, and Community-Mindedness.
Deliberately Bothered	A staff mindset and behaviour that demonstrates consistent, intentional care and attention to students' wellbeing, effort, and learning. It reflects a belief that every child deserves to be noticed, supported, and

	championed—even in small, everyday moments. Being deliberately bothered means seeking out the good, intervening early, and showing students that they matter.
Consequences	Logical, fair, and consistent responses to behaviour that aim to guide students toward better choices, encourage accountability, and promote growth. Consequences help reinforce the school's behavioural expectations while supporting students to reflect, repair relationships, and reintegrate into the learning community.
Bullying	Repeated behaviour intended to hurt another individual physically, emotionally, or socially. It can be verbal, physical, relational, or digital.
Cyberbullying	Bullying through digital technologies including messaging, social media, or other online platforms.

6- Roles and Responsibilities

Students must:

- Follow the 3 school agreements: Ready, Respectful, Responsible.
- Embody the school values.
- Be punctual, both at the beginning of the school day and start of every lesson.
- Treat others with respect and kindness in words and actions, regardless of age, gender, ethnicity or background.
- Take responsibility for their behaviour and report any incidents of bullying or unkind behaviour.

Parents must:

- Support the school's expectations and reinforce positive behaviour at home, where possible using the language of the 3 school agreements: Ready, Respectful, Responsible.
- Report concerns to the school promptly and work collaboratively to resolve issues.
- Support and promote the school values.
- Model respectful interactions and support the school's ethos of restorative practice.
- Inform school as soon as possible if there are any circumstances which may affect their child's behaviour.
- Comply with the KHDA Parent-School Contract.

Staff must:

- Model respectful relationships and consistent behaviour expectations.
- Actively demonstrate and promote the school values.

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- Ensure all visual aids relating to behaviour expectations, as directed by PLT, are clearly displayed in classrooms.
 - Intervene promptly and fairly when behaviour expectations are not met.
 - Use restorative approaches to repair harm and rebuild trust.
 - Record incidents and communicate effectively with parents and leadership.
 - Uphold and reinforce DBSM's core behaviour expectations: Ready, Respectful, Responsible.
 - Greet students at the door, setting a welcoming tone and demonstrating care.
 - Create a positive and inclusive classroom environment, recognising and supporting any specific, individual student behavioural needs.
 - *When dealing with behaviour, staff should:*
 - o Prioritise engagement with learning and model expected behaviours.
 - o De-escalate and avoid confrontation.
 - o Praise publicly and correct privately.
 - o Record repeated incidents and work collaboratively with year leaders and SLT.
 - *Leadership Expectations*
 - o Leaders support, not supplant, classroom practice.
 - o Visibility, consistency, and positivity are key.
 - o Middle leaders guide and coach staff through restorative conversations.
 - o SLT supports reparation, review trends, and coordinate interventions.

7- Policy Details/Procedures

7.1 Behaviour for Learning: Expected Practices

We believe that behaviour, including how to build and repair relationships, must be explicitly taught. The habits and skills that comprise successful class behaviour should be introduced and modelled to students as part of their daily learning. Behaviour management is a process, not a reaction. Proactive teaching of expectations helps students succeed. Teachers plan for behaviour in the same way they plan for learning.

7.1.1 Proactive Behaviour Management

- Set clear, concrete expectations and communicate these early.
 - Model expectations and clarify what behaviour looks like in various contexts (lining up, working in pairs, transitions).
 - Avoid ambiguity and teach rather than simply tell students what is expected.
 - Use visual cues, examples, and regular reinforcement.
 - Greet students at the classroom door to create a sense of belonging and set the tone for the lesson.
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- Catch students doing something positive and use this to build an upward spiral of self-expectation. Refer back to these moments when reminders are needed.
 - Be “deliberately bothered” — show students that staff notice and care about their wellbeing, efforts, and progress.

7.1.2 Norms and Routines

- Teachers assert classroom norms and promote them consistently, using visual aids and posters clearly displayed in classrooms to do so.
- Use normative language to embed expectations (e.g., “In our classroom we...”).
- Address breaches of norms consistently to reinforce importance.
- Develop consistent routines for key transitions and behaviours across the school.
- Revisit routines regularly to refresh expectations.
- Be deliberately bothered — take time to notice students’ needs, interests, and growth.

7.1.3 The DBSM 3 Simple Agreements

We build a whole-school culture of behaviour and relationships around the shared language of our three core agreements:

- **Ready** – Arrive on time, wear the correct uniform, and bring the required resources. Be prepared to learn with a positive mindset.
- **Respectful** – Speak kindly, listen to others, and treat people, property, and the environment with care.
- **Responsible** – Make choices that keep yourself and others safe. Accept the consequences and reflect on your actions.

These agreements are taught explicitly, modelled consistently, and revisited frequently through assemblies, lessons, and one-to-one discussions.

7.2 Strategies to Encourage Excellent Behaviour

7.2.1 Rewards

Positive recognition plays a crucial role in setting and reinforcing behavioral and academic standards within our school community. By consistently acknowledging and celebrating achievements, whether big or small, it creates a culture where students understand the expectations for success. These recognitions not only highlight individual accomplishments but also serve as a model for others, demonstrating what behaviors and attitudes are valued. When students receive positive feedback, it motivates them to continue striving for excellence, fostering an environment where high standards are both achievable and celebrated. This approach helps shape a positive learning atmosphere where effort, kindness, and growth are consistently recognised. Below are the types of recognition that we use:

Recognition	When	How
House Points	Ongoing, awarded regularly	Given for positive behaviour or achievements, contributes to house competition
Certificates	Weekly, termly, annual	Awarded for consistent good behaviour or achieving significant milestones
Positive Postcards Home	As needed (typically after notable achievements)	Sent to parents to inform them of their child's positive behaviour or achievement
Recognition Boards	Ongoing, updated regularly	Displayed in a prominent place to celebrate achievements, often for academic or behavioural milestones
Praise Phone Calls from Staff	When specific achievement or improvement is observed	Staff make phone calls to parents to praise the student's efforts or accomplishments
Public Celebration of Behaviour and Learning Milestones	At appropriate intervals or milestones (e.g., end of term)	Celebrated in assemblies, classrooms, or school events to publicly recognize achievements

7.2.2 Restorative Practice

- Restorative conversations are central to resolving conflict and rebuilding relationships.
- Certainty of consequence, rather than severity, is key to effective discipline.
- When leading a restorative conversation, clear, consistent questions are used:
 - What happened?
 - Why did it happen?
 - How did it make you/them feel?
 - What can you do differently next time?
- Using clear, consistent language supports students in understanding what to expect, and to learn how to articulate their thoughts and feelings clearly.

7.2.3 Counselling

Whilst most incidents requiring restorative practice are managed by the academic team, sometimes more extensive support may be required from the school counsellor to guide and support students with relationship rebuilding and/or the management of emotions and feelings related to specific incidents, others or themselves. The work of the counsellor will take place in conjunction with actions taken by the academic team, and parents will also be made aware of this.

7.2.3 Graduated Behaviour Response

Steps	Example
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness, subtly adjusting seating plan. "That's not like you; remember how awesome you were at it yesterday?"
2) Reminder	- A reminder of the Ready, Respectful, Responsible agreement delivered privately wherever possible. - Repeat reminders, if necessary, show disappointment, emphasise student choices. - Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	- Give the student a chance to reflect away from others. - Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral (Reparation)	- At this point the student will be referred internally to another room in the department or to a member of the leadership team, until the teacher has time to come and meet with the student for a restorative conversation. - Teachers can request that the Head of Department or senior leader join them if they require support. - All internal referrals must be recorded CPOMS, and parents should be informed.
6) Formal Meeting	- A meeting with the teacher, learner, parents and Head of Department, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks. - Student may have their behaviour monitored by teachers to show progress towards agreed targets. - We make sure that this is done discreetly. - We do not advertise poor behaviour to other students or give fame to those who choose not to meet our high standards of behaviour.

Staff always use professional judgement and consider individual needs when applying the steps.

7.3 Behavioural Expectations in Context

Students are explicitly taught what Ready, Respectful and Responsible look like across all school settings:

School Expectations	Ready	Respectful	Responsible
Student Behaviour Expectations	Be ready to learn by arriving on time; with the correct uniform, and a great attitude to learning.	Be respectful of yourself, your peers, staff, the wider community and our learning environment.	Be responsible for your own actions. Contribute to a safe and welcoming school for everyone.
Examples for students			
Corridor	Walk swiftly and sensibly through the corridor to arrive at your destination in plenty of time.	When in a large group, refrain from talking, so that you don't disturb other lessons. Hold doors open for others. Greet teachers, visitors and fellow students politely when you see them.	Make sure that you have the teacher's permission if you are walking alone in the corridor. Keep your area of the school neat and tidy.
Play time	Stop and stand still immediately when a teacher raises their hand or blows a whistle. Walk to your lines and wait quietly for instructions by the teacher	Include others in your games and respect the rules of the game.	Play games that are safe, so that everyone can play without getting harmed.
Snack time	Be ready to sit down by removing your hat Eat your lunch and drink water so you are not hungry or thirsty during your lessons Once you've eaten, show that you are ready for play by clearing away all rubbish into the correct bin	Use table manners such as not talking with your mouth full and chewing with your mouth closed. Eating at the table only (No eating at the sofas or sitting on tables) Stay seated until you have finished eating	Enter and leave the eating area sensibly and quietly Alert a member of staff to help you if you spill anything Wait calmly and quietly for the signal to be allowed outside
Assembly	Arrive for assembly ready to listen, participate and applaud where appropriate.	Enter and leave the assembly quietly and sensibly.	Walk in a single file, so that everyone can fit through the doorways. Wait patiently if there is a delay.
Uniform and clothing	Be ready with the correct clothing that you need for the day.	Uniforms should be worn as described in the uniform guidelines to respect the school and its visitors.	Hats are to be worn outside at play times, and footwear should not be removed at break times. Jewellery should only be worn as described in the uniform guidelines.
Entering a Classroom	Arrive on time for the lesson, with all the resources you need and a great attitude	Form a quiet line outside the classroom if requested to do so. Your teacher may choose to greet you at the door.	Enter the classroom sensibly and follow your teacher's instructions.

During a lesson	Be ready to work hard and learn. Make sure you have got enough sleep the night before and eaten a good breakfast in the morning!	Respect the lesson by trying your hardest and helping your friends learn too.	Make good choices and follow the instructions from your teacher during lessons to keep everyone safe.
		Respect your learning area by keeping it tidy.	

7.4 Consequences

- Consequences are age-appropriate, consistently applied, and focused on helping students reflect and learn.
- Consequences at DBS Mira are not about punishment - they are about guidance, accountability, and growth.
- When students make mistakes, consequences are applied fairly and consistently to help them understand the impact of their actions and support them to make better choices in the future.
- Our goal is to foster a culture where students take ownership of their behaviour and recognise that every action carries a responsibility.
- Consequences are framed within a restorative context that promotes learning, repair, and reintegration into the community.

Early Years (FS1-Y1) Consequences		
	Behaviour	Appropriate Action
Level 1	Not Listening to Instructions.	REDIRECTION- Gentle encouragement, a 'nudge' in the right direction, small act of kindness, subtly adjusting seating plan. "That's not like you; remember how awesome you were at it yesterday?"
	Disruptive Behaviour – interrupts the learning of self and others.	
Level 2	Repeated level one behaviours.	REMINDER- A reminder of the expectations 'Ready, Respectful, Responsible' delivered privately wherever possible, repeat reminders, if necessary, show disappointment, emphasise student choices, deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
	Persistent unkind language.	
	Snatching and hitting over toys.	
Level 2	Intentional aggressive physical behaviour (i.e. biting, hitting, throwing objects at others, kicking, hairpulling, pinching, headbutting).	CAUTION- A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
		TIME OUT- Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
Year 2-6 Consequences		
Level	Behaviour	Strategies
1	Not Listening to instructions.	

	Low level disruption – interrupts the learning of self and others.	REDIRECTION- Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness, subtly adjusting seating plan. “That’s not like you; remember how awesome you were at it yesterday?”
Level 2	Persistent Level one behaviours.	REMINDER- A reminder of the expectations ‘Ready, Respectful, Responsible’ delivered privately wherever possible, repeat reminders, if necessary, show disappointment, emphasise student choices and decelerate where reasonable and possible and take the initiative to keep things at this stage.
	Repeated rudeness towards peer / adults.	
	Repeated non-compliance- not following instructions.	
	Swearing.	
	Bus misconduct.	CAUTION- A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue
	Disruptive behaviour – stops the learning of self and others.	
Level 3	Aggressive physical behaviour e.g. pushing, hitting, kicking, biting, spitting, smacking, pinching, throwing objects at others, head butting.	TIME OUT- Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
	Repeated level two behaviours	INTERNAL REFERRAL- At this point the learner will be referred internally to another room in the department or to a member of the leadership team, until the teacher has time to come and meet with the student for a restorative conversation. Teachers can request that the HoD or senior leader join them if they require support. All internal referrals must be
	Vandalism	
	Sexualised language / behaviour	
	Accessing inappropriate images online.	
	Fighting	
	Bullying / Harassment	
	Falsifying a parental note	

7.5 Serious Incidents

Level 3 incidents require immediate referral to the Senior Leadership Team and should also be recorded on CPOMS. Parents are informed and processes are initiated as appropriate, and KHDA may also be informed of the incident at this stage.

In extreme circumstances where all other options have been exhausted, and the student continues to cause a health and safety risk to others, exclusion or non-re-enrolment will be considered by the Senior Leaders. Acts of severe violence and aggression will generally be grounds for making an application for exclusion to KHDA.

7.6 Anti-Bullying and Cyberbullying

- All forms of bullying are addressed swiftly and seriously; bullying will not be tolerated at DBS Mira.
- Prevention is embedded through curriculum, assemblies, and student voice.

- Victims are supported, and those responsible are educated through reflection and reparation.
- Cyberbullying is treated with the same seriousness as in-person bullying and is explicitly taught as part of digital citizenship education.

7.6.1 Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time. It should not be confused with one-off arguments or personality clashes between students.

7.6.2 Types of Bullying

We acknowledge that bullying can present itself in different forms:

Type	Definition	Examples
Physical Bullying	The use of physical force to harm or intimidate another person.	Hitting, kicking, pushing, spitting, tripping, damaging belongings.
Verbal Bullying	The use of words to insult, threaten, or belittle another person.	Name-calling, teasing, taunting, threats, offensive comments.
Social/Relational Bullying	Intentional harm to someone's social reputation, relationships, or sense of belonging.	Exclusion from groups, spreading rumours, public humiliation, manipulating friendships.
Cyberbullying	Bullying through digital platforms such as social media, messaging, or email.	Abusive messages, online rumours, fake profiles, sharing private content without consent.
Emotional/Psychological Bullying	Repeated actions that mentally hurt, isolate, or manipulate someone.	Intimidation, coercion, repeated criticism, gaslighting, making someone feel invisible.
Sexual Bullying	Unwanted behaviours of a sexual nature intended to harm, humiliate, or control.	Inappropriate comments, gestures, unwanted touching, sharing sexual rumours or content.
Racist Bullying	Targeting someone based on race, ethnicity, or cultural background.	Racial slurs, mocking accents or customs, exclusion based on race, stereotyping.
Religious Bullying	Bullying based on someone's religion, beliefs, or faith practices.	Insults about beliefs, mocking religious clothing or rituals, exclusion, pressuring someone to change or hide their faith.
Disability-Based Bullying	Targeting a person because of a physical,	Name-calling, mocking behaviour or speech, exclusion

Type	Definition	Examples
	learning, or mental health disability.	from activities, using derogatory terms about disabilities.

7.6.3 Steps Taken to Deal with Bullying

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached/ been witness to the bullying
- If physical, the victim should receive immediate treatment for any injury and parents informed of any injury
- A clear account of the incident will be recorded on CPOMS to the Head of School who will assess the severity and/or persistent nature of the bullying and direct accordingly.
- Those concerned will be interviewed and further records added to the incident report on CPOMS
- The staff who have been approached/witnessed the bullying incident, and relevant classroom teachers will be kept informed
- If it is deemed to be bullying, the parents of the victim and the alleged bully will be contacted and informed
- Disciplinary steps will be used appropriately and in consultation with all parties concerned
- For severe incidents, the bullying may be reported to KHDA

The following disciplinary steps may be taken (depending on the severity and frequency of bullying offences and the age of the student(s):

- Official warnings with SLT
- Regular one-to-one discussion with a teacher and/or school counsellor
- Verbal or written apology to the victim(s)
- Meeting with Head of School/Counsellor for behaviour modification/anger management as necessary
- Meeting with parents
- In-school suspension
- External suspension

Students who have been bullied may be supported by:

- Offering an immediate opportunity to discuss the experience with a teacher, counsellor or member of staff of their choice
- Reassuring the student
- Offering continuous support and self-assertiveness strategies
- Meeting with the Counsellor to establish strategies for dealing with bullies and how to keep safe
- Restoring self-esteem and confidence.

Students who have bullied may be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and the need to change
- Supporting with learning new approaches and strategies
- Informing parents to support changes in the attitude and actions of the student

Within the curriculum the school will raise awareness of the nature of bullying through assemblies, our MSC curriculum, morning sessions and small group friendship interventions where appropriate.

7.7 Use of CPOMS and Toddle

- Safeguarding concerns and negative behaviours must be recorded on CPOMS.
- Positive behaviour examples should be shared on Toddle.
- Led by the Designated Safeguarding Lead (DSL), the Senior Leadership Team regularly monitor both systems to ensure trends are identified and actioned.

8- Monitoring and Evaluation

- SLT regularly review behaviour data and incident logs.
- Student voice informs updates to practice.
- Governors and community partners are consulted annually.

9- Training and Awareness

- New staff receive behaviour management training during induction.
- Ongoing CPD focuses on restorative approaches, classroom routines, and de-escalation.
- Students receive age-appropriate lessons and assemblies on relationships, kindness, and responsibility.

10- Related Policies/ Documents

- DBSM Safeguarding and Child Protection Policy
 - DBSM Inclusion Policy
 - DBSM Counselling Policy
 - LIFE Curriculum Overview
 - DBSM Digital Safety and Acceptable Use Policy
 - DBSM Staff Code of Conduct
 - Behaviour Guidance Handbook
-