



Behaviour Policy

Policy Details

Policy Title	Behaviour Policy
Policy Number	EDUC-011
Policy Owner	Education Department
Version	1
Effective Date	30 August 2026
Scheduled Review Date	30 August 2027
Applicable To	Premium schools and Dubai schools

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1. Purpose

The purpose of this Behaviour Policy is to provide a unified and consistent framework that promotes positive behaviour, student accountability, respectful relationships, empathy and personal growth across all schools under Taaleem Holdings P.J.S.C. (hereafter referred to as “Taaleem” or “Company”). It ensures that behaviour management practices are fair, consistent, restorative, and supportive of student development while safeguarding the rights, dignity, and wellbeing of every student.

Through clear expectations and consistent practices, this policy ensures fair, effective and coherent implementation of behaviour management across all Taaleem schools.

This policy is aligned with the expectations of the Knowledge and Human Development Authority (KHDA), the Department of Education and Knowledge in Abu Dhabi (ADEK), other applicable UAE education regulatory bodies and the UAE national values.

This policy establishes Taaleem-wide expectations and non-negotiable principles. Schools are responsible for implementing aligned Behaviour for Learning procedures that reflect their phase, curriculum model, and student profile, while remaining fully consistent with this policy.

The following are non-negotiables across all Taaleem schools:

- A relational, restorative and inclusive approach
- Safeguarding taking precedence where required
- Fair, proportionate and developmentally appropriate responses
- Recording and reporting expectations
- Alignment with regulatory requirements (e.g. KHDA/ADEK)
- Adherence to the behaviour policy to ensure consistency of expectations and outcomes

Schools may adapt

- Language and terminology
- Behaviour systems and processes
- Recognition systems
- Templates and formats
- Operational procedures aligned to their contexts

Behaviour within Taaleem schools is understood as a form of communication, influenced by developmental stage, individual needs, and environmental context. Taaleem adopts a restorative, inclusive, and relational approach, recognising that positive behaviour is best achieved through strong relationships, clear expectations, and appropriate support.

This policy is supported by a set of appendices that provide additional guidance on behaviour implementation, categorisation, response, and intervention.

2. Scope

This Behaviour Policy applies to all Taaleem schools and to all members of the school community, including students, staff and parents.

It applies to behaviour:

- On school premises (including before and after school hours)
- During school transport
- During Extra Curricular Activities (ECAs), After School Activities (ASAs), trips, and off-site activities
- Within digital learning environments used by the school
- Within online social media platforms and incidents that may cross over into school
- Outside school where behaviour impacts the safety, wellbeing or reputation of the school community

Visitors are expected to adhere to school conduct and safeguarding expectations while on site or participating in school activities.

3. Aims

This policy aims to:

- Establish a consistent, staged approach to behaviour management across all Taaleem schools.
- Clearly define acceptable and unacceptable behaviours.
- Set expectations for how all members of the Taaleem community should conduct themselves.
- Summarise the roles and responsibilities of staff, students, and parents in supporting positive behaviour.
- Outline the systems and processes for recognising and reinforcing positive behaviour through rewards and addressing misconduct through proportionate consequences and appropriate support.
- Promote an inclusive, restorative and developmentally informed approach to behaviour, recognising that behaviour may reflect individual need, context, wellbeing, or barriers to learning.

4. Behaviour Philosophy, Principles and Approach

Taaleem recognises that behaviour is influenced by a range of factors, including developmental stage, individual learning needs, social and emotional wellbeing, relationships, and environmental context. Behaviour is understood within the wider context of each student's strengths, needs, relationships, and wider learning environment.

Taaleem schools adopt a relational, restorative, and inclusive approach to behaviour, recognising that positive behaviour is best developed through explicit teaching, modelling, support, and opportunities for reflection and growth, rather than through punitive measures alone.

4.1. Expectations

Taaleem sets high expectations for student behaviour that align with and support the development of our core values.

A Positive Behaviour Model forms the foundation of effective behaviour management across all Taaleem schools. It emphasises:

- A preventative approach
- Clearly defined and consistently applied behaviour expectations including responsible digital conduct, using technology, online platforms and AI tools safely, responsibly and in line with school expectations
- Explicit teaching of self-regulation, self-management and positive behaviour
- Recognition systems
- Restorative conversations
- Tiered intervention
- Staff training
- Parent engagement

4.2. Promoting Positive Behaviour

Positive behaviour is essential for effective learning and teaching. It is actively encouraged through:

- Taaleem's core values, and any school-specific values that are aligned to them
- The school's Wellbeing curriculum
- The Moral, Social, and Cultural Studies curriculum

4.3. Beliefs and Responsibilities

4.3.1 Safe and Supportive Environment

All staff and students have the right to work in a safe, orderly, and supportive environment conducive to learning, where they feel respected and valued.

4.3.2 Encouraging Responsibility

Staff are responsible for supporting students in taking responsibility for their actions and decisions, understanding the impact of their behaviour on others, and learning from mistakes.

4.3.3 Intrinsic Motivation

Schools should seek to develop students' intrinsic motivation and self-regulation skills so that they increasingly take responsibility for managing their own behaviour, with additional guidance and support provided when necessary.

4.3.4 Living the Core Values

All members of the school community should aim to live the core values of Taaleem and their school, contributing to a caring and considerate school culture.

4.3.5 Positive Reinforcement

Commendations and praise are key methods for positively reinforcing good habits and behaviours.

4.3.6 Restorative Approach

Taaleem schools adopt a restorative, educational and proportionate approach when responding to breaches of the Behaviour Policy. Responses should seek to repair relationships, promote reflection, and support positive behaviour change, whilst maintaining the safety and wellbeing of the wider school community. When sanctions are necessary, they are applied fairly, considering the circumstances of the breach, the interests of the individual, the school community, the student's age, educational needs, and any special circumstances.

4.3.7 Reflection and Repair

Students must be supported to reflect on their behaviour and understand its impact on themselves and others. Schools will provide structured opportunities for reflection and restorative action to support accountability and positive behaviour change.

4.3.8 Inclusive and Proportionate Practice

Behaviour expectations remain high for all students; however, reasonable adjustments to behaviour support, communication, intervention strategies, and responses may be required to ensure that behaviour management remains fair, proportionate, equitable, and inclusive.

4.3.9 Behaviour as a Possible Indicator of Need

Where behaviour may indicate unmet need, distress, or potential safeguarding concern, this must be explored in line with the school's safeguarding and inclusion procedures so that appropriate support is considered alongside any behavioural response.

4.3.10 Autonomy in Policy Implementation

This policy establishes a common framework and set of expectations across all Taaleem schools. Individual schools may develop context-specific procedures and practices, provided these remain aligned with Taaleem's values, principles, regulatory obligations, and the requirements of this policy.

Further guidance, examples, and implementation considerations are provided in the appendices.

5. Senior Staff/Leadership Responsibilities in Behaviour Management

For the purposes of this policy, senior leaders' include members of the Senior Leadership Team and any designated leaders responsible for behaviour, safeguarding, wellbeing or inclusion. Senior leaders play a critical role in establishing and sustaining a positive, inclusive, and consistent behaviour culture across the school. They are responsible for ensuring that behaviour systems, interventions, and decision-making processes are implemented effectively, monitored regularly, and reviewed for continuous improvement. Senior leaders are accountable for promoting consistency, fairness, and alignment with Taaleem expectations across all phases of the school.

5.1 Visible Presence and Modelling

Senior leaders:

- Are actively visible around the school.
- Model and champion positive behaviour.
- Reinforce high standards consistently.

5.2 Support and Share Good Practice

Senior leaders:

- Share effective strategies and approaches with staff.
- Support staff in implementing all aspects of the school's Behaviour Policy and associated processes.

5.3 Modelling Effective Practice

Senior leaders demonstrate effective remedial and intervention strategies for staff and students.

5.4 Recognition and Celebration

Senior leaders recognise and celebrate staff and student efforts and achievements.

5.5 Support for Complex Behaviour

Senior leaders support staff in managing students with entrenched or complex behaviours.

5.6 Data-Driven Approach

Senior leaders use behaviour data from the school's Learning Management System to:

- Identify patterns, trends, emerging concerns, and areas for targeted intervention.
- Evaluate the effectiveness, equity, and impact of behaviour systems, interventions and practices.

Each school must define within its Behaviour for Learning procedures the processes, frequency, reporting arrangements, and leadership responsibilities for behaviour data review.

5.7 Review Provision for Outliers

Senior leaders regularly review the support, interventions, and provision in place for students who demonstrate persistent, significant, or complex behavioural needs.

5.8 Inclusive Oversight

Senior leaders ensure that behaviour systems, expectations, responses, and interventions are inclusive, equitable, and appropriately adapted to reflect identified needs, vulnerabilities and individual circumstances.

5.9 Staff Training

Senior leaders:

- Identify staff training needs related to understanding the policy, behaviour management, restorative practice, safeguarding, inclusive practice, and positive handling where appropriate.
- Ensure ongoing training is provided to maintain staff awareness and understanding of Taaleem's approach.
- Support interventions and procedures in cases of misconduct and behaviours of concern.

5.10 Monitoring Consistency

Senior leaders monitor the consistent implementation of the Behaviour Policy across the school.

5.11 Authority and Escalation

Schools must establish and document clear roles, responsibilities, decision-making authority, and escalation pathways for behaviour management.

This must include clarity on:

- Who may initiate and lead behaviour investigations.
- Who may implement, review, and escalate behaviour responses.
- Who may authorise formal sanctions, including internal suspension, external suspension, managed moves (where applicable), and expulsion, in accordance with regulatory requirements and safeguarding considerations.
- When concerns must be escalated to senior leadership or the Principal/Superintendent.
- When consultation with, referral to, or involvement of external agencies is required.

The Principal/Superintendent retains overall accountability for behaviour management within the school, including oversight of high-risk incidents, formal sanctions, safeguarding-related behavioural concerns, and engagement with external authorities and regulatory bodies where required.

Schools must ensure these processes are clearly defined within their Behaviour for Learning procedures and applied consistently.

6. Staff Responsibilities for Student Behaviour and Wellbeing

- 6.1** Staff are responsible for the welfare, behaviour, and appearance of students and play a key role in setting the tone for positive behaviour across the school.
- 6.2** Staff should develop positive, professional relationships with students, which may include, but are not limited to:
- Greeting students at the start of the day or lessons.
 - Establishing clear routines and ensuring consistent adherence.
 - Actively teach and model positive behaviour for learning through consistent language, strategies and actions
 - Recognising and promoting positive behaviour.
 - Using positive reinforcement to guide behaviour and reinforce alignment with Taaleem and school core values.
- 6.3** Staff must not allow the behaviour of any individual student to negatively impact the learning of others.
- 6.4** Staff must remain professional and must not use inappropriate force, language, or behaviour.
- 6.5** Staff are expected to model and promote Taaleem and school core values throughout the school year. These values underpin expectations for all students' behaviour.
- 6.6** Staff should be attentive and empathetic listeners, considering students' perspectives and experiences, and addressing concerns either directly or through appropriate support from colleagues.
- 6.7** Staff should consider whether a student's behaviour may be influenced by additional learning needs, communication needs, social and emotional wellbeing, or other underlying factors, and should seek appropriate support where required.
- 6.8** Staff should actively contribute to a positive school culture where all individuals feel valued and are able to flourish.
- 6.9** Staff must demonstrate respect, empathy, and professionalism in all interactions with students, colleagues, and the wider school community.

7. Parent/Guardian Expectations

Parents / Guardians are expected to:

- 7.1 Acknowledge and support the Taaleem Behaviour Policy along with the Behaviour for Learning processes by signing the Parent School contract/agreement and reading the Parent/Student Handbook.
- 7.2 Ensure students arrive punctually, in correct uniform and fully equipped for school.
- 7.3 Promote regular attendance and inform the school promptly of any absence/s.
- 7.4 Attend Parent-Teacher meetings and relevant school information sessions.
- 7.5 Engage constructively with staff during restorative meetings or discussions and sign undertakings where required.
- 7.6 Work in partnership with the school where individual behaviour support strategies, monitoring systems, or behaviour plans are implemented.
- 7.7 Behave respectfully and appropriately towards all staff, students, and visitors at all times, including during communications with the school, on school premises, and at any school-related events.

8. Student Conduct Expectations

These expectations apply during the school day, before and after school hours while on site, during school activities, online, during travel to and from school-related activities, and in the wider community where behaviour may reasonably impact the safety, wellbeing, reputation, or operations of the school or its members.

Students are expected to:

8.1 Uphold Values and Reputation

Behave in a manner that reflects Taaleem and the school's core values and protects the reputation of both.

8.2 Respect and Courtesy

Treat others with respect and dignity, showing kindness, sportsmanship and courtesy in school, online, and the wider community while respecting personal space and personal boundaries.

8.3 Inclusivity

Demonstrate respect for and understanding of individual differences, backgrounds, identities, cultures, abilities, beliefs, and perspectives.

8.4 Positive Behaviour

Use language and behaviour that is respectful, appropriate, and does not intentionally cause harm, intimidation, humiliation, harassment, or distress to others, whether in person or online. Students must also demonstrate behaviour that is respectful of UAE laws, national identity, cultural values, religious beliefs, and public conduct expectations.

8.5 Respect for Learning Environment

Contribute to maintaining learning environments that are safe, inclusive, and free from disruption, discrimination, harassment, bullying, vilification, victimisation, and violence.

8.6 Academic Integrity

Maintain honesty in all tasks, assessments, and examinations while striving for personal excellence.

8.7 Punctuality and Preparedness

Arrive on time, be prepared for all lessons or sessions and comply with school rules.

8.8 Task Completion

Complete all tasks and meet deadlines.

8.9 Safety and Legal Conduct

Contribute to a safe and healthy school environment and refrain from behaviours that compromise personal safety, the safety of others, or the appropriate use of school facilities. Students must not engage in prohibited, unsafe, or illegal activities, including the possession, use, distribution, promotion, or facilitation of alcohol, drugs, smoking, vaping products, weapons, gambling, theft, arson or other unlawful conduct. This includes online gambling, phishing attempts, impersonation, cyber fraud, scams, unauthorised access to systems, and other unsafe, unlawful, or harmful online activity.

8.10 Responsible Use of Technology

Use social media, digital platforms, artificial intelligence tools, and personal devices responsibly and do not engage in behaviour that may harm, intimidate, harass, isolate, exploit, or negatively affect others.

Students must not use VPNs, proxy services, anonymous browsing tools, personal hotspots, alternative networks, or other technologies intended to bypass school filtering, monitoring, cybersecurity, or safeguarding systems unless explicitly authorised by the school.

8.11 Consent for Images and Videos

Respect the privacy of others and not record, photograph, livestream, or share images, videos, or audio recordings of others without appropriate permission or lawful authority.

8.12 Respect for Property

Respect personal and school property and do not engage in littering, vandalism, graffiti, theft, or damage.

8.13 Uniform

Wear the school uniform appropriately and in accordance with school expectations, and act as a positive representation of the school when in uniform.

8.14 Positive Representation

Represent the school and Taaleem positively during travel, events, school-related activities, and other situations where an individual may reasonably be identified as a member of the school community.

8.15 Restorative Engagement

Actively participate in restorative processes to repair harm and rebuild relationships.

8.16 Contribution to Community

Recognise responsibility in contributing to an inclusive, respectful, and safe school community.

9. Consistency in Behaviour Management

Consistency in behaviour management is essential to ensure fairness, clarity, and predictability for all students. Within Taaleem schools, consistency in behaviour management is achieved through shared understanding, clear expectations, effective training, and the consistent implementation of the Taaleem Behaviour Policy and agreed behaviour management procedures.

9.1 Any personalised or individualised behaviour supports, interventions or processes implemented for students must be applied consistently by relevant staff and remain aligned with the principles, rationale, and expectations outlined within the Taaleem Behaviour Policy and the school's behaviour procedures.

9.2 Taaleem recognises that consistency does not always mean sameness. All schools must apply clear and fair behaviour expectations, adopt their internal set of behaviour management procedures based on this policy where responses are adapted through reasonable adjustments to reflect age, developmental stage, individual circumstances, identified additional needs, disability, vulnerability, and contextual factors. Such adaptations must remain aligned with the principles of this policy.

9.3 Positive Reinforcement Systems

Schools must implement clear and consistent systems for recognising and reinforcing positive behaviour. These may include praise, rewards, or structured recognition systems appropriate to the school's context. Such systems should be applied consistently and aligned with the school's values and behaviour expectations.

9.4 Monitoring and Support Behaviour

Where behaviour concerns are persistent, recurring, or significant schools must implement structured monitoring or behaviour support plans. These should:

- Set clear and achievable targets
- Include regular review and feedback
- Involve parents where appropriate
- Align with inclusion, wellbeing, and safeguarding processes

These plans are intended to support positive behaviour change, strengthen self-regulation, and reduce the likelihood of further escalation. Template tools are provided in Appendix C and Appendix D. Schools may adapt format and presentation while retaining core content.

9.5 Taaleem-Wide Expectations

All schools must ensure that behaviour systems are relational, restorative, inclusive, clearly communicated, consistently implemented, and appropriately recorded, while retaining flexibility to implement procedures appropriate to their own setting and phase.

9.6 Taaleem recognises that effective behaviour management is strengthened through active collaboration between the school and home. This partnership is supported through:

- The sharing and communication of the Taaleem Behaviour Policy through the school's website and Parent/Student Handbook
- Clear guidance regarding behaviour for learning expectations; and
- Active collaboration with parents to promote positive behaviour through shared expectations, role-modelling, communication, support of school processes, and engagement in restorative or remedial actions where appropriate.

Detailed guidance on behaviour expectations, graduated responses, and intervention pathways is outlined in:

- Appendix A – Behaviour for Learning Procedures
- Appendix B – Behaviour Response and Consequence Framework
- Appendix C – Behaviour Support Plan (Early Intervention)
- Appendix D – Behaviour Agreement (Formal)

10. Safeguarding

Safeguarding underpins all aspects of behaviour management within Taaleem schools. Any behaviour that raises concern regarding a student's safety or wellbeing must be addressed in line with safeguarding procedures.

10.1 Safeguarding and Behaviour Interface

Taaleem and its schools recognise that changes in student behaviour may indicate that a student requires additional help, support, or protection. Schools must consider whether behaviour or changes in behaviour may indicate that a student is experiencing, or is at risk of experiencing, harm, abuse, neglect, exploitation, emotional distress, or other unmet needs.

Where behaviour raises a potential safeguarding concern:

- Safeguarding procedures must take precedence.
- The Designated Safeguarding Lead (DSL) must be consulted where thresholds may be met.
- Behaviour and safeguarding processes may run in parallel where appropriate.

- Schools must ensure accurate and aligned recording across relevant systems where incidents overlap.

Where safeguarding thresholds are met, actions must be taken in accordance with the Taaleem Child Protection and Safeguarding Policy (EDUC-008).

10.2 Safeguarding Response

Where a safeguarding concern is identified, the school will follow the Taaleem Child Protection and Safeguarding Policy (EDUC-008) and determine appropriate action, which may include:

- Pastoral support
- Early intervention
- Safeguarding measures
- Referral to internal or external support services

Behaviour responses must be considered alongside any required protective or supportive action and must not compromise safeguarding processes.

Further guidance is available in the Taaleem Child Protection and Safeguarding Policy (EDUC-008).

10.3 Investigation of Behaviour Incidents

All significant behaviour incidents must be investigated in a structured and timely manner. This includes:

- Immediate management of risk and safety
- Collection of student and staff accounts
- Consideration of multiple perspectives
- Accurate recording of the incident in the school's designated system, in line with behaviour and safeguarding recording requirements where applicable
- Formal and appropriately recorded meetings with students and/or parents within a reasonable timeframe, unless there are safeguarding, legal, or welfare considerations that require an alternative approach.

Investigations must be conducted in a way that is fair, proportionate, and aligned with safeguarding principles.

Behaviour responses must be considered alongside any required protective or supportive action and must not compromise safeguarding processes under any circumstances.

Where behaviour concerns require structured intervention or formal response, reference should be made to the relevant appendices to ensure consistency and alignment with this policy.

The Principal/Superintendent is responsible for determining:

- Responsibility for leading and overseeing behaviour investigations

- Authority for implementing and authorising sanctions
- When external agencies must be consulted or involved

Taaleem schools in Abu Dhabi are required to form a Behaviour Management Committee and an Appeals Committee. Membership to these committees, their structure, responsibilities and the appeals process will be as defined in the ADEK School Policy on Behaviour.

Incidents classified as High Risk (Level 4) in accordance with Appendix A, and/or incidents involving regulatory authorities, must be escalated to the relevant Cluster Director or the Director of Education in line with Taaleem requirements.

10.4 Positive Handling

In exceptional circumstances, authorised staff may use reasonable and proportionate physical intervention to prevent a student from:

- Causing serious disruption or disorder
- Leaving the classroom or school premises, where allowing the student to leave would risk their safety and/or that of others
- Hurting themselves or others
- Damaging property
- Compromising the safety or wellbeing of others

Physical intervention will only be used as a last resort, for the minimum duration necessary, and using the least restrictive intervention required to maintain safety.

All use of physical intervention must:

- Comply with the Taaleem Positive Handling Policy (EDUC-002)
- Align with UAE safeguarding expectations
- Be recorded accurately, reported, and reviewed appropriately.

10.5 Searching and Confiscation

While staff at Taaleem schools do not touch a student's property, the Principal/Superintendent, designated senior leaders, or other specifically authorised staff may search a student's possessions without consent where there are reasonable grounds to suspect possession of a prohibited or unsafe item.

Searches must be conducted in the presence of a witness:

- Respectfully
- Proportionately
- In a manner that safeguards dignity, privacy, and wellbeing

Taaleem schools in Abu Dhabi are authorised by the Abu Dhabi Department of Education and Knowledge to use both metal detectors and mobile phone jammers when required.

10.6 Prohibited Items

Prohibited items include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal or controlled substances
- Stolen items
- Tobacco products, cigarettes, e-cigarettes, or vaping devices
- Fireworks or explosive materials
- Pornographic or illicit material

This also includes any item reasonably suspected to be used to:

- Commit an offence
- Cause physical or emotional harm
- Damage property
- Harm the reputation, dignity, safety, wellbeing, or rights of any individual

10.7 School-Issued Digital Devices

Where a school-issued or school-managed device is suspected to have been used inappropriately, authorised staff may access, review, and preserve relevant information where reasonably necessary for safeguarding, behaviour management, cybersecurity, legal compliance, or the investigation of alleged misconduct. This may include access to:

- Stored files
- Applications
- Browsing history
- School-managed accounts (e.g. email, learning platforms, cloud storage)

All searches must be:

- Reasonable
- Proportionate
- Necessary for a legitimate school purpose
- Conducted in line with safeguarding, data protection, and acceptable use expectations.

10.8 Personal Digital Devices

Where there is reasonable suspicion of misuse, the school may request parental consent to search a student's personal device. Where appropriate and having regard to the student's age, understanding, and rights, the student should also be informed of the reason for the request.

Where consent is granted, inspection must be conducted:

- In the presence of the student.
- With at least one additional staff member present.

Where consent is not granted, the school in line with the authorities and their regulations reserves the right to inspect a student's device without their consent if the search is reasonable, necessary and proportionate to the risk.

11. Bullying

11.1 Definition and Scope

11.1.1 Taaleem schools are committed to ensuring that all students learn within a safe, respectful, caring, and inclusive environment where every individual feels valued and protected from bullying.

Bullying is recognised as intentional behaviour, usually repeated over time, that causes physical, emotional, psychological, social, or educational harm. Bullying often involves an imbalance of power, whether real or perceived, between those involved. Such behaviour is unacceptable and will not be tolerated within any Taaleem school community.

11.2 Types of Bullying

Taaleem identifies the following forms of bullying behaviour:

11.2.1 Social and Emotional Bullying

- Deliberately excluding or ostracising others
- Intimidating or deliberately upsetting another individual
- Spreading rumours or gossip
- Hostile gestures or persistent unfriendly behaviour intended to cause distress

11.2.2 Verbal Bullying

- Name-calling, teasing, or insulting language
- Writing offensive messages or notes
- Making threats or humiliating remarks
- Spreading rumours verbally or through electronic communication

11.2.3 Prejudicial or Discriminatory Bullying

- Racial taunts or derogatory comments
- Mocking cultural identity
- Use or display of culturally or racially insensitive symbols

11.2.4 Sexual Bullying

- Explicit sexual comments or remarks
- Sharing inappropriate sexual material
- Unwanted physical attention or gestures
- Comments relating to sexual reputation or performance
- Non-consensual physical contact

11.2.5 Cyberbullying

- Bullying through digital platforms (e.g. social media, messaging, gaming, email)
- Sharing harmful, threatening, or humiliating content online

11.2.6 Physical Bullying

- Hitting, kicking, or spitting
- Taking, hiding, or damaging belongings
- Any form of physical intimidation or harm

11.3 Behaviour Beyond School

Taaleem schools may investigate and respond to behaviour occurring outside school grounds, including during off-site school activities, online interactions, travel, or within the wider community, where there is an actual or potential impact on student wellbeing, safety, or the school community.

11.3.1 Taaleem schools reserve the right to apply behaviour sanctions for conduct occurring outside of school where such behaviour:

- Causes, or has the potential to cause, harm or distress.
- Impacts the safe and orderly operation of the school;
- Causes, or may reasonably be expected to cause, significant disruption, distress, or reputational harm to members of the school community;
- Involves a student who can be reasonably identified as a member of the school.

11.4 Staff Responsibilities

Staff must follow school procedures for reporting, recording, and responding to bullying concerns consistently.

Staff are responsible for:

- Promoting a culture where bullying is not tolerated
- Encouraging safe and timely reporting of concerns
- Responding to incidents promptly and proportionately
- Ensuring all concerns are accurately recorded and followed up in line with school procedures
- Supporting both the targeted student and the student displaying behaviour

11.5 Management of Bullying

11.5.1 All Taaleem schools must maintain an Anti-Bullying Policy which describes:

- Provisions for educating students and staff on how to identify bullying
- Reporting routes
- Student reporting expectations
- Bystander responsibilities

- Timelines for investigations
- Curriculum expectations
- Preventative awareness campaigns
- Staff recording requirements
- Monitoring of repeated offenders
- Parental communication procedures

11.5.2 All reports or concerns relating to bullying will be taken seriously and managed in line with school Behaviour for Learning procedures aligned to this policy.

11.5.3 Incidents will be handled with:

- Confidentiality
- Sensitivity
- Respect for all individuals involved

11.5.4 Staff will advocate for Students of Determination who may require additional support to report or communicate concerns.

11.5.5 Where a Student of Determination is involved in bullying behaviour, staff must consider:

- Level of understanding
- Intent and motivation
- Communication and social interaction needs
- Any identified disability, learning need, or vulnerability relevant to the incident.

Responses must remain fair, supportive, and educational.

11.5.6 Interventions must:

- Align with the student's individual learning profile and support plan
- Balance accountability, education, restoration, and appropriate support

11.5.7 Taaleem recognises that bullying may not always be visible; absence of reporting does not indicate absence of bullying.

11.5.8 The Senior Leadership Team is responsible for ensuring:

- Effective identification and intervention practices
- Establishing bullying prevention strategies
- Setting out disciplinary procedures for staff to deal with bullying behaviour
- Ensuring all reported and substantiated incidents of bullying, including relevant patterns, frequency, severity, and outcomes, are recorded accurately within the school's designated systems
- Providing ongoing staff training
- Awareness of emerging trends

11.5.9 Students will be informed of trusted staff members they can approach for support, including:

- Teachers
- Heads of Year / Phase Leaders
- Safeguarding Leads
- School Counsellors
- School Nurse

11.5.10 Appropriate action plans will be implemented to:

- Support the targeted student
- Address and reform behaviour

11.5.11 All cases will be monitored to ensure:

- Sustained resolution
- Student wellbeing
- Prevention of recurrence

12. Cyberbullying

12.1 Definition

Taaleem defines cyberbullying as any form of bullying, harassment, intimidation, or harm carried out through digital technologies, including but not limited to messaging applications, social media platforms, online gaming environments, email, or other online communication tools.

12.2 Positive Digital Culture

Taaleem promotes and expects respectful, responsible, and positive online behaviour across all schools and within the wider community. Our schools promote and communicate online safety, AI usage, and digital conduct expectations in an age-appropriate manner.

12.3 Online Safety Approach

Taaleem schools implement a comprehensive and consistent approach to online safety through:

- Curriculum delivery
- Awareness campaigns
- Assemblies and workshops
- Community engagement

12.4 Online Safety Education

A structured online safety education programme is embedded across all phases. Students are supported to:

- Understand digital risks including the importance of not sharing confidential, personal, or sensitive information relating to themselves or others through digital platforms, social media, online services, or AI tools.
- Develop safe online behaviours
- Act as responsible and ethical users of technology
- Have balanced and healthy digital habits
- Not allow technology to negatively impact their wellbeing, learning, relationships, or mental health

12.5 Reporting Culture

All Taaleem schools foster a culture of vigilance and shared responsibility, encouraging students, staff, and parents to report concerns promptly through established safeguarding systems.

12.6 Student Awareness

Students are educated about:

- The impact of cyberbullying
- Differences between online and face-to-face communication
- Risks related to anonymity and permanence of digital content

Cyberbullying concerns will be addressed through:

- Education
- Safeguarding responses
- Restorative approaches
- Proportionate sanctions where required

12.7 Legal Awareness and School Authority

Students and parents are informed that cyberbullying, online harassment, threats, impersonation, and the sharing of harmful or inappropriate content may constitute offences under UAE law. Taaleem schools reserve the right to investigate and respond to incidents occurring outside school where they impact:

- Student wellbeing
- Safety
- The school community

12.8 Acceptable Use Agreements (BYOD)

All students and parents must sign the Bring Your Own Device (BYOD) and Acceptable Use Agreement, confirming that:

- Devices will not be used to harm or intimidate others
- Concerns will be reported promptly

Schools must ensure that appropriate parental consent procedures are in place for live virtual interactions with external visitors where required by school policy and regulatory guidelines.

12.9 Monitoring and Reporting Systems

Each Taaleem school must maintain clear procedures for:

- Monitoring
- Reporting
- Recording
- Responding to online safety incidents

12.10 Network Protection and Filtering

Schools implement appropriate safeguards to restrict access to inappropriate or harmful online content, including:

- Internet filtering
- Monitoring systems

12.11 Monitoring of Digital Activity

Taaleem reserves the right to monitor, review, and investigate internet usage records and digital activity conducted through school-owned, school-managed, or school-authorised systems where necessary for safeguarding, security, behaviour management, or legal compliance purposes. Students are informed of this monitoring as a preventative measure against misuse of school technology.

12.12 Responsible Use of Social Media

Taaleem reinforces statutory guidance and age-appropriate expectations regarding the responsible use of social media and online networking platforms.

12.13 Review and Continuous Improvement

Cyberbullying prevention strategies are reviewed regularly to reflect:

- Emerging technologies
- New risks
- Current best practice
- Top of Form
- Bottom of Form

13. Responsible Use of Artificial Intelligence (AI)

Taaleem recognises the educational value of AI when used responsibly and ethically. Students are expected to use AI tools in accordance with school expectations, academic integrity requirements, safeguarding principles, and the Taaleem AI in Education Policy.

13.1 Impersonation

Taaleem schools maintain a zero-tolerance approach to the creation, possession, sharing, or distribution of AI-generated content, including deepfakes and synthetic media, that impersonates, replicates, or falsely represents another individual, organisation, or institution without appropriate authorization or lawful permission.

13.2 False Representation and Misuse

Taaleem schools maintain a zero-tolerance approach to the use of AI tools or software in any manner that compromises the dignity, safety, wellbeing, reputation, privacy, or rights of any individual or organisation.

This includes, but is not limited to:

- The creation, modification, or dissemination of AI-generated content that is discriminatory, degrading, harassing, hateful, or otherwise harmful in relation to a person's culture, ethnicity, nationality, religion, race, gender, disability, or personal identity.
- The false portrayal of an individual through fabricated text, audio, images, or video.
- The depiction of individuals engaging in inappropriate, unlawful, harmful, explicit, or compromising actions that did not occur.

13.3 Harm and Reputational Damage

Taaleem schools strictly prohibit the use of AI tools or software to:

- Defame
- Harass
- Intimidate
- Ridicule
- Incite harm, discrimination, or violence
- Bully or cyberbully
- Blackmail, coerce, or manipulate others

Any such misuse will be treated as a serious breach of conduct and may result in behaviour, safeguarding, disciplinary, regulatory, or legal action, depending on the nature and severity of the incident.

All incidents will be addressed in line with the schools:

- Behaviour procedures
- Safeguarding processes
- Wellbeing support systems

Responses will consider:

- The seriousness of the incident
- The intent behind the behaviour
- The impact on individuals and the wider community

13.4 Policy Reference

All stakeholders must adhere to school expectations relating to appropriate use of AI, digital conduct, safeguarding and behaviour. For more information with regards to AI, please see the Taaleem AI in Education Policy (EDUC-12).

Bottom of Form

14. Escalation of Serious Incidents

Serious, high-risk safeguarding incidents must follow the escalation matrix mandated in the Taaleem Child Policy & Safeguarding Policy. Any behavioural incidents that do not fall under the safeguarding remit must be escalated by the Principal/Superintendent to the relevant Cluster Director at the discretion of the Principal/Superintendent of the school (example, when further consultation is required if the authorities/regulators are involved).

Examples include but are not limited to:

Safeguarding and Welfare Concerns	- Physical violence resulting in serious injury or significant risk of harm - Sexual assault, sexual harassment, or serious inappropriate sexual behaviour - Possession, use, supply, or suspected distribution of drugs, alcohol, vaping products, or other prohibited substances - Possession of weapons or dangerous items - Significant safeguarding concerns requiring external agency involvement - Police or regulatory authority involvement
Discrimination and Community Harm	- Racism, discrimination, hate-related incidents, or extremist behaviour - Serious bullying, including cyberbullying - Repeated high-risk behaviour presenting an ongoing risk to the student or others
Digital, AI, and Reputational Incidents	- Serious misuse of technology, artificial intelligence, or digital platforms - Online harassment, unlawful digital activity, or significant breaches of online safety expectations - Media-sensitive incidents - Incidents likely to result in significant reputational impact to the school, Taaleem, or members of the school community
Serious Behaviour Sanctions	- External suspension - Expulsion with regulatory body approval - Serious bullying/cyberbullying - Serious theft - Significant criminal damage to property - Significant academic malpractice or examination misconduct with potential regulatory or reputational implications

14.1 Escalation and Response Timeframes

Action	Expected Timeframe
Escalation to Cluster Director / Director of Education of serious incidents	Within 1 hour of awareness
Initial acknowledgement and notification to parent (if appropriate)	Within 2 hours
Initial risk and safeguarding assessment	Within 4 hours
Commencement of investigation	Within 1 working day
Investigation completed (where reasonably possible)	Within 2 working days
Initial outcome communicated	Within 24 hours of investigation conclusion
Follow-up, monitoring, and review	As required

Where investigations, meetings, action plans, written warnings, or other formal interventions arise from a behavioural incident, appropriate records must be maintained, and all discussions, decisions, actions, and outcomes must be clearly documented and minuted.

Timeframes may be adjusted where required by safeguarding processes, police involvement, regulatory investigations, or other exceptional circumstances. Where delays occur, the Cluster Director and/or Director of Education must be kept informed of progress, risk management actions, and the rationale for any extension.

15. Responsibility, Review and Development

This policy will be reviewed annually, or sooner where required by changes in legislation, regulatory requirements, safeguarding guidance, or organisational need, and approved in accordance with Taaleem governance processes.

Taaleem governance bodies are collectively responsible for:

- Monitoring the effectiveness of this policy across the group
- Ensuring alignment with Taaleem's strategic priorities and regulatory obligations
- Monitoring implementation and emerging trends
- Holding Principals/Superintendent accountable for implementation

Each school is responsible for:

- Developing and maintaining Behaviour for Learning procedures aligned to this policy
- Ensuring procedures reflect the school's context, age range, student profile, and operational model
- Ensuring school procedures remain aligned with the principles, expectations, and requirements set out in this policy. Communicating behaviour expectations and procedures clearly to students, staff, and parents
- Reviewing procedures regularly to ensure ongoing effectiveness and compliance.

This policy should be read in conjunction with the associated appendices, school Behaviour for Learning procedures, and other relevant Taaleem policies relating to safeguarding, wellbeing, inclusion, online safety, positive handling and artificial intelligence.

16. Templates

Templates provided in the Appendices are intended as guidance and support materials for schools. Schools are not required to use the templates in their original format and may adapt them to reflect their context, systems, and operational needs. Any adaptations must retain the core content, purpose, and evidence requirements necessary to demonstrate compliance with this policy.

17. School Operational Guidance

Each school must maintain Behaviour for Learning procedures that operationalise this policy within their setting. These procedures must be communicated to students, staff, parents and reviewed regularly to ensure alignment with Taaleem expectations and applicable regulatory requirements.

18. Implementation Timeline

This policy shall be implemented within thirty (30) days from the Effective Date indicated on the cover page, allowing adequate time for communication, training, and adoption across all relevant Taaleem entities. Where any requirement in this policy is dependent on a system functionality, configuration, or tool that is not yet implemented, such requirement shall take effect only once the relevant functionality is operational. Until such time, existing processes shall continue to apply.

19. Non-Compliance

Non-compliance with this policy, or any related Taaleem corporate policies, may result in disciplinary action. Serious, high-risk, or reputational incidents must be escalated to Central Office in line with Taaleem expectations.

Version Control

Version No.	Date	Details of Changes
1	August 2026	New policy

Appendix A – Behaviour for Learning Procedures

This appendix should be read alongside Appendix B – Behaviour Response and Consequence Framework.

A1. Purpose

This appendix provides a unified Taaleem-wide framework for behaviour categorisation, behaviour for learning procedures, and graduated responses to student behaviour.

It supports consistency in decision-making, clarity in communication, proportionate and fair responses, monitoring and intervention while maintaining a restorative, relational, inclusive and developmentally appropriate approach.

Schools may adapt language and operational processes to reflect their phase, context, and student profile, provided these remain consistent with the Taaleem principles, regulatory expectations, and safeguards set out in this policy.

This model is illustrative and should not be interpreted as a required script or fixed sequence. Taaleem schools in Abu Dhabi must read this Behaviour Policy with the relevant ADEK school policies including, but not limited to, the School Policy on Student Behaviour, Early Education Institution Policy on Behaviour Management, School Policy on Digital Learning and Technology, and any subsequent ADEK guidance.

A2. Core Principles

- Behaviour responses must be fair, proportionate, inclusive, and developmentally appropriate.
- Behaviour must always be considered within context, including safeguarding, wellbeing, SEND, and individual student needs.
- Safeguarding procedures take precedence where applicable.
- Responses should balance accountability with support, reflection, repair, and learning.
- All significant incidents must be accurately recorded and monitored.

A3. Positive Behaviour Recognition

Taaleem schools promote a culture of recognition and reinforcement of positive behaviour, aligned with Taaleem's core values and each school's behaviour expectations.

Positive behaviour should be recognised consistently and meaningfully to reinforce desired behaviours, strengthen student engagement, and contribute to a positive school culture.

Recognition may be acknowledged:

- Consistently positive behaviour and attitudes
- Demonstration of Taaleem and school values
- Positive contributions to the school community
- Leadership, responsibility, and service to others

- Improvement, effort, resilience, or personal growth
- Acts of kindness, inclusion, and respect

Examples of recognition may include:

- Verbal praise and acknowledgement
- Positive communication with parents or guardians
- House points, merits, or reward systems
- Certificates, awards, or recognition events
- Celebration during assemblies or school communications
- Leadership opportunities or additional responsibilities
- Recording within school recognition systems

Schools may adapt recognition systems, terminology, awards, and processes to reflect their phase, context, and student profile, provided they remain aligned with Taaleem values, behaviour expectations, and regulatory requirements.

A3.1 Recognition Principles

- Be fair, inclusive, and accessible to all students
- Promote intrinsic motivation and positive behaviour development
- Acknowledge both achievement and effort
- Reflect the age, stage, and needs of students
- Reinforce the school's values and expectations
- Be applied consistently across the school

A4. Behaviour Concerns Framework

Behaviour concerns are addressed through a tiered and proportionate approach.

Level	Definition	Examples (Not Exhaustive)	Response Approach
Level 1 Low-Level / Emerging Concerns	Minor breach of day-to-day expectations	• Lateness to class • Lack of preparedness (e.g. missing equipment) • Minor disruption • Uniform issues • Low-level misuse of devices • Inconsiderate behaviour	• Immediate staff intervention • Calm, restorative conversation • Clarification and reinforcement of expectations • Positive behaviour strategies • Recording where appropriate
Level 2 Repeated or Moderate Concerns	Repeated or more serious behaviours that impact learning,	• Repetition of Level 1 behaviours • Defiance or refusal to follow instructions	• Structured intervention and reflection • Communication with parents/guardians, unless there are safeguarding,

	relationships, or the environment.	• Verbal conflict or inappropriate language • Minor damage to property • Continued misuse of devices • Inappropriate use of school facilities (e.g. remaining in unsupervised or restricted areas, refusing to follow reasonable instructions to return to supervised settings) • Low-level inappropriate physical contact not aligned with school expectations	welfare, or legal considerations that require an alternative approach. • Behaviour monitoring • Targeted support strategies • Formal recording and review • Consideration of a written warning where appropriate
Level 3 Serious Behaviour Concerns	Behaviours that significantly impact the safety, wellbeing, or dignity of others or disrupt school operations.	• Bullying, harassment or intimidation • Intentional physical contact that causes distress, fear, or minor discomfort and may or not require medical treatment • Vandalism or deliberate damage • Academic dishonesty (e.g. cheating, plagiarism, unauthorised use of AI in both class and assessed work) • Misuse of technology causing harm, distress, reputational damage or safeguarding concern • Repeated or escalated inappropriate use of school facilities impacting safety or supervision • Inappropriate physical contact that impacts the safety, dignity or wellbeing of others • Persistent lateness, absenteeism or non-	• Formal investigation • Involvement of Senior Leadership Team • Communication with parents/guardians, unless there are safeguarding, welfare, or legal considerations that require an alternative approach. • Restorative process • Behaviour support planning • Consideration of formal consequences • Written warning • Consideration of internal suspension, external suspension, or expulsion, where appropriate and in accordance with regulatory requirements

Level 4 High-Risk / Critical Incidents	High-risk or critical behaviours that pose a serious threat to safety, wellbeing, or the reputation of the school and may involve legal implications.	compliance with Attendance Action Plan • Possession of weapons or prohibited items • Use or distribution of illegal substances • Serious physical assault • Sexual misconduct or harassment • Recording or sharing images without consent • Significant cyberbullying, AI-generated harm, deepfake creation, impersonation or online abuse • Theft or criminal behaviour • Behaviour that may constitute a breach of UAE law or a significant violation of accepted community conduct expectations. • Behaviour that brings the school into serious disrepute.	• Immediate safeguarding response • Senior Leadership involvement • Formal investigation • External suspension or expulsion, where appropriate, and in accordance with regulatory requirements • Engagement with external agencies where required
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Important Notes

1. Parent communication or meetings may be adapted where safeguarding, welfare, or legal considerations require an alternative approach.
2. The examples provided are illustrative and not exhaustive. Schools should exercise professional judgement when determining the severity of a behaviour concern, taking into account the nature, context, intent, impact, frequency, safeguarding considerations, and individual circumstances of the student.
3. Behaviour concerns do not need to progress sequentially through every level. Schools may move directly to a higher level where the seriousness, frequency, impact, safeguarding implications, or context of the behaviour warrants a more significant response.

A5. Shared Response Expectations

Across all levels of behaviour:

A5.1 Immediate Response

All behaviour concerns should:

- Be addressed promptly and proportionately
- Be restorative in approach
- Prioritise safety and wellbeing
- Be managed in line with safeguarding expectations

A5.2 Escalation and Responsibility

- Staff must escalate behaviour concerns in line with school structures
- This may include involvement of:
 - Class/Homeroom Teachers
 - Year/Grade Leaders
 - Senior Leadership Team
- Escalation must be timely and proportionate
- Escalation pathways must be clearly defined

All formal warning letters to students and their parents must be stored in the school's Learning Management System with letters being numbered, dated, supported by appropriate evidence, clearly outlining any concerns, actions taken, expected improvements, and potential next steps should the behaviour continue, including any required reporting to or engagement with regulatory authorities.

A5.3 Communication with Parents/Guardians

- Parents/Guardians must be informed in a timely and proportionate manner, unless safeguarding, welfare, or legal considerations require an alternative approach.
- Communication methods may include:
 - School communication platforms
 - Phone calls
 - Meetings (for more serious concerns)
- Communication should support a constructive home-school partnership

A5.4 Recording and Monitoring

- All behaviour incidents must be recorded in the school's system
- Records must be accurate and robust, demonstrating decision-making, support provided and full compliance with applicable regulatory requirements.
- Behaviour patterns should be monitored over time
- Monitoring enables early intervention and consistency

A5.5 Behaviour Monitoring and Support

Where behaviour concerns are ongoing:

- Structured monitoring systems should be implemented.
- These may include:
 - Behaviour tracking

- Target-setting
- Regular review
- Parents should be involved where appropriate. Parent involvement should be documented, meaningful, and proportionate to the level of concern.

Monitoring should support behaviour improvement and reduce the need for escalation.

A5.6 Behaviour Response Principles

Behaviour responses must:

- Be fair, consistent, inclusive and proportionate
- Consider the context
- Be developmentally appropriate
- Balance accountability with support
- Promote reflection, repair, and learning
- Explore underlying needs (including SEND and wellbeing)
- Ensure safeguarding procedures take precedence where applicable

A5.7 Restorative Approaches

Restorative approaches should include:

- Reflection on behaviour and its impact (reflection forms, guided conversations, etc.)
- Opportunities to repair relationships
- Actions to restore trust or contribute positively to the school community
- Support to make improved choices

A6. School Adaptation

Schools may adapt:

- Terminology (e.g. reflection forms, behaviour logs)
- Processes and systems
- Recognition methods
- Align categories to phase-specific approaches
- Provide additional examples
- Intervention approaches

All adaptations must:

- Remain aligned with Taaleem principles
- Be consistent with this policy
- Meet KHDA/ADEK regulatory expectations

Support inclusive and effective practice

Appendix B – Behaviour Response and Consequence Framework

B1. Purpose

This appendix outlines a staged and proportionate framework for responding to student behaviour and applying appropriate interventions, support measures, and consequences. It aligns with ADEK and KHDA expectations while maintaining Taaleem's commitment to restorative, inclusive, and developmentally appropriate practice.

It supports:

- Consistency in response
- Clarity for staff, students, and parents
- Fair and transparent decision-making

B2. Guiding Principles

All behaviour responses must:

- Be proportionate to the behaviour
- Consider the age, needs, and context of the student
- Prioritise safety and wellbeing
- Promote reflection, repair, and learning
- Be applied consistently and fairly
- Consider safeguarding, wellbeing, inclusion, SEND, and contextual factors where relevant.

B3. Staged Response Framework

Behaviour responses typically follow a staged approach. Schools may adapt this to reflect their context, provided alignment with this framework is maintained. Behaviour concerns do not need to progress sequentially through every stage. Schools may move directly to a higher stage where the seriousness, frequency, impact, safeguarding implications, or context of the behaviour warrants a more significant response.

Stage	Purpose	Typical Use	Examples of Responses
Stage 1 Universal / Classroom Response	Immediate classroom response to low-level or first time concerns	Low-level or emerging concerns.	• Reminder of expectations • Redirection • Positive reinforcement • Brief restorative conversation
Stage 2 Targeted Intervention	Additional support where concerns are repeated or beginning to impact learning	Repeated or emerging concerns	• Structured reflection • Behaviour monitoring • Communication with parents/guardians, unless safeguarding, welfare, or legal considerations require an alternative approach.

	and relationships		Targeted classroom strategies
Stage 3 Formal Intervention	Formal school-led intervention where behaviours are persistent or more serious	Serious or recurring concerns	- Formal meeting with the student - Involvement of middle or senior leadership - Parent/guardian meeting - Behaviour support plan - Restorative conference
Stage 4 Significant / Escalated Response	Significant response for serious incidents or high-risk behaviours	Serious incidents of behaviours creating risk to safety, wellbeing, learning, or school operations	- Formal investigation - Temporary removal from class or learning environment - Internal or external suspension (where appropriate) - Behaviour Agreement (Formal) - Involvement of external agencies where required
Stage 5 Critical Response	Highest level response for severe or repeated high-level incidents	Severe, repeated, or exceptionally serious incidents.	- External suspension in accordance with regulatory requirements - Recommendation for expulsion or non-re-enrolment (where permitted) - Formal reporting to external authorities where required

Important Notes

- The stages outlined within this framework are intended to guide decision-making and do not require behaviour concerns to progress sequentially through every stage.
- Schools should exercise professional judgement when determining the most appropriate response, taking into account:
 - the nature and severity of the behaviour;
 - frequency and persistence;
 - context and intent;
 - impact on others;
 - safeguarding considerations; and
 - the student's age, needs, and circumstances.
- Parent communication or meetings may be adapted where safeguarding, welfare, or legal considerations require an alternative approach.

B4. Prohibited Practices

In line with Taaleem and regulatory expectations, the following are strictly prohibited:

- Corporal punishment
- Psychological harm or humiliation
- Collective punishment

- Removal of basic rights (e.g. food, water, or toilet access)
- Isolating a student in any space or room without adult supervision
- Detention outside normal school hours without appropriate parental notification and where required, parental consent
- Imposing additional schoolwork as a disciplinary measure
- Lowering or threatening to lower a student's academic grade or score as punishment for behaviour
- Any action that compromises dignity or wellbeing

B5. Recording and Monitoring

All significant behaviour incidents must:

- Be recorded accurately in the school's designated system
- Be reviewed by appropriate staff
- Be monitored for patterns or trends

This supports:

- Early identification of need
- Consistency in response
- Ongoing evaluation of behaviour systems

Taaleem Schools operating in Abu Dhabi must comply with all ADEK reporting requirements relating to student misconduct. This currently includes:

- Repeated or escalated Level 1 incidents where required
- Level 3 incidents
- Level 4 incidents
- External or offsite suspensions
- Expulsions

Schools are responsible for ensuring compliance with the most current ADEK reporting requirements and any subsequent updates.

B6. Adaptation and Flexibility

Schools may:

- Adapt processes and terminology
- Develop additional procedures
- Align approaches with phase-specific needs

All adaptations must:

- Remain consistent with this framework
- Align with Taaleem principles
- Meet KHDA/ADEK regulatory expectations

Appendix C – Behaviour Support Plan (Early Intervention)

This template is used to support students where behaviour concerns are emerging or ongoing. It focuses on early intervention, support, and positive behaviour development.

This tool should be used in conjunction with:

- Appendix A – Behaviour for Learning Procedures
- Appendix B – Behaviour Response and Consequence Framework

Behaviour Support Plan (Early Intervention)

Confidential – For School Use

1. Student Information

Student Name			
Year/Grade		Class/Form	
School		Staff Lead	
Date Initiated		Review Date(s)	

2. Previous Support and Interventions

Have previous interventions been attempted? ☐ Yes ☐ No

Summary:

3. Reason for Support Plan

Brief summary of behaviour concerns and context:

(consider any relevant contextual factors, including wellbeing, safeguarding, attendance, SEND, communication, family circumstances, or recent changes where appropriate)

4. Behaviour Targets and Success Indicators (SMART)

Target	What this looks like in practice

5. Support Strategies (School)

- ☐ Clear expectations and routines
- ☐ Regular check-ins with staff
- ☐ Restorative conversations
- ☐ Differentiated/adapted support
- ☐ Pastoral or wellbeing support

- ☐ Parent partnership strategies
- ☐ Mentoring or coaching support
- ☐ Other:

6. Student Voice

What are you proud of doing well already?

What do you think needs to change?

What helps you make good choices?

What support would help you succeed?

7. Success Criteria

How will success be measured? (e.g. reduced incidents, improved engagement)

Measure	Baseline	Review Target

8. Monitoring and Review

Monitoring Approach	
Staff Responsible	
Review Frequency	
Review Date	

9. Parent/Guardian Involvement

Parents/Guardians informed:	
Date informed:	
Method of communication:	
Home support strategies (if applicable):	

10. Restorative Actions and Reflection

Reflection, repair actions, and contribution to community (if applicable):

11. Escalation and Next Steps (if concerns continue)

Escalation in line with Behaviour Policy:

12. Exit Criteria / Review Outcome

Review Outcome

- ☐ Targets achieved – Plan concluded
- ☐ Progress evident – Continue monitoring
- ☐ Limited progress – Plan amended
- ☐ Escalate to formal Behaviour Agreement
- ☐ Referral to additional support / intervention

Review Comments (summary of progress, outcomes and next steps):

Student Voice (optional): What has gone well? What would you like to continue working on?

Parent/Guardian Comments (optional):

13. Agreement

Name	Role	Signature	Date
	Student		
	Parent/Guardian		
	Staff Lead		
	Senior Leader		

Appendix D – Behaviour Agreement (Formal)

This tool should be used in conjunction with:

- Appendix A – Behaviour for Learning Procedures
- Appendix B – Behaviour Response and Consequence Framework

Behaviour Agreement (Formal)

1. Student Information

Student Name			
Year/Grade		Class/Form	
School		Staff Lead	
Date of Agreement		Review Date(s)	

2. Purpose of this Agreement

This agreement is used in cases of serious or repeated behaviour concerns where formal expectations and consequences must be clearly defined.

I confirm that:

- ☐ I have read this agreement.
- ☐ The expectations within this agreement have been clearly explained to me.
- ☐ I understand the conditions outlined below.
- ☐ I understand that these expectations are in line with Taaleem's Behaviour Policy and the values expected of all students within the school community.
- ☐ I understand that I am responsible for my behaviour and the choices I make.
- ☐ I understand that any breach of the conditions outlined in this agreement will be addressed in line with the school's Behaviour Policy and may result in escalation to senior leadership where appropriate.

3. Behaviour Expectations

The expectations below should be selected, adapted, or extended as appropriate to the student and context. This may include expectations relating to the safe, responsible and appropriate use of digital technologies, online platforms, and Artificial Intelligence (AI) tools where relevant. Expectations and support strategies should be proportionate, clearly explained, and, where relevant, adapted to reflect the student's age, understanding, and identified needs.

The student agrees to adhere to the following expectations:

Behaviour Expectation	What This Looks Like in Practice
Respectful Conduct	Following staff instructions, using appropriate language, and treating others respectfully.

Responsible Behaviour for Learning	Engaging positively in lessons and avoiding disruption to learning.
Safe and Responsible Choices	Acting in a way that promotes safety and wellbeing.
Additional Expectation 1	
Additional Expectation 2	
Additional Expectation 3	

4. Support Provided by the School

The school will provide appropriate support to help the student meet these expectations. This may include:

- ☐ Regular check-ins with staff
- ☐ Clear expectations and routines
- ☐ Restorative conversations
- ☐ Behaviour monitoring or support strategies
- ☐ Pastoral or wellbeing support where appropriate
- ☐ Other:

5. Student Reflection

The student will be supported to reflect on their behaviour and identify steps for improvement:

What will you do differently moving forward?

What support will help you succeed?

6. Consequences for Breach of Agreement

I understand that if I fail to adhere to the expectations outlined in this agreement, responses may include:

- Escalation in line with the Behaviour Policy
- Increased monitoring or intervention
- Temporary removal from lessons or school (e.g. internal suspension or external suspension, where appropriate)
- Further disciplinary action in line with school and regulatory expectations

During any period of removal from school, I understand that I will be expected to continue engaging with learning activities provided by the school where possible.

7. Reintegration Process (where applicable)

Following any period of removal from school or a significant incident, the student will attend a reintegration meeting where if applicable, there will be also include the review of digital conduct and online safety expectations.

Designated Senior Leader	
Meeting Date	
Meeting Focus	☐ Restore relationships ☐ Review expectations ☐ Support a successful return to school
Additional Notes	

8. Review of Agreement

Review Date	
Reviewed By	
Outcome	☐ Agreement successfully completed ☐ Agreement extended ☐ Additional support required ☐ Escalation to further intervention
Review Comments	

If the student has demonstrated sustained positive behaviour and adherence to the expectations outlined within this agreement, the school may conclude the agreement following review with the student and parents/guardians.

9. Student / Parent Comments

Student Comment (Optional):

Parent/Guardian Comment (Optional):

10. Record Keeping

A copy of this agreement will be securely stored within the school's designated system for monitoring and future reference, in line with school policy, safeguarding requirements, and applicable data protection expectations.

11. Signatures

By signing below, all parties acknowledge their understanding of and commitment to this Behaviour Agreement (formal).

Name	Role	Signature	Date
	Student		
	Parent/Guardian		
	Staff Lead		
	Senior Leader		

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