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PACE SPRINGFIELD INTERNATIONAL SCHOOL L.L.C

STUDENT BEHAVIOUR POLICY

2026-2027

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pacespringfieldinternationalschool

STUDENT BEHAVIOUR POLICY

Positive Behaviour, Expectations, Consequences and Exclusions

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Related policies	Safeguarding & Child Protection; Anti-Bullying; Inclusion / SEND; Attendance; Online Safety & Acceptable Use; Uniform; Complaints; Admissions
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1. Introduction and Purpose

PACE Springfield International School is a British curriculum school in Al Awir, Dubai, part of the PACE Education Group. We offer a nurturing, inclusive and academically ambitious environment in which every child can learn, feel safe and flourish.

Good behaviour is the foundation of effective teaching and learning. This policy sets out, in clear and consistent terms, what we expect of our students, how we recognise and promote positive behaviour, and the graduated steps we take when expectations are not met. It is designed to:

Create a calm, orderly, safe and respectful school community where learning is never disrupted.

Teach students self-regulation, empathy and responsibility, so that they learn from mistakes and make better choices.

Apply the same expectations and consequences fairly and consistently to every student, with age-appropriate adjustment.

Work in partnership with parents and guardians to support their child's behaviour and wellbeing.

Meet UAE and Dubai regulatory requirements and align with UK best practice in behaviour management.

2. Our Vision, Mission and Values

Vision: "Providing an inclusive and holistic educational experience within a culture of curiosity and creativity where students can explore and learn independently."

Mission: We are dedicated to providing a holistic and inclusive educational experience to prepare students to shape the future by delivering outstanding education with a global perspective.

Our seven school values underpin every expectation in this policy:

Value	What it looks like in behaviour
Integrity	Being honest, owning mistakes, doing the right thing when no one is watching.
Empathy	Considering others' feelings, using kind words and kind hands, standing up against unkindness.
Respect	Respecting students, staff, property, cultures, faiths and the traditions of the UAE.
Inclusion	Welcoming everyone, valuing difference, ensuring no one is left out or targeted.
Happiness	Contributing to a positive atmosphere and looking after our own and others' wellbeing.

Value	What it looks like in behaviour
Commitment	Being punctual, prepared, trying our best and following instructions the first time.
Quality	Taking pride in our work, our uniform, our classrooms and our school.

3. Legal and Regulatory Framework

This policy is written in line with the requirements of the UAE and the Emirate of Dubai, and reflects the standards expected of a British curriculum school. In particular it takes account of:

The regulations, inspection framework (Dubai Student Wellbeing / Dubai School Inspection Bureau expectations) and student behaviour and wellbeing guidance issued by the Knowledge and Human Development Authority (KHDA) and the UAE Ministry of Education.

UAE Federal Law No. 3 of 2016 on Child Rights (Wadeema's Law), which protects children from all forms of abuse, neglect and exploitation.

UAE laws on tolerance and the prevention of discrimination and hatred, and the respect for Islamic values, UAE culture and national identity that is expected of all school communities.

The UK Department for Education guidance Behaviour in Schools and the statutory framework for the Early Years Foundation Stage (EYFS), as a benchmark of good practice.

The UK guidance Keeping Children Safe in Education and Preventing and Tackling Bullying, as benchmarks for safeguarding and anti-bullying practice, alongside the school's Child Protection Policy and UAE requirements.

Corporal punishment, humiliation and degrading treatment are strictly prohibited. No member of staff may use physical punishment, threats, shouting at a child in a demeaning manner, public shaming, withholding of food, drink or toilet access, or any sanction that harms a child's dignity or wellbeing.

4. Principles and Aims

Behaviour is taught. We explicitly teach, model and rehearse expected behaviours, and we recognise that students learn best through routines, relationships and consistency.

Positive first. We notice and reinforce good behaviour far more often than we sanction poor behaviour.

Fair and consistent. The same expectations apply to everyone. Consequences are proportionate, predictable and applied calmly.

Separate the behaviour from the child. We challenge the behaviour, never the child's worth, and we always allow a fresh start.

Restorative. Where harm is caused, students are supported to reflect, repair relationships and put things right.

Needs-led. We look for the reason behind behaviour, including unmet needs, special educational needs and disabilities (SEND), language barriers, trauma or wellbeing concerns, and respond accordingly.

Partnership. Parents and guardians are informed early and involved throughout.

5. Roles and Responsibilities

5.1 The Principal and Senior Leadership Team

Set the culture and standards for behaviour and ensure this policy is implemented consistently.

Make decisions on Level 4 and Level 5 sanctions, including external and permanent exclusions, in line with KHDA requirements.

Ensure staff receive training and support and that behaviour data is analysed regularly.

5.2 Pastoral Lead and Pastoral Coordinators (PC)

Lead on Level 2 to Level 4 incidents, parent meetings, PC Reports, internal exclusions and reintegration.

Oversee anti-bullying work, restorative practice, and behaviour support plans.

Monitor patterns by student, year group, location and time and report these to the Principal.

5.3 Class Teachers, Specialist Teachers and Learning Support Assistants (LSAs)

Model respectful behaviour at all times and build positive relationships.

Teach and reinforce expectations; apply the behaviour ladder fairly and record incidents promptly on the school's student information system (PSIS).

Deal with Level 1 behaviours within the classroom wherever possible and communicate with parents about repeated concerns.

Greet students at the door, plan engaging lessons, and use positive praise and rewards daily.

5.4 All Staff

Every adult on the school site, including supervisors, drivers, security and administrative staff, shares responsibility for behaviour. All staff are expected to challenge unacceptable behaviour, report concerns and treat all students with courtesy and respect.

5.5 Students

Follow the expectations for their year group and treat everyone with respect.

Take responsibility for their choices and accept consequences calmly.

Report bullying, unkindness or safety concerns to a trusted adult.

Support classmates and take part in pupil voice and student leadership opportunities.

5.6 Parents and Guardians

Support the school's expectations and the Home–School Agreement (Appendix B).

Ensure their child attends punctually, in the correct uniform and with the required equipment.

Respond promptly to communication about behaviour and attend meetings when requested.

Communicate any concerns, changes at home or medical/SEND needs that may affect behaviour.

Treat staff and other families with courtesy. Abusive, threatening or aggressive conduct by an adult towards staff or students will not be tolerated and may result in restricted access to the school site.

6. Whole-School Behaviour Expectations

The following expectations apply to all students across the school day, including arrival and departure, lessons, break and lunch, corridors, assemblies, transport, trips and any school-related online activity. They are expressed in age-appropriate language in each phase (see Section 8).

Area	Expected behaviour
Respect for people	Use polite, kind and appropriate language. Speak respectfully to all staff and students. Never use language or gestures that could offend others' family, race, culture or religion.
Following instructions	Follow staff instructions the first time, every time, without back-chat, groaning or refusal.
Safe behaviour	Use kind hands and feet. Move quietly and safely around the school. Behave so as not to injure yourself or others. Keep staff and students safe and healthy at all times.

Area	Expected behaviour
Learning	Arrive on time and ready to learn with the correct equipment. Display a positive attitude, listen without interrupting and complete all classwork and homework (Years 7–8).
Property and environment	Look after school and others' property, books, tables and bathrooms. Clean up after yourself, do not drop litter and keep your working area tidy.
Uniform and appearance	Wear the correct school uniform with the equipment required for that day.
Being in the right place	Always be where you should be during the school day, including lunch and break time. Ask permission before leaving the classroom.
Food and chewing gum	Eat only at lunch and break times; chewing gum is not permitted in school (Years 5–8).
Technology	Respect the school's computers, devices and email/online access, and use them only as directed (see Online Safety & Acceptable Use Policy).
UAE culture and values	Show respect for Islamic values, UAE traditions, the national anthem and flag, and take part in national celebrations such as UAE Heritage Day and International Day of Peace.

7. Promoting Positive Behaviour

We believe that recognition is more powerful than sanction. Staff will use a range of approaches to encourage and celebrate positive behaviour:

Daily verbal praise, positive notes and phone calls or messages home.

Class reward systems such as house points, stickers, certificates and star-of-the-day / week recognition (age-appropriate in each phase).

Weekly celebration assemblies recognising effort, kindness, attendance and achievement linked to our school values.

Responsibility and leadership roles, including Student Leadership opportunities for older students.

Class and whole-school rewards for exceptional conduct, such as special activities, trips or privileges.

Positive reports to parents via the Parent Portal.

Staff will also teach routines explicitly in the first weeks of each term, use consistent classroom entry and exit routines, and plan lessons that engage students to minimise disruption.

8. The Behaviour Ladder

8.1 How the ladder works

Our behaviour ladder has five levels. Each level describes what students should consistently do and the outcome if expectations are not met. The ladder is graduated: persistent low-level concerns are accumulated and escalated, and serious incidents may bypass the early levels. Staff will use professional judgement, taking into account the child's age, needs, context and any mitigating factors. Some behaviours (for example a physical or cyber threat) may be treated as Level 3 or above immediately, depending on the situation.

Level	Overview
Level 1	Low-level disruption or minor breaches of expectations. Dealt with in class by the teacher or specialist through a verbal warning and in-class strategies.
Level 1 Accumulation	Repeated Level 1 behaviours. Reflection time with the class teacher, parents informed, and the incident logged.
Level 2	Failure to follow instructions, unkind or unsafe behaviour, disrespect to staff or property. Pastoral Lead involved, parents informed, PC Report and logging on PSIS.
Level 2 Accumulation	Repeated Level 2 behaviours or more serious incidents (e.g. hands on others, offensive language about family, race or religion). Whole-lunch reflection, parent meeting, PC Report, possible internal exclusion.
Level 3	Consistently presenting Level 2 behaviours. Parental meeting with the PC and Pastoral Lead, fixed-day internal exclusion and formal logging.

Level	Overview
Level 4	Persistent bullying/intimidating behaviour despite Level 3 intervention, no or unacceptable effort to change behaviour, or physical altercation with a member of staff. Parental meeting and a fixed 3-day external exclusion; possible permanent exclusion.
Level 5	Any of the above on repeat. Permanent exclusion, and where appropriate referral to the Police and KHDA.

8.2 Common Expectations by Level

Across all year groups the same core expectations apply. The wording below summarises the school's ladders; the full age-specific versions are set out in Section 8.3.

Level	Students should…
Level 1	Use appropriate, respectful and kind language that is unlikely to offend others. Display a positive attitude towards learning and listen without interrupting. Be respectful to students and staff; sit and move safely; ask permission to leave the room. Be careful with school and others' property; wear the correct uniform and bring all equipment. Follow teacher instructions (first time, every time) and move quietly and safely in corridors.
Level 1 Accumulation	Speak respectfully to staff at all times. Consistently and quickly follow staff instructions. Consistently behave respectfully towards staff and look after others' property. Behave sensibly and respectfully in school corridors; use kind hands at all times.
Level 2	Consistently and respectfully follow all staff instructions and treat all staff with respect. Display kind and sensible behaviour and treat the property of others with respect. Behave in a non-threatening way (verbal, cyber or physical) towards students and staff (Years 5–8). Respect all cultures and races, school computers and email access, and school property. Always be where you should be during the school day.

Level	Students should...
Level 2 Accumulation	Use kind hands on staff and students at all times. Keep all staff and students safe and healthy; behave safely so as not to injure yourself or others. Use respectful language when talking about others' family, race or religion. Speak kindly and respectfully to all so as not to cause harm or offence.
Level 3	Consistently present all Level 2 behaviours (any of the above on repeat).
Level 4	Not engage in persistent bullying or intimidating behaviour despite Level 3 intervention. Make an acceptable effort to change behaviour following previous sanctions. Never be involved in a physical altercation with a member of staff.
Level 5	Not repeat any Level 4 behaviour.

8.3 Outcomes by Phase

Consequences are age-appropriate. Younger children (EYFS to Year 2) receive more in-the-moment, relational and emotion-coaching responses, while older students (Years 3 to 8) have structured reflection, internal exclusion and parent meetings as part of the ladder.

Level	EYFS & Year 1	Year 2	Years 3 & 4	Years 5 & 6	Years 7 & 8
L1	Dealt with in class by teacher or specialist. Verbal warning and placed on the cloud.	Dealt with by CT and LSA. Verbal warning and placed on the thinking cloud. Post-discussion with CT using Zones of Regulation.	Verbal warning and in-class sanctions (reflection discussion with teacher, letter of apology, relocation within class).	Verbal warning and in-class sanctions (reflection discussion, letter of apology, relocation within class, Restorative Justice Behaviour Mats).	Verbal warning and in-class sanctions (reflection discussion, letter of apology, relocation within class, Restorative Justice Behaviour Mats).

Level	EYFS & Year 1	Year 2	Years 3 & 4	Years 5 & 6	Years 7 & 8
L1 Acc.	Reflection time / time out with verbal discussion by CT or specialist. Discussion with parents.	Reflection time / time out with verbal discussion; discussion with parents; post-discussion with CT using Zones of Regulation.	20-minute lunchtime reflection with class teacher. Parents informed. Logged on behaviour incident form.	20-minute lunchtime reflection with class teacher. Parents informed. Logged on behaviour incident form.	20-minute lunchtime reflection with class teacher. Parents informed. Logged on PSIS.
L2	Classroom removal and discussion with parent; logged on student behaviour system; dealt with by class teacher or specialist.	Classroom removal and discussion with parent; logged; post-discussion with CT using Zones of Regulation.	20-minute lunchtime reflection with Pastoral Lead. Parent informed. PC Report. Logged.	20-minute lunchtime reflection with Pastoral Lead. Parent informed. PC Report. Logged.	20-minute lunchtime reflection with Pastoral Lead or PC. Parent informed. PC Report. Logged on PSIS.
L2 Acc.	Removal from classroom; class teacher or specialist phones home; logged.	Removal from classroom; CT / Pastoral Lead phones home; logged; post-discussion using Zones of Regulation.	Whole-lunch reflection with Pastoral Lead. Parental meeting. PC Report. Internal exclusion. Logged.	Whole-lunch reflection with Pastoral Lead. Parental meeting. PC Report. Internal exclusion. Logged.	Whole-lunch reflection with Pastoral Lead or PC. Parental meeting. PC Report. Internal exclusion. Logged on PSIS.

Level	EYFS & Year 1	Year 2	Years 3 & 4	Years 5 & 6	Years 7 & 8
L3	Meeting with parents, class teacher or specialist and PC. Logged on behaviour incident form.	Meeting with parents, CT and PC. Logged. Behaviour incident form. Post-discussion with Pastoral Lead using Zones of Regulation.	Parental meeting with PC and Pastoral Lead. Fixed-day internal exclusion. Logged.	Parental meeting with PC and Pastoral Lead. Fixed-day internal exclusion. Logged.	Parental meeting with PC and Pastoral Lead. Fixed-day internal exclusion. Logged on PSIS.
L4	Parental meeting with PC and Pastoral Lead. Fixed 3-day external exclusion. Possible permanent exclusion. Logged.	As EYFS & Year 1.	As EYFS & Year 1.	As EYFS & Year 1.	As EYFS & Year 1.
L5	Permanent exclusion. Police / KHDA.	As EYFS & Year 1.	As EYFS & Year 1.	As EYFS & Year 1.	As EYFS & Year 1.

CT = Class Teacher; LSA = Learning Support Assistant; PC = as defined in Appendix A; PSIS = the school's student information system (psis.paceeducation.com).

8.4 Phase-Specific Expectations

EYFS and Year 1. Expectations focus on sitting quietly on the carpet when appropriate, speaking respectfully to students and teachers, moving around learning areas safely, being careful with

property, following adult instructions quickly, and using kind hands at all times. Strategies are visual and developmental (e.g. the "cloud", time out with a verbal discussion, and emotion coaching).

Year 2. As above, with appropriate and kind language, asking permission to leave the classroom, and structured post-incident conversations using the Zones of Regulation so that children learn to name their feelings and understand how these affect behaviour.

Years 3 and 4. Students are expected to show a positive attitude to learning, be in the correct uniform with all equipment, follow instructions (first time, with one reminder), move safely in corridors, tidy up after themselves and not drop litter.

Years 5 and 6. In addition, students are expected to be polite, kind, helpful and non-argumentative, avoid eating outside lunch and break times and chewing gum, keep their work area clean, behave in a non-threatening way (verbal, cyber or physical) and always be where they should be.

Years 7 and 8. Students additionally follow instructions promptly when asked, complete all work set in class and at home, and are fully responsible for their conduct online and around school. Behaviour in a threatening manner may be treated as Level 3 depending on the situation.

8.5 Escalation, Accumulation and Professional Judgement

Accumulation: repeated behaviours at one level will move a student to the next level. Parents will be informed before escalation wherever possible.

Serious incidents (e.g. violence, discrimination, bullying, threats, serious damage, bringing prohibited items) may be placed at a higher level immediately.

Mitigation: staff and leaders will consider age, SEND, medical needs, home circumstances, provocation and the student's history before deciding the sanction.

Fresh start: after a sanction is complete, the student returns with a clear start and supported reintegration.

Appeal: parents may raise concerns using the school's Complaints Policy.

9. Restorative and Supportive Approaches

Where harm has been caused, we use restorative conversations to help students understand the impact of their behaviour and repair relationships. Typical approaches include:

Reflection discussions using prompts such as: What happened? What were you thinking and feeling? Who has been affected? What can you do to put it right?

Letters or conversations of apology.

Zones of Regulation and emotion coaching, particularly in EYFS to Year 2.

Restorative Justice Behaviour Mats (Years 5 to 8).

Mentoring, check-in / check-out, buddy systems and short-term behaviour or pastoral support plans.

Referral to the school counsellor, SEN coordinator or external agencies where needed.

10. Bullying, Cyberbullying and Discrimination

Bullying is behaviour that is repeated, intended to hurt someone emotionally or physically, and that is difficult for the victim to defend themselves against. It can be verbal, physical, social, or carried out online. Bullying and discrimination based on race, nationality, religion, gender, disability or any other characteristic are never acceptable.

All reports are taken seriously, recorded on PSIS and investigated promptly by the Pastoral Lead.

Both the targeted student and the student(s) causing harm are supported; sanctions are applied through the behaviour ladder.

Persistent bullying or intimidating behaviour despite Level 3 intervention is a Level 4 behaviour.

Students are taught about kindness, online safety and how to report concerns, and parents are informed and kept updated.

Where bullying amounts to a safeguarding concern, the Designated Safeguarding Lead (DSL) will be informed immediately.

Cyberbullying and misuse of technology, whether in or outside school hours, may be dealt with under this policy where it affects members of the school community. Students must not photograph or record others without permission or share inappropriate content.

11. Inclusion, SEND and Vulnerable Students

PACE Springfield is an inclusive school. We recognise that some students find it harder to meet behavioural expectations because of special educational needs and disabilities, medical conditions, emotional difficulties, language acquisition or difficult life experiences. For these students we will:

Make reasonable adjustments to expectations, strategies and sanctions without lowering the standard of respect and safety expected of all.

Work with the Inclusion team, class teachers and parents to create individual behaviour or support plans with clear, positive targets.

Consider whether the behaviour is a form of communication and look for triggers and unmet needs.

Seek advice from specialists and external professionals when appropriate.

Ensure that any exclusion of a student with SEND is a last resort, is carefully considered and that appropriate support is in place for reintegration.

12. Safeguarding

Behaviour can be a sign that a child is suffering or at risk. If a member of staff has any concern that a student's behaviour may indicate abuse, neglect, exploitation or radicalisation, they must follow the school's Safeguarding and Child Protection Policy and report to the Designated Safeguarding Lead immediately. Safeguarding concerns always take priority over the behaviour ladder.

13. Reasonable Force, Confiscation and Searches

13.1 Physical intervention

Staff must never use physical punishment. Reasonable, minimal physical intervention may only be used as a last resort to prevent a student from injuring themselves or others, or causing serious damage to property, and only for as long as necessary. Where it is used, the incident must be reported to a senior leader immediately, recorded on PSIS, and the parent informed the same day.

13.2 Confiscation of items

Staff may confiscate items that disrupt learning or are not allowed in school (for example mobile phones, electronic devices, toys, or food not permitted). Items will be stored securely and returned to the student or a parent as appropriate. Dangerous, illegal or prohibited items will be handed to the Principal and, where required, to the relevant authorities.

13.3 Searches

Where there is reasonable suspicion that a student has a prohibited item such as a weapon, drugs, alcohol, tobacco, vapes or stolen property, a senior member of staff may ask the student to empty their bag or pockets, with a second adult present, and with parents informed. Staff will not carry out intimate searches. Possession of illegal items is a serious matter under UAE law and may be reported to the authorities.

14. Serious Misconduct

The following behaviours are considered extremely serious and may result in Level 3, 4 or 5 sanctions and, where required, referral to KHDA, the Ministry of Education and the Police:

Physical violence, fighting or deliberately injuring another person.

Physical altercation with, or threatening or abusing, a member of staff.

Persistent bullying, harassment or intimidation (including online).

Racist, religious, sexual or other discriminatory abuse, or disrespect to UAE values, culture, national symbols or the Islamic faith.

Possession or use of weapons, drugs, alcohol, tobacco, e-cigarettes or vapes.

Theft, vandalism or deliberate damage to property.

Serious misuse of technology, including sharing inappropriate or harmful content.

Sexual misconduct or inappropriate behaviour.

Leaving the school site without permission or serious breaches of safety.

15. Exclusions

15.1 Internal exclusion

An internal exclusion removes a student from their normal classes for a fixed period (for example for a day) while remaining on the school site under supervision, completing set work and reflecting on their behaviour. It is used at Level 2 Accumulation and Level 3 for Years 3 to 8.

15.2 Fixed-term external exclusion

A fixed 3-day external exclusion is a Level 4 sanction. It is authorised only by the Principal following a full investigation, a parental meeting with the PC and Pastoral Lead, and consideration of the student's needs. Work will be provided, and a reintegration meeting will be held on return.

15.3 Permanent exclusion

A permanent exclusion is a Level 5 sanction and is a last resort. It will only be considered following repeated Level 4 behaviours, or a single, very serious incident that threatens the safety or wellbeing of others. Any permanent exclusion is decided by the Principal in line with KHDA procedures and PACE Education Group requirements, with written notification to parents, and where required, to KHDA and the relevant authorities. Parents will be informed of their right to raise a concern or appeal in accordance with the Complaints Policy.

Under no circumstances will a student be excluded without the incident being investigated fairly, the student's explanation heard, and parents informed.

16. Recording, Monitoring and Communication

All behaviour incidents above Level 1 are logged promptly on PSIS (the PACE student information system), including the date, time, location, those involved, a factual description, actions taken and parent contact.

Behaviour Incident Forms are completed for Level 3 and above (and for Level 1 Accumulation and Level 2 incidents in Years 3 to 8).

The Pastoral Lead will analyse behaviour data each term by year group, student, time and location to identify patterns and inform support.

Parents are informed of behaviour concerns at the earliest opportunity: by phone call, message, meeting or the Parent Portal.

Records are stored securely and confidentially in line with the school's data protection and privacy policies.

17. Behaviour Beyond the Classroom

Transport: students must follow the school's transport rules; misconduct may result in suspension of transport.

Trips and visits: the behaviour policy applies in full. Students who do not meet expectations may be excluded from future trips and parents may be asked to collect their child.

Online behaviour: students must follow the Acceptable Use Policy at all times.

Arrival and departure: students are expected to behave sensibly on arrival and departure. School hours are Monday to Thursday 7:30 AM–4:00 PM and Friday 7:30 AM–11:30 AM.

Behaviour outside school that affects the safety or reputation of the school or its students may be addressed under this policy.

18. Staff Training and Support

All staff receive induction and regular training in behaviour management, de-escalation, restorative practice, safeguarding, SEND and the Zones of Regulation. Staff who experience challenging behaviour are supported by leaders, and incidents involving abuse towards staff are taken seriously.

19. Monitoring, Evaluation and Review

The Principal and Pastoral Lead will evaluate the effectiveness of this policy through behaviour data, student, parent and staff voice, learning walks and inspection feedback. The policy will be reviewed at least annually and updated in response to changes in UAE, KHDA or Ministry guidance. The current version is available on the school website under School Policies.

Appendix A: Glossary

Term	Meaning
CT	Class Teacher
LSA	Learning Support Assistant

Term	Meaning
PC	Pastoral Coordinator / Phase Coordinator (as used on the school's behaviour ladders – school to confirm)
Pastoral Lead	Senior member of staff responsible for student behaviour and wellbeing
PSIS	PACE Springfield International School student information system (psis.paceeducation.com) used to log behaviour
KHDA	Knowledge and Human Development Authority, Dubai
DSL	Designated Safeguarding Lead
EYFS	Early Years Foundation Stage (FS1 and FS2)
Zones of Regulation	A framework that helps children identify and manage their emotions
Internal exclusion	Removal from normal lessons for a fixed period while remaining on site, supervised

Appendix B: Home–School Behaviour Agreement

The School will:

Provide a safe, caring and inclusive learning environment.

Apply the behaviour policy fairly and consistently.

Recognise and celebrate positive behaviour and achievement.

Communicate with parents regularly and promptly about their child's behaviour.

Parents and guardians will:

Ensure my child attends school on time, in correct uniform, ready to learn.

Support the school's behaviour expectations and sanctions.

Attend meetings when requested and keep contact details up to date.

Treat all staff, students and families with courtesy and respect.

Students will:

Follow the school values and behaviour expectations for my year group.

Be kind, respectful and honest, and look after others and our school.

Tell a trusted adult if I or someone else is being treated unkindly.

Accept responsibility for my choices and learn from my mistakes.

Signature	Name / Date
Student	
Parent / Guardian	
Class Teacher	
Principal	



Signature of Principal:

Last amended: September 2026

Policy Review Date: September 2027

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PACE SPRINGFIELD INTERNATIONAL SCHOOL