



Behaviour & Student Leadership Policy

Vision & Values

Learning Together, Growing Together

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We provide stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

DGPS Way

At Dove Green Private School, we are:

- **Determined learners**
- **Global thinkers**
- **Positive achievers**
- **Striving for success**

Policy Statement

At DGPS, the expected standard of behaviour is promoted through the development of good relationships between staff and students; teaching social and personal skills; recognising behaviour that is over and above our expectations and challenging that which falls beneath our expectations. By working together, we aim to provide a safe and nurturing environment that promotes excellent standards of behaviour. Systems of recognition, sanction and student leadership are interlinked, aligned with KHDA requirements, and underpinned by a robust evidence base (including the EEF and best practices across schools in Dubai and the world).

Roles and Responsibilities

At DGPS, students, parents, teaching and non-teaching staff all share a collective responsibility for encouraging and modelling expected behaviour.

All students will:

- Strive to understand and uphold the behaviour expectations at DGPS
- Take responsibility for their conduct while in school and while representing the school off-site
- Apply for student leadership roles and show excellent role modelling of behaviour

All teaching staff will:



- Ensure that expectations in the classroom are explained clearly and reinforced regularly
- Model a consistent approach to recognising behaviour which is over and above
- Challenge calmly, in line with policy, behaviour that falls below our expectations
- Maintain records of positive recognition and negative sanctions given on iSAMS
- Seek support to ensure that the behaviour expectations are upheld for all students

All non-teaching staff will:

- Ensure that expectations in the corridors and outdoor spaces are clearly modelled
- Challenge calmly, in line with policy, behaviour that falls below our expectations

All parents will:

- Inform themselves of and support the school's behaviour expectation
- Inform the class teacher/form tutor directly about anything that may impact their child's behaviour
- Work with staff to resolve any behaviour concerns at the appropriate level

Behaviour Expectations

We expect all members of the DGPS community to behave in a way that is: Ready, Respectful and Responsible (The 3 Rs). With the varied ages, subjects and areas of learning in the school, the three Rs will be displayed in different ways, but the language used by staff will consistently reference these three words.

In the common areas of school ready, respectful and responsible behaviour is:

- Walking on the right-hand side,
- Eating in designated areas only,
- Low-level noise,
- Wearing school uniform correctly and with pride,
- Appropriate language and manners,
- Only using devices for educational activities, which have been directed by a staff member.

Inside the classroom, subject teachers share what ready, respectful and responsible behaviour looks like and regularly revisit the routines and procedures used within each subject.

Recognition and celebration

All staff reinforce ready, respectful and responsible behaviour by recognising students who demonstrate behaviour that exceeds our expectations in lessons and around the school.

We recognise with:

- Verbal and written praise
- Positive communication home: post-its, post cards, emails and phone calls
- Recognition boards and displays, 'Dove Coin' house points

In the Primary School, behaviour that consistently exceeds our expectations is recognised with a DGPS Star Award once half-termly. Recipients of this award are invited to a Celebration Breakfast with the Senior Leadership Team. In the Secondary School, students



can 'trade in' Dove Coin for reward events in their form group. For the whole school, each term we celebrate the house with the most points across the term in some way. In term three, we hold a whole school DGPS awards ceremony,

Sanctions

If students do not meet the expected standards of behaviour, teachers will follow a stepped procedure:

- Remind the student of the rule by recognising those around who are displaying the expected behaviour (when appropriate);
- Caution the student calmly and discretely, giving them a clear opportunity to make a positive *choice*;
- Warn the student, calmly and discretely, of the consequence for continued poor choices, giving them the *chance* to make a better decision;
- Deliver the *consequence* message, calmly and discretely.

Staff never threaten, verbally or physically, any student in the school. Sanctions do not have to be severe to be effective. Sanctions at Dove Green are related (to the incident), reasonable (in their severity) and delivered respectfully. Sanctions are followed through by the teacher who delivered the warnings.

Restorative conversations are used at the next break or lunch time, so that students reflect and recognise the impact of their actions. The relationship between the teacher and the student is reset in preparation for the following lessons.

Behaviour that has reached the sanction stage is recorded on iSAMS, with a summary of the incident and the action taken. The system is monitored by the Inclusion, Middle and Senior Leadership Teams to explore patterns and identify opportunities to offer support.

Staff at DGPS follow an escalation process for more serious or repeated instances of behaviour which falls below the expected standard. Members of Middle and Senior Leadership are involved with serious or repeated instances of behaviour which falls below the expected standard. See the escalation chart (4.1) for more details.

Searching and Confiscation

If staff are made aware of students having in their possession items that are harmful or illegal, they will inform a member of the Senior Leadership Team, who will conduct bag searches and confiscate any items which are banned. Having banned items in school is considered Stage 4 on the escalation chart. As such, the parents are contacted by a Senior Leader and students are issued a fixed-term external exclusion. Harmful items will be disposed of or returned to parents. Any illegal items may be given to Dubai Police.

Physical Intervention



Physical intervention is used as a last resort to ensure the safety of a pupil or others when there is an *immediate risk of serious harm*. Our school aims to manage behaviour in a way that is proactive, preventative, and respectful, using de-escalation strategies wherever possible. Physical intervention is only employed when all other strategies have failed or are inappropriate in the moment.

Guiding Principles:

- Physical intervention is never used as punishment.
- It is only used to prevent harm, including:
 - o self-injury
 - o injury to others
- Staff who use physical interventions are trained and competent in approved techniques.
- Interventions are proportionate, reasonable, and minimal to achieve safety.
- The child's dignity and wellbeing are maintained throughout.

Procedures:

1. De-escalation First: Staff should always attempt to calm the situation using verbal and non-verbal techniques before considering physical intervention.
2. Immediate Risk: Physical intervention is only used when a child's behaviour poses immediate danger to themselves or others.
3. Documentation: Any use of physical intervention must be recorded in writing (on iSAMS) immediately, including: the reason for intervention, the actions taken, the duration of the physical intervention and the staff involved.
4. Parental Communication: Parents or guardians will be informed on the same day if physical interventions have been used.
5. Review: Each incident will be reviewed by the Assistant Principal Pastoral and Inclusion to ensure the intervention was appropriate and to plan further support for the pupil.
6. Pupil Support: Following an incident pupils will receive emotional support and opportunities to reflect, be involved in a restorative conversation about the incident and work with staff to identify triggers and strategies to avoid repetition

The House System

The House System provides a strong framework for pastoral support; fostering a sense of identity, belonging and school spirit. It promotes friendly competition, community cohesion and celebrates achievements.

All students and staff at DGPS are assigned to one of four houses: Earth, Wind, Fire, Water, when they join the school. Family members in school are placed in the same house as each other. The house system spans all year groups and key stages, creating a community-driven culture in which students across the school connect, support and inspire one another.

Events throughout the year are organised by staff at the school. These events may be



sporting, artistic, academic or service-based. A live house leaderboard is updated regularly and shared during tutor time.

Student leadership

At DGPS, students are encouraged to apply for varied leadership roles across the key stages. The student leadership opportunities and their responsibilities are explained to the students at the beginning of the year. Leadership roles are awarded through an equitable and transparent process, with adjustments and support provided where necessary.

Students of Determination and those on the Inclusion Register.

All of the above recognition and sanctions are applicable to students of determination. They are designed to be non-threatening, therefore avoiding potential triggers. Decisions about sanctions will be made by the staff member responsible for the student at the time of the incident. Support can be sought from Heads of Year, Senior Leaders and the Inclusion Team.

Where the seriousness of behaviour warrants reflection time, suspension or exclusion, records must be kept of the circumstances that have led up to the behaviour and the support put in place to attend to it. This is the same for all pupils in the school. In the case of exclusion, KHDA will be informed using the required process.

Review and Audit

The policy is reviewed at least annually and procedures are audited termly to ensure effectiveness. Governors receive a detailed annual report summarising key data and improvements.

Signed:

A handwritten signature in black ink, appearing to read "C. Seeley", with a stylized flourish at the end.

Print Name: Christopher Seeley

Date: January 2026

Designation: Principal

Next Review: January 2027