

Reference number	E1	Policy name	Taaaleem Aligned Positive Conduct Policy
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Person responsible	MRO	Date of next review	June 2027
To be read in conjunction with	E2 Pastoral Care		
Policy links	A3, A7, D3, D4, D5, E2, E6, E6(a), E8, E10, E11, E13 F4, G2, I1, I2, I4		
Policy version	August 2026 - KHDA alignment update		

Vision, mission and values	Promote positive relationships and wellbeing Be better tomorrow than we are today in all that we do Provide an inspiring school experience
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Rationale	The education of a child extends beyond the learning of academic material to the development of character attributes and social skills. A school positive conduct policy must set the conditions to help students learn from their mistakes while taking responsibility for their actions and decisions. The aim of this policy is to bring about a change in student conduct and attitude where appropriate, rather than merely administer sanctions. In all phases of the school, there should be attention to both rehabilitation and responsibility. However, the balance between these will naturally shift as students get older and they are held to a greater account for the results of their actions and decisions. This is a vital part of preparing young adults for life after school. This is reflected in the differing phase level conduct frameworks. This policy is also guided by the following list of rights and responsibilities. All members of our community have the right to: • be safe from harm at all times • feel valued and respected at all times • learn in an optimal environment without the distraction of anti-social behaviour or menace • understand clearly what conduct is expected and the consequences for falling below those expectations • raise concerns about, or appeal the application of, this policy through UIS's published Complaints and Appeals Policy. Once the school's internal resolution process has been exhausted, parents may escalate the matter to KHDA through its official channels Uptown International School (UIS) staff have the responsibility to: • Ensure the health, safety and welfare of all children in the school. • Implement the school's Positive Conduct Policy consistently across all phases by modelling high standards of behaviour and supporting staff in the effective implementation of the policy. • Train staff in behaviour management techniques and strategies through a programme of continuous professional development. • Help students learn how to conduct themselves appropriately in all situations, both within and beyond the school environment. • Recognise and celebrate positive conduct choices made by students to reinforce desirable behaviour.
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	• Maintain accurate records of all reported negative behaviour points using the school's systems, including the stages of intervention and actions taken.
	• Report to and meet with parents where necessary to address concerns and support improvement in student behaviour. • Operate at all times within the guidance and expectations of the Knowledge and Human Development Authority (KHDA). • Review this policy in response to changes in UAE government guidance or following serious incidents to ensure it remains fit for purpose. • Report any instances of unlawful conduct to the Dubai Police or other relevant authorities through the school Principal. At UIS, we hold our IB students to extremely high standards of behaviour and conduct, reflective of the core values of our school community. We have Respect: • For ourselves • For all members of our school community • For our school environment We take Responsibility: • For our own learning • For our own choices • For our own actions As a Community we: • Embrace differing cultures and perspectives • Celebrate our own and others' success • Contribute positively to all aspects of school life Furthermore, our IB students should embody the attributes of the IB Learner Profile. Through these expectations, we aim to cultivate a positive and supportive learning environment that fosters the growth and development of our students as responsible global citizens.

WSLT sign off		Date	August 2026
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POLICY STATEMENT

At Uptown International School, we believe that high standards of behaviour are essential for effective learning, personal development, and safeguarding the rights of all students. Our Behaviour Policy aims to promote a safe, respectful, and inclusive environment that supports academic excellence and emotional well-being. We foster positive behaviour through high expectations, consistent routines, and clear, proportionate sanctions. This policy applies to all students and will be enforced consistently across all phases of the school. It will be applied fairly, without unlawful discrimination, and with reasonable adjustments where needed to support inclusive education.

We are committed to supporting students in making positive behaviour choices through a restorative, student-centred approach. Rather than focusing solely on punitive sanctions, we prioritise understanding the reasons behind behaviour and guiding students to reflect, take responsibility, and repair any harm caused. Through structured reflection, restorative conversations, and well-being support, we help students learn from their actions, rebuild relationships, and develop the social and emotional skills needed to thrive both in school and beyond. However, this policy outlines how we will deal with more significant behaviour incidents.

We understand children will make mistakes, and we will be here to support them when they do, so they are equipped with the right skills and behaviours for their future work in the real world.

PRAISE AND REWARDS

At UIS we believe that it is important to celebrate and praise students' achievements both formally and informally. Our Praise and Rewards system aims to celebrate the success of all our students in all areas of school life, and to ensure that personal effort, commitment, respect, and achievement are routinely recognised, recorded, and celebrated through a clear and fair rewards system that is heavily linked to the IB Learner Profiles.

As part of our aim to foster a positive learning environment in class, teachers will always recognise positive effort with regards to class contribution, politeness, and sustained effort by verbally praising students throughout the lesson. Rewards will culminate in term Celebrations of Excellence Assemblies, and end of term Rewards Trips.

ATTENDANCE

Excellent attendance is fundamental to academic success and personal development. When students attend school regularly, they benefit from consistent learning, social interaction, and the opportunity to fully engage in school life. Frequent absences, whether authorised or unauthorised, can significantly hinder progress and contribute to gaps in knowledge, reduced confidence, and disengagement. Promoting a strong culture of attendance helps prepare students for future academic and workplace expectations, where reliability and commitment are essential. Please refer to our Attendance Policy for more information.

We strive for attendance that is consistently outstanding for all groups of students, in line with the following KHDA attendance parameters per academic year:

KHDA Definitions	Attendance (%)	Days Absent
Outstanding	98%	No more than three days absent
Very Good	96%	No more than seven days absent
Good	94%	No more than eleven days absent
Requires Development	92%	No more than fifteen days absent
Weak	Less than 92%	Fifteen or more days

Expectations:

- Students are expected to attend school every day unless they are ill or have an authorised reason for absence.
- Parents must inform the school of the reason for any absence before 8:00am on the day it occurs.
- Absences must be supported by appropriate documentation (e.g., medical certificate) where required.
- Family holidays during term time are strongly discouraged and will not be authorised except in exceptional circumstances.

Consequences:

- **First unauthorised absence:** Reception to call home, discussion with student.
- **Further Incidents:** Second incident of unauthorised absence: Parental meeting with Home Room teacher to discuss concerns.
- **Continued Absence:** Four (below 94%) incidents of absenteeism in a short period of time such as a month or an academic term: GLL to warn student. Parental meeting with Grade Level Leader and Student Monitoring Report implemented.
- **Persistent unauthorised absence:** Seven incidents of absenteeism (attendance falls below 92%) in a short period of time such as a month, will be escalated to Senior Leader meeting with parents. Parents and student to sign a written pledge not to repeat. Formal warning letter(s) issued.
- **Serious cases of continued unauthorised absence:** The school will report all ongoing or serious cases of absence to the KHDA/CDA as a safeguarding concern. In severe cases, UIS may refer the matter to KHDA and seek approval to refuse re-registration for the following academic year.

LATENESS

Punctuality is a key life skill and a sign of respect for others' time. When students arrive late to school or lessons, it disrupts learning not only for themselves but for their peers as well. Consistently arriving on time sets a positive tone for the day, supports academic progress, and promotes a culture of responsibility and readiness to learn.

Teaching the value of time management helps prepare students for the demands of adult life. For students in primary school, we understand that lateness is often out of their control, and as such consequences such as detentions do not apply.

Expectations:

- Students must be in Lesson 1 by 7:40am.
- Punctuality to lessons is essential to ensure learning time is maximised. Students must arrive to lessons no later than three minutes after the lesson commences.

Consequences:

- **First Incident:** Verbal reminder and recorded on iSAMS register and ClassCharts. Parental notification.
- **Further Incidents:** The fifth incident of tardiness in a short period of time such as a month: Detention and parents informed.
- **Continued Lateness:** The 8th incident of tardiness in a short period of time, such as a month: Parental meeting with GLL and introduction of Student Progress Report. Parents and student to sign a written pledge not to repeat.
- **Persistent Lateness:** For students who are persistently late to school (below 80% punctuality record), this will be escalated to Senior Leader meeting with parents. Formal warning letter(s) issued.
- In severe cases, UIS may refer the matter to KHDA and seek approval to refuse re-registration for the following academic year.
- **The same will also apply to lateness to lessons during the school day.**

Please note:

No student supervision is provided prior to 7.30 am each morning. Parents are expected to collect their children promptly after school concludes each day. All students should be offsite by 3:30pm (unless they have a specific ECA/event).

Parents who do not collect their child by the specified time on 3 separate occasions may receive a formal warning. Three such warnings may result in the school taking further action.

UNIFORM

Wearing the correct school uniform fosters a sense of belonging, pride, and equality among students. It removes distractions related to fashion or social status and encourages students to focus on their learning. A consistent uniform standard also reflects the high expectations of the school and reinforces a respectful, professional environment where students are ambassadors for the school both in and out of the classroom.

Expectations:

- Full compliance with the school uniform code is required.
- Uniform must be neat, correct, and worn with pride.
- Please refer to the school's Uniform policy for full and thorough requirements.

Consequences:

- **First Offence:** Warning and request to correct within 24 hours.
- **Second Offence:** Warning and request to correct within 24 hours. Parental contact.
- **Third and more:** Parental meeting and introduction of Student Progress Report; the student will be placed in isolation, and a call home will be made to request the item be brought in to change. Alternatively, the student will be sent home to change and then return to school.
- The steps for primary will be the same as secondary, except students will not be placed in isolation. For the third offence, a phone call will be made home asking for correct uniform to be sent in.
- Please note that if a student arrives without a school shirt, a replacement shirt must be brought to school by a parent or guardian at the earliest opportunity. Where this is not possible, the school reserves the right to require the student to be collected and returned once they are wearing the correct uniform.

MOBILE PHONES

As part of our commitment to creating a focused, respectful, and distraction-free learning environment, Uptown International School operates a phone-free school day through the use of Yondr phone pouches.

Expectations

- All students who bring a mobile phone to school must secure their device in their Yondr phone pouch immediately upon entering the school site.
- Phone pouches must remain locked for the duration of the school day.
- Students may unlock and access their mobile phones only once they are exiting the school site at the end of the school day.
- Students are responsible for ensuring that their Yondr pouch is brought to school each day and remains in good condition.
- Students who choose not to purchase a Yondr pouch must leave their mobile phone at home and must not bring it onto the school site.
- Smartwatches and other personal devices capable of communication must not be used during the school day unless authorised by the school for medical or exceptional circumstances.
- Any attempt to bypass, damage, force open, or otherwise tamper with a Yondr pouch will be treated as a serious breach of school expectations.
- Tampering will result in serious consequences, which will include immediate confiscation of the device, parental contact, and escalated sanctions in line with the school Behaviour Policy. This may also include internal suspension or further disciplinary action depending on the severity of the incident.

Consequences

- The expectation is that all students will comply with the school's phone-free environment. Any use of a mobile phone during the school day will be considered a breach of this policy.

First and Subsequent Offences:

- The mobile phone will be confiscated immediately by a member of staff.
- The phone will be securely stored by the school until the end of the school day.
- A parent or guardian will be required to collect the device from the school.
- The incident will be logged on ClassCharts.

Repeated Breaches

Students who fail to comply with the school's mobile phone expectations may receive a disciplinary suspension and a formal warning letter. Any suspension will be imposed subject to the authority and safeguards set out under Zero Tolerance Behaviours, including prior KHDA approval if it would exceed three consecutive school days.

Failure to Use a Yondr Pouch

Students who arrive at school with a mobile phone but without their Yondr pouch will be required to hand their device into reception for secure storage for the duration of the school day. Repeated incidents may result in additional sanctions and parental contact.

ZERO TOLERANCE BEHAVIOURS

Severe incidents of negative conduct may result in immediate internal suspension or fixed-term external suspension. The Head of School/SLT may sanction an external disciplinary suspension of up to three consecutive school days. Where UIS considers refusal to re-register or permanent removal appropriate, it will refer the matter to KHDA. Parents will be invited in to meet and discuss the incident and will be issued with a Suspension/Disciplinary Outcome Letter confirming the details of the behaviour choices, together

with a Formal Warning Letter. Continued behaviour of this nature may lead UIS to seek KHDA's approval to refuse re-registration.

UIS operates zero tolerance for bullying in any form. Verified bullying may lead to suspension, subject to the approval requirements above.

UIS prohibits corporal punishment, public shaming and humiliation as methods of behaviour management. The school reserves the right to contact the relevant authorities and law enforcement entities should any behaviour or actions deem it necessary to do so.

In addition, the following (including any criminal act, contravening UAE law, committed at any time) are totally unacceptable and will not be tolerated at UIS (this list is not exhaustive):

- **Possessing, purchasing, using or supplying/distributing alcohol**
The possession or use of alcohol by students is illegal, poses significant health and safety risks, and is incompatible with the expectations of a safe and respectful school environment.
- **Possessing, purchasing, using or supplying illegal drugs**
Illegal drugs are prohibited by law and present a severe risk to student well-being, school safety, and future academic and professional prospects.
- **Possessing, using, or being under the influence of vaping products (including e-cigarettes, vape devices, and related paraphernalia)**
Any confirmed or suspected involvement in vaping will be treated as a serious safeguarding and wellbeing concern. In line with regulatory expectations, all incidents involving vaping will be reported to the KHDA as required. Students found in breach of this expectation will receive a formal warning letter and sanction in line with the Behaviour Policy.
- **Abusing or misusing any legal substance (e.g. solvents, glue) to achieve a 'drug-like' state**
The misuse of legal substances for intoxication endangers health, mirrors illegal activity, and undermines the school's responsibility to safeguard students from harm.
- **Possessing, purchasing, using or supplying any offensive weapon, or using any object in a threatening or dangerous manner**
Weapons of any kind are strictly banned; their possession or misuse poses an immediate threat to the safety of the school community and may result in police involvement.
- **Engaging in any form of sexual activity between students of any age**
Sexual activity on school premises or during school-related activities is wholly inappropriate, breaches safeguarding expectations, and may result in legal consequences under local and international child protection laws.
- **Possession of pornographic material, including digital content on personal devices, and involvement in 'sexting' (creating, sending, possessing or requesting explicit images)**
The possession, creation, or distribution of pornographic or explicit material, particularly involving minors, is illegal in the UAE and many jurisdictions, and may result in criminal charges and permanent reputational harm.
- **Physical assault on another student or member of staff**
Physical violence is unacceptable under any circumstances, even in the case of provocation, and undermines the right to a safe learning environment; it will result in serious disciplinary action, which may include suspension and/or referral to KHDA where further action is considered.
- **Intentional damage to school property**
Acts of vandalism or wilful damage demonstrate a lack of respect for the school community and resources, and will be treated as serious misconduct with financial and disciplinary consequences. Should the damage incur a cost to the school, the cost will be passed on to the parents of those responsible.
- **Unlawful conduct outside of school which brings UIS or Taaleem into disrepute**
Students are ambassadors of the school at all times; any unlawful or inappropriate behaviour outside of school that damages the school's reputation will be treated with the same seriousness as in-school incidents.

- Any other criminal acts as defined under Federal Law No. 5 or any behaviour that places others at significant risk
All criminal behaviours and those that endanger the health, safety, or welfare of others will be addressed with immediate and appropriate action, including reporting to external authorities where required.

Please note: A student's personal effects (e.g., purse, backpack, sports bag, pencil case etc.) may be searched, should we have reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

The school reserves the right to perform random searches of bags to ensure the health and safety of its students.

BEHAVIOUR OUTSIDE OF SCHOOL AND ONLINE

The school will become involved in any situation where the reputation of the school could be damaged, the safety of a member of its community put at risk of harm or unlawful conduct is suspected. If we are in receipt of any evidence or information that an Uptown student is involved in such a situation, then we will pass this on to parents; unless doing so would be considered unlawful or not in the best interests of the child. Students are ambassadors of Uptown International School, and must refrain from any antisocial behaviour, especially whilst wearing the UIS uniform.

The school Principal has the responsibility to report any evidence of unlawful conduct to the Dubai Police or any other appropriate authorities. We strongly advise all members of the school community to be aware of the laws of the UAE, especially regarding online activity.

Behaviour Levels and Associated Sanctions

Behaviour Level	Examples of Behaviour	Examples of Sanctions/Interventions
Stage 1	Talking out of turn Minor uniform infringements Forgetting equipment Low-level disruption Late to class without reason Unauthorised absence/lateness Littering Unruly behaviour around campus	Verbal reminders Restorative conversation Teacher to monitor pattern Recorded on ClassCharts
Stage 2 and 3	Repeated low-level behaviour Truancy within school Defiance towards staff Disrespecting others Academic honesty infringement Continued unauthorised absence/lateness Ongoing uniform infringements	Break/lunch detention Parental meeting Restorative task GLL/HOD detention Half day internal isolation Student Progress Report Recorded on ClassCharts Parent/student written pledge

Behaviour Level	Examples of Behaviour	Examples of Sanctions/Interventions
Stage 4 and 5	Repeated medium-level behaviour Using their mobile phone Accumulation of behaviour points Bullying in any form (including verbal, physical, social or online) Fighting or physical assault Persistent defiance Aggressive/threatening behaviour towards staff Damage to school property Sexually inappropriate behaviour Racist behaviour Serious attendance/lateness concerns	Child Planning Meeting with parents Internal isolation with warning letter Fixed-term suspension with warning letter (KHDA prior approval if over three consecutive school days) Advanced Intervention Action Plan Student support counselling Recorded on ClassCharts Safeguarding interventions
Stage 6	Unlawful behaviour Physical aggression towards a member of staff Possession of drugs, alcohol or a vape Sexual misconduct Possession of a weapon Criminal behaviour on or off site Sharing explicit images Any other UIS non-tolerated behaviours	Immediate fixed-term suspension (KHDA prior approval if over three consecutive school days) Warning letter Safeguarding referral Report to authorities (if criminal) Referral to KHDA for deregistration Full investigation Recorded on ClassCharts

Please Note: What Constitutes Proof:

When establishing the facts in relation to a suspension, referral to KHDA or other serious disciplinary decision, the Head of School/SLT will apply the civil standard of proof, i.e. 'on the balance of probabilities'. This means that it must be more likely than not that an event occurred, rather than applying the criminal standard of 'beyond reasonable doubt'.

This judgement will be reached through a careful consideration of all available evidence, which may include, but is not limited to:

- Written statements from students, staff and witnesses
- Accounts gathered during investigations
- Footage from CCTV
- The consistency and plausibility of individual accounts
- The student's presence at the time and location of the incident
- Patterns of behaviour or prior incidents (where relevant and appropriate)
- Any available physical or digital evidence (e.g. messages, work, or artefacts)

In some cases, there may be no single piece of direct or conclusive evidence linking a student to an incident. In such circumstances, the school reserves the right to make a judgement based on circumstantial evidence and reasonable inference, where:

- A student was present at the time of the incident and had the opportunity to be involved
- The available evidence indicates a consistent and credible account pointing towards involvement
- There is no plausible alternative explanation supported by evidence

Being present during an incident, particularly where there is evidence of **collective behaviour, group actions, or failure to intervene/report**, may be considered as a contributing factor when determining responsibility.

Decisions will be made using the professional judgement of the Head of School/SLT, taking into account:

- The seriousness of the incident
- The need to maintain a safe and orderly environment
- The safeguarding of all students involved

Where appropriate, decisions may also reflect a student's level of involvement, recognising that this may range from direct action to indirect participation or facilitation.

School Representation and Trips:

The school reserves the right to restrict or withdraw a student's opportunity to represent the school in any capacity, including sports teams, rewards' trips, academic competitions, field trips and local or international residential visits, where their conduct does not meet the school's expectations. This discretion is separate from a disciplinary suspension and will be applied consistently with KHDA requirements.

Such decisions will be made on a case-by-case basis and will take into consideration the student's behaviour record, including the number of negative behaviour points recorded on ClassCharts, any formal warning letters issued, the nature and frequency of behavioural incidents, and the student's response to previous interventions. The school will always seek to make decisions that are fair, proportionate and in the best interests of the wider school community.

SCHOLARSHIP STUDENTS

In the majority of cases, students on an internal (school) or external scholarship programme will be expected to adhere to the same policies and procedures as all other students. However, the scholarship award documentation may outline additional expectations, particularly regarding academic performance, behaviour, and commitment.

In such cases, a student may be at risk of losing their scholarship without necessarily being required to leave the school should they not adhere to this policy.

STUDENTS OF DETERMINATION

Students of determination and students with additional needs remain entitled to an inclusive education. They will follow the same overall expectations as other students, with reasonable adjustments made where needed. In applying this policy, staff will consider the student's identified needs, Individual Education Plan (IEP), agreed support and the context of the behaviour; act sensitively; prioritise safeguarding; and seek guidance from the Inclusion Department and senior leadership. Behaviour responses will be consistent with the school's published Inclusion Policy and will not compromise a student's right to inclusive education.

STAKEHOLDER INPUT

This behaviour policy was developed through a consultative process involving all key stakeholders in the school community. The views of students, parents, teaching and support staff, school leadership, and members of the governing body were actively sought to ensure the policy is fair, effective, and aligned with the school's values. Their feedback has been instrumental in shaping a policy that promotes high standards, consistency, and a shared sense of responsibility across the school.

REVIEW SCHEDULE

The next scheduled review of this policy is June 2027. Thereafter, it will be formally reviewed annually by the Senior Leadership Team to ensure continued alignment with current legislation, regulatory requirements, and best practice. Interim updates may be made in response to changes in guidance, school priorities, or significant incidents.