



HARROW  
INTERNATIONAL SCHOOL  
DUBAI



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# BEHAVIOUR POLICY

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2026 - 2027



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Approving Committee	Name	Signature
Head Master	Simon O'Connor	



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## 1. Introduction

The Harrow Dubai community is founded upon the values of Courage, Honour, Humility and Fellowship. We expect pupils to uphold the highest standards of conduct, demonstrating integrity, respect and responsibility in all aspects of school life. Promoting the emotional wellbeing of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that positive relationships, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our 'Super Curriculum' and extensive programme of extracurricular activities. The school is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to be real-world ready. This policy should be read in conjunction with other disciplinary and safeguarding policies.

## 2. Statement of Intent

At Harrow Dubai, our community is founded upon the values of **Courage, Honour, Humility and Fellowship**. These values are not abstract ideals; they are expected to be visible in the daily conduct of every pupil.

We believe that excellent behaviour is fundamental to an outstanding education. All pupils have the right to learn in a safe, orderly and purposeful environment, and all teachers have the right to teach without disruption. This is achieved through a shared commitment to high standards, mutual respect, and personal responsibility.

At Harrow, behaviour is not assumed; it is **taught, modelled and reinforced**. Pupils are supported to understand the impact of their actions and to make positive choices. Where behaviour falls short of expectations, it is addressed calmly, consistently and proportionately, with the aim of ensuring reflection, growth and improvement.

We recognise that behaviour may at times reflect underlying needs or circumstances. The school will respond with appropriate support, whilst maintaining clear and consistent expectations.

The school is committed to:

- Promoting desired behaviour based on courage, honour, humility and fellowship
- Promoting self-esteem, self-discipline and proper regard for authority
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging and disciplining misbehaviour



- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents
- Developing positive relationships with pupils to enable early intervention
- Promoting a culture of praise and encouragement in which all pupils can achieve

### 3. Purpose of the Policy

- Establish a clear and consistent approach to behaviour across the school
- Define the standards of conduct expected of all pupils
- Promote a culture in which positive behaviour is recognised and reinforced
- Ensure that any misbehaviour is addressed fairly, consistently and proportionately
- Support pupils in developing self-discipline, responsibility and respect for others

### 4. Compliance

Harrow Dubai has a responsibility to identify and comply with the laws, customs, and values of the United Arab Emirates (UAE). Compliance means ‘adhering to the requirements of laws, industry and organisational standards and codes, principles of good governance and accepted community and ethical standards’.

### 5. Definitions

- Early Years (EY) refers to FS1 and FS2
- Key Stage One (KS1) refers to Pre-Prep (Years 1 and 2)
- Key Stage Two (KS2) refers to Pre-Prep – Prep (Years 3 to 6)
- Secondary refers to Prep Y7 – Upper Sixth (Years 7 to 13)

### 6. Behaviour through the Harrow Values

At Harrow Dubai, behaviour is understood and expressed through our four core values:

#### **Courage**

- Speaking up for what is right
- Taking responsibility for one’s actions
- Demonstrating resilience in the face of challenge

#### **Honour**

- Acting with integrity, even when unobserved



- Showing respect for others, the school, and the wider community
- Representing the school with pride

### Humility

- Listening carefully to others
- Accepting feedback with maturity
- Recognising and valuing the contributions of others

### Fellowship

- Including and supporting others
- Contributing positively to the House and school community
- Building strong, respectful relationships

Pupils are expected not only to understand these values, but to demonstrate them consistently in their conduct, both within and beyond the classroom.

## 7. Whole School Expectations

### Respect for Staff and the School Community

At Harrow Dubai, pupils are expected to demonstrate respect for staff and visitors through their conduct and manner.

This includes:

- Greeting staff courteously and responding promptly to instruction
- Addressing staff appropriately and with respect
- Standing when a senior member of staff or visitor enters the classroom, where appropriate
- Listening attentively when others are speaking
- Conducting themselves with good manners at all times

These expectations reflect the values of Honour and Humility, and contribute to a culture of mutual respect and purposeful learning.

Pupils are also expected to:

- Contribute positively to their House, recognising the importance of belonging, responsibility and collective identity within the Harrow system
- Treat all members of the community with courtesy and respect
- Listen attentively and follow instructions promptly
- Act with honesty and integrity at all times



- Take responsibility for their behaviour, learning and environment
- Show pride in their work, appearance and school
- Contribute positively to their House and the wider school community
- Conduct themselves appropriately at all times, both on and off site

These expectations apply across all aspects of school life, including lessons, social times, co-curricular activities, and educational visits.

## 8. Aims and Objectives

The school seeks to:

- Foster a culture of mutual respect, responsibility and high expectations
- Promote positive relationships between pupils, staff and parents
- Provide a structured and supportive environment in which pupils can thrive
- Encourage self-discipline and independence
- Ensure that all pupils feel safe, valued and included

## 9. Roles and Responsibilities

### 9.1 Staff

All staff are responsible for:

- Modelling the highest standards of behaviour and professionalism
- Establishing positive relationships with pupils
- Communicating expectations clearly and consistently
- Recognising and reinforcing positive behaviour
- Addressing misbehaviour promptly, calmly and fairly
- Supporting pupils to reflect on and improve their behaviour

### 9.2 Senior Leaders

Senior leaders are responsible for:

- Maintaining a clear and consistent culture of high expectations
- Supporting staff in the implementation of this policy
- Monitoring behaviour across the school
- Ensuring consistency and fairness in the application of rewards and consequences



### 9.3 Pupils

Pupils are expected to:

- Uphold the values of Courage, Honour, Humility and Fellowship
- Take responsibility for their actions and their learning
- Demonstrate respect for others and the school environment
- Engage fully in school life and contribute positively to the community

### 9.4 Parents

Parents are expected to:

- Support the school's expectations and values
- Work in partnership with the school to support their child's behaviour
- Communicate openly and promptly with the school where concerns arise

NB: When parents are on campus with their children, it is their responsibility to ensure the good conduct and safety of their children. Pupils should be under the direct supervision of their parents during this time and should never be left unattended or allowed to access any areas unsupervised.

### 9.5 Other members of the school community

#### 9.5.1 HISL Board of Governance

The Board of Governors has a responsibility to appoint an HISL Executive Team member to the position of Safeguarding Lead. This member must make themselves available at short notice to deal with any significant safeguarding issues.

## 10. Consequences

It is hoped that pupils respond to Harrow Dubai's positive encouragement and rewards and always comply with the school's expectations. We acknowledge that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the school. We recognise that pupils' behaviour may be impacted for a variety of factors for example, Special Educational Needs and Disabilities (SEND), English Language Learner (ELL), life events and mental health, therefore both support strategies and consequences can assist in modifying the pupil's behaviour.

Support strategies for social/emotional/behavioural concerns may include a Pastoral Support Plan (PSP). A PSP is a school based and coordinated intervention to help individual pupils to improve their social, emotional, and behavioural skills. As a result of a PSP, pupils should be able to better manage their behaviour and/or improve their engagement in learning.



Where behaviour falls below expectations, consequences are used to guide, support and, where necessary, correct behaviour. They are applied fairly, consistently and proportionately, with the aim of helping pupils to reflect, take responsibility and make better choices. The judgement about a pupil's behaviour will be made according to the pupil's age and stage of development and in accordance with KHDA regulations and policies. Any consequences will be applied fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place.

Consequences may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. In applying consequences, especially those with serious consequences, the school will take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010. All misbehaviour or disciplinary incidents will be dealt with and recorded as soon as practicable. Serious incidents will be reported to KHDA when required.

#### Early Years and KS1 Behaviour Modification Procedure:

- The behaviour modification stages will allow for pupil progression to conform to school policy before the next stage is reached
- SLT will be informed of pupils who are at Level 2 of the behaviour modification stage
- If the pupil or adult has been hurt by another pupil/pupils, the parents of both parties will be contacted by the class beak on the same day to explain the incident professionally and with sensitivity. A Behaviour Incident Form will be completed for any physical altercation which has occurred and a pdf copy will be sent to the SLT who will send it on to parents via the relevant Receptionist on the same day or as soon as is reasonably practical. NB: Staff physical intervention should only be used with minimum force and only to prevent accident or injury to a pupil/adult or damage to property
- Behaviour Incident Forms and discussions should be logged on the Child Protection Management System by the relevant member of staff
- Any parent communication regarding behaviour should be logged on the Child Protection Management System

#### Primary Disciplinary Behaviour Procedure:

- The behaviour modification stages will allow for pupil progression to conform to school policy before the next stage is reached
- SLT to be informed of pupils where consequences have been implemented
- Incidents and discussions should be logged on the Child Protection Management System by the relevant member of staff
- Any parent communication regarding behaviour should be logged on the Child Protection Management System
- There will be exceptions to the stages. Behaviour in class such as spitting, swearing, defiance, tantrums and fighting will be referred directly to the SLT



## Secondary Consequence and Support Procedure

### Consequences for poor conduct/behaviour:

- Through discussion with staff, the pupil will be given the choice after each consequence to conform
- If the pupil chooses not to conform, then consequences will be imposed following the school's behaviour descriptors
- All incidents Level 2 and above are recorded and parents are automatically notified of by email
- The pupil will be encouraged to take responsibility for their own behaviour
- Pupils who fail to conform to the expectations of the school community may be internally/ externally suspended
- A pupil may be placed on a Pastoral Support Plan (PSP) for negative behaviour
- Official letters of warning will be issued to parents and pupils for serious misconduct or consistent repetition of poor behaviour
- If behaviour does not change following warning letters to the parents, the school may approach the Dubai Knowledge and Human Development Authority (KHDA) to request a permanent expulsion of that pupil.

### Support for Social/Emotional Behaviour:

- A pupil may be referred to the school counsellor
- A pupil may be placed on a Pastoral Support Plan (PSP) for social/emotional behaviour
- This encourages the pupil to take responsibility for their own behaviour and provides them with coping strategies and support
- Appropriate behaviour will be expected and praised

## 11. Recognition and Rewards

At Harrow Dubai, recognition and praise are the primary drivers of behaviour. Staff actively seek opportunities to acknowledge pupils who demonstrate the school's values.

### Positive behaviour is recognised through:

- Verbal praise and feedback
- House points awarded for demonstrating Courage, Honour, Humility and Fellowship
- Communication home
- Certificates and awards
- Recognition in assemblies and school communications

The House system plays a central role in recognising and celebrating pupil contributions, reinforcing a strong sense of identity, belonging and collective responsibility.



## 12. Behaviour Management

### Principles

Behaviour is managed through a consistent, fair and proportionate approach. Pupils are given opportunities to reflect on and improve their behaviour at each stage.

Where appropriate, behaviour is addressed through:

- Clear reminders of expectations
- Restorative conversations
- Supportive interventions
- Structured consequences

### Restorative Approach

Where relationships have been affected, restorative conversations are used to:

- Help pupils understand the impact of their actions
- Encourage accountability
- Repair relationships
- Support better choices in the future

## 13. Categories of Behaviour

For clarity, behaviour may be considered within the following broad categories:

### Low-Level Disruption

- Inattention or lack of focus
- Failure to follow instructions
- Lack of preparedness

### Disrespectful Behaviour

- Rudeness or discourtesy
- Disruption to learning
- Failure to meet expectations consistently

### Serious Misconduct

- Bullying or discriminatory behaviour
- Physical aggression
- Defiance or refusal to comply
- Behaviour that threatens the safety or wellbeing of others



## 14. Consequences

Where behaviour falls below expectations, consequences are applied:

- Fairly, consistently and proportionately
- In line with the pupil's age and stage of development
- With consideration of any underlying needs or circumstances

Consequences may include:

- Reflection and restorative conversations
- Loss of privileges
- Detention or supervised reflection time
- Parental communication or meetings
- Behaviour monitoring or support plans
- Internal or external suspension (in serious cases)

The purpose of any consequence is to support pupils in making better choices and to uphold the standards of the school community.

## 15. Support for Behaviour

Where behaviour reflects underlying needs, appropriate support will be provided. This may include:

- Pastoral Support Plans
- Involvement of the counselling or inclusion team
- Individualised strategies to support improvement

## 16. Monitoring and Review

The school will monitor behaviour regularly to ensure:

- Consistency in the application of this policy
- High standards across all areas of school life
- Ongoing refinement of practice where required

## 17. Other Related Documents

- Anti-bullying policy
- Cyber-bullying policy
- Attendance policy



## Appendix A: Early Years & Key Stage 1 (FS1–Year 2)

### Approach

In the early years, behaviour is explicitly taught through modelling, routines and consistent reinforcement. The focus is on developing self-regulation, positive relationships and early understanding of the Harrow values.

Expectations are simple, clear, and reinforced consistently.

### Behaviour Expectations (Age-Appropriate)

Pupils are supported to:

- Be kind and gentle
- Listen carefully
- Follow instructions
- Share and take turns
- Use good manners
- Look after their environment and resources

These expectations are introduced, practiced and revisited regularly.

### Recognition and Praise

Positive behaviour is recognised frequently and immediately through:

- Verbal praise
- Visual rewards
- House points (where appropriate)
- Celebration in class or assembly
- Communication with parents

Staff are expected to **notice and name positive behaviour explicitly**, linking it to Harrow values in simple language (e.g. “That was very kind — that is Fellowship”).

### Supporting Behaviour

Where behaviour falls below expectations:

- A calm reminder is given
- The expected behaviour is modelled
- The child is supported to correct their behaviour

If behaviour continues:

- A short, age-appropriate reflection (e.g. time with an adult)
- Restorative conversation (“What happened? What can we do differently?”)

### Escalation

Where behaviour is repeated or more serious:

- Head of Phase is informed
- Parents are contacted
- Behaviour is recorded appropriately

In all cases, the focus remains on **teaching behaviour, not simply correcting it.**



## Appendix B: Key Stage 2 (Years 3–6)

### Approach

Pupils begin to take greater responsibility for their behaviour. Expectations are made explicit, and pupils are supported to reflect on their choices and their impact on others.

### Behaviour Expectations

Pupils are expected to:

- Show respect to all members of the community
- Listen attentively and follow instructions
- Take responsibility for their actions
- Demonstrate kindness and inclusion
- Contribute positively to their House

Staff should consistently link behaviour to the Harrow values.

### Recognition and Rewards

Positive behaviour is recognised through:

- Verbal praise
- House points linked explicitly to Harrow values
- Certificates and awards
- Recognition in assemblies
- Communication with parents
- 

Staff are expected to ensure that **praise outweighs correction**.

### Managing Behaviour

A staged, supportive approach is used:

#### Stage 1: Reminder

- Clear, calm reminder of expectations
- Opportunity to correct behaviour

#### Stage 2: Reflection

- Brief conversation with pupil
- Opportunity to reflect and reset
- Possible change of seating or task

#### Stage 3: Escalation

- Involvement of Head of Phase or pastoral lead



- Communication with parents
- Behaviour recorded

### **Restorative Practice**

Where appropriate, pupils are supported to:

- Reflect on what happened
- Understand the impact of their actions
- Repair relationships

### **Serious Behaviour**

More serious incidents (e.g. repeated disruption, unkind behaviour, defiance) may result in:

- Loss of privileges
- Supervised reflection time
- Parent meetings
- Behaviour support plans



## Appendix C: Secondary School (Year 7–13)

### Approach

In the senior school, pupils are expected to demonstrate increasing independence, self-discipline and accountability. Behaviour reflects not only individual choices, but also a commitment to the standards of the Harrow community.

### Behaviour Expectations

Pupils are expected to:

- Demonstrate respect, courtesy and integrity at all times
- Engage fully in lessons and co-curricular activities
- Be punctual, prepared and organised
- Take responsibility for their conduct and its impact on others
- Represent their House and the school with pride

### Recognition and Rewards

Positive behaviour is recognised through:

- House points awarded for demonstration of Harrow values
- Academic and pastoral commendations
- Postcards or communication home
- Certificates and awards
- Recognition in assemblies and publications

The House system is central to recognising contribution and fostering a strong sense of belonging.

### Behaviour Management

A consistent, staged approach is used, allowing pupils the opportunity to reflect and improve:

#### Stage 1: Reminder

- Clear expectation restated
- Opportunity to correct behaviour

#### Stage 2: Warning

- Behaviour addressed explicitly
- Recorded where appropriate
- Follow-up conversation expected

#### Stage 3: Consequence

- Consequence applied (e.g. detention, removal from lesson)
- Behaviour recorded
- Parental communication



#### **Stage 4: Escalation**

- Involvement of pastoral leaders / senior staff
- Formal monitoring or support plan
- Parent meeting

#### **Serious Misconduct**

Serious breaches of behaviour (including bullying, physical aggression, or behaviour that undermines the safety or integrity of the community) will result in:

- Immediate senior staff involvement
- Formal investigation
- Appropriate consequences, including suspension where necessary

#### **Reflection and Responsibility**

Pupils are expected to:

- Take ownership of their behaviour
- Engage constructively in follow-up conversations
- Demonstrate improvement over time

Restorative approaches are used where appropriate, but do not replace consequences where these are required.



## Appendix D: Restorative Conversations (Whole School)

Restorative conversations are used to support reflection, accountability and relationship repair. Staff may use questions such as:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How can you make this right?
- What will you do differently next time?

The aim is not to assign blame, but to develop understanding and better future choices.



## Appendix E: Recording and Communication

- Behaviour incidents are recorded in line with school systems
- Communication with parents is timely, professional and constructive
- Patterns of behaviour are monitored to enable early intervention