

Culture for Learning Policy



مدارس دبي
DUBAI SCHOOLS
البرشاء
AL BARSHA



Culture for Learning Policy

Vision

At Dubai Schools Al Barsha, our vision as a school is to create a learning environment and culture where students ***"thrive, feel safe to learn and are polite to one another."*** We remind students daily that ***"every minute counts"*** and learning time is precious. We expect students to follow instructions from staff ***"first time, every time"*** and understand that the teacher's words in the classroom are ***"gold dust."***

Values

High Expectations - Linked to the school core value of ***Academic Quality***.

Seamless Routines and Transitions - Linked to the school core value of ***Collaboration & Inclusion***.

Politeness and Respect - Linked to the school core value of ***Trust & Empathy***.

Common Language

Our **"Common Language"** to support a strong school culture for learning across Dubai Schools Al Barsha focuses on **maximum student engagement** in lessons, coupled with developing **excellent oracy and presentation skills**. This is all fostered within an **environment of warmth, kindness and courtesy**.

High Expectations

At Dubai School Al Barsha we believe this "Common Language" supports our values of **high expectations and academic quality**. These is encompassed within our three core school strategies of:

- **SLANT** (for student engagement)
- **SHAPE** (for building oracy and presentation skills)
- **STEPS** (for politeness and respect).



Awards and Rewards



At Dubai Schools Al Barsha, we believe in using a range of **intrinsic and extrinsic** awards and rewards to motivate students to achieve their best. These awards and rewards are school wide focusing on the **positive reinforcement** of **strong attendance, behaviors, skills, knowledge, values and attributes** along with academic **progress and attainment**. See details below:

Individual Awards and Rewards	Class Awards and Rewards
Class Dojo points	Class Dojo for whole class
Star of the Week	Assembly Awards (values, attributes and attendance)
Assembly Awards (values and attributes).	Reward Trips and Educational Visits
Karak Friday with a member of SLT	House Points System
Termly subject awards	Parent Assemblies and End of Year Awards Ceremony
Parent Assemblies and End of Year Awards Ceremony	Reward Trips and Educational Visits

House Points System:

Dubai Schools al Barsha uses a **House Points** system for the whole school. When teachers witness students excelling in lessons, they issue them with a **House Points Coin**. These coins are counted weekly, termly and yearly. The winners at grade level and school level **receive an award for this achievement** and are **celebrated in assemblies** and on social media.

Parent Assemblies

Each term, parents are invited to a grade level assembly organized by the teachers and students. This event **showcases the learning of the term and the talents of the students**. These are **inspiring events** that create a **sense of belonging and community**.

Learning Celebrations

Learning Celebrations occur at Dubai Schools Al Barsha **at the end of a unit of work**. The celebratory event ensures students reflect on and articulate what they have learned, how they have learned, questions they answered, along with areas of strength and development. **They are a powerful tool** we use at Dubai Schools Al Barsha to **make learning public**.

Awards Ceremony

At the end of each academic year, an annual **Dubai Schools Al Barsha Awards Ceremony** is organized for students from KG1 to Grade 8 to celebrate student's strong **attendance, behaviors, skills, knowledge, values and attributes** along with **attainment and progress** gained during the academic year. Parents of students who have been nominated for an award are invited to the ceremony to share in this celebration of excellence.

Routines and Transitions

At Dubai Schools Al Barsha we believe in **seamless routines and transitions** around the school and in the classroom.

Around the school:



- Classes are to **move quietly between lessons, in single file** and always walk in “**Lazer Lines**”. Staff lead their line from the front, frequently check the line and reinforce good behaviors with verbal praise.

Into the classroom:

- When a class enters the classroom from a transition, we expect the teacher to stand at the door and begin a **10 second verbal countdown** for students to be ready for learning with positive encouragement and proximal praise.
- For example; *“10, 9... well done X for handing out the books, 8... good to see Y with their pencil case out, 7, 6... great work Z for already writing down the title... 5, 4... great to see Table 2 all working on the hook task, 3...2... and... 1. Everyone should be ready for learning.”*

During the lesson - SLANT:

- Teachers in the lesson will want all student’s attention to issue instructions at certain points, begin feedback or re-teach a common misconception they have picked up on. Teachers at Dubai Schools Al Barsha will do this by audibly and in a staccato like manner call “3..., 2..., 1... and **SLANT**.” When “**SLANT**” is called by the teacher, the teacher is **visibly at the front of the room** (in the **swivel position** – the maximum viewing angle to see the whole class).
- The teacher then scans the room to **ensure all eyes are on them and equipment is put down** (out of hands). They achieve this through their body language and looking around the room, **reinforcing good behaviors** as they do so. Teachers should call for SLANT in lessons as often as they need when they require 100% student focus.
- For example: *“3..., 2..., 1... and SLANT. Well done Table 3 who are all in SLANT and looking at me. I am just waiting for a few more students... that’s better, all eyes are now on me and pens are down. Thank you!”*
- If a student does not SLANT straight away, **remind them through non-verbal first** (eye contact then physical gestures with your body language or hand gestures) and then, if this does not work, through verbal communication.
- For example: After looking at the students and using a hand gesture that suggests the student should sit up you should say; *“X, can we make sure we are sitting up straight and looking at me. Thank you.”* If this continues use the reminder stepped approach system for dealing with low-level behavior (this is covered later in the playbook).

During the lesson – Front loading of instructions and economy of language:

In lessons at Dubai School Al Barsha, we believe staff should have a **warm/strict approach** with the students they teach. **Warm** in the sense of being **welcoming, caring and narrating the positives** at all times. **Strict** in the sense of **having high expectations** and creating a culture in the classroom where students can **thrive, feel safe to learn and are polite to one another**. Teachers do this though **front loading their instructions and expectations** and ensuring **economy of language**.



- At the beginning of a lesson or new activity, after a teacher has called “3..., 2..., 1... and SLANT,” the teacher will want to issue their instructions to the class, so students are clear what is expected of them. They do this from the **swivel position** (the front and center of the classroom). This ensures all students can hear and see what is being said.
- For example, in a **strong and clear voice** from the **swivel position** a teacher would say: “3..., 2..., 1... and SLANT. Good morning Grade 5, today we will be working on... [topic] and our learning intention is... [share with class]. The reason we are learning about this is ... [reason]. For the first activity today, we will be ... [insert instructions]. You will only have 5 minutes to complete this and then we will stop the activity to check your understanding. Be ready to feedback with an answer as I may ask you a question. If you complete the task before the 5 minutes is up, you can complete the challenge task [explain the challenge task]. If you have any questions, try to ask your partner first or come to the answer through thinking deeply about it. Only if you are really stuck should you raised your hand. The noise level for this task is... Ok, just before we start, X can you tell me what we have to do? [Answers correctly or ask another student to help / clarify before going back to that student to repeat the answer]. Great! Y how long do we have and what do we do if we are stuck? Fantastic! You now have 5 minutes exactly. Everyone ready? 3..., 2..., 1... and GO!”
- For the first minute we would expect the teacher to remain at the front of the room in the swivel position (the very front) to ensure 100% focus and that the climate of the activity is correct before supporting students.
- We would encourage staff to rehearse and write a script to ensure they have maximum **economy of language** with their instructions. If **front loading of instructions** is done well, the teacher does not need to issue further instructions or clarifications during the task. This means the learning can continue for students uninterrupted.

During the lesson - SHAPE:

- Also, to develop student’s oracy and presentation skills when students are speaking, presenting or feeding back, the teacher may want a student to “**SHAPE**” their answer more fully.
- For example; “Good initial answer X, could you try saying that again 10% louder so the rest of the class can hear how wonderful it was!” or “That’s a good answer Y, can you put that in a full sentence for me please?”

We believe **an orderly start to lessons ensures a strong culture for learning** and gives students the **best possible opportunities to learn**.

Behavior Management:

Classroom management and teaching methods have an important influence on students’ behavior. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student (as well as student to student), strategies for encouraging good behavior, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Our approach to managing student behavior at Dubai Schools is to be proactive and positive; we want to ‘catch our students doing the right thing’ and acknowledge and reward them for this. If any member of staff feels they need support with any issue relating to behavior, in the first instance contact either your Head of Department or the relevant Grade Level Lead.



Classroom Management and the Consequence System:

Teaching and support staff are responsible for setting the tone and context for positive behavior within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behavior in ways other than verbally
- Highlighting and promoting good behavior
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

In order to support teachers when challenging poor behavior, Dubai Schools has a consequences system to help students modify their behavior so that it complies with our school expectations, ensuring a safe and positive learning environment for all students. We employ each sanction appropriately to each individual situation (in line with KHDA Rules and Regulations).

Breaks and Lunch Duties:

Addressing poor or inappropriate behavior outside of lessons, as well as attending duties at break and lunchtime, are the responsibility of all staff.

The following behavior should be addressed by all teachers and, in the first instance, teachers should politely remind students of expectations. Where repeated poor behavior is seen, colleagues should issue a negative behavior point on CPOMS:

- Running/shouting in the corridor
- Littering
- Play fighting
- Chanting
- Using any offensive language in any dialect or language
- Being disrespectful to any member of the Dubai Schools Community
- Leave the premises
- Carry out any activity that might endanger themselves or others

Social Media Usage:

We recognize that students may have personal, social media accounts, however, these must not to be accessed on the school site. They are currently blocked, so a student that is using a social media account during the day is either using personal data, or breaking UAE law by using a VPN. Dubai Schools supports the UAEs clear guidance regarding taking photographs without consent and posting on social media channels and will sanction in line with police guidance.



Unauthorized Materials at Dubai Schools:

We are committed to ensuring we provide an environment where all students are safe and healthy. We understand that families may allow their children to access such items outside of school, however the items listed below are prohibited on school premises:

- Vaping and Smoking Devices including lighters
- Items that could cause harm, e.g. – metallic craft knives
- Medication and supplements that have not been preapproved by the school clinic
- High sugar/ energy drinks including alcohol
- Addictive flavorings and chemicals
- Hot drinks
- Books and magazines that go against UAE morals and values
- Unauthorized materials in examinations

Bullying and Cyber-bullying At Dubai Schools:

We are committed to providing an environment where all students feel safe, respected, and protected from harm. The Dubai Schools Culture for Learning Policy promotes a safe, caring, and positive learning environment where every child can thrive.

The policy takes a **zero-tolerance approach to all forms of bullying, including cyberbullying**. We take proactive steps to educate students about the risks and consequences of bullying—both in person and online—through our curriculum, particularly in Moral Education and Social and Emotional Learning. This is reinforced through regular assemblies, awareness campaigns, and ongoing communication with families to ensure the whole community understands and upholds the school's expectations. Bullying is defined as the **repetitive, intentional harming** of one person or group by another, in situations where there is an **imbalance of power**. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over time
- Difficult for the victim to defend against

This definition explicitly includes **cyberbullying**, which can occur during or beyond school hours and may involve the use of digital platforms, messaging apps, or social media. Dubai schools are committed to educating students about responsible digital citizenship and working in close partnership with families to safeguard children both in school and online.

Zero Tolerance Approach to Harassment and/or Violence:

Dubai Schools have zero tolerance to physical contact between any members of the community. The school will ensure that all incidents of harassment and/or violence are met with a suitable response and never ignored. Students are encouraged to take responsibility and report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered



- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Report to the police (for further information, please refer to the Dubai Schools Child Protection Policy).

Off-site Behavior:

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehavior when the student is:

- Taking part in any school-organized or school-related activity (e.g. school trips)
- Travelling to or from school
- Representing the school at a sporting event/fixture
- Wearing school uniform
- Identifiable as a student of our school in any other way, including any online activity.

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehavior:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Malicious allegations:

Where a student makes an allegation against any member of the Dubai Schools community and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with our behavior policy.

Where a student makes an allegation of violence or harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, pastoral support may also be appropriate for the student involved. The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students. All safeguarding allegations must be reported to the Designated Safeguarding Lead (DSL).

Clinic Passes:



At Dubai Schools, all students have the right to access the school clinic if they are feeling unwell. However, to combat a small number of students who fail to follow the system in order to meet friends or be excused from particular lessons, the school has developed a simple system for tracking clinic use. Where students visit the clinic too regularly, it will be the responsibility for the clinic to contact parents and inform home of any medical concerns. The school doctors should work in consultation with Home Room Teachers, Grade Level Leads and the Dean of Students to ensure that students are not making unnecessary visits to the clinic. Every fortnight, a breakdown of clinic visits will be circulated. It is the responsibility of the clinic to follow up students who visit the clinic regularly, regardless of the reason.

Use of Washrooms by Students:

A student should never be refused permission to use the washroom. However, professional judgement should be used to encourage students to only visit the washroom, when essential. Students should only be allowed to visit the washroom, one at a time, during lessons. At break times, two students from each class may visit simultaneously. Washrooms will be closed for 5 minutes at the start and at the end of each lesson to allow for essential cleaning.

Approach to Low-Level Behaviors

In regards to **student expectations in lessons**, along with our strategies of **SLANT, SHAPE** and **STEPS**, we also have a clear **reminder system** to support with focus and engagement. Teachers take a **stepped approach** to addressing and correcting low-level behaviors in the classroom to ensure we maintain those **high expectations** and **academic quality**.

1st Reminder:

- The teacher is **clearly expressing** to the student that they need to **change their current behavior**.
- They are **verbally modelled how this behavior should look** to support the student.
- For example; *"X ... please ensure when you want to speak, you raise your hand. This is your first reminder. At Dubai Schools Al Barsha, we always raise our hand first if we want to ask a question."*

2nd Reminder:

- The teacher is **clearly expressing** to the student that they need to **change their current behavior**.
- They are **verbally modelled how this behavior should look** to support the student.
- For example; *"X ... please ensure when you want to get out of your seat, you raise your hand first and get permission. This is your second reminder. At Dubai Schools Al Barsha, we always raise our hand to ask for permission before we get up."*

Final Reminder:

- The teacher is **clearly expressing** to the student that they need to **change their current behavior**.
- They are **verbally modelled how this behavior should look** to support the student.



- For example; “X ... please ensure we are not..., This is your final reminder. At Dubai Schools Al Barsha, ...”

Follow-Up:

If the low-level behavior(s) continue after the **third and Final Reminder**, staff are to **log the incident(s)** on CPOMS, **contact the parents** for their support (and ensure that they **complete the DSB Reward and Conduct Tracker**) with the actions they have taken to support the student going forward. If needed, students can be removed from the lesson if they are persistently disrupting learning or others and placed in internal reflection with a member of the leadership team until the end of that lesson. The teacher must then contact the parent to inform them of the behavior in the lesson and ensure before the next lesson, the teacher has had a restorative conversation with the student.

1 st Reminder	2 nd Reminder	Final Reminder
Address the current behavior Model the expected behavior Consider other options (e.g. seating) Praise when this is corrected	Address the current behavior Model the expected behavior Consider other options (e.g. seating) Praise when this is corrected Log on CPOMS / Contact Parents	Address the current behavior Model the expected behavior Consider other options (e.g. seating) Praise when this is corrected Log on CPOMS / Contact Parents If necessary, removal from lesson to be supervised by a member of DSB staff for that period, lesson or day.

Additional Student Support Approaches

- Along with maintaining **high expectations** and our school value of **academic quality**, we also have a staged approach process for students with more persistent and challenging behaviors at Dubai Schools Al Barsha.
- This student-centered approach links to our school value of **collaboration and inclusion**. We therefore base all support on the individual needs of students and analysis of CPOMS reward and conduct data.
- This “extra scaffold” for these students is provided through **Student Support Cards (SSCs)** and **Individual Behavior Support Plans (IBSPs)**. These student focused support strategies give children clear targets for the day that they can understand, adjusted to their individual needs and are all contained in a visual and physical card.
- The IBSPs are a more detailed version of this strategy, with more specific targets that are set in a **monthly meeting**.
- All of the above additional student support is carried out with the understanding of parents and guardians.

See below the **Culture for Learning: Support Stages** for students:



Culture for Learning: Support Stages		
Stage	Support	Additional Support
1	Homeroom Teacher (HRT) and Student Support Card (SSC)	The school may choose to provide additional support to students through reflection time in the Student Support Room (SSR) at school (internal) and at home (external).
2	Grade Level Leader (GLL) and Student Support Card (SSC)	
3	Instructional Coach (IC) and Student Support Card (SSC)	
4	Dean of Students (DoS) and Individual Behavior Support Plan (IBSP)	
5	Heads of School (HoS) and Individual Behavior Support Plan (IBSP) plus support from KHDA / KF	This is at the discretion of the Senior Leadership Team (SLT) and based on the schools "Culture for Learning Policy."
6	Principal / Vice Principal and Individual Behavior Support Plan (IBSP) plus support from KHDA / KF	
Note: For one-off serious incidents (Level 2, Level 3 and Level 3), internal and external reflections can be given without following the stages above due to the nature and severity of the behavior (e.g. physical fighting, damaging school property, bullying or bringing the school into disrepute).		

Persistent Disruptive Behaviors:

To address persistent disruptive behavior, Dubai Schools have the following points-based system on CPOMS.

CPOMS Points Based Tariff:

Level of Behavior	Number of Negative Conduct Points
Level 1	1
Level 2	5
Level 3	10
Level 4	20

Stages of Support and Levels of Additional Intervention:

Total Student Negative Conduct Points on CPOMS	Stage of Support	Letter Sent to Parents	Additional Support and Intervention
10	Stage 1 Homeroom Teacher (HRT)	Letter of initial Concern	Student Support Card (SSC) - HRT Level
20 to 30	Stage 2 Grade Level Leader (GLL)	Letter of Escalated Concern	Student Support Card (SSC) - GLL Level
30 to 40	Stage 3 Instructional Coach (IC) or Dean of Students (NAS)	Letter of Significant Concern	Student Support Card (SSC) - IC Level Individual Behavior Support Plan (IBSP) once 40 points is triggered – Dean of Students (DoS)
80	Stage 4	Head of School	Continue on the IBSP.



	Head of School (HoS)	Disciplinary Warning Letter	
150	Stage 5 Vice Principal / Principal	Principal Disciplinary Warning Letter	Continue on the IBSP and engagement with partner agencies.

CPOMS Student Behavior Levels and Support Stages:

Level 1: Student Behaviors	
Offence No.	Description
1.1	Being late to lessons
1.2	Non-compliance with school uniform expectations
1.3	Not bringing the required resources
1.4	Not bringing PE / Swimming kit
1.5	Disruptive behavior (2 nd Reminder)
1.6	Lack of effort or engagement in lessons (2 nd Reminder)
1.7	Using inappropriate language towards any member of the DS community
1.8	Truancy, leaving the classroom without permission
1.9	Defiance/Disrespectful behavior to any member of the DS Community
1.10	Minor misuse of electronic devices
1.11	Eating during lessons without permission (after making sure of the student's health status)
1.12	Any level 1 offence on STS Bus transport
1.13	Any other offence deemed to be of similar nature by the SLT.

Level 1: Support and Actions	
Staff Leading	Examples of support and action(s)
Stage 1: Homeroom Teacher (HRT) or Classroom Teacher	• Positive handling of incident / quiet conversation • Change seating • Ensure lessons are engaging • Restorative conversations and consequence (including break/lunch reflection time) • Use of Student Support Card (SSC) - Homeroom Teacher Level if necessary • Complete reflection sheet (where necessary) • Phone call or meeting with parents (with teacher) • Any other additional measures, including the use of internal or external reflection*, dependent on the serious nature of the incident(s).

Level 2: Student Behaviors



Offence No.	Description
2.1	Inciting an argument/fight, threatening or intimidating peers in the school
2.2	Acting in a manner contradicting with the public morals or the public order including any racial language
2.3	Graffitiing
2.4	Smoking and or vaping, possessing or trading in the relevant kits inside the school campus – This would also include an automatic 10-day counselling session(s) on the dangers of vaping.
2.5	Malpractice for the first time in internal assessment including the use of Artificial Intelligence (AI) without referencing the source.
2.6	Trading any items in order to make a profit
2.7	Water fight, spraying sanitizer or throwing water at another student, resulting in a health and safety issue
2.8	Any level 2 offence on STS transport
2.9	Any other offence deemed to be of similar nature by the SLT including failure to report

Level 2: Support and Actions	
Staff Leading	Examples of support and action(s)
Stage 2: Grade Level Leader (GLL)	• As outlined above, plus; • Formal Internal / External Reflection time • Use of Student Support Card (SSC) – Grade Level Leader Level if necessary • Meeting with parents to discuss issue (with Grade Level Leader) • Student agreements
Stage 3: Instructional Coach (IC)	• As outlined above, plus; • Reduced timetable • Counselling • Instructional Coach meeting with parents • Formal Undertaking Letter • Use of Student Support Card (SSC) – Instructional Coach Leader Level if necessary

Level 3: Student Behaviors	
Offence No.	Description
3.1	Bullying – refer to anti bullying policy
3.2	Plagiarism or Malpractice for a second time in an internal assessment including the use of Artificial Intelligence (AI) without referencing the source.
3.3	Truancy - Leaving the school premises without permission during the school day
3.4	Defamation of a person or the school/inappropriate use of social media
3.5	Forgery - impersonating others
3.6	Vandalism
3.7	Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or other road users



3.8	Fighting/physical assault without causing any injuries to the victim
3.9	Capturing, possessing, publishing or disseminating photos of the school staff and / or students without their permission
3.10	Verbally abusing or insulting staff or visitors to the school
3.11	Tampering with fire bell or using the PA system inappropriately
3.12	Physical contact with a member of staff
3.13	Any level 3 offence on STS transport
3.14	Any other offence deemed to be of similar nature by the SLT including failure to report.

Level 3: Support and Actions

Staff Leading	Examples of support and action(s)
Stage 4: Dean of Students (DoS)	- As outlined above, plus; - Use of Individual Behavior Support Plan (IBSP) and regular review meetings with parents - Use of the Student Support Room (SSR) to support the restorative process and ensure students' safety - Formal warning or formal warning letter to be sent by Dean of Students
Stage 5: Heads of Schools	- All of the above measures plus, at the Head of Schools discretion, contacting and working with partner agencies (this could include further sanctions or scholarship being placed under review) - Formal warning or formal warning letter to be sent by Head of School and signed by parents.

Level 4: Student Behaviors

Offence No.	Description
4.1	Using communication platforms and social media channels for unlawful or immoral purposes, or in a manner discrediting the school and its staff or others
4.2	Possessing or using weapons inside the school
4.3	Inappropriate touch with, or without consent/committing sexual assault or taking part in inappropriate consensual behavior. This includes sexual harassment.
4.4	Fighting/physical assault resulting in injury to any member of the DS community
4.5	Theft or handling stolen goods
4.6	Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order, and public decency
4.7	Generating deepfakes for any member of the DS community and/ or sharing a deepfake generated by someone else. This includes not reporting and / or commenting/ liking a deepfake on social media.
4.8	Leaking exam questions/papers or engaging in any form of malpractice including the use of Artificial Intelligence (AI) to create work and pass off as their own without suitable referencing in external examinations and coursework submissions to exam boards.
4.9	Arson
4.10	Abusing political, religious, or social figures in UAE



4.11	Possession, using or selling drugs/alcohol
4.12	Disseminating or promoting ideas, or political ideology/beliefs on extremism, blasphemy or atheism, or harming the political and social regulations of the society
4.13	Disdaining the divinely revealed religions or stirring sectarian strife in the school
4.14	Falsely reporting an incident in relation to any member of the DS community

Level 4: Support and Actions	
Staff Leading	Examples of support and action(s)
Stage 6: Principal and/or Vice Principal:	•As outlined above, plus; •The Principal or Vice Principal may notify the Legal Affairs Department of the Ministry of Education and other concerned agencies if a serious offence is committed • Formal External Reflection time from school may be extended with the consultation of the Principal, Vice Principal and partner agencies • Formal warning or formal warning letter to be sent by Vice Principal and/or Principal and signed by parents

In line with the Parent Contract and our commitment to maintaining a safe, respectful, and inclusive learning environment, the school reserves the right to implement an external reflection. In extreme circumstances, where a student's behavior presents a serious risk to the health and safety and wellbeing of others, or significantly disrupts the school community, the student may be instructed to remain at home for a period of 1–3 days.

During this time, the student is expected to continue with their learning remotely and reflect on the impact of their actions. This period also allows the school to work in partnership with parents to develop additional support strategies tailored to the student's needs. Parents will be formally notified of the decision and will be required to attend a meeting with school leadership to discuss the incident, review support plans, and agree on next steps to ensure a successful reintegration. The school's KHDA liaison will also be informed of this action.

External reflection is a measure of last resort and will only be used in exceptional cases. It can only be authorized by the School Principal.

Student Support Room (SSR)



The aim of the **Student Support Room (SSR)** is to allow students time to **reflect** on their conduct and **re-engage** with their learning through a **restorative** process. **These are the three “R’s” of the Student Support Room:**

Reflect	Re-Engage	Restore
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How does the SSR support students?

- Students on **internal reflections** can work independently with pre-prepared work from their teachers and grade level resources under the supervision of a senior member of staff for support.
- Students on internal reflection during this time also complete **Student Reflection Sheets** to understand what they did and how they can use more effective strategies next time to avoid repeating these behaviors.
- Finally, there may be occasions where students who need to write about an incident can do so in the SSR on a **Student Viewpoint Sheets**. This allows them to think clearly and write (with support) their view on events.

Mobile Phone: Policy

Mobile Phone: Policy
• If mobile phones are in school, they must be in the Fixby Case. • They must be switched off at all times and in the bottom of student's bags. • They are not permitted to be used during the school day on premises. • If there is an emergency, parents can contact the school. • If there is an emergency at school, staff or medical staff can contact parents. • Students must not be contacting their parents during the school day while on site. • A student does not need to use their mobile phone once they enter the DSB school site.
First time a mobile phone is seen on site: • The mobile phone will be confiscated until the end of the day and parents will be informed.
Second time a mobile phone is seen on site: • The mobile phone will be confiscated until the parent collects the phone from the school in person.
Third time a mobile phone is seen on site: • The mobile phone will be confiscated, the parent will need to collect it from school in person and the student will receive a one day internal reflection in the Student Support Room (SSR).

DSB – Healthy Food and Healthy Packed Lunch: Policy

At Dubai Schools Al Barsha, our policy is that **students should eat "healthy food" and a "healthy packed lunch" every single day**. Students will be **rewarded with a healthy packed lunch slip and praise from the teacher** if they have all healthy food in their packed lunch box. They will also benefit personally with the nutrients from this food which will **help their bodies and minds grow**. **Students who have items that are not allowed** (for example; chips, biscuits, chocolate, junk food, sweets, candy, sugary drinks or energy drinks) **will have these confiscated (taken by an adult and will not be allowed them back)**.

Culture for Learning: Roles and Responsibilities

Teaching staff:



- Have high expectations of all students and model the behaviors we would expect all students to have.
- Support the overall culture for learning environment of the school.
- Abide by the values, morals and traditions of the U.A.E. in all their interactions and actions.
- Be highly visible, on the threshold of their doors during transitions and proactively dealing with student behaviors.
- Use a common language for engagement, oracy and politeness in the school with SLANT, SHAPE and STEPS.
- Be aware of their school duties, are punctual to these and pro-actively support in a strong culture for learning.
- Log all incidents on *ISAMS* daily and follow up with parents through verbal communication (conversation or phone calls) or written communication (email, *ISAMS* or *SeeSaw*).
- To ensure all safeguarding incidents are reported to the *Designated Safeguarding Lead (DSL)* or a member of the *Safeguarding Team* as soon as possible (these must also be logged on *Wellbeing Manager on ISAMS*).

Additional details:

- To ensure all actions on the *DSB Reward and Conduct Tracker* are completed within 48 hours of a request.
- Use *Student Support Cards (SSCs)* and check them regularly to promote a positive culture in the school with students.
- Use the *Student Support Room (SSR)* to assist in investigating incidents and giving students a space for reflection.
- Use restorative practice after an incident to repair relationships and create strategies to avoid future reoccurrences.
- Ensure students on *Pastoral Support Plans (PSPs)* attend their weekly meetings with the *Dean of Students (DoS)*.
- To support in the completion of the termly *Culture for Learning Reviews* to support students and parents.
- To support in the completion of the termly *Attendance Reviews* to support students and parents.
- To ensure for Level 3 incidents, *Student Viewpoint Sheets* are completed by all involved (then shared with DoS).
- To ensure any concerns about students, groups of students or behaviors are shared with the relevant Grade Level Leader (GLL), member of the Campus Leadership Team (CLT) or Dean of Students (DoS).

Students will:

- Have high expectations in terms of their pastoral and academic standards.
- Abide by the values, morals and traditions of the U.A.E. in all their interactions and actions.
- Complete all their work and homework to the best of their ability.
- Be polite, kind and courteous to all.
- Show respect to all staff and students.
- Follow instructions from staff first time, every time.
- To follow the schools' values in all they do.
- To attend school every day and be on time for Morning Meetings.
- To be on time to lessons (not late).
- To wear the DSB uniform each day.

Student Leadership Team:



- The Student Leadership Team consists of Senior Student Councilors, Student Councilors, Eco-Warriors, Wellbeing Ambassadors and the Dubai School Leadership Program Team (Middle School).
- They represent the school in their interactions and showcase the values of an excellent student listed above.
- They also support the school in duties, being highly visible and welcome guests to our school.
- They meet weekly with the Dean of Students to raise any issues and cover standing items.

Parents will:

- Support the school in their high expectations.
- Abide by the values, morals and traditions of the U.A.E. in all their interactions and actions.
- Support their child in showing interest and enthusiasm in their work and homework.
- Support your child in being polite, kind and courteous to all at school.
- Support the school's decisions in regard to culture and behavior.
- Re-enforce to your child that they follow instructions from staff.
- To communicate with the school in a positive and pro-active manner.
- To ensure your child attends each school day on time.
- To ensure the child is dressed fully in the DSB uniform each day.
- To acknowledge that there are two sides to each incident or problem and to understand this when the school is investigating or taking action in any matter.
- To acknowledge and accept the findings of the school's investigation and actions when carried out.
- To understand that after an investigation is conducted and if the school takes action (in line with its policies), details of such actions cannot be shared with any parents except the child who the action is taken against.
- To contact the school directly to resolve any concerns or issues you have to ensure they are dealt with quickly and most effectively (this is always the best option).



