



ST. MARY'S *Catholic High School, Dubai*

POSITIVE DISCIPLINE POLICY

2026-2027



St. Mary's Catholic High School, Dubai

St. Mary's Catholic High School Dubai has zero tolerance for verbal, emotional and physical abuse to children. It advocates for the rights of every child and is committed to use positive discipline tools to replace corporal and psychological punishments in managing student behavior.

We encourage the use of appropriate discipline in building positive behavior within the school community, consistent with the age and developmental needs of the students, thus lead to their ability to develop and practice self-regulation. It ensures that all stakeholders implement the use of positive discipline to those students who do not meet behavior expectations, in lieu of the use of corporal and psychological punishments.

Mission Statement:

We serve with compassion to develop a deep sense of integrity, mutual respect and tolerance within the Marian family so that the uniqueness of each person is celebrated, allowing them to holistically develop as successful learners and responsible citizens.

Wellbeing Vision:

As a Marian Family, we constantly strive to nurture a strong sense of community, recognizing and valuing the holistic approach to wellness, happiness and health thereby, creating progressive and resilient learners and educators capable of turning any adversity into an opportunity for growth. We aim to create a happy and caring support system to build each other and create life-long relationships.

THE MARIAN PROMISE

- ❖ *Respect and value myself, each other and take care of school property.*
- ❖ *Speak positively, politely and with dignity at all times.*
- ❖ *Wear my uniform with dignity and pride.*
- ❖ *Be punctual at all times.*
- ❖ *Be honest and truthful always.*
- ❖ *Celebrate the diversity of my school community.*
- ❖ *Work responsibly to the best of my ability at all times.*

AIMS OF THE POLICY

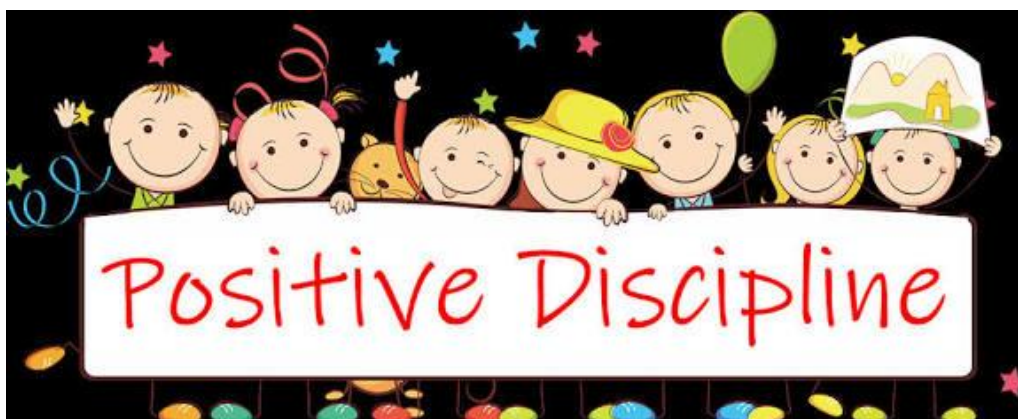
- Promote our core values and the “Marian Promise”
- Strengthen the student’s ability to make good choices and develop a sense of accountability and self-discipline
- Promote positive behavior support to increase repetition of desirable behaviors
- Create a safe and orderly school environment for all students by using holistic strategies to address students’ behaviors
- Ensure that students understand that they are valued part of the Marian Family and also understand their role in the school and the wider community

CONCEPT OF POSITIVE DISCIPLINE

The United Nations Convention on the Rights of the Child (UNCRC) provides for provision, protection and participation of all children. The UNCRC categorises physical and psychological punishment as violence, which breaches the fundamental rights of a child.

Article 19.1 of the United Nations Convention on the Rights of the Child (UNCRC) requires the protection of the child, irrespective of gender, from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, while in the care of parents, legal guardians or any other person who has the care of the child.

The use of positive discipline instead of corporal and psychological punishment is integral to inclusive approaches to teaching, working with and caring for children. It is focused on respecting the rights and dignity of every child. It is a technique that involves children to develop as responsible and accountable human beings.



DEFINITIONS

Positive Discipline is a method in redirecting the child by clearly communicating what behaviors are appropriate and which are not. It uses different tools such as positive reinforcement, modeling, and supportive approach.

Corporal Punishment is the physical abuse of various types and forms experienced by the student and conducted by any of the staff of the educational community.

Psychological Punishment is the psychological abuse of various types and forms such as insults, verbal abuses, mockery, or debasement.

SUPPORTING POSITIVE BEHAVIOURS

All staff members are responsible for:

- Modeling orderly and respectful behavior
- Redirecting behavior in a positive manner
- Clear communication and nurturing good teacher-student relationship
- Reinforcing appropriate behaviors and being specific when giving praise
- Being consistent with realistic behavioural expectations
- Providing students with different choices of class activities to exercise some control in their environment and in effect enhance obedience



ROLES AND RESPONSIBILITIES

The Principal, Vice Principal, Head of Student Support Services Department and staff members will be responsible in ensuring the effectiveness of this policy. They will ensure that the leaders of the school are supported in their roles in the application of this policy.

Members of the Senior Leadership Team:

- Lead their respective teams in the implementation of this policy by establishing high behavioral standards.
- Support the heads of departments and teachers and ensure its consistent implementation throughout the school.
- Work collaboratively with parents regularly updating them on expectations of behaviors from children such as Dress code, Anti-bullying policy, cyber bullying policy through weekly circulars.

Head of Student Support Services

- Work with the Senior Leadership Team to support colleagues in developing the skills necessary to deal effectively with student's challenging behavior through training and regular coaching;
- Coordinate the provision of support and intervention to students with behavioral difficulties
- Monitor the implementation of IEP with behavioural targets of students with SEND
- Liaise with parents with regard to their child's effective behavior management in school;

Teacher

- Set high standards of expectations of positive behavior through discussion, dialogue and models appropriate behaviours at the start of the academic year and as required throughout the term.
- Facilitates to create the class room rules, which is agreed upon by each student in the class and is aligned with the school behavior policy and thereafter, displayed on the class board as a consistent reminder.
- Creates a learning environment which is stimulating, highly engaging and differentiated to cater to individual needs and uses collaborative conflict resolution strategies
- Treat each child with fairness, respect and dignity.
- Reinforce positive behavior through verbal praise, positive feedback, leadership responsibilities and displaying student work on bulletin boards.
- Promote awareness amongst the students of the school's procedures in managing student's behavior and offenses
- Collaborate with Student Support Services Department and the Child Protection Officer in determining disciplinary measures for students who repeatedly commit offenses



How do we accentuate the positives?

- The use of a Traffic Light System in the Primary to motivate students to stay on green.
- Certificate for outstanding attendance across all phases.
- Public recognition for various achievements at assemblies.
- Featuring student achievements in weekly circulars and newsletters.
- Recommendation letters for higher education.
- E-Certificates for various achievements across all phases.
- Certificate for leadership roles.
- Meaningful additional recreational time and a bonus PE lesson.
- Positive behaviour notes in report cards.



Relationship to other policies, guidelines, statements

- Behaviour for Learning Policy
- Safeguarding and Child Protection Policy

Review Date :	September 2026
Next Review Date:	August 2027