



**Management of  
Student Behaviour  
Policy  
Al Rabeeh Academy  
2022-2023**

## **POLICY STATEMENT**

Al Rabeeh Academy promotes UAE and Islamic Values as well as British values to promote excellent behaviour for learning and a foundation for forging future leaders.

## **MANAGEMENT OF STUDENT BEHAVIOUR POLICY**

### **Ethos**

The aim of this policy is to provide Al Rabeeh Academy (ARA) with a framework for the development of approaching student behaviour management. The key to the success of a behaviour management system is to identify proactive strategies that reinforce positive behaviour, embed expectations while maintaining the goal of preventing student behaviour issues. The aim for the school is to positively change patterns of student behaviour. Sanctions are in place to ensure that misbehaviour is dealt with appropriately, to protect all members of the Al Rabeeh Academy community. Any repeated breaches of school discipline will not be tolerated and the Academy will follow a graduate response with the support of respective colleagues.

This policy is aligned with Code of Conduct Levels Ministerial Decree 619/2017 and ADEK's 'Guidelines for Managing Student Behaviour in Abu Dhabi Schools' which believes that every student has the right to be educated in a safe, supportive and orderly school environment that is free from disruptions and obstacles that impede learning. It embodies the core values at ARA which are Respect, Responsibility and Resilience as well as Kindness, Honesty and Tolerance. These values were chosen in consultation with staff and students and are at the heart of everything we do, including how we act as role models demonstrating these values to our students.

### **Aims**

- To promote positive behaviour management with the goal of positive change in behaviour patterns
- To provide a transparent set of procedures for dealing with unacceptable behaviour that is fair and consistent.
- To promote student wellbeing
- To develop independence for all students
- To build self-discipline and an acceptance of responsibility for all students
- To ensure that all students and staff members are kept safe and free from harm.
- To promote British Values to allow students to show respect towards each other.

### **Promotion of Islamic Values**

- Meaning of Quranic verse: O ye who believe! Let not some men among you laugh at others: It may be that the (latter) are better than the (former): Nor let some women laugh at others: It may be that the (latter) are better than the (former): Nor defame nor be sarcastic to each other, nor call each other by (offensive) nicknames: Ill-seeming is a name connoting wickedness, (to be used of one) after he has believed: And those who do not desist are (indeed) doing wrong.
- The Prophet (ﷺ) said, "No one of you becomes a true believer until he likes for his brother what he likes for himself".
- The Prophet (ﷺ) said: "The believer does not insult the honor of others, nor curse, nor commit Fahishah, nor is he foul."
- Core Teachings (Actions and judged by the intentions behind them/One should not harm himself or others)

### **Use of Positive Recognition and Rewards**

Al Rabeeh Academy fully recognises the powerful impact that praising students is important to promote positive attitudes to school, behaviour and learning. Staff should regularly recognize all positive contributions to the school community, the input of effort to school work, academic progress and attainment. Positive recognition and rewards may take the following forms:

- ▶ Verbal Recognition
  - Verbal praise to the student(s) concerned
  - Public praise (in class/assembly/otherwise)
  - Arranging for the student and, in some cases parents, to meet Senior members of staff
  
- ▶ Written Recognition
  - Written comments in exercise books or on students' work
  - Positive comments in home-school communication books such as Student Planners and Google Classroom/Seesaw
  - Issuing certificates or letters of appreciation (High attendance record, Star of the Week, Outstanding progress etc)
  - Students name/photograph on notice boards, e.g. 'Student of the Month'
  - Displays of student(s) work in the classroom or around the school
  - Publication of students' work in school newsletters or on the school website
  - Work shown to Principal or Senior Leadership Team
  - Merit awards and praise postcards, or similar
  - Dojo points
  - Letter/email from Form Tutor, Class-teacher, Subject Teacher or Head of Department to the student and/or their parents
  - Principal's letter to the student and/or their parents
  - WOW wall in Primary
  
- ▶ Material Recognition
  - Academic awards and trophies
  - Sports medals and trophies for competing/Sportsmanship or winning competitions
  - Prizes, e.g. books for winning entries in a writing competition
  - Book token or voucher for winning a competition
  - Trophy/medal outstanding progress
  
- ▶ Participation in a Special Event or Activity
  - Participation in a special ceremony (Principal's tea party, reward event, school trip, award ceremony, camp or expedition)

It should be noted that wherever/whenever a student is involved in a representative role for Al Rabeeh Academy, this should be acknowledged.

## **Behaviour for Learning**

Certain principles and practices are prerequisites of successful learning and good behaviour:

- Well planned lessons that are suitably differentiated to take into account the age, ability and needs of the students and that plan for 'positive opportunities' to happen
- Lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty
- Learning objectives and/or outcomes made clear to students
- Routines of classroom practice that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal
- Regular and frequent assessment and feedback
- All classrooms and learning environments should display a 'classroom rules' poster which has been developed around the school's values and shared and understood by all.

Despite good lessons, appropriate encouragement and support, some students will, for a variety of reasons, sometimes fail to meet acceptable standards of behaviour. Disruption cannot be tolerated since it denies other students their 'right to learn'.

Low level disruption in lessons may be the result of:

- i) calling out – talking out of turn
- ii) lack of respect for students/staff/property
- iii) being off task and distracting others
- iv) arriving late for a lesson
- v) not bringing required items to lesson

Disruptive behaviour will be dealt with by the class teacher in the first instance and colleagues in phases/departments need to discuss how they will support each other. **Consistency** in the way disruption is dealt with is absolutely vital so that students know the boundaries within which they can work and learn.

Practical subjects will have additional codes of conduct that focus on health and safety – Physical Education, ICT, Science and Design Technology. At the start of each term, the teacher will make these codes clear to students and display them as appropriate. Each department will create their own policy that explains students' code of conduct in lessons.

It is an expectation that seating plans will be produced by class teachers/form tutors for all classes, as appropriate. This gives responsibility to the teacher to decide who sits where in order to maximise learning and encourage positive behaviour.

### **Strategies to promote and support good behaviour in lessons**

If a student disrupts learning, one of the following sanctions may be appropriate:

- **Using positive language** to achieve the behaviour you want "Turn around please Khaled . . . thank you" or "Looking this way and listening please, Salama. . . thank you"
- **Choice** "You can choose to finish your work during the lesson or you can choose to lose your break time to finish it. What do you want to do?" The teacher should praise the correct choice
- **Move** to a different place in the classroom to help the child focus
- **Loss of break time** – break time, lunch time (Age-group specific)
- **Contact with parents** by email or telephone
- **Referral to the Middle Leader** (Head of Department/Subject leader, Head of Key Stage, Head of Boys/Girls) for further action
- **Referral to the Senior Leader** (Deputy Head, Head of School, Vice Principal or Principal) for further action
- **Report card/Behaviour chart**
- **Meeting with parents** to agree support from both sides

All serious incidents should be referred to the Senior Leadership Team.

It is important that strategies reflect a graduated response.

## Behaviour In and Around the School

Al Rabeeh Academy students are expected to demonstrate high standards of behaviour at all times. This includes moving around the school, in tutor time and assembly, in the social areas and on the way to and from school. Al Rabeeh Academy expects student behaviour to meet the high standards of the school during travel on school buses. We will work in collaboration with the school bus provider to ensure that all students feel safe and supported during this travel.

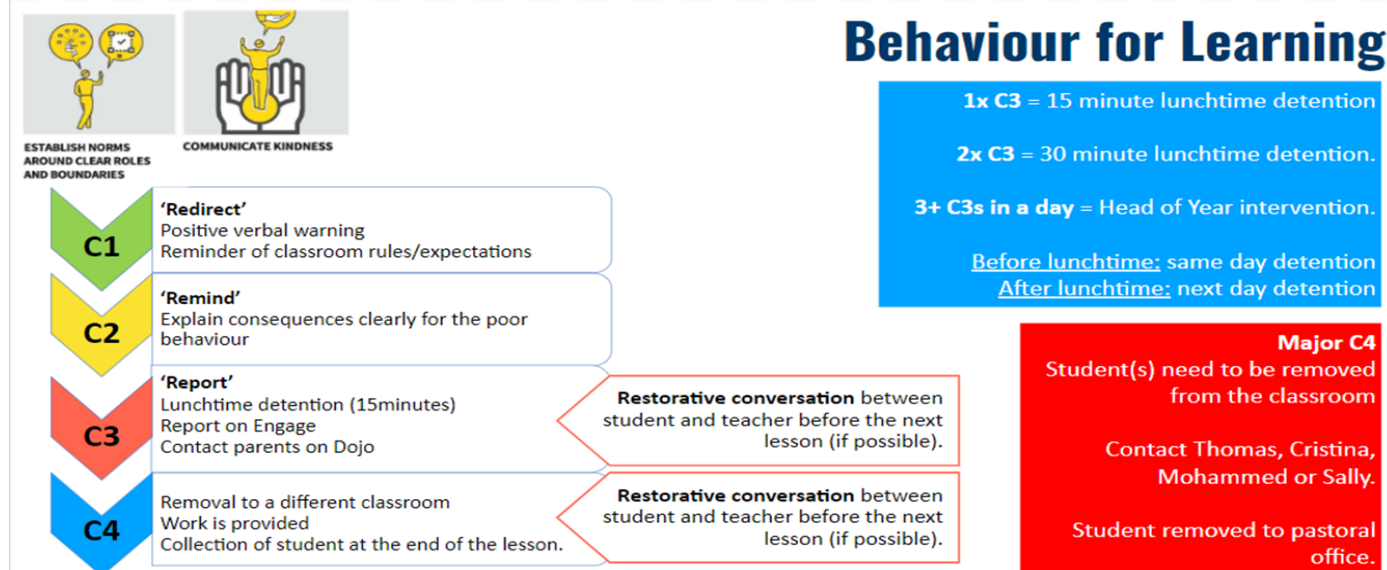
Appropriate action will be taken by the school against any student whose behaviour is unacceptable and undermines the good discipline or reputation of the school.

## Monitoring Student Behaviour

ARA follows a rigorous reporting process for recording incidents, inline with the stages of the behaviour hierarchy outlined in this document. All incidents are recorded on Engage appropriately and followed up in an appropriate and timely manner.

ARA staff record incidents of misbehavior using the Engage System – Day Book. Unless in an emergency, all incidents must be logged on Engage prior to tutors/middle leaders taking action.

C1-C3: This code is used to merely log a behaviour incident on the MIS Engage. Class teacher issues positively phrased verbal warning. Class teacher needs to refer to the class room rules and, in Primary, use the space chart. Repeated behaviour requires a second warning with clear explanation of consequences. Further repeated behaviour results in action explained below (see below).



Tutors/Class teachers are expected to monitor the students in their group daily, liaise with the Middle Leaders regularly and escalate concerns to parents.

It is important that there is regular communication between staff, where individual students are discussed and monitored. Students giving serious cause for concern should be discussed at formal meetings with the relevant staff and a pastoral support plan will be agreed. This may take the form of a daily/weekly report to be completed, increased parental involvement or escalation to SLT. The meeting is used also to identify students for intervention and support as well as those who may need to be referred to the Inclusion Department for learning support or the counsellors for behaviour or emotional support.

## Bullying

Bullying is “an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm”.

ARA takes a zero tolerance approach to all forms of bullying. Any student(s) who bully another student will be dealt with in accordance with the behaviour policy and be made to apologise for their actions and reflect on their behaviour.

Bullying could be:

- **Verbal** (e.g. comments intended to upset the receiver or the receiver's family)
- **Physical** (e.g. pushing or hitting another student)
- **Emotional** (e.g. excluding a student from a friendship group or not inviting someone to an outing/event)
- **Racist** (e.g. comments about ethnicity)
- **Cyber bullying** (e.g. inappropriate comments sent by text messaging, email or social networking sites such as Facebook and Instagram).

The following sanctions could apply depending on the nature of the bullying incident:

- Verbal warning and contact with parents
- Loss of break time – break time, after-school (respectively)
- Isolation or reflection time
- Restorative justice
- Temporary ban from attending school

Also refer to the School's Anti-Bullying Policy. All incidents of bullying will be logged on MyConcern once investigated/resolved as well as Engage so that both the perpetrator and student being bullied can receive support.

## **Mobile Phones**

Mobile phones and other communication devices are strictly prohibited to be used on school property unless directly given permission by a member of the teaching staff or SLT.

We understand that some parents wish their child to be contactable after school or on the journey home. In these cases, mobile phones should be switched off and stored in the students bag or locker, if they have a secure lock. Any student found in possession of a mobile phone whilst on school property or the school bus (unless switched off, in their school bag) will be in breach of school discipline (classified as a Level 1 violation). As a result, the following actions will be taken:

- The mobile phone will be confiscated and only returned directly to a parent at an agreed time by the member of staff
- Break time detention
- The incident will be recorded on the student file
- A formal letter will be sent to the parent from the school via email

In the case of an emergency, students will be able to use school telephone facilities to contact home. The emergency should only be determined by a member of staff who must give permission for the student to go to reception or use their telephone. Where parents need to contact their child, they should follow standard procedures and contact the School Reception and not contact their children via messaging, calling or social media during school hours.

## **Bus**

The school bus is an extension of the school day and this policy applies to all behaviour conducted whilst travelling to and from school or on any educational trip organised by the school. It is vital that the instructions of the Bus Supervisor are followed immediately and that a student's behaviour does not jeopardise the safety of others. Any repeat of behaviour that violates the school code of conduct or is a risk to the safety of others will result in:

- An immediate ban from travelling on the bus for between 1-5 days.
- Following a reintegration meeting with parents,

- Any further repeat of this type of behaviour will result in the student being permanently banned from using school transport.
- A refund may not be available.

All students who use the school transport to and/or from school must also have signed the separate Code of Conduct from the bus company or travel will not be allowed.

## **Attendance**

Attendance at school has a significant effect on the academic outcomes of every student. Promoting good attendance is a key foundation of the policies and procedures of the school. Please refer to the Al Rabeeh Academy Attendance Policy for further details.

## **Searching Students**

Al Rabeeh Academy reserves the right to search any student that we feel is in the possession of stolen, harmful, illegal or any banned substance/item. Should this need to occur, at least two members of staff will be present of the same gender to the student if female, and if necessary, a parent can be present if requested by the student. This is with the intention to provide care and protection to all staff and students in the school community. All relevant behaviour sanctions will be used in accordance with the search thereafter.

## **Serious Breaches of School Discipline**

Serious breaches of school discipline will not be tolerated and serious incidents will be dealt with by the Senior Leadership Team in accordance with Al Rabeeh Academy discipline procedures. Examples of serious breaches of school discipline could include:

- Fighting/assault
- Serious and persistent cases of bullying
- Serious and persistent disruption to learning
- Deliberately setting off the fire alarm causing mass evacuation of the building, disruption to teaching and learning and potential harm to students with physical disabilities
- Any incidents in line with Level 3 violations as per the ADEK Private Schools Policy Guidelines 2014
- Incidents of repeated Level 2 violations within an academic year
- Any incidents deemed to be serious by the Principal
- Breaching COVID-19 safety regulations and protocols

In such cases, the student may be suspended from lessons and placed in isolation for reflection time or to work under staff supervision. Any isolated student must be allowed to have snacks/lunch and toilet breaks during isolation.

Alternatively, depending on the severity of the incident, he/she may be temporarily banned from attending school for a fixed time but not more than 5 days. The behaviour committee will meet in person or online and review the evidence if a suspension is proposed. ADEK must be notified of any serious incident and/or decision to suspend a student from school.

In all cases, parents will be invited into school to discuss their son/daughter's behaviour. During COVID-19 pandemic, parents will be invited to a virtual meeting.

Following isolation, the student may be placed on a Report Card and/or their return to normal schooling managed on a 'phased return' basis. In the case of fixed term exclusions, a managed return will include a Behaviour Agreement signed by the student and his/her parents. Restorative Justice will also be conducted so that the incident is resolved between the student and staff/fellow student. This may take

the form of a meeting, letter or any other action that repairs the relationship and makes the student's reintegration easier.

In severe cases where, despite support from the school, a student's behaviour does not change, the case will be dealt with by the Senior Leadership Team and parents may be asked to remove their child from the school permanently or the child will be blocked from re-enrolling. Alternatively, the school will seek ADEK approval and support to permanently expel the child. These actions will only ever follow a decision by the Behaviour Committee.

### **People of Determination (PoD)**

The school behaviour management committee shall liaise with the Inclusion department at the school if any of the students categorised under the PoD violates the code of conduct. The Inclusion team shall advise the committee in case the violation is caused because of the student's specific need and then decision is made in light of the following"

1. If the violation is not because of the student's specific need, the below levels shall apply, similar to mainstream students;
2. If the violation is because of the specific need of the student, the following shall apply:
  - Develop and implement a behaviour improvement plan (BIP) as per the level and type of the violation;
  - In case a BIP is existing, the school shall revise and modify that plan in accordance to manage the new behaviour that led to the violation.
3. If the behaviour continues, for those students who do the offences because of their specific needs, regardless of the SBP, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

### **Primary School - Positive Behaviour Procedures**

In the Primary School we follow a positive behaviour policy.

Staff should model the behaviour they want to see and praise specific behaviours frequently. ARA Primary School Reward System mainly includes:

- Class 'Space Trip' chart
- Class-Dojo points
- Star of the Day certificate
- Star of the Week certificate
- Healthy lunchbox certificate
- Star of the Term certificate

### **How to put a reward system to work-Theory for Teaching Staff**

1. **Set class goals:** Set class behaviour goals that are achievable and measurable. For example: when you raise your hand, all the students stop talking within 10 seconds. Let your students participate in setting up those goals. It will motivate them more to abide by the rules.

2. **Define how you will use the reward system:** This is the key to success. When are students receiving rewards? What are your boundaries? Make your intentions clear. For example: students will receive a reward when they help another student, they finish homework a day early, when they participate in class.



3. **Explain why you gave a reward:** Give your students specific, genuine feedback attached to the reward. For example: “Khalid, you showed respect by letting Hessa in before you”.

4. **Give students a voice:** It’s important to let your students participate in choosing rewards. To be sure that rewards are valuable and motivating for the students, you can have a brainstorm about it. Let them put together a list of acceptable rewards. You still have the final word!

5. **Reward early:** Just like giving feedback, rewards must be given shortly after the shown behaviour. In that case, students won’t forget what they did to deserve it.

6. **Lessen the rewards over time:** Raise your expectations for the student’s behaviour in order to receive the same reward. Students shouldn’t get addicted to rewards. They have to work because of an intrinsic motivation. As students achieve success in your class, they can learn to be motivated by their own achievements.

7. **Give random rewards:** Rewarding students randomly for their behaviour and achievements keeps them on their toes. They’ll want to be on task just in case!

**ARA Space Trip Reward System:**

All Primary classes have an ARA Space Trip chart, which is used as a visual reminder and links to the UAE Space Mission 2020.



All children begin the day on Earth ‘Ready for Take Off’, represented by their photograph.

Out of this World-Space Hero	Demonstrating Star of the Day Criteria-linked to School Values
Soaring to the Moon-Spaceship moves towards the Moon	Receive more than 5 DOJO/House points
To Infinity & Beyond-On to the Spaceship	Receive more than 2 DOJO/House points

<b>Ready for Take Off</b>	Meeting the Golden Rules/ Expectations All children's names start here each day
<b>Thinking bubble 1</b> Check your Engines	Level 1 behaviour repeated after a non-verbal and verbal warning have been given. 10-minute loss of break/lunch.
<b>Thinking bubble 2</b> Houston we have a Problem	Level 1 behaviour repeated again on the same day. 15-minute time out in partner class to complete reflection sheet. Discuss with teacher during next break/lunch (20 mins)
<b>Thinking bubble 3</b> Danger Zone	Level 1 behaviour repeated again on the same day. Total loss of next break. Parents contacted –email/phone. Behaviour recorded on Engage.

If a child is showing an outstanding performance by:

- Following instructions thoroughly
- Supporting his classmates
- High level of participation
- Very good leadership skills
- Significant progress

He/She can move to the spaceship and get on the moon as a "Space Hero" and get Dojo/House points/Star of the Day.

### **Class DOJO Reward System**

We are currently using the Class Dojo reward system to encourage positive behaviour in school. Children can earn Dojo points by demonstrating positive behaviour such as helping others, working hard, being kind to others and making good progress during lessons. There are also incentives for the children to earn as many points as possible over the year, with certificates awarded as the children reach milestones, such as a bronze award for 50 Dojos and a silver award for 100 Dojos.

### **Sanctions:**

If a child is not following the expected behaviour:

- Non-verbal warning
- Verbal warning
- Move to the "Stage 1 Check your engines" on the space trip chart, as an extra warning/reminder
- If the child persists with the negative behaviour, move to the 'Stage 2 Houston, we have a problem' as above.
- If a child reaches the 'Stage 3 Danger Zone', parents will be contacted and informed with the child's behaviour issue

- If behaviour persists, contact Deputy Head of Primary:
  - Incident will need to be recorded on Engage
  - The Deputy Head will arrange a virtual meeting with the child's parents.
- Any serious behaviour (bullying, physical assaults, racist remarks, repeated low level behaviour) – please report to the Deputy Head to follow ADEK Behaviour Management Policy as above..
- Record any persistent or serious behaviour issues on Engage in the managing behaviour section
- Use positive reinforcement whenever possible – give DOJO points frequently!
- Children can 'spend' their DoJo points by choosing from their class 'shopping list'.
- Use positive language, stickers, stamps, appropriate rewards, to motivate.

### Violation Levels and Sanctions – Students

Violation Level	Examples of misbehaviour	Consequences in Al Rabeeh Academy
<p>Level 1 (Low risk)</p> <p>Behaviour that causes disruption of teaching and learning</p>	<p>Behaviours may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Incorrect school uniform</li> <li>● Not bringing the necessary books, equipment, etc.</li> <li>● Disruptive classroom and/or school behaviour</li> <li>● Breaking classroom rules</li> <li>● Disruptive behaviour on school buses</li> <li>● Defying school authority and staff members</li> <li>● Entering class or going out of class without permission or not attending class or school activities without an acceptable excuse.</li> <li>● Sleeping during the class or school activities (medical case cleared)</li> <li>● Eating during the classes or the morning assembly (Medical case cleared)</li> <li>● Failure to submit homework and assignment on time</li> <li>● Bringing communication devices such as mobile telephones</li> <li>● Misuse of electronic digital devices during the class including playing electronic games and wearing the mobile headsets.</li> </ul> <p>All incidents that can be categorised under any of the above as decided by the Senior Leadership Team</p>	<p>First Occurrence</p> <ul style="list-style-type: none"> <li>● Teacher speaks to child about his/her behaviour</li> <li>● Incident recorded (C1)</li> <li>● Form Tutor/Class-teacher speaks to student</li> </ul> <p>Repeated misbehaviour</p> <ul style="list-style-type: none"> <li>● Verbal warning</li> <li>● Name on board (or equivalent)</li> <li>● Loss of break time/detention</li> <li>● Complete "Reflection Sheet"</li> <li>● Parents contacted with acknowledgement of offence by form tutor/class teacher</li> <li>● Incident recorded (Level 1)</li> </ul> <p>Continued Level 1 misbehaviour</p> <ul style="list-style-type: none"> <li>● Meeting with parents (form tutor/class teacher)</li> <li>● Report card (teacher/form tutor)</li> <li>● Loss of ECAs</li> <li>● Pastoral Support Plan developed with SENCO involvement to identify any underlying issues, modified programme and Meeting with School Counsellor</li> <li>● Move to Level 2 as behaviour causes significant disruption to teaching and learning</li> <li>● Incident recorded (Level 2)</li> </ul>

<p>Level 2 (Medium Risk)</p> <p>Behaviour that causes greater disruption of teaching and learning than what is described in Level 1 behaviour. This level covers student behaviours that may lead to physical and mental harm to another person or may lead to property damage.</p>	<p>Any behaviour that results in increased or serious disruption of the teaching and learning environment or that may cause physical and/or mental injury to self or others. For Level 2 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.</p> <p>Behaviours may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Fighting with and/or bullying other students</li> <li>● Theft</li> <li>● Trespassing</li> <li>● Vandalism of school property or property of others</li> <li>● Smoking (including Vaping) on campus</li> <li>● Leaving school without permission</li> <li>● Unauthorised absence/truancy</li> <li>● Cheating in exams or assignments</li> <li>● Providing false documents (e.g. signing letters without the permission or knowledge of parents)</li> <li>● All forms of discrimination</li> <li>● Abusive or inappropriate language toward peers and teachers (online or in person)</li> <li>● Provoking / Instigation of fights, or threatening or frightening school mates</li> <li>● Any action that violates the general rules or directives of the school or the UAE Society such as acting in a gender conflicting manner in terms of haircuts, or attire or using make-ups, etc</li> <li>● Photographing, editing, keeping or publishing photographs of school staff or students without authorisation</li> <li>● Repetition of Level 1 incidents over an academic year. Such behaviours may be escalated to Level 2, at the discretion of the Principal or committee.</li> </ul>	<p>First Occurrence</p> <ul style="list-style-type: none"> <li>● A first offence may carry a verbal warning – teacher uses professional judgement</li> <li>● Child works in isolation, away from the group (support from other colleagues)</li> <li>● Head of Boys/Girls meeting</li> <li>● Parents informed by letter (or email) from the relevant staff member</li> <li>● Report card (Tutor or HOB/G)</li> <li>● In the case of vandalism or damage, parents are invoiced for the cost of the repair/ replacement</li> <li>● Incident recorded (Level 2)</li> </ul> <p>Repeated misbehaviour</p> <ul style="list-style-type: none"> <li>● Parents called into a meeting</li> <li>● Behaviour agreement</li> <li>● Loss of personal time</li> <li>● Report Card (HOB/G or Deputy Head)</li> <li>● SENCO and Counsellor involvement to identify any underlying issues</li> <li>● Modified timetable</li> <li>● Incident recorded (Level 2)</li> </ul> <p>Continued Level 2 misbehaviour or serious breach of safety</p> <ul style="list-style-type: none"> <li>● Meeting with parents and ADEK informed.</li> <li>● Behaviour Improvement Plan drawn up and signed by all parties</li> <li>● Senior Leader Meeting</li> <li>● Report Card (SLT)</li> <li>● One day internal suspension or External if repeated</li> <li>● Meeting School Counsellor</li> <li>● Assessment by Educational Psychologist</li> <li>● Incident recorded (Level 2 or 3)</li> </ul>
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<p>Level 3 (High Risk) Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people. Behaviours in Level 3 are, at times, also violations of UAE Laws.</p>	<p>Any behaviour that results in physical endangerment of fellow students, school staff, and/or other people.</p> <p>Behaviours in Level 3 may, at times, be violating UAE laws.</p> <p>For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.</p> <p>Behaviours may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Fighting with other students which causes serious injury</li> <li>● Assault which causes injury</li> <li>● Possessing, selling, or consuming illegal substances</li> <li>● Possessing and/or selling weapons or explosives</li> <li>● Committing major actions contradictory to Islamic values and morality</li> <li>● Deliberately setting off the fire alarm and so putting staff and students at risk</li> <li>● Committing acts of public indecency in school</li> <li>● Bringing, possessing, displaying and promoting in any type; physical, electronic or on the media that are for unauthorised or are not culturally sensitive, conflict with the values and general rules of the society;</li> <li>● Defaming of staff or students on any of the social media tools;</li> <li>● Sexual harassment inside the school;</li> <li>● Physically assaulting staff</li> <li>● Insult of/ to religions or instigating sectarianism at school</li> <li>● Tampering or vandalism of school buses or causing harm to road users;</li> <li>● Repetition of Level 2 incidents over an academic year. Such behaviours may be escalated to Level 3, at the discretion of the Principal and Committee</li> </ul>	<p>First Occurrence</p> <ul style="list-style-type: none"> <li>● Child is sent to the Principal/SLT Committee</li> <li>● Report Card (SLT)</li> <li>● Parents contacted and asked to come into school</li> <li>● Written warning signed by all parties / one to five day suspension given following Behaviour Committee meeting. ADEK notified.</li> <li>● In the case of serious damage to property, parents are invoiced for the cost of the repair or replacement and students may carry out community service</li> <li>● Behaviour Improvement Plan drawn up and Behaviour Contract is signed by all parties</li> <li>● Social Police Involvement if UAE law violated.</li> </ul> <p>Repeated misbehaviour</p> <ul style="list-style-type: none"> <li>● Review meeting with parents and risk of permanent exclusion explained.</li> <li>● Suspension from attending school (up to 5 days) following Behaviour Committee Meeting – ADEK notified.</li> </ul> <p>Continued Level 3 misbehaviour</p> <ul style="list-style-type: none"> <li>● 'Managed move'</li> <li>● 'Notice of Disciplinary Transfer' issued to parents</li> </ul>
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<p>Level 4 (Very High Risk)</p>	<p>Third repetition of any level 3 offence:</p> <ul style="list-style-type: none"> <li>● Bringing or possessing any firearm or non-firearm or any of the alike to and in school;</li> <li>● Sexual assaults inside the school premises or facilities</li> <li>● Physical assaults that may lead to physical injuries of schoolmates or staff;</li> <li>● Leaking exams/ tests or participating in it at any level;</li> <li>● Causing fires at school or setting school building or facilities on fire</li> <li>● Unauthorized impersonating of others for any school transactions or forging any school specific documents;</li> <li>● Disrespect to any of the UAE political, religious or social icons / idols</li> <li>● Possession, supply, promotion and use of substance (drugs), narcotic drugs and psychotropic substances, or appearing under the influence of drugs or narcotic drugs and psychotropic substances;</li> <li>● Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti- political or anti-social to the UAE;</li> <li>● All incidents that can be categorised under any of the above as decided by the Behaviour Management Committee.</li> </ul>	<p>On Occurrence</p> <ul style="list-style-type: none"> <li>● Call the parent/s for an immediate meeting;</li> <li>● Take all immediate actions including calling for help of relevant entities;</li> <li>● Call the behaviour management committee to meet to issue a decision with a notification to relevant divisions at the education regulatory authority</li> <li>● The student and parent/s shall bear all the responsibility, including financial cost, for any damages caused by the offence;</li> <li>● Communicate with ADEK for further actions including suspension from schools and enrolment in rehabilitation centres, etc.</li> </ul>
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The code of conduct adopts a progressive penalties approach violation/s are documented as per their occurrence using the associated templates. All decisions relevant to Levels 2-4, inclusive, are issued by the behaviour management committee. This committee undertakes the responsibility to officially investigate the offence, collect all the evidence and issue a verified decision. The committee is chaired by the school principal, vice-chaired by the Head of PCW/Deputy Head and contains experienced teachers and a parent representative.

### Repeated Poor Behaviour

Repeated poor behaviour will not be tolerated and will see students progressing through the violation levels and appropriate sanctions will be enforced.

### In-School Suspensions, Fixed Term and Permanent Exclusions

For Level 3 or Level 4 violations, it may be necessary to punish a student with a temporary suspension (In school or fixed term at home) or, for severe breaches in school discipline, there may be no other option but to permanently exclude the student from school.

#### **In-School Suspension**

Students will report to reception for attendance and then report directly to the designated office. Students placed on In-School Suspension will not leave the assigned location without permission. Students will spend the day doing assigned schoolwork and bring a bag of lunch from home to eat in the room. A student on suspension will not be allowed to participate in any school functions, activities or sports during the period of suspension. The school may suspend a student from school for a period not exceeding five days (ADEC, policy 51).

#### **Fixed Term Exclusions**

Only the School Principal has the power to temporarily exclude a student. Fixed term exclusions can be for a period of up to 5 days.

Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the Senior Leadership Team including the School Principal, Vice Principal and/or other senior leaders of the school. This investigation may involve students and witnesses and will include consultation with the parents.

#### **Permanent Exclusions**

Only the School Principal, in consultation with ADEK, has the power to exclude a student.

Before any decision is made to suspend or exclude a student, a full investigation is undertaken by the Al Rabeeh Academy Disciplinary Committee. This investigation may involve students and witnesses and will include consultation with the parents.

#### **The Role of Parents**

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of Al Rabeeh Academy expectations regarding student behaviour both inside and outside of school. Parents should support disciplinary actions deemed appropriate by school leadership. To facilitate this, parents and primary and secondary students are required to sign a Home School Agreement on an annual basis which clearly outlines key requirements in relation to student behaviour, the use of mobile phones, our school uniform requirements, attendance and punctuality.

If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to complete the Parents' Appeal – Letter of Consideration template (Appendix 3). Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal, or with another member of the Senior Leadership Team who may conduct an investigation. If concerns remain, they may be raised in the appropriate manner.

#### **Monitoring and Review**

This policy will be reviewed annually.

<b>Draft Date:</b>	<b>2<sup>nd</sup> September 2022</b>
<b>Principal Approval:</b>	
<b>Review Date:</b>	<b>August 2023</b>



## Policy 50: Student Behaviour Policy

### Corresponding to Article (55) of the Organising Regulations

#### DEFINITION(S):

For the purposes of this policy, **students' behaviour** refers to students' responses to a number of daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions toward each other or toward the Teaching Faculty or other members of the wider School community.

#### PURPOSE(S):

- To promote positive student behaviour in Schools.
- To set out the Council's requirement that all Schools regularly review a Behaviour Policy which makes clear to all students and their Parents/Guardians the School's expectations of students' behaviour and how the School will deal with any misconduct.

#### POLICY:

This code is based on the Council's "Guidelines for Managing Student Behaviour in Abu Dhabi Schools". With regard to student behaviour and discipline, all Schools are required to issue and commit to implementing a code, which must be approved by the Council. This code should include details of the School's procedures for promoting positive behaviour and its guiding and disciplinary action to modify misconduct. This code must be distributed to all students and their Parents/Guardians at the beginning of each school year and it must be discussed from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the School community. A School shall take into account the following guiding principles when preparing its student Behaviour Policy:

#### *Reinforcing Positive Student Behaviour*

Schools shall adopt strategies and frameworks that recognise, reward and reinforce positive behaviour, and shall not rely only on a set of rules and punishments for dealing with student misconduct. Schools shall consider the following important co-dependent factors for positive student behaviour:

- **Heritage and culture:** a sense of the behavioural values and principles that address the UAE's culture and traditions.
- **Positive School environment:** a School environment that is welcoming, caring, safe, enriching, professional and respectful to students.
- **Management of student behaviour:** by using role models from students' families, teachers and all other staff and through maintaining an effective and consistent system for shaping and managing student behaviour appropriately based on age and gender.
- **Partnerships with Parents/Guardians and the local community:** active involvement of Parents/Guardians and strong community partnerships.

### ***Student Code of Conduct***

All students must respect the main code of conduct. Additionally, a School should add its own particular aspects to the code, which would apply while students are at School, or while participating and attending any School field trips and extra-curricular activities. The Council expects that all students will comply with the following main rules:

- Comply with all School rules and instructions.
- Behave responsibly and not endanger the safety and welfare of others or self.
- Care for the facilities and property of the School and of others.
- Arrive at School and lessons on time and justify any tardiness and absences.
- Participate in promoting a positive School community image.
- Demonstrate a positive attitude and apply the very best effort toward learning.
- Behave responsibly so as not to disrupt the classroom or the learning of others.
- Commit to the heritage and culture of the UAE.
- Show respect to all members of the School community, and Parents/Guardians and other members of the local community.

### ***Managing Students' Misconduct***

Schools shall use the appropriate guidance and disciplinary actions to encourage students to understand why their behaviour is unacceptable and how to behave better in the future. In their response to incidents of student misconduct, Schools shall take into consideration the students' individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behaviour. Managing students' misconduct must be consistent with the following:

### ***Disciplinary Actions***

To provide guidance to Schools in determining the appropriate progression of discipline, the Council categorises students' misconduct into three levels, as follows:

- **Level One** - Any behaviour that results in disruption of the teaching and learning environment, which may include, for example:
  - Tardiness (lateness/unpunctuality).
  - Unexplained absences.
  - Not bringing the necessary books and equipment to class.
  - Incorrect School uniform (including sports uniforms).
  - Disruptive behaviour in classrooms and in School.
  - Breaking School rules including in classrooms, hallways, playgrounds and buses.
  - Defying orders from School management and staff.
  - Mocking others.
  - Disruptive behaviour on School buses (e.g. vandalizing bus seats).

- **Level Two** - Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:
  - Skipping classes or School.
  - Sneaking into School after school hours without the presence of supervisors.
  - Using abusive or inappropriate language toward peers and/or teachers.
  - Fighting with other students and/or bullying them.
  - Theft.
  - Vandalizing School property or the property of others.
  - Using cell phones during School time without the School administration's permission.
  - Possessing or viewing pornographic or other inappropriate material.
  - Cheating in exams or assignments.
  - Providing false documents (e.g. forging Parents'/Guardians' signatures).
  - Misuse or abuse of the School's IT systems.
- **Level Three** - Any behaviour that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:
  - Assaulting Teaching Faculty members, staff or members of the local community.
  - Distributing (or participating in the distribution of) pornographic material.
  - Wilful damage to, or destruction of, School and personal property.
  - Possessing or selling weapons or explosives.
  - Using or promoting illegal drugs or substances in violation of public order and morals.
  - Exchanging any inappropriate materials, such as letters or photos.
  - Committing major actions contradictory to public morals such as sexual assault.
- **Banned Disciplinary Actions** - It is forbidden to use any of the following methods as disciplinary actions:
  - All forms of physical punishment (see Policy (52)).
  - Lowering or threatening to lower grades.
  - Group punishment for an individual's misconduct.
  - Imposing more School work.
  - Mocking or insulting the student in private or in public.
  - Preventing the student of using washroom facilities or consuming food.

### ***Staged Approach for Dealing with Wilful or Persistent Misconduct***

Students should be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours

The document “Abu Dhabi Education Council Guidelines for Managing Student Behaviour in Abu Dhabi Schools” provides additional details and guidance on all guiding principles mentioned in this policy.

#### **ROLES AND RESPONSIBILITIES:**

##### **School Owners and Board of Trustees will:**

- Review and approve the School’s behaviour and discipline policy, and ensure that the Behaviour Policy is fully compliant with the requirements of the Council’s regulations and policies.
- Monitor the School’s implementation of its Behaviour Policy.
- Create a School Disciplinary Committee.

##### **Principals will:**

- Implement the School’s behaviour and discipline policy and related procedures.
- Ensure, through regular review of the Behaviour Policy, involve students, Parents/Guardians, teachers and other staff, that the importance of the Behaviour Policy is understood and accepted by all members of the School community.
- Chair the School Disciplinary Committee.

##### **Teachers will:**

- Exert efforts to establish the motivation behind and the purpose of the student’s misconduct, in order to respond to it with a suitable solution, rather than simply taking a punitive approach.

## Policy 51: Expelling Students

### Corresponding to Article (56) of the Organising Regulations

#### DEFINITION(S):

For the purposes of this policy, **expulsion of students** refers in particular to permanent exclusion from the School in accordance with the Council's official procedures. **Suspension** refers to temporary exclusion of students for a short period of time as determined by the Council. **Unofficial suspension** refers to student suspension without complying with the formal Council's or School procedures, for example, sending a student home for the rest of the day or removing the student from the classroom.

#### PURPOSE(S):

- To set out the parameters within which Schools may expel, dismiss or suspend students.
- To minimise issues related to the right to educational, disruption to the student's education, student protection and safety, family cohesion and social order, by requiring Schools to follow best international practice in dealing with potential exceptions.

#### POLICY:

A School may not expel or dismiss a student, or require him/her to leave the School, against the wishes of their Parents/Guardians, without first obtaining written approval from the Council.

Schools shall prepare, obtain the Council's approval for, implement, publish to Parents/Guardians and regularly review a policy on expulsion and its related procedures. In drafting its own policy, the School must comply with the Council's related regulations and policies and must consider the guidance included in the Council's "Guidelines for Managing Student Behaviour in Abu Dhabi Schools" and a School may add its own particular aspects to it.

#### *Guidelines for Suspension and Expulsion*

Schools shall give appropriate opportunities to help students act positively before any disciplinary action is escalated. Schools shall never require any student to leave the School for any period of time as a disciplinary action without going through the formal staged procedures as set out in Policy (50). Schools shall in every case look for alternative ways to handle and rectify a student's unacceptable behaviour before giving consideration to the expulsion of the student.

Formal discipline may include measures that range from a verbal warning, to a written notice, suspension, disciplinary transfer or expulsion. Failure to comply with one type of discipline will lead to increasing severity and consequences. The Council requires all Schools to use both temporary and permanent suspension measures very cautiously and judiciously, since all students are entitled to an education and because expulsion can lead to depriving students of an education and therefore the loss of protection, social order and general progress toward maturity.

### **Temporary Suspension**

Temporary suspension shall only be considered in circumstances where it is necessary to provide respite from behaviour that is seriously disruptive to the normal life of the School, where the behaviour poses a threat to the safety and welfare of other members of the School, Levels 2 and 3 of misconduct in Policy (50), and where all other attempts to correct the disruptive behaviour have been unsuccessful.

The Principal, through the School Disciplinary Committee which he chairs, may only suspend the concerned student after following formal discipline measures. The Principal shall ensure that a staged approach is followed to correct the student's misconduct, shall review the documented history of misconduct incidents and shall notify Parents/Guardians and the Council of such. The period of suspension must not exceed five school days.

### **Expulsion**

Expulsion must apply only to students who have been suspended from studying because of repeated disciplinary infractions and those who are above the mandatory school age.

The School Disciplinary Committee must seek the Council's approval in order to expel a student from the School.

Students have the right to seek out alternate education institutions.

### **ROLES AND RESPONSIBILITIES:**

#### **School Owners and Board of Trustees will:**

- Review and approve the School's expulsion policy, and ensure that such policy is compliant with the requirements of the Council's regulations, policies and guidelines.
- Monitor the implementation of the expulsion policy at the School.

#### **Principals will:**

- Develop and implement the School's expulsion policy and related procedures.
- Maintain accurate records of all suspensions or expulsions of students.
- Seek approval from the Council before expelling any student.

Appendix 3: Parents' Appeal – Letter of Consideration

As the parent and/or Guardian, I wish to lodge an appeal against the school-based disciplinary action handed to my child.

Name of Student \_\_\_\_\_ Year \_\_\_\_\_

Name of School \_\_\_\_\_

Date: \_\_\_\_\_

**Disciplinary Action Level** (How was your child disciplined? Please circle)

1	2	3
Suspension	Disciplinary Transfer	Expulsion

**Level of Consideration** (Who should consider your appeal? Please circle)

1	2	3
Principal	Al Rabeeh Academy	ADEK

What are your reasons for this appeal?

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Contact no. \_\_\_\_\_

Relationship to student      Parent / Guardian / Family member

## School - Parent Undertaking

The school shall use the Student Code of Conduct as the base for any decision made with a focus on fostering positive behavior management. The aim is to enable students to develop on the cognitive, social and personal fronts and become well-rounded characters in a safe supportive environment.

Hence, the school undertakes that all teaching and administration staff shall inform students about the school's behavior management code policy and shall ensure that students are aware of the expectations of the policy. Students are expected to show respect and empathy to both their teachers and schoolmates, at all times. They also have to honor their learning and keep their school and its facilities clean and safe.

The school policy defines the roles and responsibilities of all relevant stakeholders and it is expected that each party will adhere to them. Teaching and Administration staff are expected to adhere to the professional and ethical code of conduct and to well lead and plan the teaching and learning process and extracurricular activities.

For the aforementioned statements, the student and the parent/s (guardian/s) shall sign that they have received a copy of the school's code of conduct and shall adhere to its contents in terms of their roles and responsibilities.

**Name of the Parent (Guardian):** .....

**Name of the Student:** .....

**eSIS #:** .....

**Grade & Class:** .....

**Date:** .....

Parent's Signature: .....

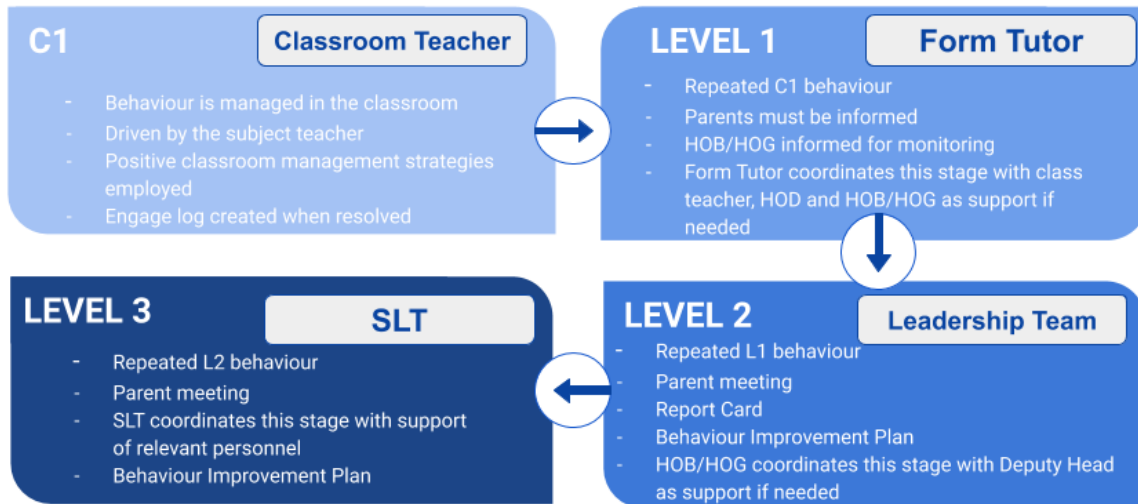
Student's Signature: .....

Principal name and Signature:

.....



# BEHAVIOUR FLOW CHART



Please log all behaviour concerns on Engage at the appropriate level  
Inclusion and Counselling/Social Workers to be involved where appropriate

## C1 - LOW LEVEL BEHAVIOUR CONCERN

