



Management of Student Behaviour Policy

Policy	Management of Student Behaviour
Policy Issued	June 2022
Next Review	June 2023
Lead Professional	AP Pastoral & Director of Welfare
SGG Ratification	March 2023

Rationale

This policy aims to provide a framework on which behaviour management systems and proactive strategies reinforce positive behavior at Al Mamoura Academy. Our aim is to change patterns of behavior using an approach that develops self-discipline and promotes well-rounded, independent learners who are capable of role modelling the behaviours we wish to see.

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.

Aims

1. To promote student well-being and happiness
2. To ensure that Al Mamoura Academy provides a safe and happy learning environment where students can grow socially, emotionally and academically
3. To promote a culture of mutual respect between all members of the Al Mamoura Academy community and respect for the school environment
4. To develop a sense of self-discipline in students and an acceptance of responsibility for their own actions
5. To provide a fair and transparent set of procedures that promotes consistent application when dealing with unwanted behaviour

At Al Mamoura Academy, we ensure that every member of the Al Mamoura community feels valued and respected, and that each person is treated fairly and well. The behaviour policy is therefore designed to provide our students with guidance and set clear boundaries, whilst promoting positive behaviour.

Behaviour for Learning- Whole School

The below principles and practices are pre-requisites of successful learning and good behaviour at Al Mamoura Academy:

- 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
- clear routines of classroom practice that are consistent and well established
- regular and frequent assessment and feedback

On occasion, some students will, for a variety of reasons, sometimes fail to meet the standards of behaviour that we have at Al Mamoura Academy. Disruption to lessons cannot be tolerated since it denies other students their 'right to learn'.

Low level disruption in lessons may be the result of:

- i) shouting 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 having the correct equipment for lessons

Disruptive behaviour will be dealt with by the class/subject teacher in the first instance. **Consistency** in the way disruption is dealt with is absolutely vital so that students know the boundaries within which they can work and learn. **Communication** with parents early on is also necessary to help prevent low level disruption from escalating.

Practical subjects will have additional codes of conduct that focus on health and safety such as Physical Education, Science and Design Technology. At the start of each term (and when necessary, at the start of each lesson), the teacher will make these codes clear to students and display them as appropriate.

Strategies to promote and support good behaviour in lessons

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

- **Using positive language** to achieve the behaviour you want *"Turn around please Kabir . . . thanks"* *"Looking this way and listening Aziza. . . thanks"*
- **Choice** *"You can choose to finish your work or you can choose to lose 5 mins of your break time. 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 play time/detention** – break time, lunch time, after-school
- **Contact with parents** by email or telephone
Please note that parents should receive notice of a proposed after school detention
- **Referral to the Middle Leader** (Head of Year, Director, AP Pastoral.) for further action
- **Meeting with parents** to agree support from both sides
- **Team Around the Child meetings** – This may result in an Individual Behavioural Plan being created for the student with specific targets

All serious incidents should be referred to the Leadership Team.

It is important that strategies reflect a graduated response.

Whole School use of Positive Recognition and Rewards

At Al Mamoura Academy, we recognise that praising students is important for promoting positive attitudes to school, learning and good behaviour. There are a multitude of ways in which positive behaviour is recognised and rewarded:

- **Verbal Recognition**
 - Verbal praise to the student(s) acknowledging what they have done and outlining why it is positive/commendable
 - Public praise (in class, in assembly or via social media)
 - Dojo points to individual students
- **Written Recognition**
 - Written comments in exercise books or on students' work
 - Displays of student(s) work in the classroom or around the school
 - Letter/email from Form Tutor/Class Teacher/Subject Teacher or a member of PLT/SLT to the family of the student
 - Weekly Gold Cards in the Lower School
 - Star of the Week in Lower School
- **Celebration Awards**
 - Termly attendance awards
 - Annual End of year Awards for (Pastoral/Academic/Creative/MoE/Sports Awards)
 - Student of the Year Award
- **Participation in a Special Event or Activity**
 - Participation in a school trip or special event for selected students
 - Opportunities to represent the school or Aldar Academies

Middle and Senior School Procedures:

Behaviour for Learning in the Middle and Senior School

SLANT

A common language framework designed to ensure a consistent approach to managing low level disruption used by all staff.

- Sit up Straight
- Listen to your teacher
- Answer and Ask questions
- NEVER interrupt your teacher
- Track (keep your eyes on) your teacher

Teachers would be expected to re-inforce our behaviour standards using the common language 3, 2, 1 and SLANT. Students failing to SLANT would be subject to an RP1 following a warning.

Reflection Point System

Disruptive behaviour will be dealt with by the class/subject teacher using the reflection point process* outlined below:

- Teacher speaks to student about his/her behaviour. A warning should be given 'xxx this is your warning, stop talking otherwise the next step is a reflection point 1 (15minute next day reflection)'
- The student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment you now have an RP1 tomorrow lunchtime – your tutor will remind you in the morning'.
- If the student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment, you now have an RP2 tomorrow lunchtime' (30minute next day reflection). Email sent by subject teacher to families informing them of the RP2. (Appendix 5)
- If an RP1/RP2** is issued, the behaviour is recorded in CPOMS and in the internal reflection log
- Should a child continue to disrupt learning the SLT support card should be sent with a reliable student to the library
- SLT will collect the disruptive student
- Incident(s) recorded in CPOMS (action to be confirmed by SLT at their discretion)

*The process of reflection is entirely restorative. Students are required to complete reflection tasks and engage in restorative conversations with their teachers.

** Extended reflection will be applied if a student receives 3 or more reflection points in a week. SLT supervise extended reflection and parents are informed by HOY via email.(Please see Appendix 6)

Inclusion

Inclusion is used at the discretion of the Pastoral team in situations where a student has contravened the behaviour policy.

Examples may include but are not limited to:

- 2 occurrences of extended reflection within a half term
- Defiance of staff instructions
- Level 2 misbehaviours (please see the behaviour flowchart below)

Reporting

Various levels of report can be initiated at the discretion of the Pastoral Team. Students are subject to report for a minimum of 2 weeks.

- Level 1 – Daily Tutor report
- Level 2 – HOY report
- Level 3 – SLT report
- Level 4 – ELT report
- Punctuality and Attendance report
- Success report

Other strategies to promote and support positive behaviour in lessons

- **Using positive language** to achieve the behaviour you want “*It is great to see many of you ready to learn with your books out and ready – we are just waiting for a couple of others*”, “*Turn around please Kabir . . . thank you*”, “*Looking this way and listening Aziza. . . thank you*”
- **Move** to a different place in the classroom to help the child focus (seating plans to be established)
- **Contact with parents** by email or telephone
- **Meeting with parents**
- **Team Around the Child meetings** – this may result in an Individual Behavioural Plan being created for the student with specific targets

All serious incidents should be referred to the relevant members of PLT/SLT/ELT.

Monitoring Student Behaviour

Behaviour incidents are logged in CPOMS. The teacher who witnessed the event or who the event was reported to must add it to CPOMS.

Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated over time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation or individuals that would find it difficult to defend themselves.

It can take many forms, including:

- Physical assault
- Verbal abuse or taunting
- Spreading offensive rumours
- Racist, sexist, religious or homophobic abuse
- Hiding, stealing or destroying personal property
- Extortion
- Threatening behaviour or intimidation
- Undue pressure to engage in irregular / unacceptable behaviour (truancy etc...)
- Excluding someone from a group or encouraging others to do so
- Threatening behaviour through any type of social media for example; e-mails, twitter, Instagram, Snapchat or any other form of cyber bullying, using social media sites.

Al Mamoura Academy takes a zero-tolerance approach to all forms of bullying. Any student(s) who victimise another student will be dealt with as per the Al Mamoura Academy and ADEK Anti-Bullying procedures (appendix 1). Clear guidelines on our zero-tolerance approach to bullying can be found in our behaviour flow chart. This policy should be read in conjunction with the Al Mamoura Academy Behaviour Policy.

Mobile Phones

Mobile phones are strictly prohibited on the school property during school time. Any misuse will result in the phone being confiscated and returned to students at the end of the day.

Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school discipline. As a result, the following actions will be taken:

- The mobile phone will be confiscated and returned to the student at the end of the school day
- The incident will be recorded on the student file and parents are informed via email
- Repeat violations will require parents to collect the device from school and maybe, at the school's discretion, escalated to a Level 3 violation

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the School Reception.

People of Determination (PoD)

In cases where students with additional needs violate the behaviour policy the Inclusion team shall advise of the students' specific needs and then a decision is made considering the following:

1. If the violation is not because of the student's specific needs, the policy shall apply
2. If the violation is because of the specific need of the student, the following shall apply:
 - Develop and implement an IBP as per the level and type of the violation
 - In case an IBSP is existing, the school shall revise and modify that plan in accordance to managing the new behavior that led to the violation
3. If the behavior continues, for those students who do the offences because of their specific needs, 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.

Lower School Procedures:

Expectations for Behaviour throughout the Lower School

Role Models

- All members of our school community should be exceptional role models and demonstrate high levels of the attributes we wish to see in our children

Movement around the school

- Children in the Lower School should be led by their class teacher/specialist subject teacher in single file when moving as a class
- They should always walk sensibly and quietly from one place to the other especially at assembly times and transition times
- The class teacher should ensure their class are settled in the specialist lesson before leaving
- Care should be taken on the stairs, remembering to walk on the **right hand side** at all times

Assembly

- An adult should lead each class into assembly quietly and encourage the children to listen to the music which is being played while waiting for assembly to begin. Children will be asked to leave quietly, reflecting on the content of the assembly a class at a time
- All adults should sit beside their class and ensure children are attentive and quiet
- All staff are expected to supervise the appropriate behaviour of their class/children during Assembly

Playtime and lunchtime

- The teacher who was teaching session 2 or session 4 should lead each class into their play area and ensure that there are members of staff on duty
- Children are not to leave classrooms for lunch eating or playtime without adults walking with them
- Staff on duty are expected to be on time. If a colleague is late it is important that a member of staff remains to supervise children appropriately until that staff member arrives
- Adults on duty should engage with playtime activities alongside the children and interact with children who need additional social support
- On duty staff should observe the student interactions carefully, and intervene when required.
- Adults on duty at lunch ensure that lunch eating time is a calm and social event

Class and shared areas

- Each class should establish guidelines for behaviour in classrooms and specialist lesson areas, as appropriate to individual cohorts and underpinned by the 'Mascot Manners'
- Children are responsible for tidying up after themselves, this should not be done for them. Expectations should be made clear through photographs and guidance from adults

Behaviour Management: Recognition

Staff are encouraged to recognise and promote positive contributions to the class or school community, their efforts with schoolwork, progress or attainment

DOJO POINTS

- In Lower School, all classes will use class dojo as a way to recognise and reinforce positive behaviour.
- At the start of the year, the class teacher is responsible for setting this up and inviting co-teachers. All teachers (including specialist and MOE) are responsible for having access to and updating dojo points for each child
- As a year group, at the start of the year, a decision will be made as to what the children are earning their Dojo Points for in the Dojo Shop
- Children should be awarded at 50 points, 75 points, 100 points, 150 points, 200 points and 250 points
- It has been agreed as a school that the maximum number of Dojo Points a child can earn at any one time is 3- please do not exceed this
- Dojo points are a form of positive reinforcement and no child should have less than zero. For this reason, it has been agreed that Dojo points should not be removed for any reason
- Each class should also be collectively working towards a goal where they are entitled to a 'class treat' if/when they reach their target. This is to be decided by each year group

GOLD CARDS

- A Gold Card is awarded to a child for exceptional work. Children will be sent to the Director of Phase to show their work or explain why they have received their Gold Card – these will be shared in the weekly Year Group Assembly. To regulate the number of cards given and ensure that they keep their value, as a guide, each class will be allocated a maximum of one per week and each specialist/Arabic/Islamic teacher will be allocated one each

MASCOT CARDS

- Mascot Manners are given to reinforce and promote the Mamoura Manners. If a child is recognised for exemplifying one of the Mamoura Manners and being a role model to their peers, they will go to their DoP to explain why they have been awarded with a particular Mascot Card. Any child who collects all 4 in a term will receive a special certificate and have their photograph on display



STAR OF THE WEEK

- Star of the week – The Star of the Week is chosen by the Class Teacher. The following week, the 'star' gets special privileges such as: 'good jobs', special cushion to sit on, teddy bear to look after, line leader etc. Children say or write in a special book what they like about the child and a couple of these thoughts are written on their certificate. Certificates are awarded in the Year Group Assembly each week

Behaviour Management: Consequences

Stage 1 – Discrete verbal warning (REMINDER)

A positive reminder aimed at the whole class/group to make your expectations clear and help guide the child to recognise and correct their own behaviour e.g. 'It is wonderful that everyone is remembering to put their hands up and wait for me to say their name.'



Stage 2 – Warning: FS1 and KS1 may like to add an additional verbal warning

A positive reminder directed at the pupil e.g. 'Khalid, I know you have wonderful ideas but please remember to put your hand up before you speak.' (REPEAT FOR KS1)

Re



The intention of stages one and two is to make a bridge for the child to change their behaviour. If the behaviour continues

A calm, verbal warning directed at the pupil addressing the unwanted behavior 'Khalid, you are not making good choices, please stop shouting out.' You may wish to issue a visual 'warning card or prompt' at this point to remind the child that the next stage is a 'Yellow Card and Think Sheet'



Stage 3 – Yellow Card

Yellow Cards

The child is given a physical yellow card. The issuing teacher must log the incident on CPOMS as a Level 1 incident and the Behaviour Tracker Document [Lower School Behaviour Log T2.xlsx](#). During the lunch time that follows, the child should be taken to the office of the Director of Phase. A member of PLT will be on duty and the child will be asked to verbally explain why they got their Yellow Card and then complete a think sheet. The Think Sheet should be returned to the issuing teacher who must email the parent using the template below (Appendix 6), attaching a copy of the completed Think Sheet. When this has been completed any Think Sheets should be handed to the Director of Phase who will keep on record in their folder. After 3 Yellow Cards or when deemed necessary, the parent should be invited in to discuss with the teacher and HoY/DoP.

Orange Cards ADEK LEVEL 1/2

Orange Cards are issued for incidents that aren't as severe a Red Card but are still serious and in breach of the school values.

Below are some examples of what an Orange Card may be issued for:

- Damaging school property
- Low level aggressive behaviour
- Being deliberately unkind- repeatedly
- Rude or disrespectful behaviour towards adults
- Impulsive reactions

The teacher who witnesses the incident, or who the incident is reported to, must investigate as much as possible, log the incident on CPOMS (discussions with DoP about whether it should be recorded as an ADEK Level 1 or 2) and complete an Incident Investigation Form and hand to the

DoP. The DoP will inform the parents and if necessary, invite the parents in for a meeting and send a follow up letter that must be saved on the DMS.

As with all behavioral consequences, the below is at the discretion of the DoP based on what is most beneficial for the child.

Children who receive an Orange Card will miss the break and lunch time of the following day and will complete one of the following:

- Think Sheet
- Letter of apology
- Promise pledge

- If at any point additional support/intervention is needed a teacher can make a behaviour referral following the behaviour referral procedures

Red Cards ADEK LEVEL 2/3

Red cards should only be given for **serious misdemeanours** such as **bad language** or **intentional violence**. This needs to be consistent and clear for pupils. Dependent on the behaviour the following guidance should be followed:

- The teacher who witnesses the incident or who the incident is reported to must investigate as much as possible and complete an Incident Investigation Form
- This must be handed to the DoP who will investigate further if needed
- The DoP will share the information with the AP pastoral and together they will make a decision about the following:

- 1) What can be done to prevent the incident happening again?
- 2) What the consequence will be for anyone involved?

The AP Pastoral will contact the parent and if necessary, invite them in for a meeting and send a follow up letter that must be saved to the DMS.

The consequences for the red card will vary depending on the details of the incident. Consistency is vital as much as possible however, each case will be looked at on an individual basis. Below are examples of possible consequences:

- Internal exclusion
- Going to work in another classroom
- Behaviour chart
- Missing break/lunch times

- The child will have a TATT = Tiny Achievable Tickable Target, which will focus on one specific behaviour. This, or a similar small step behaviour target, is managed by class teachers.
- If a child continues to demonstrate unacceptable behaviour they may have 'time out' in another




CHILDREN BEYOND NORMAL MOTIVATIONAL STRATEGIES







- The child will have a TATT = Tiny Achievable Tickable Target, which will focus on one specific behaviour. This, or a similar small step behaviour target, is managed by class teachers.
- If a child continues to demonstrate unacceptable behaviour they may have 'time out' in another class, or they can be redirected to the appropriate Director of Phase or Assistant Principal.

Whole School Violation Levels and Sanctions – Students

Level 1-3 misbehaviours

#OURMAMOURA BEHAVIOUR FLOWCHART 2022-23			
	LEVEL 1 MISBEHAVIOUR	LEVEL 2 MISBEHAVIOUR	LEVEL 3 MISBEHAVIOUR
Descriptor	Behaviour that causes disruption of teaching and learning but is low risk	Behaviour that causes greater disruption of learning and teaching 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	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.
Examples (not an exhaustive list)	<ul style="list-style-type: none"> - Lateness - Incorrect uniform - Not having equipment - Classroom disruption - Breaking classroom rules - Defying school authority and staff members - Entering or leaving class without permission - Eating in class - Failure to complete adequate classwork - Failure to submit homework - Mobile phone out - For using a laptop/device without permission - Playing games in lessons - Forgetting a reading book - Failure to SLANT 	<ul style="list-style-type: none"> - Fighting with and/or bullying other students - Theft - Trespassing - Vandalism - Smoking on campus - Possessing or using cell phones during school time - Leaving school without permission - Unauthorised absence/truancy - Cheating in assignments or exams - Providing false documents (e.g. signing letters without permission of parents) - All forms of discrimination - Abusive or inappropriate language towards peers and teachers - Provoking/instigation of fights, or threatening or frightening school mates - Any action that violates the general rules of the school or UAE society - Photographing, keeping or publishing photographs of school staff or students without 	<p>For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage.</p> <ul style="list-style-type: none"> - Fighting with other students which causes injury requiring medical treatment - Assault which causes injury requiring treatment - Possessing, selling, or consuming illegal substances - Possessing and/or selling weapons or explosives - Committing major actions contradictory to Islamic values and morality - Deliberately setting off the fire alarm and so putting staff and students at risk - Committing acts of public indecency in school - Defaming of staff or school mates on any social media - Sexual harassment inside the school - Physically assaulting schoolmates or staff (bullying)

		authorisation - Repetition of Level 1 incidents over an academic year. Such behaviour may be escalated to Level 2 at the discretion of the Principal	- Stealing or covering up thefts - Vandalism of/to religions or instigating sectarianism at school - Tampering or vandalism of school buses or causing harm to road users - Repetition of Level 2 incidents over an academic year.
			
First occurrence	<ul style="list-style-type: none"> - Teacher speaks to student about his/her behaviour. A warning should be given 'xxx this is your warning, stop talking otherwise the next step is a reflection point 1 (15minute next day reflection)' - The student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment you now have an RP1 tomorrow lunchtime – your tutor will remind you in the morning'. - If the student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment, you now have a RP2 tomorrow lunchtime' (30minute next day reflection). Email sent by subject teacher to families informing them of the RP2. - If an RP1/RP2 is issued, the behaviour is recorded in CPOMS and in the reflection log - Should a child continue to disrupt learning the SLT support card should be sent with a reliable student to the library - SLT will collect the disruptive student - Incident recorded in CPOMS (action to be confirmed by SLT at their discretion) 	<ul style="list-style-type: none"> - Contact made with home outlining issues - Level 2 warning letter sent (for all behaviours aside from repeat occurrences of extended reflection) undertakings agreed and signed by all parties (upload to CPOMS) - Child works in isolation, away from the group - Log on CPOMS - In the case of vandalism or damage, parents of invoiced for cost of repair 	<ul style="list-style-type: none"> - Child is sent to the Principal/Committee - Parents contacted and asked to come into school - Written warning signed by all parties/one day suspension - In the case of serious damage to property, parents are invoiced for cost of repair/replacements and students may carry out community service - Social Police involvement

			
Repeated misbehaviour	<ul style="list-style-type: none"> - Verbal warning - Record on CPOMS - Reflection time set and served - Parents contacted by subject teacher (for RP2/RP3 only) with information on events and follow up letter/email sent - 3 reflection points in a week = 1 extended reflection, supervised by SLT, at lunchtime on a Tuesday or Thursday. Families to be given 48 hours' notice and an email confirming extended reflection will be sent by HOY. 	<ul style="list-style-type: none"> - Parents invited to meet with pastoral leaders - Removed from lesson and spoken to by HoD (HoY if a tutor group or outside of lesson incident) - Report card – HoD or HoY - SENCO involved to identify underlying issues (where appropriate) - Reflection time/one day suspension (internal) - Meeting with School Counsellor - Assessment by Educational Psychologist (where appropriate) - 2 occurrences of extended reflection per half term = 1 day Inclusion - Following the initial 1 day Inclusion further occurrences of extended reflection = 1 day Inclusion 	<ul style="list-style-type: none"> - Review meetings with parents - Undertakings signed and a behaviour contract is signed by all parties - Temporary ban from attending school (up to 5 days) – ADEK informed
			
Continued Level 1/2/3 misbehaviour (x3)	<ul style="list-style-type: none"> - Formal final letter sent after teacher meets with parents - Teacher report card - Loss of ECAs - Referred to HoD (or HoY if tutor group related issue) - Support agreed and offered if needed - Meeting with HoD if needed (or HoY if tutor group related issue) - Assessment by Educational Psychologist (if needed) - Move to Level 2 as behaviour causes significant disruption to learning and teaching 	<ul style="list-style-type: none"> - Meeting with parents (Principal, Director, SLT & HQ as required) - Behaviour Improvement Plan or PSP drawn up and undertakings are signed by all parties - SLT informed and review case - Reflection time/one day suspension (internal only) - Suggested meeting with school counsellor - Assessment by Educational Psychologist requested 	<ul style="list-style-type: none"> - "Managed move" to another Aldar school - 'Notice of Disciplinary Transfer' issued to parents
It is the right of the extended pastoral team to apply their professional discretion when dealing with incidents of misbehaviour			

Level 4 misbehaviours

<p>Level 4 (V High Risk)</p>	<ul style="list-style-type: none"> • Third repetition of any level 3 offence • Bringing or possessing any firearm or non-firearm or any of the alike to and in school • Sexual assaults inside the school premises or facilities • Physical assaults that may lead to physical injuries of schoolmates or staff • Leaking exams/ tests or participating in it at any level • Causing fires at school or setting school building or facilities on fire • Unauthorized impersonating of others for any school transactions or forging any school specific documents • Disrespect to any of the UAE political, religious or social icons / idols • 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 • Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti-political or anti-social to the UAE <ul style="list-style-type: none"> ▪ All incidents that can be categorised under any of the above as decided by the Behavior Management Committee. 	<p>On Occurrence</p> <ul style="list-style-type: none"> • Call the parent/s for an immediate meeting • Take all immediate actions including calling for help of relevant entities • Call the behaviour management committee to meet to issue a decision with a notification to relevant divisions at the education regulatory authority • The student and parent/s shall bear all the responsibility, including financial cost, for any damages caused by the offence • Communicate with ADEK for further actions including suspension from schools and enrolment in rehabilitation centres, etc.
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Fixed Term and Permanent Exclusions

For Level 3 or Level 4 violations, it may be necessary to issue a student with a temporary suspension or, for severe breaches in school discipline, there may be no other option but to permanently exclude the student from school.

- **Fixed Term Exclusions**

Only the School Principal/CEO 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 Pastoral team. This investigation may involve students and witnesses and will include consultation with the parents.

- **Permanent Exclusions**

Only the School Principal, in consultation with the Aldar Academies Director of Education and 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 Aldar Academies Disciplinary Committee. The committee will include the Director of Education and may also involve a School Principal from another Aldar Academies school. 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 Mamoura Academies expectations regarding student behaviour both in 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 and 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 the Aldar Academies Director of Education who may conduct an investigation. If concerns remain, they may be invited to meet with a member of Aldar Academies Executive Management Team.

Review

This policy will be reviewed once every two years or sooner if deemed necessary. Once the policy is reviewed it will be ratified by the SGG and then updated in the "AMA Staff Policies" Teams area and for parents updated on the Parent Portal.



Appendix 1: ADEK Private Schools Policy Guidance Policy 50: Student Behaviour Policy

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.



Appendix 2: ADEK Private Schools Policy Guidance Policy 51: Expelling Students

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 _____ / Aldar Academies

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	ALDAR Academies	ADEK

What are your reasons for this appeal?



AL MAMOURA ACADEMY
ALDAR ACADEMIES

Student Wellbeing

Name _____

Date

Signature _____

Contact no.

Relationship to student: Parent / Guardian / Family member



Appendix 4 - Al Mamoura guide to logging CP incidents

1. Select student (use filters but copy exact name)
2. Type up the details as factually and as in detail as possible. Include what actions you have taken also.

The screenshot shows the top navigation bar of the CPOMS system. It includes links for 'CPOMS Website', 'CPOMS User Guide', 'Contact Support', and 'CPOMS FAQ'. On the right, there are buttons for 'REMIND ME', 'SHOW NAMES', and 'BLANK SCREEN'. Below this is a dark purple navigation bar with 'Al Mamoura Academy' and menu items: 'Dashboard', 'Reporting', 'Planner', 'Library', 'Admin', and 'Account Settings'. On the right of this bar are 'Add Incident', a notification bell, and 'LOGOUT'. The main content area shows a form with a 'Student' dropdown menu (placeholder: 'Begin typing a student's name') and a large 'Incident' text area. A 'Back' button is in the top right corner of the form.

3. At this point it is vital to assign the incident to Ian Wignall for all MS and SS, Soairse Hall for all LS.
4. Complete body map if Child Protection (do not use linked students in the CP logs)
5. Select categories- attainment, attendance, punctuality, behaviour, CP, contact home etc

This screenshot shows the lower portion of the incident logging form. It includes a 'Categories' section with checkboxes for: 'Attainment', 'Attendance & Punctuality', 'Behaviour Related Log', 'Bullying & Friendship Related Issues', 'Child Contact', 'Child Protection', 'Communication', 'Contact with Ministry of Education', 'Medical Issues', and 'SEND'. Below this is a 'Linked student(s)' dropdown menu (placeholder: 'Begin typing a student's name') with the instruction 'Type a student's name to link them to this incident.' The 'Maps' section contains a body map icon showing two human figures. The 'Date/Time' section has a date picker set to 'Tue 01 June 2021' and a time input set to '7:20AM'. The 'Status' dropdown is set to 'Active'. The 'Assign to' dropdown is partially visible at the bottom.



6. Alert only to CPO or DSL

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner

Submit Incident



Appendix 5 - RP2 Email template

Dear Family,

Please be aware that XXX was issued with an RP2 today and as per our behaviour policy will complete a 30minute period of reflection in FF84 tomorrow for (include as appropriate)

- Lateness
- Incorrect uniform
- Not having equipment
- Classroom disruption
- Breaking classroom rules
- Defying school authority and staff members
- Entering or leaving class without permission
- Eating in class
- Failure to submit homework
- Mobile phone out
- Playing games in lessons
- Any action a member of staff deems appropriate
- Forgetting a reading book
- Failure to SLANT
- Other

Please discuss this with your child and remind them that should they receive 3 reflection points in a week, they will serve extended reflection at lunchtime. Should you wish to discuss this with me, please let me know a suitable time to contact you.

We look forward to working with you and your child.

Regards,

Appendix 6 - Extended reflection Email template

Dear Family,

Please be aware that XXX has received 3 reflection points this week and as per our behaviour policy will complete a period of extended reflection at lunchtime on Tuesday and Thursday supervised by a Senior member of staff.

Please discuss this with your child and remind them that 2 occurrences of extended reflection in a half term will result in a 1 day Inclusion, behaviour report and parent meeting with your child's Head of Year.

We look forward to working with you and your child.



Appendix 6

Email template to share with families when sending Think Sheet home

Dear parent,

I am writing today to inform you of some disappointing behaviour in school that has resulted in disruption to learning and teaching. During this instance, this misconduct has included; **(PLEASE SELECT REASON(S) BELOW, DELETING IRRLEVANT OPTIONS)**

- Disruptive behavior in the classroom and School
- Repeatedly breaking School rules, including in classrooms, hallways and playgrounds
- Defying orders from School management and staff
- Mocking others

As you are aware, we strive to support all of our students at AMA and so before issuing this consequence, we have spoken repeatedly with your child about their behavior and implemented supportive structures in class. **(NAME OF STUDENT)** has missed a small section of the lunch time today in order to sit with an adult, reflect on their behaviour and complete the attached 'Think Sheet.'

As a school, we will continue to encourage **(NAME OF STUDENT)** to make more positive choices in future but would also value your support to reinforce our expectations as a school. Please do not hesitate to contact me should you wish to discuss this incident further.