



ADNOC SCHOOLS - SAS AL NAKHL

Management of Student Behaviour Policy 2019 - 2020

MANAGEMENT OF STUDENT BEHAVIOUR POLICY

Creating a positive climate for learning

"Effective schools are demanding places, where teachers expect and ensure high standards of work and behaviour". Professor Andy Hargreaves, Academic and Educationalist

Rationale

This policy aims to provide a framework for ADNOC schools in developing their approaches to managing student behaviour. Effective behaviour management systems identify proactive strategies that reinforce positive behaviour, expectations and seek to prevent behavioural issues. It is important that, in managing student behaviour, schools do not rely on rules and consequences for addressing negative behaviour. The aim is to change patterns of behaviour and not just to sanction students who misbehave. However, repeated breaches of school discipline cannot be tolerated and schools should follow a graduated response when dealing with students.

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 pupil well-being and happiness.
2. To create the conditions for an orderly school community in which effective learning can take place, in which there is mutual respect between all members of that community and respect for the school environment.
3. To develop a sense of self-discipline in students and an acceptance of responsibility for their own actions.
4. To provide a fair and transparent set of procedures that ensure consistent application of sanctions for dealing with unacceptable behaviour that impacts on the smooth running of the school within the context of positive behaviour management.

It is the aim of all ADNOC schools to ensure that every member of the schools 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.

Use of Positive Recognition and Rewards

ADNOC schools recognise that praising students is important for promoting positive attitudes to school, learning and good behaviour. Staff can recognise students' positive contribution to their class or school community, their efforts with school work, progress or attainment. Positive Recognition and Rewards may take the following forms:

► Verbal Recognition

Verbal praise to the student(s) concerned

Public praise (in class, in assembly)

Arranging for the student and, in some cases parents, to meet the Principal

► Written Recognition

Written comments in exercise books or on students' work

Positive comments in home-school communication books such as Homework Diaries or Student Planners

Issuing certificates or letters of appreciation

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

Letter/email from Form Tutor, Subject Teacher or Head of Department to the student and/or their parents

Principal's letter to the student and/or their parents

► Material/Financial Recognition

Academic awards and trophies

Sports medals and trophies for competing or winning competitions

Prizes, e.g. books for winning entries in a writing competition

Book token or voucher for winning a competition

► Participation in a Special Event or Activity

Participation in school trip, award ceremony, camp or expedition

It should be noted that wherever/whenever a student is involved in a representative role for the school or ADNOC schools, this should be acknowledged.

Behaviour for Learning

Certain principles and practices are pre-requisites 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 shared and understood by all.

*"If you want your children to improve, let them overhear the nice things you say about them to others".
Dr. Haim Ginott, Teacher, Child Psychologist and Author*

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:

- calling out – talking out of turn
- lack of respect for students/staff/property
- being off task and distracting others
- arriving late for a 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, Science and Design Technology. At the start of each term, the teacher will make these codes clear to students and display them as appropriate.

It is an expectation that seating plans will be produced by class teachers 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 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, Phase Leader, Head of Dept.) for further action
- **Report card/Star 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.

Attendance / Authorised / Unauthorised Absences

Good attendance and punctuality is essential to help ensure students' acquisition of core skills and key areas of learning. Schools will use a range of age appropriate rewards and sanctions to ensure high levels of attendance and good punctuality.

Students are expected to attend school on every school day as specified in the school calendar. Aligned to the UAE Federal Inspection Framework, good attendance is judged to be 94% or better of the school year. If attendance falls below 94% due to excessive unauthorised absence, the implementation of Level 2 violation sanctions will be triggered.

We expect students to arrive at school and to lessons on time. **Punctuality** to morning registration, assembly and lessons is vital and is considered a Level 1 violation if not adhered to. Tardiness will not be accepted without an acceptable excuse. Students who are continually late for registration will be managed in line with the agreed policy. Where there are adverse weather conditions, there should be some flexibility in responding to each students' circumstances and their punctuality.

Unauthorised Absence/Tuancy

The following absences are regarded as **unauthorised**:

- ✗ Shopping trips
- ✗ Unnecessary travel
- ✗ Family events (birthdays, visitors, etc.)
- ✗ Other non-essential reasons

Students are considered to be truant if they are absent from school without their Parents'/ Guardians' knowledge or consent, or if Parents/Guardians have colluded with the student so that they are absent without authorisation.

If a student is absent for one class or period during the day without authorisation, the student is considered as truant. The school must immediately inform the students' parents of incidents of truancy and shall at an appropriate time and date meet with the parents and student to address such behaviour. Following such incidents staff will closely monitor the students' attendance and implement the behaviour sanctions as stated in the policy below.

Unauthorised absence/truancy is strictly prohibited and considered a Level 2 violation:

- Any unauthorised absences of 10 consecutive days or more may ultimately result in the removal of a child's place from the school permanently.
- For repeated unauthorised absences of 15 days or more during the academic year, we may either permanently exclude a student or withdraw their place for the following academic year. Schools will issue parents with a written warning following the 3rd day of unauthorised absence. *Note: If a student is absent for one class or period during the day without authorisation, the student is considered as truant and will be counted as one day's unauthorised absence.*
- Aldar Academies will issue warning letters prior to any implementation of an exclusion. The notice of expulsion will be issued by the Principal, following approval by ADEK and after three prior warning letters to the parent of the student concerned.

Authorised Absence

The following absences are regarded as **authorised**:

- ✓ Illness (supported by a medical certificate)
- ✓ Scheduled doctor appointments (supported by a doctor's confirmation)
- ✓ Death of a first or second degree relative
- ✓ Essential urgent family travel for matters such as medical treatment or the death of a family member (must not exceed one month during the academic year. Must be supported by medical certificate/other official documentation). *Note: any absence of more than one month duration must be approved by ADEK and, in addition to providing medical certificates or documents, ADEK also require a letter from the UAE embassy of the country they are visiting confirming the child is in their country)*
- ✓ Participating in an official community task or event representing the UAE (i.e. sporting event) (supported by official documentation)
- ✓ Mandatory appearance before an official government body (supported by evidence of the appearance)
- ✓ Up to a maximum of 5 days for any reason that the school recognises and accepts upon the approval of the School Principal

For authorised absences, Parents/Guardians who plan to have their children miss several days of school are required to notify the school at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence.

Management of attendance and communication with parents

This policy will be shared with parents through the school website and will advise parents of the ADNOC schools arrangements to manage absence and promote good attendance and punctuality. The home-school agreement, issued to all families at the beginning of each academic year will clarify the expectations relating to attendance. It is part of this agreement that parents will make every effort to ensure that their children attend every school day and arrive on time for the beginning of the school day.

Schools will maintain accurate and comprehensive daily attendance records for every student and these records will include reference to punctuality and the reasons given for absence.

Parents should inform the school in advance of any required absence and this should be assigned a reason code by school staff to ensure accuracy in the collation of data. Notification of a planned absence requires ten-day notice to the school and this will allow staff to prepare assignments that the student may need to complete during the absence period. Parents are responsible for contacting the school to understand the assignments that need to be completed during any extended planned absence and the work given must be completed either before the beginning of the absence period or shortly after returning from the absence.

Following an absence, parents are requested to send a signed note to the school indicating the reason for the student's absence. Ideally, parents should arrange for family vacations to take place during scheduled school holidays. When students are absent from school for some period of time, required course work or scheduled assignments set by the teachers should still be completed by the students and submitted within the given time line.

Behaviour In and Around the School

ADNOC schools 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. 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

Currently, each school has their own system for recording incidents of misbehaviour including the Power School – Day Book / Incident and Behaviour Log.

Whatever system is in place, the aim is to have a structured approach to behaviour management which both staff and students understand and follow at all times.

It is important that there is regular communication between staff, where individual students are discussed and monitored. Students giving cause for concern should be discussed at pastoral meetings. The meeting is used also to identify students for intervention and support as well as those who may need to be referred to the SENCO for behaviour or learning support.

Bullying

Bullying is defined as “the wilful, conscious desire to hurt, threaten, upset or frighten someone”. It is rarely a ‘one-off incident’ but a course of action that is sustained over a period of time - 2-3 days or 2-3 months.

Schools take a zero tolerance approach to all forms of bullying. Any student(s) who bully another student will be dealt with and be made to apologise for their actions.

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).

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

- ✓ **Verbal warning** and contact with parents
- ✓ **Loss of play time/detention** – break time, after-school
Please note that parents should receive notice of a proposed after school detention
- ✓ **Isolation or reflection time**
- ✓ **Restorative justice**
- ✓ **Temporary ban from attending school**

Also refer to the School's Anti-Bullying Policy.

Mobile Phones

Mobile phones are strictly prohibited on school property during school time.

Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school discipline (classified as a Level 2 violation). As a result, the following actions will be taken:

- the mobile phone will be confiscated and only returned directly to a parent
- school detention (*Please note that parents should receive notice of a proposed after school detention*)
- the incident will be recorded on the student file
- a formal letter will be sent to the parent from the school
- repeat violations will be escalated to a Level 3 violation and ultimately may result in a child being suspended or excluded from school

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.

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 ADNOC schools 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

In such cases, the student may be suspended from lessons and placed in isolation for reflection time or to work under staff supervision.

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. ADEK must be notified of any serious incident and/or decision to suspend a student from school.

In all cases, parents will be invited in to school to discuss their son/daughter's behaviour.

Following isolation, the student may be placed on 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 may include a Behaviour Agreement signed by the student and his/her parents.

In severe cases where, despite support from the school, a student's behaviour does not change, the case will be dealt with by ADNOC schools Disciplinary Committee and parents may be asked to remove their child from the school permanently. Alternatively, the school will seek ADEK approval and support to permanently expel the child.

People of Determination (PoD)

The school behavior management committee shall liaise with the SEN department at the school if any of the students categorized under the PoD violates the code of conduct. The SEN team shall advise the committee in case the violation is caused because of the students' 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 behavior modification plan (BMP) as per the level and type of the violation;
 - In case a BMP 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, 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.

Violation Levels and Sanctions – Students

| Violation Level | Examples of misbehaviour | Consequences in Aldar Academies Schools |
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| <p>Level 1 (simple 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"> ▪ Tardiness/lateness ▪ Unexplained absences ▪ Incorrect school uniform ▪ Not bringing the necessary books, equipment, etc. ▪ Disruptive classroom and/or school behaviour ▪ Breaking classroom rules ▪ Defying school authority and staff members ▪ Entering class or going out of class without permission or not attending class or school activities without acceptable excuse. ▪ Sleeping during the class or school activities (medical case cleared) ▪ Eating during the classes or the morning assembly (Medical case cleared) ▪ Failure to submit homework and assignment on time ▪ Bringing communication devices such as mobile telephones ▪ Misuse of electronic digital devices during the class including playing electronic games and wearing the mobile headsets. ▪ All incidents that can be categorised under any of the above as decided by the Academic Committee ▪ ▪ | <p>First Occurence</p> <ul style="list-style-type: none"> ▪ Teacher speaks to child about his/her behaviour ▪ Incident recorded ▪ Note in planner ▪ Form Tutor (S) speaks to student <p>Repeated misbehaviour</p> <ul style="list-style-type: none"> ▪ Verbal warning ▪ Name on 'grey cloud' or similar ▪ Loss of play time or Secondary Detention ▪ Parents contacted signed acknowledged letter of offence <p>Continued Level 1 misbehaviour</p> <ul style="list-style-type: none"> ▪ Meeting with parents ▪ Report card ▪ Loss of ECAs ▪ SENCO involvement to identify any underlying issues ▪ Modified programme ▪ Meeting with School Counsellor ▪ Assessment by Educational Psychologist ▪ Move to Level 2 as behaviour causes significant disruption to teaching and learning |

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| <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"> ▪ 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 exams or assignments ▪ Providing false documents (e.g. signing letters without the permission or knowledge of parents) ▪ All forms of discrimination ▪ Abusive or inappropriate language toward peers and teachers ▪ Provoking/ Instigation of fights, or threatening or frightening school mates ▪ Any action that violates the general rules or | <p>First Occurence</p> <ul style="list-style-type: none"> ▪ A first offence may carry a verbal warning – teacher uses professional judgement ▪ Child works in isolation, away from the group ▪ Name on 'black cloud' or similar ▪ Parents informed by letter from the Class Teacher – or HOY signed undertaking ▪ In the case of vandalism or damage, parents are invoiced for the cost of the repair/ replacement ▪ Cheating in exams in line with Honesty Policy <p>Repeated misbehaviour</p> <ul style="list-style-type: none"> ▪ Parents called into a meeting ▪ Behaviour Agreement (S) ▪ SLT Report Card (S) ▪ Loss of 'Golden Time' ▪ Report card ▪ SENCO involvement to identify any underlying issues ▪ Modified timetable <p>Continued Level 2 misbehaviour</p> <ul style="list-style-type: none"> ▪ Meeting with parents ▪ Behaviour Improvement Plan drawn up and a Behaviour Contract is signed by all parties ▪ Senior Leader Report card ▪ Principals (S) ▪ Reflection time/one day suspension ▪ Meeting School Counsellor ▪ Assessment by Educational Psychologist |

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| | <p>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</p> <ul style="list-style-type: none"> ▪ Photographing, keeping or publishing photographs of school staff or students without authorization ▪ 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. | |
| <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"> ▪ Fighting with other students which causes injury requiring medical treatment ▪ Assault which causes injury requiring medical treatment ▪ Possessing, selling, or consuming illegal substances ▪ Possessing and/or selling weapons or explosives ▪ Committing major actions contradictory to Islamic values and morality | <p>First Occurence</p> <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 – professional judgement ▪ 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 ▪ Social Police Involvement (S) <p>Repeated misbehaviour</p> <ul style="list-style-type: none"> ▪ Review meeting with parents ▪ Behaviour Improvement Plan drawn up and a Behaviour Contract is signed by all parties ▪ Temporary ban from attending school (up to 5 days) – ADEK informed <p>Continued Level 3 misbehaviour</p> <ul style="list-style-type: none"> ▪ ‘Managed move’ to another Aldar School ▪ ‘Notice of Disciplinary Transfer’ issued to parents |

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| | <ul style="list-style-type: none"> ▪ Deliberately setting off the fire alarm and so putting staff and students at risk ▪ Committing acts of public indecency in school ▪ Bringing, possessing, displaying and promoting in any type; physical, electronic or on the media that are for unauthorized or are not culturally sensitive, conflict with the values and general rules of the society; ▪ Defaming of staff or school mates on any of the social media tools; ▪ Sexual harassment inside the school; ▪ Physically assaulting schoolmates or staff (Bullying) ▪ Stealing or covering up thefts; ▪ Vandalism of/ to or unauthorized acquisition of the school equipment or facilities; ▪ Insult 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. Such behaviours may be escalated to Level 3, at the discretion of the Principal and Committee | |
| <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 | <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 behavior management committee to meet to issue a |

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| | <ul style="list-style-type: none"> • 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; ▪ All incidents that can be categorised under any of the above as decided by the Behavior Management Committee. | <p>decision with a notification to relevant divisions at the education regulatory authority</p> <ul style="list-style-type: none"> • 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 enrollment in rehabilitation centers, etc. |
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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 through four are issued by the behavior 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 Vice Principal or the Assistant VP for Academic or pastoral care affairs. The Counsellor sits on the committee in the capacity of a member, 4 teachers of different subjects and the chair of the Parents' Council or similar role.

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. For example:

- as a consequence of two or more Level 1 violations, the school will meet with parents to inform them that their child has incurred a Level 2 violation. The student may receive a Report Card and may be placed in isolation and/or receive detention and ECA privileges may be withdrawn.
- as a consequence of two or more Level 2 violations, the student may incur a Level 3 violation. This may incur a temporary suspension from school or, in extreme cases could ultimately lead to a Level 4 and ultimately a permanent exclusion from the school.

Fixed Term and Permanent Exclusions

For Level 3 or Level 4 violations, it may be necessary to punish 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 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 School Disciplinary Committee. The committee may include the School Principal, the Deputy 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 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 ADNOC schools Disciplinary Committee. The committee will include the Director of Education and may also involve a School Principal from another ADNOC schools. This investigation may involve students and witnesses and will include consultation with the parents.

Guidance Regarding Transition

Most students transferring from one ADNOC schools to another at a time of transition will be offered a place in the receiving school. However, where there are significant concerns regarding the behaviour of the student and comprehensive records indicating support and interventions over time, the Principals of each school should consult to review the allocation of a place in the receiving school.

In exceptional circumstances, concerns regarding a students' behaviour may result in a place being withdrawn from ADNOC schools. Communication with parents will be central to such a process with regular reviews in the year of transition. A decision to withdraw a place may be made by the receiving Principal following consultation with the Director of Education.

The Role of Parents

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of ADNOC schools 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, 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 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.

Policy Review

ANNUAL REVIEW FORM

ADNOC and all schools will review their Promotion and Retention of Students Policy annually.

Approved by:

Chief Executive Officer, Aldar Academies

Date: 21 March 2017

Next review date: September 2018

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

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.

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?

Name _____ Date _____

Signature _____ Contact no. _____

Relationship to student Parent / Guardian / Family member

Appendix 4 - Forms

Form 1

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 staffs shall inform students about the school's behavior management code of conduct/ 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 ad 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:**

.....

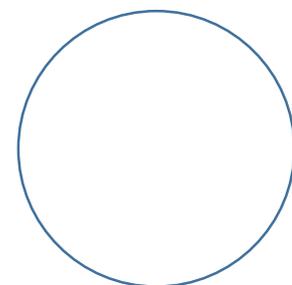
Parent's Signature:

Student's

Signature:

Principal name and Signature:

.....



Form 2

Violation/ Offence Report

- Verbal Warning
 Written Warning

Student's Name:

Grade:

Name of the reporting teacher:

Date of incident:

Place of incident:

Time of incident:

Incident:

Description of the incident:

.....

.....

.....

.....

.....

.....

Level of the Violation

- Level 1
 Level 2
 Level 3
 Level 4

Frequency

- First time
 Repetition 1
 Repetition 2
 Repetition 3

Violation Reporter:

Designation:

Oracle #:

Signature

Principal:

Date:

Form 3

Student's undertaking

I, the undersigned,, eSIS #, student in year, class, undertake that I shall adhere to the school's code of conduct inside the school, I will keep the school and its facilities safe and shall follow all school rules. In case of violation of any of the school rules, I shall be accountable for any consequences as per the school code of conduct. I confirm that I have been verbally notified against my unacceptable behavior/s which I summarize as follows:

1.
2.
3.
4.

Student's name: **Signature:**

Vice Principal's Approval and Signature: **Date:** / / 20

The parent shall be sent a copy of this undertaking. The original copy shall be filed to student's eSIS file and school records. The counsellor/ social worker shall receive a copy of the same.

This to confirm that the parent/s (Guardian/s) Mr/ Mrs

Relation to the student was contacted on cellphone number

..... by Ms/ Mr: about the signed

undertaking at (am/ pm) on / / 20

Form 4

Parent's undertaking

I, the undersigned, (father/ Mother/ guardian) of student

eSIS #, in year, class, undertake that the mentioned student

shall adhere to the school's code of conduct and all school rules inside the building and facilities. The

student shall keep them clean and safe. In case of violation to any of these rules, I shall accept all the

consequences the student shall be held accountable for as detailed in the school code of conduct. I

confirm that I have received a report of all these violations, which I summarize as below:

1.
2.
3.
4.

Parent's name: Signature:

Vice Principal's Approval and Signature: Date: / /

20

Form 5 Notification Slip for parent/s (Guardian/s)

Dear Mr/ Mrs, parent/ Gaurdian of student
, eSIS #, in year, class
, please be informed that on *please insert day and date*, the mentioned
 student has violated the school code of conduct by,
, *please insert the
 name of the violation and description*. Please note that this is a straight violation of our school code of
 conduct, hence we seek your support to ensure that the student honors the code and will not repeat
 the offence. The school will take progressive penalties if the student fails to adhere to the code of
 conduct or repeat any of the offences as detailed in the school's behavior management policy.

Staff name and Signature:

Vice Principal approval and Signature:

Acknowledgement of the student: *(Name and
 Signature)*

Acknowledgment of the parent : *(Name and
 Signature)*

Date: / / 20

Form 6 Temporary Suspension Decision

Dear Mr/ Mrs, parent/ Guardian of student
....., eSIS #, in year, class
....., please be informed that due to the repeated offences of the student and his negative
response with all behavior modification support through the previous decisions taken as shown below:

1.
2.
3.

The Behavior Management Committee has decided in its meeting # dated /
/2018 to temporary suspend the student who will undergo a behavior modification program from
.....(Day)...../(Date)..... to.....(Day)...../(Date)

This decision was made because of the following reasons:

1.
2.
3.

Parent name and Signature:

Acknowledgement of the student: *(Name and
Signature)*

Principal:

Date: / / 20

Form 7 Notification for Change of School Decision

Dear Mr/ Mrs, parent/ Guardian of student
....., eSIS #, in year, class
....., please be informed that due to the repeated offences of the student and his negative
response with all behavior modification support through the previous actions taken as shown below:

1.
2.

The Behavior Management Committee has decided in its meeting # dated / /2018
to issue a Transfer Request to Abu Dhabi Department of Education and Knowledge (ADEK) and has
obtained their approval.

You are kindly requested to provide us with the name of the replacement school within one week (7
calendar days) from date of receipt of this notification.

Parent name and Signature:

Acknowledgement of the student: *(Name and
Signature)*

Principal:

Date: / / 20

CC. Abu Dhabi Department of Education and Knowledge- Licensing and Accreditation and Customer Service sections

Form 8

Notification- Suspension Decision until the end of the Academic Year

Dear Mr/ Mrs , parent/ Guardian of student
....., eSIS # , in year , class
....., please be informed that due to the repeated offences of the student and his negative
response with all behavior modification support through the previous actions taken as shown below:

1.
2.
3.