MAMOURA

BRITISH ACADEMY

Management of Student Behaviour Policy

Policy Issued	September 2022
Policy Updated	July 2026
Next Review	September 2027
Lead Professional	APs Pastoral
SGG Ratification	December 2025

Rationale

This policy provides a framework on which behaviour management systems and proactive strategies reinforce positive behavior at Mamoura British Academy. Our aim is to change patterns of behavior using an approach that develops self-discipline and promotes well-rounded, independent learners.

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.

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Aims

1. To promote student well-being and happiness

2. To ensure that Mamoura British 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 Mamoura British 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 Mamoura British Academy, we ensure that every member of the 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.

Policy References:

- MBA Learning and Teaching Policy
- MBA Student Wellbeing Policy
- MBA Staff Wellbeing Policy
- ADEK Student Protection Policy
- ADEK Safeguarding Policy
- MBA Safeguarding and Child Protection Policy
- MBA Inclusion Policy

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Behaviour for Learning- Whole School

The below principles and practices are pre-requisites of successful learning and good behaviour at Mamoura British 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 Mamoura British 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 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.

Whole School use of Positive Recognition and Rewards

At Mamoura British Academy, we recognise that praising students is important for promoting wellbeing, 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)
  - House Points

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- **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 Primary School
  - Star of the Week in Primary School
  - Glimpse of Brilliance Cards in SS
  - Positive Praise Cards in the Primary School
  - Weekly Principals Award for each phase of the Academy

- **Celebration Awards**
  - Termly attendance awards
  - Termly Inspiration and Aspiration Awards
  - Annual End of year Awards for (Pastoral/Academic/Creative/MoE/Sports Awards)
  - Student of the Year Award
  - MBA Honours

- **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

Primary School Procedures:

Expectations for Behaviour throughout the Primary 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 Primary 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

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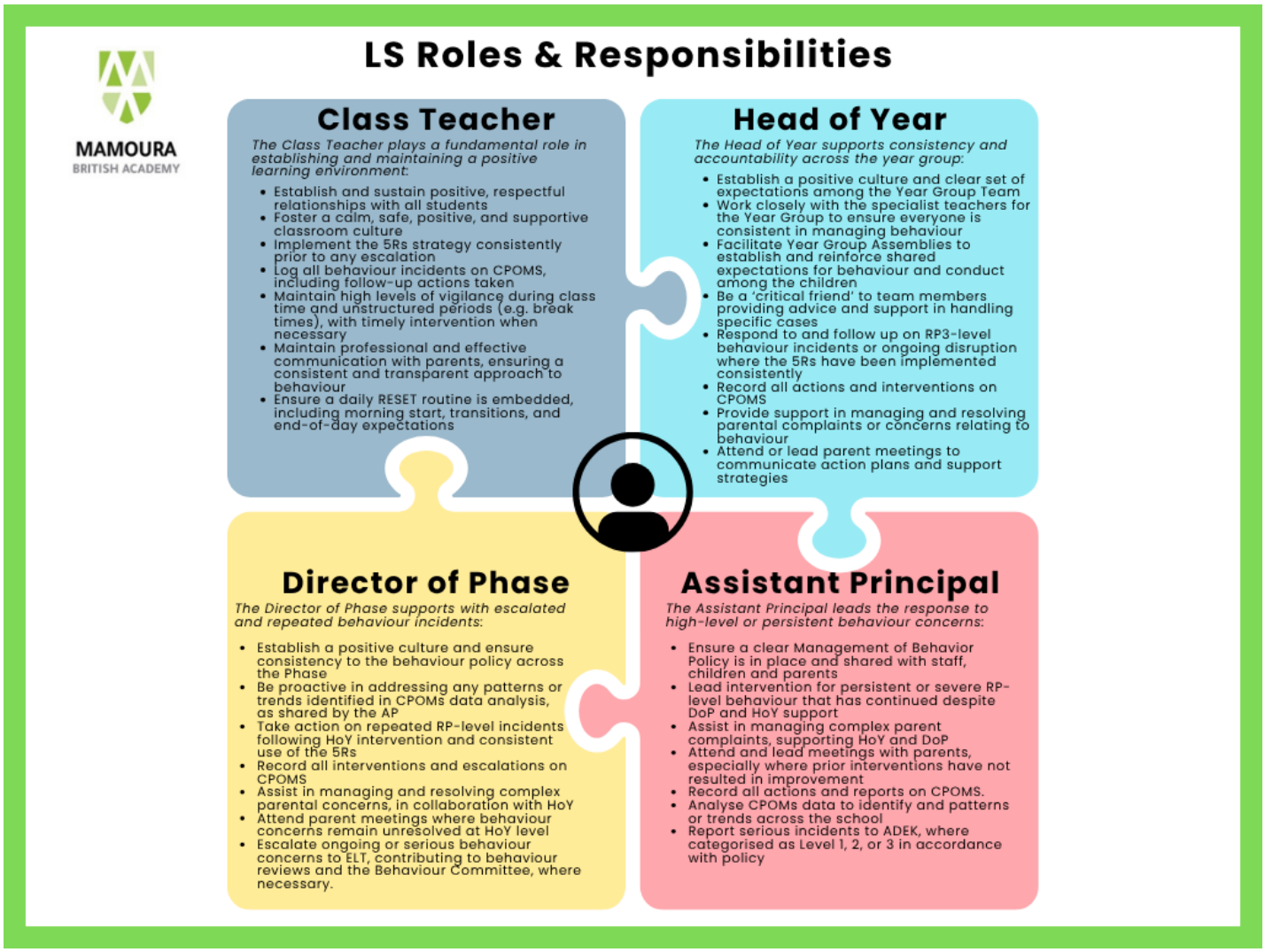
Playtime and lunchtime

- 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

Primary School Roles and Responsibilities:



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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.

House POINTS

- In Primary School, all classes will use House Points as a way to recognise and reinforce positive behaviour.
- At the start of the year, the class teacher is responsible for setting up the 'Seating Plan' on Go4 Schools where the HPs will be awarded. All teachers (including specialist and MOE) are responsible for having access to and updating housepoints 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 House Points for in the House 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 House Points a child can earn at any one time is 5 - please do not exceed this
- House points are a form of positive reinforcement, and no child should have less than zero. For this reason, it has been agreed that House 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.

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

PRINCIPALS AWARD

- Principals' awards winners are chosen by class teachers each week and announced in the Primary School Assembly. They are awarded based on their ability to use and apply the TRACK Values throughout the week. Once announced in assembly, the children are invited for a 'cookie and a catch up' with the Principal during Friday break time.

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Behaviour Management: Consequences

Stage 1: A subtle warning

This is acknowledgement that the adult has noticed the child's behaviour. It could take the form of an eyebrow raise in their direction or a gentle tap or pat on the shoulder as you walk past.

Stage 2: Reminder- STOP and THINK!

This is a direct verbal communication with the child. Positive phrases to support good behavioural choices should be used:

- Are you ok?
- How can I help?
- How shall we solve this problem?
- What can we do about that? Reminder

Stage 3: Review- Understand what went wrong and prepare for change

If the child continues with the undesirable behaviour it is now time to review it together. The adult clearly outlines what has happened until this point and outlines the child's choices for next steps. For example, *Fatima you have been consistently speaking and disrupting this class. I have already had a little chat with you and you told me you were ok, you can choose now whether to get along with your work and feel proud at the end of the lesson or continue to make the wrong choices that will mean you have no work completed at the end of the lesson and could mean you having to go to reflect at lunch time*.

Stage 4: Reset- Regulate emotions and prepare to step back into learning and positive behaviour

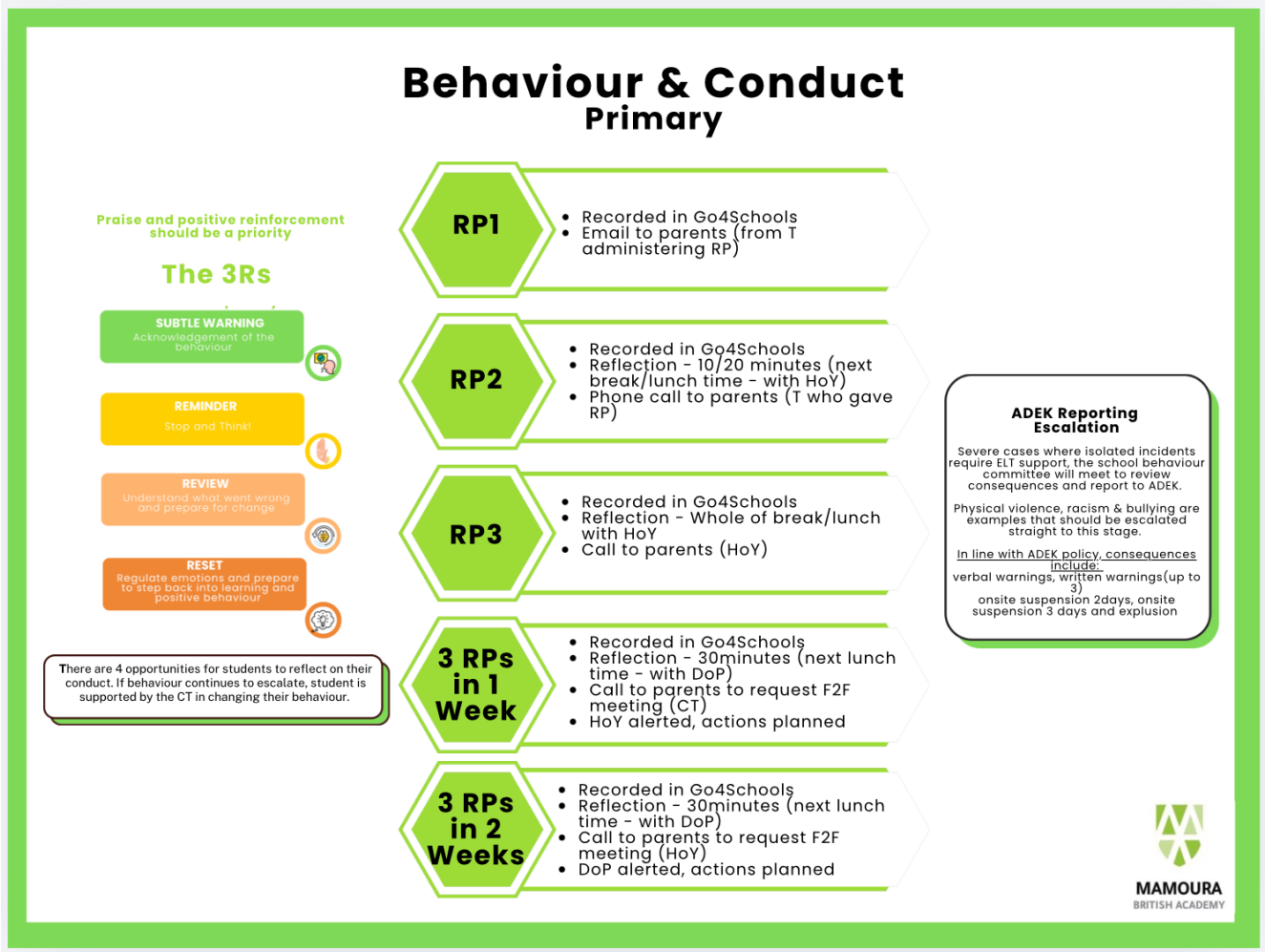
If the child continues to make the wrong choices then they may need to be given a chance to reset their behaviour. This can take the form of a 'time out' (within the classroom) or a distraction such as an errand to another classroom

The intention of the stages is to make a bridge for the child to change their behaviour. If the behaviour continues the child may be given 'Reflection Time' at lunch with their Director of Phase. The session will be based on a discussion around emotions, understanding feelings, behaviour, consequences of actions and how to behave differently in future. The incident will be logged on CPOMs and the teacher who sent the child to 'Reflect' must call the parents to notify them.

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In Primary School, where there are repeated incidents of non-compliance to Mamoura's behavioural expectations, the chart below will be followed for issuance of RPs and escalation.

Change CPOMS references below



In severe cases where isolated incidents require ELT support, the school behaviour committee will meet to review consequences and report to ADEK in line with the Level 1,2,3 chart outlined later in this policy.

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Senior School Procedures:

Behaviour for Learning in the Senior School

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.

HOUSE POINTS

- All classes use House Points as a way to recognise and reinforce positive behaviour.
- House Points can be awarded for a variety of positive behaviours including but not limited to excellent classwork, outstanding homework or a student showing a TRACK value

GLIMPSE OF BRILLIANCE CARDS

- A GOB is awarded to a child for exceptional work.

PRINCIPALS AWARD

- Principals' awards winners are chosen by the Director of Welfare each week and announced in the Assembly. They are awarded based on their contribution to the academic/co-curricular life of the school and/or application of the TRACK Values. Once announced in assembly, the recipients are invited for a 'cookie and a catch up' with the Principal during Friday break time.

Other strategies used throughout the SS 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 in Go4Schools)
- **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

Expectations for Behaviour throughout the Senior 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

- They should always walk sensibly and quietly from one place to the other especially at assembly and transition times.
- Care should be taken on the stairs, remembering to walk on the **right hand side** at all times.

Assembly

- Teachers should sit beside their class and support in managing our behaviour expectations.
- All staff are expected to supervise the appropriate behaviour of their class/children during Assembly.

Duty & Social Times

- Staff on duty are expected to be on time and be vigilant and visible for the duration of their duty.
- 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.

SLANT

A common language framework, used in lessons and assemblies, 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-enforce our behaviour standards using the common language 3, 2, 1 and SLANT. Following an initial warning, students failing to SLANT would be subject to an RP1.

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 (RP1)
- The student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment you now have an RP1 and will have to contact your parents' (phone call made to the parent, behaviour recorded in Go4Schools)'
- If the student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment, you now have an RP2 tomorrow lunchtime and I will have to contact your parents' (30minute next day reflection). Phone call made to families or, if no reply, 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 Go4Schools
- 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 and escort them to Reset
- Incident(s) recorded in Go4Schools (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 or 3 in a day. SLT supervise extended reflection and parents are informed by HOY via telephone and email. (please see email exemplar templates – Appendix 3&4)

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Reset

Reset 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:

- 3 RPs in 1 day
- 2 occurrences of Extended Reflection within a half term
- Defiance of staff instructions
- Level 2 misbehaviours

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

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

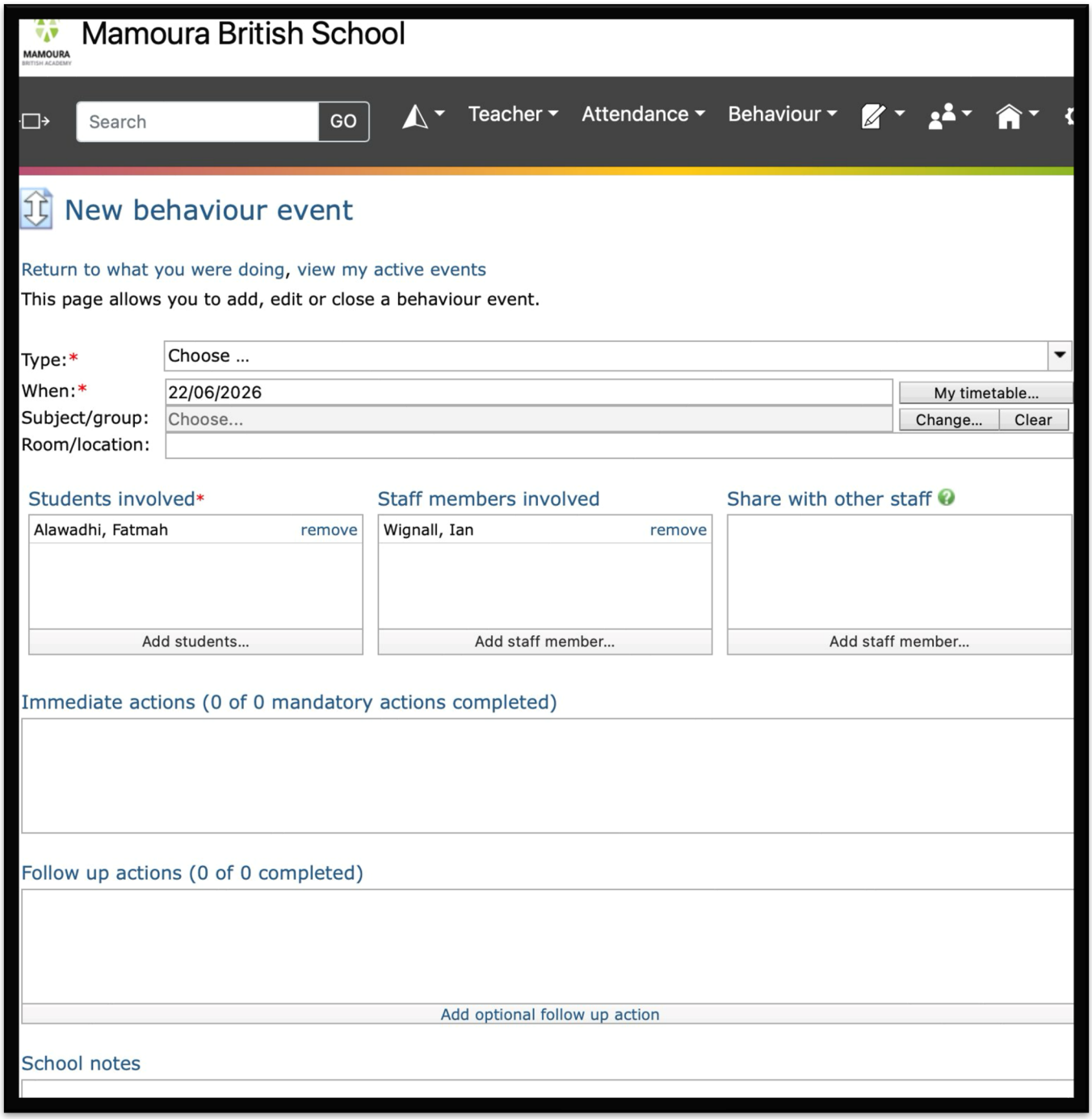
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Monitoring and Recording Student Behaviour

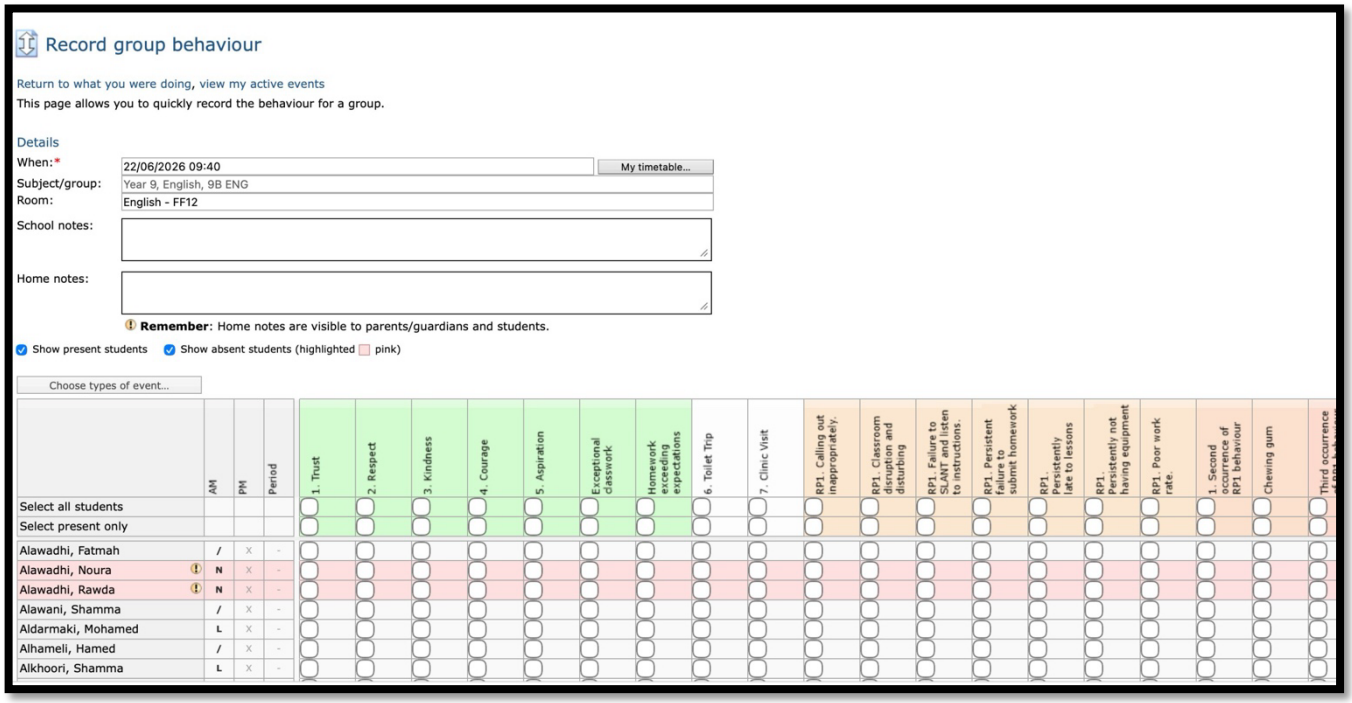
Behaviour incidents are logged in Go4Schools using the new behaviour event when searching for an individual student . The teacher who witnessed the event or who the event was reported to must add it to Go4Schools.

The immediate actions and follow up actions must be completed for a behaviour incident to be successfully logged.

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Record group behaviour

Return to what you were doing, view my active events

This page allows you to quickly record the behaviour for a group.

Details

When:* 22/06/2026 09:40 My timetable...

Subject/group: Year 9, English, 9B ENG

Room: English - FF12

School notes:

Home notes:

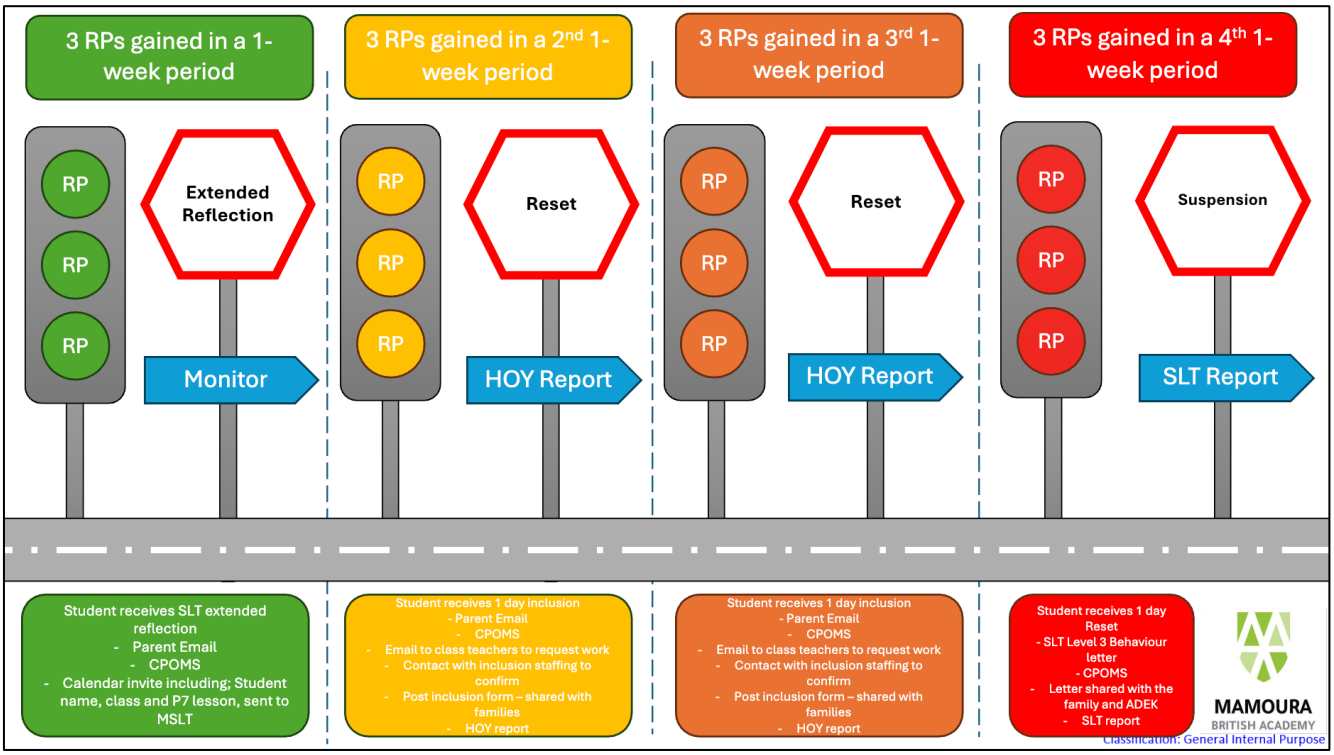
Remember: Home notes are visible to parents/guardians and students.

Show present students Show absent students (highlighted pink)

Choose types of event...

	AM	PM	Period	1. Trust	2. Respect	3. Kindness	4. Courage	5. Aspiration	Exceptional classwork	Homework exceeding expectations	6. Toilet Trip	7. Clinic Visit	RP1. Calling out inappropriately.	RP1. Classroom disruption and disturbing	RP1. Failure to SLANT and listen to instructions.	RP1. Persistent failure to submit homework	RP1. Persistently late to lessons	RP1. Persistently not having equipment	RP1. Poor work rate.	1. Second occurrence of RP1 behaviour	Chewing gum	Third occurrence
Select all students																						
Select present only																						
Alawadhi, Fatmah	/	x	-																			
Alawadhi, Noura	N	x	-																			
Alawadhi, Rawda	N	x	-																			
Alawani, Shamma	/	x	-																			
Aldarmaki, Mohamed	L	x	-																			
Alhameli, Hamed	/	x	-																			
Alkhoori, Shamma	L	x	-																			

Senior School Behaviour Flowchart



Whole School:

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.

The ADEK definition of bullying:

Bullying is defined as repeated physical, social, or verbal aggression exercised by individuals who perceive themselves to be in a position of power against others who are perceived as weaker or powerless. This behavior is intended to achieve specific gains or draw attention, inflicting physical and/or emotional harm on the victim. Bullying can occur through groups or individuals and can manifest in offline or online formats.

Mamoura British 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 Mamoura British 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 Mamoura British Academy Anti-Bullying Policy.

Mobile Phones

Mobile phones are strictly prohibited on the school property during school time. Aligned to ADEK policy misuse will result in the phone being confiscated and returned to a family representative 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 a family representative at the end of the school day
- The incident will be recorded on the student file and parents are informed via email

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- 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 behaviour that led to the violation
3. If the behaviour 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.

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 Behavioural Management Committee

The Behavioral Management Committee is comprised of at least four members, but may extend wider to other L3 trained members of staff, dependent upon the case. As a minimum each committee meeting comprises of:

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- The Principal
- The Heads of School
- The Child Protection Co-ordinators
- The Social Worker
- ALDAR behaviour lead

The primary function of this committee is to review and address student behavioral concerns while ensuring that disciplinary actions are fair and appropriate

The Role of Parents

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of Mamoura British Academy's 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.

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Whole School Violation Levels and Sanctions – Students

Level 1-3 misbehaviours

#OURMAMOURA BEHAVIOUR FLOWCHART			
	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	▪ 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 ▪ For using a laptop/device without permission ▪ Playing games in lessons ▪ Forgetting a reading book ▪ Failure to SLANT ▪ Failure to TRACK (Values DNA) ▪ Any other forms of misconduct similar to the above as per the discretion of the behavioural management committee	▪ Repetition of Level 1 incidents over an academic year. Such behaviour may be escalated to Level 2 at the discretion of the Behavioural Management Committee ▪ Failing to attend school without an acceptable excuse ▪ Leaving or entering the classroom without permission ▪ Not attending mandatory school activities/events without an acceptable excuse ▪ Inciting quarrels, threatening or intimidating peers in school ▪ Acting or appearing in a manner that contradicts the ADEK cultural consideration policy ▪ Causing minor damage to school or bus furniture (eg sticking chewing gum under a seat) ▪ Taking out or using cell phones during school time	▪ Repetition of Level 2 incidents over an academic year. Such behaviour may be escalated to Level 3 at the discretion of the Behavioural Management Committee ▪ Bullying, intimidation, harrassment and/or abuse of members of the school community, including defaming them on social media ▪ Assaulting others, without causing injury to the victim ▪ Academic dishonesty/plagiarism ▪ Fabrication, falsification of documents and impersonation ▪ Leaving school premises without permission ▪ Seizure, destruction or vandalism of school property and/or the school bus ▪ Capturing, possessing, viewing or distributing media of staff and students taken without consent ▪ Any other forms of misconduct similar to the above as

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		▪ Verbally abusing any member of the school community ▪ Using, possessing or promoting the use of tobacco, vapes or associated paraphernalia ▪ Refusing to hand over banned items ▪ Any other forms of misconduct similar to the above as per the discretion of the behavioural management committee	per the discretion of the behavioural management committee
			
First occurrence	• 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 • The student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment you now have an RP1 • 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 detention). Phone call and email sent by subject teacher to	• Contact made with home outlining issues • Child works in reset, away from the group (families notified immediately via telephone and/or email confirming action taken) • Level 2 behaviours may result in immediate Reset • Log on Go4Schools • In the case of vandalism or damage, parents invoiced for cost of repair	• Parents contacted and asked to come into school • Meeting with parents (Principal, Director, SLT & HQ as required) • Written warning signed by all parties/up to 5 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 • Following 2 periods of 1 day Reset, per half term, further occurrences of Reset = 1 day suspension

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	families informing them of the RP2. • If an RP1/RP2 is issued, the behaviour is recorded in Go4Schools 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 Go4Schools (action to be confirmed by SLT at their discretion)		
			
Repeated misbehaviour	• Verbal warning • Record in Go4Schools • Reflection time set and served • Parents contacted by subject teacher (for RP1&RP2) with information on events and follow up letter/email sent • For RP3 a member of the Pastoral Team will contact home • 3 reflection points in a week (or a day) = 1 hour extended reflection afterschool on a Tuesday or Thursday. Families to be given 48 hours' notice and an email confirming extended reflection will be sent by HOY.	• Parents invited to meet with pastoral leaders • Removed from lesson and spoken to by SLT • Report card – HoD or HoY or SLT • SENCO involved to identify underlying issues (where appropriate) • Referral to School Counsellor (as appropriate) • Assessment by Educational Psychologist (where appropriate) • Level 2 behaviours may result in immediate Reset	• Review meetings with parents • Undertakings signed and a behaviour contract is signed by all parties • Temporary ban from attending school at discretion of SLT (up to 5 days) – ADEK informed

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		• 2 occurrences of extended reflection, per half term = 1 day Reset • Following the initial 1 day Reset further occurrences of extended reflection = 1 day Reset • Post Reset Meeting held with HoY, student and parents. Post Reset form completed and shared with parents.	
			
Continued Level 1/2/3misbehaviour (x3)	• Formal final letter sent after teacher meet with parents (subject to request/availability) • Teacher/daily 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	• 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	• "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			

It is the right of the extended pastoral team to apply their professional discretion when dealing with incidents of misbehaviour

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Level 4 misbehaviours

Level 4 (V High Risk)	• Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and its community members. • Possessing, using, or distributing weapons or objects used as weapons (e.g., arms, blades) on school premises, during transportation, or at school activities offsite. • Committing sexual assault, including sexual harassment, inside the school or during school activities. • Assaulting others in the school environment, causing injury to victims. • Theft and/or engaging in its cover-up. • Capturing, possessing, viewing, or distributing unlawful media content (e.g., pornography, terrorist/extremist content). • Leaking exam questions or related activities. • Setting fire to school premises. • Insulting political, religious, or social figures in the UAE. • Using, promoting, possessing, or distributing alcohol, narcotics, medical drugs, or psychotropic substances while on school premises or during school activities	On Occurrence • Call the parent/s for an immediate meeting • Immediately suspend the student offsite until the end of the investigation • 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 • investigation for a maximum of 5 days with a notification to the parent • The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion • After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy

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Appendix 1 - ADEK Student Behaviour Policy

Figure 1. Staging of Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	**Verbal Warning** Discuss the expected change in behavior with the student.	**Written Warning** Notify the parent in writing about the student's misconduct.	**Written Warning** Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy.	**Written Warning** Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.
Level 2	**Written Warning** Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.	**Onsite Suspension** Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning. Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior. The parent is required to sign an undertaking to support the agreed strategy.	**Onsite Suspension** Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior. The parent is required to sign an undertaking to support the agreed strategy.	**Expulsion** Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.

Level 3	**Onsite Suspension** Immediately suspend the student inside the school. The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions. The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.	**Offsite Suspension** Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. Provide the student and the parent with a final written warning. Summon the student and the parent to the school to present the Committee's decision.	**Expulsion** Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.
Level 4	**Offsite Suspension** Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.	**Expulsion** Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy.	

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Appendix 2: 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

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Appendix 3 - RP2 Email template

Dear Family,

Following our earlier conversation, please be aware that XXX was issued with an RP2 today and as per our behaviour policy will complete a 30minute period of reflection 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
- Failure to TRACK (Values DNA)
- 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 4 - Extended reflection Email template

Dear Family,

Please be aware that XXXX was issued with an SLT Extended reflection for receiving three RPs in one week (or amend as required). As per our behaviour policy your child will complete a 1 hour period of reflection in the Reset Room supervised by SLT on XXXX (add date). Your child will be collected from their lesson at the end of period 7 by a member of SLT.

Please arrange for your child to be collected from Main Reception at 3.50pm.

We request you discuss this with your child. 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.

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Appendix 5 - 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 IRRELEVANT 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 MBA 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.

Kind regards,

XXX

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