



Aspen Heights British School

Management of Student Behaviour Policy

2020-2021

Management of Student Behaviour Policy

Rationale

This policy aims to provide a framework for Aspen Heights British School in developing its 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 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 Aspen Heights British School 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

Aspen Heights British School 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 book 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 Aspen Heights British School, 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 Ginoff, 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:

- I. calling out - talking out of turn
- II. lack of respect for students/staff/property
- III. being off task and distracting others
- IV. arriving late for a lesson

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
- **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. 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 student's circumstances and their punctuality.

Unauthorised Absence/Truancy

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

- o Shopping trips
- o Unnecessary travel
- o Family events (birthdays, visitors, etc.)
- o 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 unauthorised absence.
- Aspen Heights British School will issue warning letters prior to any implementation of 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**:

- o Illness (supported by a medical certificate)
- o Scheduled doctor appointments (supported by a doctor's confirmation)
- o Death of a first or second degree relative (up to 3 days)
- o 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)
- o Participating in an official community task or event representing the UAE (i.e, sporting event) (supported by official documentation)
- o Mandatory appearance before an official government body (supported by evidence of the appearance)
- o 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 Academies 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 the school 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

Aspen Heights British School 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 Engage System - 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 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 Aspen Heights British School 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 Aspen Heights British school 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.

Violation Levels and Sanctions - Primary /Elementary Students

Violation level	Examples of misbehaviours	Consequence in Aspen Heights British School
<p>Level 1</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 absence - 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. 	<ul style="list-style-type: none"> - Teacher speaks to child about his/her behaviour. - Incident recorded. <p>Repeated misbehaviour</p> <ul style="list-style-type: none"> - Verbal warning - Name on 'grey cloud' or similar - Loss of play time - Parents contacted <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 issue - Modified programme - Meeting with school counsellor - Assessment by educational physiologist - Move to level 2 as behaviour causes significant disruption to teaching and learning
<p>Level 2</p> <p>Behaviour that causes great destruction of teaching and learning than what is described in level 1 behaviour. This level covers</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</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

<p>student behaviours that may lead to physical and mental harm to another person or may lead to property damage.</p>	<p>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 towards peers and teachers. - Repetition of level 1 incident over an academic year. Such behaviours may be escalated to level 2, at the discretion of the principal. 	<ul style="list-style-type: none"> - Name on 'black cloud' or similar. - Parents informed by letter from the class teacher - In the case of vandalism or damage, parents are invoiced for the cost of the repair/displacement. <p>Repeated misbehaviour</p> <ul style="list-style-type: none"> - Parents called into a meeting - Loss of 'Golden Time' - Report card - SENCO involvement to identify any underlying issue - Modified timetables <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 - Reflection time/one-day suspension - Meeting with school counsellor - Assessment by educational physiologist
<p>Level 3 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</p>	<ul style="list-style-type: none"> - Child is sent to the principal - Parents contacted and ask into come to the school - Written warning signed by all parties/ one-day suspension – professional judgement. - In the case of serious damage to property, parents are invoiced for

	<p>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 - Deliberately setting off the fire alarm and so putting staff and student at risk - Committing act of public indecency in school - Repetition of level 2 incidents over an academic year. Such behaviour may be escalated to level 3, at the discretion of the principal. 	<p>the cost of the repair or replacement and students may carry out community service</p> <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 school - 'Notice of Disciplinary transfer' issued to parents
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Violation Levels and Sanctions - Secondary/Middle/ High School Students

Violation level	Examples of misbehaviours	Consequence in Aspen Heights British School
<p>Level 1</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 absence - Incorrect school uniform 	<ul style="list-style-type: none"> - Teacher speaks to child about his/her behaviour. - Incident recorded. - Note in homework or student planner - Form tutor speaks to students

	<ul style="list-style-type: none"> - Not bringing the necessary books, equipment, etc... - Disruptive classroom and/or school behaviour. - Breaking classroom rules - Defying school authority and staff members. 	<p>Repeated misbehaviour/defiance/abusive language</p> <ul style="list-style-type: none"> - Verbal warning - Detention/Loss of break time - Parents informed by letter/email from subject teacher or head of department. <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 issue - Modified programme - Meeting with school counsellor - Assessment by educational physiologist - Move to level 2 as behaviour causes significant disruption to teaching and learning
<p>Level 2</p> <p>Behaviour that causes great distribution 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 	<ul style="list-style-type: none"> - Mobile phones- confiscated and returned to parents - Isolation or reflection time away from the class - Incident recorded - Letter to parents from HoY - In the case of vandalism or damage, parents are invoiced for the cost of the repair/displacement, and students may carry out community service. - Cheating in exams – in line with the school honesty policy. <p>Repeated misbehaviour</p>

	<ul style="list-style-type: none"> - 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 towards peers and teachers. - Repetition of level 1 incident over an academic year. Such behaviours may be escalated to level 2, at the discretion of the principal. 	<ul style="list-style-type: none"> - Meeting with Parents - Behaviour management - Senior leader Report card - SENCO involvement to identify any underlying issue - Modified timetables <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 - Principal report card - one-day suspension - Meeting with school counsellor - Assessment by educational physiologist
<p>Level 3</p> <p>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. Behaviours in Level 3 may, at times, be violating UAE laws. 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 	<ul style="list-style-type: none"> - student sent to the principal - Parents contacted and ask into come to the school - Written warning signed by all parties/ one-day suspension – professional judgement. - Temporary ban from attending school (up to 5 days)- ADEK informed - 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

	<ul style="list-style-type: none"> - 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 - Deliberately setting off the fire alarm and so putting staff and student at risk - Committing act of public indecency in school - Repetition of level 2 incidents over an academic year. Such behaviour may be escalated to level 3, at the discretion of the principal. 	<ul style="list-style-type: none"> - Social police involvement may be necessary <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 must be informed - ‘Managed move’ to another school <p>Continued level 3 misbehaviour</p> <ul style="list-style-type: none"> - Seek ADEK approval to expel as the student has been repeatedly suspended/disciplinary transferred from school, ‘Managed Move’ and is above the mandatory school age of 16 years - notice of exclusion issued to parents
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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 permanent exclusion from the school.

Fixed Term and Permanent Exclusions

For Level 3 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 Aspen Heights British School 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 Aspen Heights British School Disciplinary Committee. The committee will include the Director of Education and may also involve a School Principal from another school. This investigation may involve students and witnesses and will include consultation with the parents.

Guidance Reading Transitions

Most students transferring from one school 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 student behaviour may result in a place being withdrawn from Aspen Heights British School. Communication with parent Will be central to such 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 Aspen Heights British School 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 Aspen Heights British School Director of Education who may conduct an investigation, If concerns remain, they may be invited to meet with a member of Aspen Heights British School Executive Management Team.

Policy Review

ANNUAL REVIEW FORM

Aspen Heights British School and all schools will review their Promotion and Retention of Students Policy annually.

Approved by:

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, student's 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 student's 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: 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 Student's 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 member, 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.
 - Corporal punishment for an individual's misconduct.
 - Imposing more School work.
 - Mocking or insulting the student in private or in public.
- Preventing the student from 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 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 Guidelines 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 has 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 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: _____

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

1- Suspension 2- Disciplinary Transfer 3- Expulsion

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

1- Principal 2- Aspen Heights British School 3- ADEK

What are your reasons for this appeal?

Name _____ Date: _____

Signature _____ Contact No. _____

Relationship to student: Parent / Guardian / Family member



Aspen Heights
BRITISH SCHOOL