

ADEK: Policy in line with Policy 50, Wellbeing Policies, ADEK Inclusion Policy, and the National Policy for the Prevention of Bullying in Educational Institutions (MoE, n.d)

Rationale

All members of the school community must show respect and exercise consideration towards each other following the [School's Code of Conduct](#). Every student has the right to feel **safe, respected** and have the opportunity to be **ambitious** with their learning, and every teacher has the right to feel safe in a cooperative school atmosphere.

In line with the CPI philosophy (underpinned by “When the adults change”, by Paul Dix), we can better understand how adult behaviour affects that of students, habits are created that allow teachers to respond consistently and calmly to challenging student behaviours.

We are building a culture of rewards and role modelling best behaviour. We do not sanction by using detentions or punishments; In line with enhancing student's life competences, we adopt a restorative approach to the child's behaviour, de-escalating situations and encouraging vital 'learning about self' as part of this. We have uncompromisingly high expectations from everyone in our community.

Aims of our positive behaviour policy:

1. To create a safe, respectful and ambitious learning environment
2. To create a welcoming, safe, orderly, creative, and student friendly environment.
3. To inspire positive attitudes to schoolwork and the school environment
4. For staff and students to take personal responsibility for their environment
5. To ensure a high standard of excellent behaviour and discipline is maintained

Key Principles

The following principles provide a guide in how we intend to achieve our aims:

1. Consistent, calm behaviour: All decisions relating to the management of student behaviour are made using the behaviour management process and the principles of maintaining safety, fairness and respect. We take a holistic view towards student behaviour as part of respectful interactions between students, staff and the wider school community.

2. Sustainable routines: Well-planned lessons together with well-prepared students within a supportive atmosphere will always ensure excellent behaviour for learning. The use of appropriate curriculum and learning programs will encourage positive student engagement. To embed positive behaviour culture, staff are accountable for

ensuring all behaviour incidents are promptly and thoroughly investigated and recorded on iSAMs and shared with parents.

3. First attention to best conduct: Teachers will gain effective strategies for praise and rewards to ensure their attention is first and foremost recognising good or excellent student conduct. Student wellbeing is best supported through the encouragement of excellent behaviour, and inappropriate behaviour will be challenged using the behaviour management process.

4. Scripted interventions: Teachers will think carefully about what they are going to say when responding to inappropriate behaviours to de-escalate, encourage self-reflection and improve their behaviour.

5. Restorative approaches: Student behaviour is best managed in ways that promote restorative practices and are educative in nature. When addressing behaviour concerns, we maintain a perspective that we are addressing concerns with aspects of the student's behaviour itself, and not with the child. Where students are identified as being at risk, individual documented learning plans will be developed and parents involved.

Misconduct levels and guidance

There are four levels of student misconduct at RBS as defined by ADEK. Staff guidance for responding to student misconduct, including repeat offences, is in line with ADEK policy. Staff must carefully consult the "[Behaviour Policy - Misconduct Levels and Disciplinary Guidance](#)" document when determining levels of student misconduct and appropriate disciplinary sanctions/actions.

Conducting Investigations

It is important to act quickly when undertaking any behavioural or safeguarding investigations. When doing so, the following guidance should be followed as closely as possible:

- **Statements:** Take statements from all those directly involved and carefully consider others (students and staff) who may have been indirectly involved i.e. witnesses. These should be done individually in a calm and safe space. Statements should be signed and dated.
- **Follow up statement related discussions:** Carefully read and check that statements are clear. Revert to students and staff to seek further clarity where necessary
- **Video footage:** Acquire and carefully analyse video footage making notes in a timeline format of any key observations.

- **Recording evidence:** Ensure all evidence is collated and carefully documented for ease of reference during parental discussions.
- **Consulting relevant policies:** Consult the relevant RBS and ADEK policies to ensure any actions taken are aligned to policies.
- **Acquiring student / case history:** Check student/case history via ISAMS and the Year Leader/ELT as necessary.
- **Parents:** Inform parents of incidents, always in a declaratory manner. Be clear as to what is “fact” and what is still being “investigated”. Explain the process and timeline for the investigation. Reassure parents they will be kept informed. Invites parents in once the investigation is either (a) at a critical early stage to ensure parental engagement / buy in (b) at the end of the investigation to ensure
- **ISAMS:** Ensure all incidents and parental meetings are recorded on ISAMS.

It is important to be thorough and objective when conducting any investigation. We aim to reach accurate and unbiased conclusions based on facts established throughout a holistic investigation.

How we recognise and reward positive attitudes and behaviour

The school’s main method of rewards is through the use of house points. In addition, a range of other strategies including, but not limited to, class dojo points, stickers, certificates etc. Parents are informed of rewards via letters home, reports, assemblies and celebrations.

Restraint Handling

When choosing to restrain a student, all other options shall initially be considered and positive handling shall be the last resort in managing situations. Schools are authorised to use positive handling to protect students, in circumstances such as to prevent students from:

- Leaving the classroom or school premises where allowing the student to leave would risk their safety and/or that of others.
- Injuring themselves and/or others.
- Damaging property.

Any response to extreme behaviour should be reasonable and proportionate, and conducted with minimal usage of physical force and staff shall consider the risks and carefully consider any vulnerabilities of the student (e.g., vision and hearing impairment, mobility restrictions, mental health needs, medical conditions). Such conduct shall only be in accordance with the following:

- The student should be in immediate danger of harming themselves and/or others.

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- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses.
- Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control.

Key staff are trained to promote de-escalation techniques.

Staff do not use force as a form of punishment, which would constitute maltreatment in line with the *ADEK Student Protection Policy* and is considered unlawful.

Students with Additional Learning Needs

We will ensure that, where disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.

- We will ensure that any underlying special educational needs affecting behavioural regulation are considered in determining appropriate disciplinary action.
- We will develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behaviour in a similar manner to their peers due to an underlying need.
- We will provide sufficient guidance to students to ensure continued learning.

Maltreatment

Misconduct categorized as maltreatment (e.g., physical abuse, bullying, sexual abuse) is managed in line with the maltreatment reporting procedure in the Handling Student Maltreatment Concerns within Educational Institutions (ECA, 2024). In such cases, we will involve law enforcement authorities as appropriate where misconduct is illegal as per the latest applicable laws in the UAE.

Exclusion

At the end of each academic year, we will share a list of students at risk of expulsion with ADEK, along with the history of misconduct and all intervention strategies used to deal with the misconduct. We will seek approval from ADEK before not allowing re-enrollment.

Appeals Procedure and Timeline

Parents wishing to appeal the outcome of an investigation as per the following guidance:

Timelines for the appeal:

- To appeal a school's decision to suspend their child, parents have 1 working day.
- To appeal a school's decision to expel their child, parents have 10 working days.
- Modes of appeal (e.g., via email, telephone, or face-to-face meeting).

Student Behaviour Policy

- Decision of the appeal: Where an appeal has been made and following a review by the persons concerned (e.g., teacher, social worker, and/or counsellor), the school shall issue a final decision (accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases and share the decision with the parent.
- If the school does not respond to the appeal within 3 working days or the parent rejects the school's final decision, the parent may lodge a complaint to ADEK within 5 working days.
- ADEK reserves the right to investigate any complaint in conjunction with suspension and expulsion following the final decision, but not prior to it, unless the school has not issued its final decision within the timeframe stipulated.

Behavioural Management Committee

Rationale

The School Behavioural Management Committee will review and discuss student behavioural issues. Disciplinary actions by the committee must be fair and equitable to all students without exception.

All disciplinary action shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in the policy. A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians.

Committee Members:

Chair	Principal*	Craig Halsall
Deputy Chair	Vice Principal	Andrew Du Lieu
	Head of Secondary	Adam Crossley
	Deputy Head Primary*	Katy Bailey (Child Protection Coordinator)
	Deputy Head Pastoral*	Kerry Walsh (Child Protection Coordinator)
	Social Worker*	Hanan Zaifa (Social care team)
	Social Worker*	Noof Alameri (Social care team)
	Parent Relations Manager	Ruba Jaber
	Member of the Teaching Team*	TBC (Likely a Year Leader)
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	Head of Inclusion	Shirley Louis (when SEN student involved)

*Permanent members of the committee.

Committee Responsibilities.

1: To meet upon any L3 or L4 meetings and upon suspension letters issued for L2 incidents.

[The committee members shall be available to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation. They will review any student behavioural concerns, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the student's age and ability and the severity of the misconduct as per the levels identified]

And,

2: Once per half term to review current practice.

The School Behavioural Management Committee shall keep a record of the disciplinary offences (level 2 and 3) of each student and the action taken. Level 1 behaviour incidents along with Level 2, 3 & 4 are all held on the school management system iSams. Minutes of meeting with parents will be made and evidenced in the behaviour incident report as available on iSams. The committee will annually review the Student Behaviour Policy and attached documents.

Approval and Review.

Reviewed by: Head of Primary, Andrew Du Lieu / Date: 10.08.24

Confirmed by: Principal / Date: 10.08.24