

Al Yasmina Academy

CULTURE FOR LEARNING POLICY

| | |
|--------------------------|---------------------------------------|
| Policy Issued | June 2022 |
| Next Review | June 2023 |
| Lead Professional | AP Pastoral for Primary and Secondary |

Rationale

This policy aims to provide a framework on which proactive strategies that reinforce positive behaviour at Al Yasmina Academy and behaviour management systems, are based. Our aim is to change patterns of behaviour using a positive culture and ethos that develops wellbeing, self-discipline and promotes well-rounded, independent learners.

As a school, we do not believe in sanctioning students who misbehave as an immediate response. We encourage reflection, responsibility, and restorative actions from all. However, repeated breaches of the school rules and expectations will not be tolerated and a graduated approach to consequences will be adopted.

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."

Philosophy

At Al Yasmina Academy, we believe that a positive attitude to oneself, to others and to learning greatly improves the likelihood of successful and fulfilling experiences at our school and in life in the future. This is supported by our priority on Positive Education and wellbeing for all.

Complementary to our Positive Education approach to well-being, we have adopted a Restorative Justice (RJ) approach to managing behavioural issues within the school. This approach provides an alternative to the belief that punishment will change behaviour and achieve compliance.

| From... | To... |
|--|--|
| Punishment | Putting things right |
| Focusing on rules that have been written | Thinking about the harm that has been caused |
| Blame | Solutions |
| Guilt | Responsibility and accountability |
| Sanctions as a deterrent | Empathy as a deterrent |
| The punishment of others | Healing of those affected. |

Our Aims:

We aim to support our students learning to self-regulate their own behaviour and learning using restorative practice. Our whole school approach therefore aims to:

Develop – emotional literacy, truth telling, accountability, responsibility.

Improve – behaviour, attendance, learning environment, teaching and learning

Increase – empathy, happiness, social and communication skills

Reduce – conflict, need for sanctions, bullying and exclusions.

Objectives:

At Al Yasmina, we seek to create a safe, nurturing school environment that supports individuals to:

- Act with honour and integrity
- Give voice to their ideas
- Achieve personal excellence
- Cooperate with all members of the school community
- Form positive relationships based on empathy
- Accept and respect diversity and difference
- Promote kindness and forgiveness

We maintain our guiding values and standards when individuals respect the school community, and the school community respects them. The school will respond to any actions and events that harm individuals and/or the school community. This includes any action and event which:

- Harms an individual (word or deed)
- Damages property
- Introduces destructive products into the school community
- And / or in other ways undermines trust in the community.

We will do this within a framework of the following **Restorative Justice Principles**:

1. Identifying and actively seeking ways of repairing the damage caused by the wrongdoer
2. Encouraging dialogue where **all** participants are given the opportunity to openly state their views, as well as listen to others and acknowledge their views.
3. Treating **all** participants with respect, fairness, transparency, and honesty
4. Creating a safe environment which allows participants to engage, learn and gain a shared understanding
5. Initiating the process of accepting responsibility, reparation, reintegration, restoration, and behavioural change
6. Focusing on positive relationships and restoration of broken relationships through kindness and forgiveness

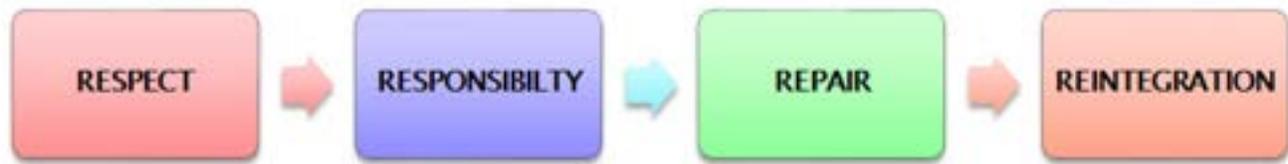
Rights and Responsibilities

Restorative practice begins with recognising students’ rights and responsibilities. It is also important to identify what we believe the school is responsible to provide. Students and staff are engaged in the development of these rights and responsibilities. We promote a high level of ownership **through displaying them in every classroom**. As students grow through the school there should be regular explicit opportunities for learning about how to act in keeping with the school’s values and beliefs. The following is the current table of Rights and Responsibilities that serve as the basis for this policy:

| Students have a right to: | Students are responsible for: | School is responsible for: |
|--------------------------------|---|---|
| Learn | Being prepared for lessons Managing my own behaviour Adopting a growth mindset | Providing creative and equipped environments for engaging learning Hiring Qualified Teachers |
| Feel Safe | Respecting myself, others and the environment | Safety Policies Restorative Justice Policies Standards of Behaviour |
| Feel Respected | Speaking respectfully/politely to other students and teachers Following the school uniform and behaviour standards | Assure fair treatment of all students Modeling mutual respect Communicating expectations |
| Work in a Positive Environment | Celebrating the success of others | Providing encouragement, helpful feedback |
| Feel Valued/Appreciated | Trying my best Showing empathy Engaging in school activities | Providing opportunities for rewards and celebrations |

Our Strategies

1) Restorative approaches:



- **Respect** – for everyone by listening to other opinions and learning to value them
 - **Responsibility** – taking responsibility for your own actions
 - **Repair** – developing the skills within the learning community so its individual members have the necessary skills to identify solutions that repair harm
 - **Re-Integration** – working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated.
1. Identifying and actively seeking ways of repairing the damage caused by the wrongdoer
 2. Encouraging dialogue where **all** participants are given the opportunity to openly state their views, as well as listen to others and acknowledge their views.
 3. Treating **all** participants with respect, fairness, transparency, and honesty
 4. Creating a safe environment which allows participants to engage, learn and gain a shared understanding
 5. Initiating the process of accepting responsibility, reparation, reintegration, restoration, and behavioural change
 6. Focusing on positive relationships and restoration of broken relationships through kindness and forgiveness.

Curriculum: Positive Education (PE) directly taught to teach learning behaviours explicitly in our curriculum and Assemblies, complimenting Moral Education to teach social, emotional and cognitive learning skills and develop character in Primary.

Use of Pupil Voice in **EPOCH** surveys each half term to measure **Engagement, Perseverance, Optimism, Connectedness and Happiness** of our FS1 to Y13 students.

Know and understand **our Pupils** and their influences:

Teachers who know their pupils well can have a positive impact on classroom behaviour. Every end of year and start of year, our teachers share what they have learnt about their students with the receiving teacher to support provision and nurture development.

Transition is key to success at Al Yasmina, and detailed transition information, meetings and induction weeks are vital to establish the basis for strong pupil-teacher and teacher-parent relationships. (Transition policy)

Teach **learning behaviours** alongside managing misbehaviour:

A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task. Teachers will manage misbehaviour but the skill of improving ones learning behaviours can improve academic achievement and cognitive ability. Pupils who are aware of their behaviour and can self-regulate and deploy coping skills, are less likely to misbehave.

The key learning behaviours explored are:

- a) **Emotional Learning Behaviours:** inner voice, mental well-being, dealing with set-backs, self-esteem, self-worth and self confidence
- b) **Social learning behaviours:** pupil relationship with teacher, pupil relationship with peers, collaborative learning and bullying.
- c) **Cognitive learning behaviours:** motivation, growth mindset, working memory/cognitive load, and communication - improving through effective teacher-pupil dialogue, modelling.

Employ **classroom management strategies** to support good classroom behaviour:

Good classroom behaviour can reduce challenging behaviour, pupil disengagement, bullying and aggression and can lead to improved classroom climate, attendance and attainment. Effective classroom management strategies are supported through mentoring of our newly qualified staff, through our Performance Management and Continua reflections and addressed through our bespoke CPD schedule.

Use of an effective **Reward system** to reinforce desirable behaviours within classrooms and motivate and are a part of the whole school approach to behaviour. We recognise that praising students is important for promoting positive attitudes to school, learning and good behaviour. There are a multitude of ways in which positive behavior is recognised and rewarded and at the heart of this, is sharing both with the child and their families.

Use of **targeted approaches** to meet the needs of individuals:

Universal systems are unlikely to meet the needs of all students and so a personalised approach is employed. This may be targeted interventions constructed to meet the individual need without lowering the expectations of any pupil's behaviour.

E.g. Parental engagement, communication sheets, Individual behaviour plans, support from our Inclusion department or outside agencies, our School Councilor.

Regarding Students with Special Education Needs:

Students with Special Educational Needs and/or Disabilities (SEND), particularly those with Autistic Spectrum Disorder (ASD) or other difficulties which impact on social awareness and/or verbal abilities, may require a modified approach to conferencing. Visual aids, such as choice boards (e.g. to identify emotions) or cause and effect boards (e.g. I did ____, so therefore ____), as well as writing frames (e.g. cloze-style template for an apology letter) can be used to facilitate the conference. This conference should take place in collaboration with the student's key worker from the Achievement Centre.

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. It can be verbal, physical, emotional, racist or cyber-bullying.

Our school takes a zero-tolerance approach to all forms of bullying. Any student who bullies another student will be dealt with in line with our restorative practices, with appropriate parental involvement. Refer to our Anti-Bullying Policy.

Our Consequences

‘Praise in public, correct in private.’

Whilst it is the responsibility of the school staff to ensure that our students have the appropriate opportunities to act positively before any even escalates to disciplinary action, we do have clear and structured responses which follow ADEK’s guidelines which categorises behaviour into three levels.

Level 1: behaviour which causes disruption of learning and teaching

Level 2: behaviour which causes disruption to learning and teaching and MAY lead to physical and mental harm of another person or damage to property.

Level 3: behaviour which causes physical endangerment to fellow students, school staff and other people. Behaviours at this level may also violate UAE laws.

Consistent with the school’s ethos of supporting pupils rather than blaming and punishing, these are used proportionately, flexibly and creatively to respond to each individual and the specific situation and **only after suitable reflection, discussion and negotiation as necessary have taken place.**

Our model for behaviour is purposefully not a linear one but rather a cycle that always leads a student intentionally back towards reintegration. We ensure that we use both formal and informal strategies to deal with behaviours:

Restorative Chats

This is non-prepared, often quick conversation that aims to take those involved in conflict to a restorative solution where everyone feels: heard, treated fairly, able to move on and has a clear idea of what is needed from their future actions. Restorative chats are very effective in developing empathy and building on established restorative practices within your school, can help resolve issues quickly before they escalate.

To be able to use this effectively, you will need an understanding of what a restorative solution is and how to use restorative language to help others come to a resolution to a problem or issue. A Restorative Chat works most effectively when restorative practice is an integral part of your school culture and your pupils understand what is expected of them within this ethos.

When having a restorative chat is it important to remember to:

- Ask open questions using restorative language
- Use active listening skills
- Think about body language

Please refer to Appendix A for questions to be used in restorative chats.

Small Impromptu Conferences

This is an informal conference that might not include formal preparation but should/may include a contract and a follow up. Individual members of staff take initiative and lead the process.

Circle or Classroom Conferences

This is a formal conference that requires a formal referral, pre-conference preparation, a contract, debrief and

a follow up session. Referral for support can be made to the HoY for the students concerned.

Formal Conferences

This requires formal pre-conference preparation, possibly a meeting with parents, formal referral, a contract and formal setting, a debrief after the conference, and a follow up session. Referral for support can be made to a member of SLT for the students concerned.

Unsuccessful conferences or refusal to take part

Unless all have agreed to take part in the Restorative Intervention, it will not proceed; **ALL** have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed, the intervention will close and an alternative resolution will be imposed.

If those involved fail to comply with the expectations of the agreement alternative solutions, including the school's consequences, may be applied to the wrongdoer.

Monitoring our Approach

Monitoring the well-being of our students will occur each term across the school through the use of EPOCH questionnaires to gather data on our students. This allows us to respond to their group and individual needs and to both personalise our measures and track impact of our strategies.

Day to day monitoring of our learning behaviours will take place within our classrooms and will be our teacher's responsibility to embed and develop.

More challenging incidents will follow our positive approach still, using restorative practice to restore expected learning behaviours. Use of DAYBOOK allows staff to record behaviour formally and includes what our staff have actioned in order for the students to modify, improve and restore their behaviour.

The ladders for learning detail how and when reporting should be done, along with the appropriate member/s of staff involved at each stage.

Our Parents

Parents are encouraged to work in partnership with the school to ensure that students have a full understanding of Al Yasmina Academy's expectations and restorative approach regarding student behaviour both in and outside of school. Part of this includes adhering to a Home School Agreement each year, and being informed of our culture for learning.

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 School Disciplinary Committee. The committee includes the School Principal, the Deputy Principal, Assistant Principal (Pastoral) and any other members of staff who witnessed/were involved in the event or work closely with the student. 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.

See Appendix F for more details

The Role of Parents

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of Al Yasmina Academies expectations regarding student behaviour both in and outside of school. Parents should support disciplinary actions deemed appropriate by school leadership. To facilitate this, parents and primary and secondary students are required to sign a Home School Agreement on an annual basis which clearly outlines key requirements in relation to student behaviour, the use of mobile phones, our school uniform requirements and attendance and punctuality.

If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to complete the Parents' Appeal – Letter of Consideration template (Appendix 3). Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal, or with the Aldar Academies Director of Education who may conduct an investigation. If concerns remain, they may be invited to meet with a member of Aldar Academies Executive Management Team.

Appendix A: Rewards Ladders for Primary and Secondary

Appendix B: Class Charter Systems – Primary

Appendix C: Restorative Questions

Appendix D: Behaviour Guidelines for Stages

Appendix E: Unacceptable Sanctions

Appendix F: Fixed Term and Long-Term Exclusions Guidance, including necessary forms

Appendix G: Written Warning.

Appendix A : Rewards ladders Primary



Rewards Ladder – Secondary

YASMINA BRITISH ACADEMY

RECOGNITION AND REWARDS LADDER

House Points

7. Annual Awards
To be awarded as part of special events, e.g. Sports Personality of the Year, Student of the Year.

6. Secondary Principal's Award Termly
Each term, one male and one female student from each year group will be chosen to receive the award based on the House points, core values, learner characteristics and contribution to the school and community. Students will receive a letter home to reward.

5. Students of the Term Subject Awards Tutor Awards HOY Awards House Awards
Awards for specific achievements in school. To include progress, achievement, attendance, core values, learner characteristics, attendance, house points, Assembly announcements, House group attendance award, External award and house points given. E.g. Non-uniform day.

4. Half Term Student Awards Subject Award Tutor Award House Award
Awards for specific achievements in school. E.g. Mathematician of the Month, Star Writer, Star Reader. Formal praise postcard/letter/email from Head of Department/Head of Year. Assembly announcements.

3. Recognition Weekly Fortnightly
Displays of student(s) work in the classroom or around the school. Formal praise postcard/letter home or email from Form Tutor/Subject Teacher.

2. Feedback Daily Weekly
Written comments in exercise books or on students' work. Detailed verbal feedback. Positive note in planner.

1. Verbal and Visual Recognition Daily
Verbal praise to the student. Public praise in class. Thumbs up, smile, sticker. Telephone call home.

50

25

20

6-10

3-5

1-3

YASMINA BRITISH ACADEMY

Appendix B: Class Charter System - Primary

| |
|---|
| In Yasmina... |
| <u>We are kind, caring and forgiving.</u> |
| We respect everyone, and everything. |
| We do our best in all that we do. |
| We are responsible, and truthful. |
| |
| |
| |

Class Charter – Secondary – Yasmina Way



YASMINA
ARTS ACADEMY

STUDENTS ARE ENCOURAGED AND MOTIVATED THROUGH POSITIVE RECOGNITION WITHIN LESSONS AND AROUND THE ACADEMY USING OUR YASMINA CODE TO FOSTER A POSITIVE AND CARING LEARNING COMMUNITY



Y Say **YES** to learning

- Listen and follow instructions at all times
- Engage in all parts of the lesson
- Be organised
- Always try your hardest

A ALWAYS uphold our core values

- Collaborate - work well with others
- Excellence - always do your best, never give up
- Passion - learn with enthusiasm
- Respect - listen to other people's views and opinions
- Creativity - think outside the box, generate new ideas

S Maintain high STANDARDS

- Always be on time
- Come fully equipped - books, devices, equipment
- Wear your uniform with pride
- Take pride in your work
- Meet deadlines

M Be **MOTIVATED** learners

- Take responsibility for your learning
- Reflect on your learning
- Seek challenge in your learning
- Be curious
- Act on feedback
- Participate in the wider school life

I **INSIST** and strive for excellence

- Have a growth mindset
- Ask questions
- Be resilient
- Collaborate
- Don't give up

N **NURTURE** positivity

- Positive and respectful communication at all times
- Help others
- Show empathy
- Be kind

A **ACTIVELY** care for our community

- Act sustainably - Rethink, Refuse, Reduce, Reuse, Recycle, Repair
- Be Green, Stay Clean
- Have a voice
- Take on student leadership opportunities
- Keep the environment tidy
- Get involved in community projects



YASMINA
ARTS ACADEMY

Appendix C: Restorative Questions

Questions for Restorative Chats (EYFS & Lower Primary)

Responsible party:

- What happened?
- How did you feel?
- How would you feel if it happened to you?
- Who was upset?
- How can we make it better?

Person who has been harmed:

- What happened?
- How did you feel?
- How do you feel now?
- What can we do to make it right?

Questions for Restorative Chats (Upper Primary & Secondary)

Responsible party:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected /harmed by your actions?
- How do you feel about the incident now?
- What can be done to repair harm/restore relationships?

Person who has been harmed:

- What happened?
- How were you affected?
- How is the offence still affecting you now?
- What do you need to have happen to make things right?
- Do you have any other info to share about the impact

Appendix D: Behaviour Guidelines to the stages of restorative practice



Appendix A: Al Yasmina Academy Culture for Learning Guidelines for stages

| Level | Examples | Actions /Strategies | Staff involvement | Parental Involvement | To be recorded on Day Book? |
|---|---|---|-------------------|------------------------------|-----------------------------|
| Level 1 Low Level Disruptive Behaviour | <p>Low level disruption to learning and teaching such as but not exclusively:</p> <ul style="list-style-type: none"> Not lining up correctly/quietly Distracting others on carpet Distracting others when working Making silly noises Taking other children's equipment without asking Talking during instruction giving Not following teacher instruction Refusal to complete work Breaking the classroom rules/chamber | <p>Strategies employed for classroom management:</p> <ul style="list-style-type: none"> Positive reminder of what we like to see... Invite another child for doing something well Directed from current behaviour <p>Most of these situations can be dealt with fairly and promptly by working through these questions or using a selected few to restore expectations. The "restorative chat" is a non-prepared, quick conversation to that is fair.</p> <p>If somebody is upset, we aim to resolve the situation fairly.</p> <p>If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.</p> <p>Restorative Chat: This aims to take those involved in conflict to a restorative solution where everyone feels, heard, treated fairly, able to move on and has a clear idea of what is needed from their future actions. Restorative chats are very effective in developing empathy.</p> <p>Please refer to Appendix A for questions to be used in restorative chats guidelines for EYF, lower, upper and secondary.</p> | Class Teacher | Not necessary at this stage. | No |

|  SULTAN MOHAMMED BIN RASHID SCHOOL | | | | | |
|--|--|--|---|---|--|
| Level 1 - A continuation of Level 1 behaviour. | A persistent continuation of Level 1 behaviours that significantly impacts learning and teaching. | <p>Impromptu Conference: Reflect and Repair This is an informal conference that might not include formal preparation, but should/may include as record of the discussion and agreement, and have a follow up.</p> <p>Please refer to Appendix A for questions to be asked and answers recorded to ensure a solution and outcome is agreed.</p> | Individual member of staff takes initiative and leads process. This could be class teacher, or specialist. Class teacher always to be informed. | Parents to be informed that a restorative chat has taken place to restore expected behaviour to enable support. Follow up next day/over the week as appropriate. | Record impromptu conference in Day Book |
| Level 2 Behaviour that may include mental or physical harm to another person or property | These behaviours may include: <ul style="list-style-type: none"> • Persistent bullying tendencies (purposefully excluding, malicious use of social media, spreading rumours etc) • Physical violence towards another student. • Skipping classes • Theft • Discrimination (all forms – teachers to use their discretion to ensure that children have understood their actions) • Strong abusive or inappropriate language that is specifically aimed at a person or people • Vandalism of school property or the property of others • Photographing, keeping or publishing photographs of students or staff without permission. • Misuse or abuse of the school's IT systems. | When small impromptu chats/conferencing periods for the same reason, it will escalate to a Circle Conference. Circle or Classroom Conference (reflect and repair) This is a formal conference that requires a formal referral, pre-conference preparation, a contract, debrief and a follow up session. Please refer to Appendix B | Class Teacher Head of Year / Department | Parents to be informed. Formal | Continue to record all incidents in Day Book |

|  SULTAN MOHAMMED BIN RASHID SCHOOL | | | | | |
|--|--|---|--|--|------------|
| Level 3 Behaviours that threaten or endanger students or staff | These behaviours could include: <ul style="list-style-type: none"> • Violence towards other students or staff which causes injury that requires medical treatment. • Possessing, selling or consuming illegal substances. • Committing major acts contrary to Islamic values and morality. • Deliberately setting off the fire alarm. • Bringing, possessing displaying or promoting images/information that is not culturally sensitive or conflicts with general rules of society. • Sexual harassment inside the school building • Repetition of Level 2+ incidents over a prolonged period – this should be approved by a member of SLT after submitting evidence of what has been put in place previously. | <p style="text-align: center;">Formal conference</p> <p>Formal Conference: Reflect, repair and integration</p> <p>This requires formal pre-conference preparation, possibly a meeting with parents, formal referral, a contract and formal setting, a debrief after the conference, and a follow up session.</p> <p>Referral for support can be made to a member of SLT for the students concerned.</p> <p style="text-align: center;">Repetition of this:</p> <p>Formal Conference: Reflect, repair and integration</p> <p>This requires formal pre-conference preparation, possibly a meeting with parents, formal referral, a contract and formal setting, a debrief after the conference, and a follow up session.</p> <p>Next follow the same process but with Principal and Assistant Principal</p> | Class Teacher HOY Director Assistant Principal Pastoral Assistant Principal, Principal & Other members of SLT or Alder HQ where appropriate | Communication with parents and face to face meeting with all stakeholders. Dependent on negative behaviour, possible suspension (internal or external) with re-admittance interview. First warning letter issued – student's place in school reviewed. Second warning letter issued – student's place in school reviewed. | On Daybook |

Appendix E: Unacceptable Sanctions

Sanctions that are not acceptable in any circumstance include:

- Physical contact with intent (examples: pushing, shoving, tapping)
- Loud or sarcastic tone (example: “Oh, well done!!”)
- Placing the child outside of the room
- Labelling the child (example: naughty, a pain, a nuisance, headache)
- Making an example of the child or degradation (example: “You are just as bad as so- and- so”, asking the child to face a wall or sit with hands on their head)
- Threatening the child (example: “If you do that again, you will really know about it”)
- Sending the child back to the class teacher (Specialists)
- Sending the child to another teacher or SLT without consultation
- Using parents as a negative threat (example: “Right, I am going to be telling your Mum”)
- References which may be culturally offensive (example: “If you do that, you will go to hell”)

Appendix F

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

Policy 51: Expelling Students

Corresponding to Article (56) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **expulsion of students** refers in particular to permanent exclusion from the School in accordance with the Council's official procedures. **Suspension** refers to temporary exclusion of students for a short period of time as determined by the Council. **Unofficial suspension** refers to student suspension without complying with the formal Council's or School procedures, for example, sending a student home for the rest of the day or removing the student from the classroom.

PURPOSE(S):

- To set out the parameters within which Schools may expel, dismiss or suspend students.
- To minimise issues related to the right to educational, disruption to the student's education, student protection and safety, family cohesion and social order, by requiring Schools to follow best international practice in dealing with potential exceptions.

POLICY:

A School may not expel or dismiss a student, or require him/her to leave the School, against the wishes of their Parents/Guardians, without first obtaining written approval from the Council.

Schools shall prepare, obtain the Council's approval for, implement, publish to Parents/Guardians and regularly review a policy on expulsion and its related procedures. In drafting its own policy, the School must comply with the Council's related regulations and policies and must consider the guidance included in the Council's "Guidelines for Managing Student Behaviour in Abu Dhabi Schools" and a School may add its own particular aspects to it.

Guidelines for Suspension and Expulsion

Schools shall give appropriate opportunities to help students act positively before any disciplinary action is escalated. Schools shall never require any student to leave the School for any period of time as a disciplinary action without going through the formal staged procedures as set out in Policy (50). Schools shall in every case look for alternative ways to handle and rectify a student's unacceptable behaviour before giving consideration to the expulsion of the student.

Formal discipline may include measures that range from a verbal warning, to a written notice, suspension, disciplinary transfer or expulsion. Failure to comply with one type of discipline will lead to increasing severity and consequences. The Council requires all Schools to use both temporary and permanent suspension measures very cautiously and judiciously, since all students are entitled to an education and because expulsion can lead to depriving students of an education and therefore the loss of protection, social order and general progress toward maturity.

Temporary Suspension

Temporary suspension shall only be considered in circumstances where it is necessary to provide respite from behaviour that is seriously disruptive to the normal life of the School, where the behaviour poses a threat to the safety and welfare of other members of the School, Levels 2 and 3 of misconduct in Policy (50), and where all other attempts to correct the disruptive behaviour have been unsuccessful.

The Principal, through the School Disciplinary Committee which he chairs, may only suspend the concerned student after following formal discipline measures. The Principal shall ensure that a staged approach is followed to correct the student's misconduct, shall review the documented history of misconduct incidents and shall notify Parents/Guardians and the Council of such. The period of suspension must not exceed five school days.

Expulsion

Expulsion must apply only to students who have been suspended from studying because of repeated disciplinary infractions and those who are above the mandatory school age.

The School Disciplinary Committee must seek the Council's approval in order to expel a student from the School.

Students have the right to seek out alternate education institutions.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review and approve the School's expulsion policy, and ensure that such policy is compliant with the requirements of the Council's regulations, policies and guidelines.
- Monitor the implementation of the expulsion policy at the School.

Principals will:

- Develop and implement the School's expulsion policy and related procedures.
- Maintain accurate records of all suspensions or expulsions of students.
- Seek approval from the Council before expelling any student.

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

Forms

School- Parent Undertaking

The school shall use the Student Code of Conduct as the base for any decision made with a focus on fostering positive behavior management. The aim is to enable students to develop on the cognitive, social and personal fronts and become well-rounded characters in a safe supportive environment.

Hence, the school undertakes that all teaching and administration staffs shall inform students about the school's behaviour management code of conduct/ policy and shall ensure that students are aware of the expectations of the policy. Students are expected to show respect and empathy to both their teachers and schoolmates, at all times. They also have to honor their learning and keep their school and its facilities clean and safe.

The school policy defines the roles and responsibilities of all relevant stakeholders and it is expected that each party will adhere to them. Teaching and Administration staff are expected to adhere to the professional and ethical code of conduct and to well lead and plan the teaching and learning process ad extracurricular activities.

For the aforementioned statements, the student and the parent/s (guardian/s) shall sign that they have received a copy of the school's code of conduct and shall adhere to its contents in terms of their roles and responsibilities.

Name of the Parent (Guardian):

Name of the Student:

eSIS #:

Grade& Class: **Date:**.....

Parent's Signature:

Student's Signature:

Principal name and Signature:

.....

Temporary Suspension Letter:

Subject: Student name

Parent acknowledgement of Student Behaviour - NOTICE OF SUSPENSION

Dear Parents,

As the Parent of the above mentioned student, I acknowledge receipt of the **Notice of Suspension.**

I acknowledge that any continuation of such behaviour will escalate to further Level 3 Disciplinary Transfer to another Aldar Academies school and/or Expulsion.

As the parent I will attend the school re-admission meeting, a date and time to be confirmed.

Name _____ Date _____

Signature _____ Contact no. _____

Relationship to student: Parent / Family member

Additional comments: _____

Notification for Change of School Decision

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

- 1.
- 2.

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

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

Parent name and Signature:

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

Principal:

Date:

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

Notification- Suspension Decision until the end of the Academic Year

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

1.
2.
3.