YASMINA
BRITISH ACADEMY

Culture for Learning Policy

Overview

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.

Policy First Issued on	**June 2023**
Next Policy Review Date	June 2028
Policy Amended	**June 2026**
Lead Professionals	Lisa Davey (Primary Assistant Principal and Child Protection Coordinator) Paul Taylor (Secondary Assistant Principal and Child Protection Coordinator)
Signature(s)	
Approved by ELT	**June 2025**
Date	**June 2026**

Objectives

At Yasmina British 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 learn 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 Yasmina British Academy, 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. The following is the current table of Rights and Responsibilities that serve as the basis for this policy:

Rights and Responsibilities

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.

The process would be:

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

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

3) Use of Pupil Voice in **EPOCH** surveys each half term to measure **E**ngagement, **P**erseverance, **O**ptimism, **C**onnectedness and **H**appiness of our Y3 to Y13 students.

4) **Effective transition processes**:

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 Yasmina British Academy and detailed transition information, meetings and induction weeks are vital to establish the basis for strong pupil-teacher and teacher-parent relationships. (Transition policy)

5) 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.

6) 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.

7) 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 behaviour is recognise and rewarded and at the heart of this, is sharing both with the child and their families.

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

Universal systems are unlikely to meet the needs of all students and so a personalized 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, Documented Learning Plans, support from our Inclusion department or outside agencies, our School Counselors and Social Worker.

Regarding Students with Special Education Needs:

Students with Additional learning needs (ALN), 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 Inclusion Department.

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 and sanctions.

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 four levels.

Levels of Sanction

The school uses these levels and associated actions through a progressive penalties approach to establish fair implementation processes and minimize conflicts. It also provides approaches to positively manage students' behaviour to enable teachers to instill and foster the values of UAE society. All decisions relevant to Level 2+ are to be in consultation with SLT and the **Behaviour Management Committee**.

The Behaviour Management Committee consists of at least four members:

a) The Principal (and / or their delegate)

b) A member of the teaching team

c) A member of the social care team (counsellor, well-being lead, or any other member at the school's discretion)

d) The Child Protection Coordinator. If this role is filled by a member of the school care team, the committee can consist of just 3 members, if the school chooses.

The committee shall review and discuss student behavioral 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.

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.

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.**

Disciplinary Actions:

Discussions, formal and recorded meetings with parents/students; verbal warnings, written warnings to parents, temporary or permanent removal from a class/group under appropriate supervision, loss of school privileges, , temporary or permanent confiscation of illicit goods or items belonging to the student; supervised detention during breaks, lunch or after school WITH PARENT CONSENT, supervised restorative community work, temporary exclusion or permanent exclusion from the school via the withdrawal / cancellation of their enrolment.

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.

This can include refusal to speak with an adult, or counsellor.

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.

Guidance for FS-Y5

Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behaviour for Children in Early Childhood in Educational Institution

"Focusing on solutions rather than blame by involving the child / student and his / her parents in finding solutions to the behavioural issue."

Successful and positive management of children's behaviour focuses on developing a safe environment within educational institutions, which helps children acquire necessary skills for

building a healthy personality that allows them to handle themselves and others in a composed manner. It also enables them to learn self-regulation, which begins to develop in children at a very early age, creating optimal conditions for children's learning and personal growth.

Early childhood is a crucial stage of personality development when children learn to control their behaviour.

We focus on developing a child's personality and modelling desired behaviour by profiling the personality traits we seek to develop in our students.

Attentive: Considerate, recognizes other persons' feelings, and responds to them in a gentle and thoughtful way.

Curious: Shows curiosity, creativity, and maturity in his / her ability to raise questions while developing an understanding of himself / herself and the wider world. -

Respectable: Values himself / herself and appreciates and respects his / her parents, teachers, and classmates by behaving kindly and conforming to what is expected of him / her. -

Tolerant: Shows appreciation and respect for the needs, feelings, opinions, and beliefs of others.

Communicative: Expresses feelings, opinions, and ideas effectively and confidently through different media.

Reflective: Reflects on his / her experiences, contemplates his / her learning, and develops his / her cognitive skills.

Honest: Demonstrates a sense of fairness and honesty and takes personal responsibility for his / her actions and their consequences.

Confident: Confident and self-assured, thinks positively, and is open to new experiences.

Balanced: Engages in healthy lifestyles to remain physically, emotionally, and intellectually composed.

Persevering: Solves problems, persists when challenged, and adapts in response to changing environments and requirements.

Our Parents:

Parents are encouraged to work in partnership with the school to ensure that students have a full understanding of Yasmina British Academy's expectations and restorative approach regarding

student behaviour both in and outside of school. Part of this includes adhering our Parent Code of Conduct, as well as our students from Year 6 upwards signing their own Student code of conduct.

Fixed 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 Exclusions:

Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the School Behaviour 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. The length of time is up to the Behaviour Committee. This could be an internal exclusion, or an external exclusion for a period of time up to 5 days.

Permanent Exclusions:

Immediately suspend the student offsite until the end of the investigation with a notification to the parent.

The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy

Non Re-enrolment

Where a school fails to re-enroll a student who has faced disciplinary action in the previous year, this is classified as expulsion. Approval from ADEK is required.

Appeals Procedure:

Schools shall establish an appeals procedure, based on the Behavioural Management Committee's decisions, which must include the following:

1. Timelines for the appeal:

a. To appeal a school's decision to suspend their child, parents have 1 working day.

b. To appeal a school's decision to expel their child, parents have 10 working days.

2. Modes of appeal (e.g., via email, telephone, or face-to-face meeting).

3. 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 counselor), 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.

4. If the school does not respond to the appeal within 3 working days or the parent rejects the school's final decision, the parent shall be entitled to log a complaint to ADEK within 5 working days.

5. 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.

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. 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: Levels of Sanction

Appendix B: Rewards Ladders for Primary and Secondary

Appendix C: Restorative Questions

Appendix D: Unacceptable Sanctions

Appendix E: Parental Appeal & Forms

Appendix F: Support Plan and Student Undertaking

Appendix A

Level of Behaviour	Example of behaviour	Stages of Action	General Strategy Guidance
Low Level Behaviour	· Distracting others · 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 expectations/charter · Repeated lateness to lessons Misuse of digital devices in school (playing games, viewing social media & messaging)	**First Occurrence** Class Teacher or Specialist to discuss the expected change with the student. Record on ISAMS **Second Occurrence** Class Teacher or Specialist to discuss the expected change with the student in a restorative talk. Inform parent verbally Record on ISAMs **Third Occurrence** Repeat the expected change with the student in a restorative talk with Class Teacher or Specialist. Hold a meeting with parent and agree on strategies and expectations. Inform parent of next steps – issuance of level 1 formally. Record on ISAMS **More than three times**	**Strategies employed for classroom management:** General Support: Positive reminder of what we like to see. Praise another child for doing something well. Distract from current behaviour. 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 talk" is a non-prepared, quick conversation to that is fair. **Steps taken:** **Step 1**: 1st Verbal reminder **Step 2**: 2nd Verbal Warning **Step 3:** Move within classroom for a reflection period before discussion 1-1 occurs between class teacher and student to warn that a LLB will be issued and informing of parents.

		Move to Level 1 in collaboration with the relevant middle leader	**Restorative Talk:** 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. Appendix A
Level 1 **Teacher & Specialist, collaborating with Head of Year / Department / Director**	Behaviours disruptive to teaching and learning. Repeating behaviours: · Distracting others during learning · 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/charter · Misuse of digital devices in school (playing games, viewing social media & messaging) · Repeatedly late to school or lessons without an acceptable excuse. · Non-compliance with the school uniform without an	**First Occurrence** **Verbal** **Class Teacher / Specialist + HOY / Department Lead** Class Teacher or Specialist to discuss the expected change with the student. Record on ISAMS **Second Occurrence** **WRITTEN** **Class Teacher / Specialist + HOY / Department Lead** Class Teacher or Specialist to discuss the expected change with the student. Record on ISAMS Issue written warning to parent in meeting. Parent to sign	**Strategies employed for classroom management:** General Support: Positive reminder of what we like to see. Praise another child for doing something well. Distract from current behaviour. 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 talk" is a non-prepared, quick conversation to that is fair. **Guided Support:** Reach out for inclusion support for strategies

	acceptable excuse. · Not following the school's rules/expectations as stated in the student code of conduct. · Not bringing books and other resources for school without an acceptable excuse · Sleeping or eating during class or during assembly without justification or permission · Not complying with homework and assignments in a timely manner · Misuse of digital devices in school for example playing games, viewing social media, using headphones in the classroom without justification or permission. Any other forms of misconduct similar to the above as per discretion of the management committee.	**Third Occurrence** **WRITTEN** **Class Teacher / Specialist + HOY / Department Lead** Class Teacher or Specialist to discuss the expected change with the student. Record on ISAMS Issue written warning to parent in meeting. Parent to sign and agree to next steps **More than three times** **WRITTEN** Class Teacher / Specialist + HOY/Director with AP (As the Behaviour Committee) agree on next steps. Issue written warning to parents in meeting Parents to sign and agree to next steps	Reach out to the school counsellor for strategies Ensure parents also offer effective strategies that work at home too. **Level 1 Written Warning Letter**
Level 2 **Medium Level**	These behaviours may include: · Not attending school without an acceptable excuse at any time, including before and after	**First Occurrence** **Written** **Class Teacher / Specialist + HOY / Department Lead** **Consult and Notify AP**	**Strategies employed for classroom management:** General Support: Positive reminder of what we like to see.

Behaviour that may include mental or physical harm to another person or property. **Teacher / Specialist** **Consulting with HOY / Director + Pastoral Lead**	breaks/holidays and weeks leading up to exams – unless ADEK approved · Not attending mandatory school activities and events without an acceptable excuse. · Persistent **bullying tendencies**(purposefully excluding, malicious use of social media, spreading rumours etc). · **Physical violence** towards another student. · Skipping classes · Theft · Leaving or entering the classroom time without permission. · Inciting quarrels, threatening or intimidating peers in school. · 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	Class Teacher or Specialist to discuss the expected change with the student. Issue written warning to parent in meeting Record on ISAMS and CPOMS **Second Occurrence** **WRITTEN** **Class Teacher / Specialist + HOY / Department Lead consult and notify AP** Class Teacher or Specialist to discuss the expected change with the student Consideration of a temporary onsite suspension from 1-2 days. Record on ISAMS and CPOMS Issue written warning to parent in meeting. Parent to sign. **Third Occurrence** **WRITTEN** **Class Teacher / Specialist + HOY / Department Lead & consult AP / Behaviour**	Praise another child for doing something well. Distract from current behaviour. **Guided Support:** Reach out for inclusion support for strategies Reach out to the school counsellor for strategies Ensure parents also offer effective strategies that work at home too. **Level 2 Written Warning Letter** **Continuance of Level 2:** The Behaviour Committee is permitted to apply to ADEK to expel the student, sharing evidence of all the above stages of support including counselling.

	· Vandalism of school property or the property of others · Misuse or abuse of the school's IT systems. · Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy. · Verbally insulting or abusing any member of the school community (including visitors) · Misusing any means of communication e.g inappropriate videos shared to peers. · Using, promoting, possessing and /or distributing tobacco and other tobacco-derived products such as shisha, e-cigarettes/vaping, lighters and pipes on the school premises, on the bus or during school activities offsite. · Refusing to hand over banned items; Any other forms of misconduct similar to the above as per the discretion of the	**Committee to issue final set of actions.** Class Teacher or Specialist to discuss the expected change with the student/Parent Consideration of a temporary onsite suspension from 3 days. Record on ISAMS and CPOMS Issue FINAL L2 written warning to parent in meeting. Parent to sign. **More than three times** **WRITTEN** **Consider: Immediate suspension until the Behaviour Committee has full details and decides on next steps.** Consideration of offsite suspension / expulsion. Issue written warning to parents in meeting Parents to sign and agree to next steps Record on ISAMS and CPOMS

	Behaviour Management Committee.		
Level 3 **<u>High Risk</u>** Behaviours that threaten or endangers students or staff. May include violation of Islamic Law **HOY/ Director & Head of Key Stage** **+ Consult & Review with Behaviour Committee.** **Approval from AP and Principal**	These behaviours could include: · Bullying, intimidation, harassment and / or abuse of members of the school community, including defaming them on social media. · Academic dishonesty / plagiarism (including copying and reproducing assignments and falsely taking credit for them. · Leaving school premises without permission. · Seizure, destruction, and/or vandalism of school property. · Seizure, destruction and/or vandalism of the school bus, including harm to the drive, supervisor and other road users · Assaulting others in the school, on the bus or during school activities offsite	**First Occurrence** **Record on ISAMS and CPOMS** Alert AP/Director with full details and immediately suspend the student inside the school Support and direction provided by the Behaviour Management Committee to issue a decision which could include an internal or external suspension between 1-5 days, and counselling strategy. Call parents for an immediate meeting & signing of the Level 3 warning. Communicate with ADEK accordingly reporting any issuance of suspension (internal/external 1-5 days) **Second Occurrence** **Record on ISAMS and CPOMS**	**Guided Support:** Reach out for inclusion support for strategies Reach out to the school counsellor for strategies Ensure parents also offer effective strategies that work at home too. **Level 3 Written Warning Letter** **Continuance of Level 3:** Continuation of behaviours / not meeting contractual agreements, Behaviour Committee Review with external members of Aldar to issue an official written warning letter re non-renewal or immediate expulsion., including a recommendation to transfer the student to an alternative school. The Behaviour Committee is permitted to apply to ADEK to expel the

	WITHOUT CAUSING injury to the victim · Committing major acts contrary to Islamic values and morality. · Racist discrimination in line with the UAE Article 6 of Federal Law NO. 2 of 2015 on Combatting Discrimination. · 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. · Capturing, possessing, viewing or distributing media of staff and students taken without consent. · Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions. · Repetition of Level 2+ incidents over a prolonged period – this should be	Alert AP/Director with full details possible immediate suspension offsite until the end of the investigation Case presented to and agreed by the School Behaviour Management Committee for an extended suspension decision, and review of all strategies in place, including external referrals. Support and direction provided by the Behaviour Management Committee to issue a decision which could include an offsite suspension, and counselling strategy. Call parents for an immediate meeting & signing of Level 3 Letter. Communicate with ADEK accordingly reporting any issuance of suspension (off site 1-5 days)	student, sharing evidence of all the above stages of support including counselling After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per the behaviour strategy.
		Third Occurrence	

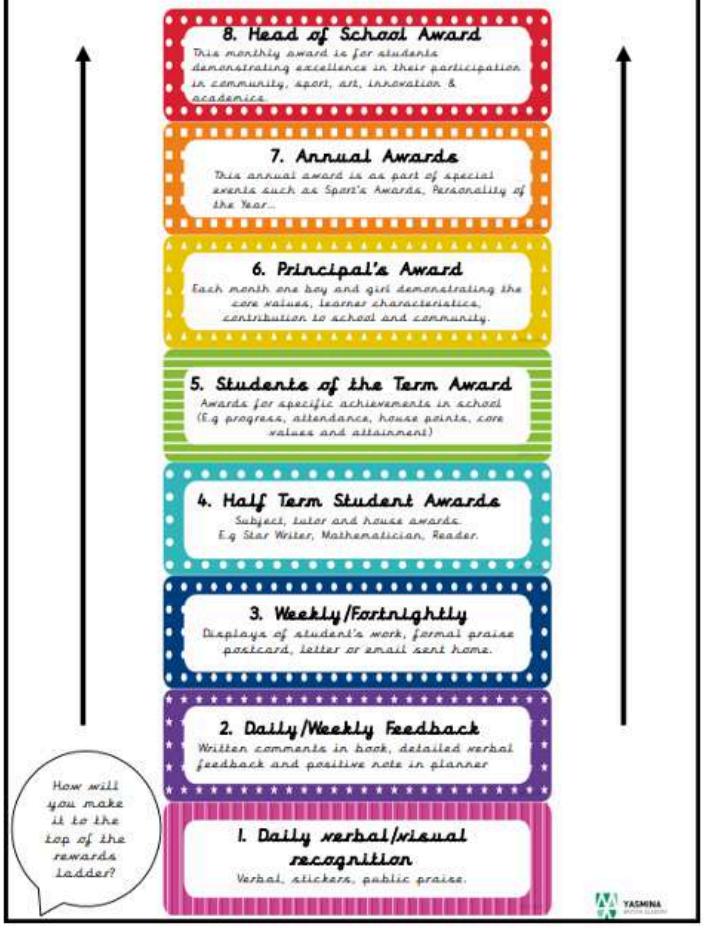
	approved by a member of SLT after submitting evidence of what has been put in place previously. Any other forms of misconduct similar to the above as per the discretion of the Behaviour Management Committee.	**Record on ISAMS and CPOMS** · Case presented to and agreed by the School Behaviour Management Committee for an extended suspension decision, and review of all strategies in place, such as counselling strategy and external referrals. Outcome can include expulsion · Child suspended offsite until end of investigation · Meeting with parents and signing of Level 3 warning. Parent/child signs agreement of actions and strategies taken. · Behaviour Plan Shared and agreed, with review date/meeting with parents.	
Level 4 **Very High Risk**	· Using forms of communication (e.g social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the	**On occurrence:** **Record on ISAMS and CPOMS**	After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student.

Director & Head of Key Stage **+ Consult & Review with Behaviour Committee.** **Approval from AP and Principal**	school community. This includes pornography, terrorist or extremist content. · Bringing or possessing any firearm or non-firearm/weapon or any of the alike to and in school · Physical assaults that lead to physical injuries of schoolmates or staff on site, on the bus or during school activities offsite. · Possessing, selling or consuming illegal substances on the school premises, the bus or off site school activities including narcotics, alcohol, medical drugs or psychotropic substances. · Dissemination or promotion of culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent. · Intrusive and / or illegal digital activity on school IT systems, e.g hacking into school accounts, installation of unauthorised software. · Sexual assault/harassment on the school premises, on the bus, or during school activities offsite. · Leaking exams/ tests or participating in it at any level	· Alert AP/Director with full details immediately suspend the student offsite until the end of the investigation · Support and direction provided by the Behaviour Management Committee to issue a decision which could include immediate offsite suspension and / or next step to correct this behaviour, including counselling support. · Call parents for an immediate meeting · Communicate with ADEK accordingly reporting any issuance of suspension / expulsion **Second Occurrence:** **Record on ISAMS and CPOMS** · Alert AP/Director with full details & immediately suspend the student. · Support and direction provided by the Behaviour Management Committee to evaluate the evidence and agree on final disciplinary actions which may include expulsion. · Call parents for an immediate meeting	In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per the behaviour strategy.

	· Causing fires at school or setting school building or facilities on fire · Unauthorised impersonation of others for any school transactions or forging any school specific documents · Premeditated theft and / or engaging in related activities. · Setting fire to the school premises · Premeditated theft and /or engaging in its cover-up . · Insulting political, religious or social figures in the UAE. Any other forms of misconduct similar to the above as per the discretion of the Behaviour Management Committee		

Appendix B: Reward ladders

The Secondary Yasmina British Academy Reward Ladder



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: 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 unsupervised
- 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")

Student Undertaking

Student name		Year	

I, the abovementioned student, of eSIS number: ……., undertake that I shall always adhere to the school's behaviour policy.

In case of violation of any of the rules, I shall be fully accountable for any consequences as per the school's behaviour policy and ADEK rules.

I confirm that I have been verbally warned about my unacceptable behaviour which is summarized as:

.

.

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.

I have completed (Detail sanctions issued here and any follow up pending)

I undertake that I will not do these things again and should any further incident occur, understand the sanctions applied will escalate and my place in the school reviewed.

Signature	Name	Date
Student		
Parent		
SLT Signaure		