



MAMOURA

BRITISH ACADEMY

Management of Student Behaviour Policy

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| Next Review | June 2025 |
| Lead Professional | APs Pastoral |
| SGG Ratification | November 2024 |
| In support of ADEK policies | Anti-Bullying Safeguarding Student Protection Student Mental Health Staff Wellbeing Wellbeing |

Rationale

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

Policy References

This policy is written in conjunction with ADEK policies:

- Anti-Bullying
- Safeguarding
- Student Protection
- Student Mental Health
- Staff Wellbeing

Purpose

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.

Aims

1. To promote student well-being and happiness
2. To ensure that Mamoura British Academy provides a safe and happy learning environment where students can grow socially, emotionally and academically
3. To promote a culture of positive student behaviour, mutual respect and kindness between all members of the Mamoura British Academy community and to demonstrate respect for the school environment. In line with the ADEK Parent Engagement Policy, parents are expected to embody and promote positive behaviour.
4. To develop a sense of self-discipline in students and an acceptance of responsibility for their own actions, providing appropriate intervention for any students who find it challenging to meet MBAs expectations
5. To provide a fair and transparent set of procedures that promotes consistent application when dealing with unwanted behaviour

At Mamoura British Academy, we ensure that every member of the Mamoura community feels valued and respected, and that each person is treated fairly and well. The behaviour policy is therefore designed to provide our students with guidance and set clear boundaries, whilst promoting positive behaviour in accordance with our TRACK Values.

Whole School Expectations of Behaviour for Learning

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

- Well planned lessons that are suitably differentiated to take into account the age, ability and needs of the students and that plan for 'positive opportunities' to happen
- Lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty
- Learning objectives and/or outcomes made clear to students
- Clear routines of classroom practice that are consistent and well established
- Regular and frequent assessment and feedback

On occasion, some students will, for a variety of reasons, sometimes fail to meet the standards of behaviour that we have at Mamoura British Academy. Disruption to lessons cannot be tolerated since it denies other students their 'right to learn'

Low level disruption in lessons may be the result of:

- shouting out – talking out of turn
- lack of respect for students/staff/property
- being off task and distracting others
- arriving late for a lesson
- not having the correct equipment for lessons

Disruptive behaviour will be dealt with by the class/subject teacher in the first instance. **Consistency** in the way disruption is dealt with is vital so that students know the boundaries within which they can work and learn. **Communication** with parents early on is also necessary to help prevent low level disruption from escalating.

Practical subjects will have additional codes of conduct that focus on health and safety such as Physical Education, Science and Design Technology. At the start of each term (and when necessary, at the start of each lesson), the teacher will make these codes clear to students and display them as appropriate.

Whole School use of Positive Recognition and Rewards (Positive Behaviour Model)

At Mamoura British Academy, 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 recognised and rewarded:

- **Verbal Recognition**
 - Verbal praise to the student(s) acknowledging what they have done and outlining why it is positive/commendable. For example, when a student actively recognizes and celebrates the differences of others.
 - Public praise (in class, in assembly or via social media)
 - Dojo points to individual students
 - TRACK Stickers

- **Written Recognition**
 - Written comments in exercise books or on students' work
 - Displays of student(s) work in the classroom or around the school
 - Letter/email from Form Tutor/Class Teacher/Subject Teacher or a member of PLT/SLT to the family of the student
 - Weekly Principals Award
 - Weekly Gold Cards in the Lower School
 - Star of the Week in Lower School
 - Glimpse of Brilliance Cards in MS/SS
 - Positive Praise Cards in the Lower School
 - TRACK Postcards

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

- **Participation in a Special Event or Activity**
 - Participation in a school trip or special event for selected students
 - Opportunities to represent the school or Aldar Academies

Lower School Procedures

Expectations for Behaviour

Role Models

- All members of our school community should be exceptional role models in displaying our TRACK Values and demonstrate high levels of the attributes we wish to see in our children

Movement around the school

- Children in the Lower School should be led by their class teacher/specialist subject teacher in single file when moving as a class
- They should always walk sensibly and quietly from one place to the other especially at assembly times and transition times
- The class teacher should ensure their class are settled in the specialist lesson before leaving
- Care should be taken on the stairs, remembering to walk on the **right hand side** at all times

Assembly

- An adult should lead each class into assembly quietly and encourage the children to listen to the music which is being played while waiting for assembly to begin. Children will be asked to leave quietly, reflecting on the content of the assembly a class at a time
- All adults should sit beside their class and ensure children are attentive and quiet
- All staff are expected to supervise the appropriate behaviour of their class/children during Assembly

Playtime and lunchtime

- The teacher who was teaching session 2 or session 4 should lead each class into their play area and ensure that there are members of staff on duty
- Children are not to leave classrooms for lunch eating or playtime without adults walking with them
- Staff on duty are expected to be on time. If a colleague is late it is important that a member of staff remains to supervise children appropriately until that staff member arrives
- Adults on duty should engage with playtime activities alongside the children and interact with children who need additional social support
- On duty staff should observe the student interactions carefully, and intervene when required.
- Adults on duty at lunch ensure that lunch eating time is a calm and social event

Class and shared areas

- Each class should establish guidelines for behaviour in classrooms and specialist lesson areas, as appropriate to individual cohorts and underpinned by the MBA TRACK Values
- Children are responsible for tidying up after themselves, this should not be done for them. Expectations should be made clear through photographs and guidance from adults

Behaviour Management in the Lower School: Recognition/Positive Behaviour Model

Staff are encouraged to recognise and promote excellent use of the TRACK Values and positive contributions to the class or school community, their efforts with schoolwork, progress or attainment.

Dojo Points

- In the Lower School, all classes will use class dojo as a way to recognise and reinforce positive behaviour
- At the start of the year, the class teacher is responsible for setting this up and inviting co-teachers. All teachers (including specialist and MOE) are responsible for having access to and updating dojo points for each child
- As a year group, at the start of the year, a decision will be made as to what the children are earning their Dojo Points for in the 'Dojo Shop'
- Children should be awarded at 50 points, 75 points, 100 points, 150 points, 200 points and 250 points
- It has been agreed as a school that the maximum number of Dojo Points a child can earn at any one time is 3
- Dojo points are a form of positive reinforcement and no child should have less than zero. For this reason, it has been agreed that Dojo points should not be removed for any reason
- Each class should also be collectively working towards a goal where they are entitled to a 'class treat' if/when they reach their target. This is to be decided by each year group.

Gold Cards

- A Gold Card is awarded to a child for exceptional work. Children will be sent to the Director of Phase to show their work or explain why they have received their Gold Card – these will be shared in the weekly Year Group Assembly. To regulate the number of cards given and ensure that they keep their value, as a guide, each class will be allocated a maximum of one per week and each specialist/Arabic/Islamic teacher will be allocated one each.

Star of the Week

- Star of the week – The Star of the Week is chosen by the Class Teacher. The following week, the 'star' gets special privileges such as: 'good jobs', special cushion to sit on, teddy bear to look after, line leader etc. Children say or write in a special book what they like about the child and a couple of these thoughts are written on their certificate. Certificates are awarded in the Year Group Assembly each week.

Principals Award

- Each week a Principals Award winner is chosen by class teachers from each phase of the Lower School. The winners are chosen based on their use or application of the TRACK Values throughout the week. The winners are announced in the Lower School Assembly and invited for a cookie and a catch up with the Principal on the Friday.

Behaviour Management in the Lower School: Consequences

Stage 1: A subtle warning

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

Stage 2: STOP!

This is a direct verbal communication with the child. You may wish to thank two other children who you can see doing the 'right thing'. Positive phrases to support good behavioural choices should be used:

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

Stage 3: Review

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

Stage 4: Reset

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

The intention of the stages above are to enable the child to make a bridge to change their behaviour. If the behaviour continues and the stages above are unsuccessful the child may be given 'Reflection Time' at lunch with a member of PLT. The session will be based on a discussion around emotions, understanding feelings, behaviour, consequences of actions and how to behave differently in future. The incident will be logged on CPOMs (Appendix 1) and the teacher who sent the child to 'Reflect' must call the parents to notify them.

For repeated incidents of non-compliance to Mamoura's behavioural expectations and visits to the reflection room, a coloured card may be issued as outlined below:

Yellow Cards

The issuing teacher must log the incident on CPOMS as a Level 1. During the lunch time that follows, the child should be taken to the office of the Director of Phase. A member of PLT will be on duty and the child will be asked to verbally explain why they got their Yellow Card and then complete a Think Sheet. The Think Sheet should be returned to the issuing teacher who must email the parent using the template below (Appendix 2), attaching a copy of the completed Think Sheet. When this has been completed any Think Sheets should be handed to the Director of Phase who will keep on record in their folder. After 3 Yellow Cards or when deemed necessary, the parent should be invited in to discuss with the teacher and HoY/DoP.

Orange Cards ADEK LEVEL 1/2

Orange Cards are issued for incidents that aren't as severe a Red Card but are still serious and in breach of the school values. Below are some examples of what an Orange Card may be issued for:

- Damaging school property
- Low level aggressive behaviour
- Being deliberately unkind- repeatedly
- Rude or disrespectful behaviour towards adults
- Impulsive reactions

The teacher who witnesses the incident, or who the incident is reported to, must investigate as much as possible, log the incident on CPOMS (discussions with DoP about whether it should be recorded as an ADEK Level 1 or 2) and complete an Incident Investigation Form and hand to the DoP. The DoP will inform the parents and if necessary, invite the parents in for a meeting and send a follow up letter that must be saved on the DMS.

As with all behavioral consequences, the below is at the discretion of the DoP based on what is most beneficial for the child.

Children who receive an Orange Card will miss the break and lunch time of the following day and will complete one of the following:

- Think Sheet
- Letter of apology
- Promise pledge

- If at any point additional support/intervention is needed a teacher can make a behaviour referral following the behaviour referral procedures.

Red Cards ADEK LEVEL 2/3

Red cards should only be given for **serious misdemeanours** such as **bad language** or **intentional violence**. This needs to be consistent and clear for pupils. Dependent on the behaviour the following guidance should be followed:

- The teacher who witnesses the incident or who the incident is reported to must investigate as much as possible and complete an Incident Investigation Form
- This must be handed to the DoP who will investigate further if needed
- The DoP will share the information with the AP pastoral and together they will make a decision about the following:
 - 1) What can be done to prevent the incident happening again?

2) What the consequence will be for anyone involved?

The AP Pastoral will contact the parent and if necessary, invite them in for a meeting and send a follow up letter that must be saved to the DMS.

The consequences for the red card will vary depending on the details of the incident. Consistency is vital as much as possible however, each case will be looked at on an individual basis. Below are examples of possible consequences:

- Internal exclusion
- Going to work in another classroom
- Behaviour chart
- Missing break/lunch times

Children beyond normal motivational strategies

- The child will have a TATT = Tiny Achievable Tickable Target, which will focus on one specific behaviour. This, or a similar small step behaviour target, is managed by class teachers.
- If a child continues to demonstrate unacceptable behaviour they may have 'time out' in another class, or they can be redirected to the appropriate Director of Phase or Assistant Principal.

Middle and Senior School Procedures

Expectations for Behaviour

SLANT

A common language framework designed to ensure a consistent approach to managing low level disruption used by all staff.

- **S**it up Straight
- **L**isten to your teacher
- **A**nswer and Ask questions
- **N**EVER interrupt your teacher
- **T**rack (keep your eyes on) your teacher

Teachers would be expected to re-enforce our behaviour standards using the common language 3, 2, 1 and SLANT. Following an initial warning, students failing to SLANT would be subject to a Reflection Point 1 (RP1).

Behaviour Management in the Middle and Senior School: Consequences

Reflection Point System

Disruptive behaviour will be dealt with by the class/subject teacher using the reflection point process* outlined below:

- Teacher speaks to student about his/her behaviour. A warning should be given 'xxx this is your warning, stop talking otherwise the next step is a reflection point 1 (15minute next day reflection)'

Reflection Point 1

- The student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment you now have an RP1 tomorrow lunchtime – your tutor will remind you in the morning'

Reflection Point 2

- If the student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment, you now have an RP2 tomorrow lunchtime' (30minute next day reflection). Email sent by subject teacher to families informing them of the RP2. (Appendix 3)
- If an RP1/RP2** is issued, the behaviour is recorded in CPOMS and in the internal reflection log

Reflection Point 3 (SLT Support)

- Should a child continue to disrupt learning the SLT support card (RP3) should be sent with a reliable student to the library
- SLT will collect the disruptive student
- The incident(s) is recorded in CPOMS (See appendix 1) with next steps confirmed by SLT at their discretion

*The process of reflection is entirely restorative. Students are required to complete reflection tasks and engage in restorative conversations with their teachers.

** Extended reflection will be applied if a student receives 3 or more reflection points in a week. SLT supervise extended reflection and parents are informed by HOY via email (Appendix 4)

For further clarification please refer to the MS/SS Behavioural Flow Chart (Appendix 5).

Inclusion

The process of inclusion enables a student to be relocated to the inclusion room to avoid the issuance of further Reflection Points. During this time students are supported to complete their work by a member of the pastoral team, while also engaging in restorative work and conversations.

Inclusion is used at the discretion of the Pastoral team in situations where a student has contravened the behaviour policy. Examples of undesirable behaviours may include but are not limited to:

- 2 occurrences of extended reflection within a half term
- Defiance of staff instructions
- Level 2 misbehaviours (please see the behaviour flowchart in appendix 5)

Reporting

Various levels of report cards can be issued to students at the discretion of the Pastoral Team. Students with a report card are required to have their card signed by subject teachers upon completion of each lesson for a minimum of 2 weeks. Examples of types of report include:

- Level 1 – Daily Tutor report
- Level 2 – HOY report
- Level 3 – SLT report
- Level 4 – ELT report
- Punctuality and Attendance report
- Success report

After a period of two weeks a review meeting between the Head of Year and student is completed to see if the student will move to the next level as they have failed to meet the expectations of the reporting process or complete their report, based on excellent behavioural outcomes reflected on their report card.

Whole School Procedures

Monitoring of student behaviour

Behaviour incidents are logged in CPOMS. The teacher who witnessed the incident or who the incident was reported to must add it to CPOMS in accordance with the table and guidance outlined in Appendix 1.

Bullying & Prevention

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated over time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation or individuals that would find it difficult to defend themselves.

It can take many forms, including:

- Physical assault
- Verbal abuse or taunting
- Spreading offensive rumours
- Racist, sexist, religious or homophobic abuse
- Hiding, stealing or destroying personal property
- Extortion
- Threatening behaviour or intimidation
- Undue pressure to engage in irregular / unacceptable behaviour (truancy etc...)
- Excluding someone from a group or encouraging others to do so
- Threatening behaviour through any type of social media for example; e-mails, twitter, Instagram, Snapchat or any other form of cyber bullying, using social media sites.

Mamoura British Academy takes a zero-tolerance approach to all forms of bullying. Any student(s) who victimise another student will be dealt with as per the Mamoura British Academy and ADEK Anti-Bullying procedures. Clear guidelines on our zero-tolerance approach to bullying can be found in our behaviour flow chart. For further information, this policy should be read in conjunction with the Mamoura British Academy Anti-Bullying Policy.

Mobile Phones

Mobile phones are strictly prohibited on the school property during school time. Any misuse will result in the phone being confiscated and returned to students at the end of the day.

Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school policy. As a result, the following actions will be taken:

- The mobile phone will be confiscated and returned to the student at the end of the school day
- The incident will be recorded on the student file and parents are informed via email
- Repeat violations will require parents to collect the device from school and maybe, at the school's discretion, escalated to a Level 3 violation

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the school reception.

People of Determination (PoD)

In cases where students with additional needs violate the behaviour policy the Inclusion Team shall advise of the students' specific needs and then a decision is made on an individual basis considering the following:

- If the violation is not because of the student's specific needs, the policy shall apply
- If the violation is because of the specific need of the student, the following shall apply:
 - Develop and implement an Individual Behaviour Plan (IBP) as per the level and type of the violation
 - In case an IBP is existing, the school shall revise and modify that plan in accordance to managing the new behavior that led to the violation
- If the behavior continues, for those students who do the offences because of their specific needs, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

Positive Handling

- MBA staff are authorised, to maintain good order, to physically intervene to prevent students from harming themselves or others and allow staff to use reasonable force
- Restraint of a student should be the last resort in managing situations, such as to prevent students from; leaving the classroom or school premises where allowing the student to leave would risk their safety or that of others, injuring themselves and/or others and/or damaging property.
- Any response to extreme behaviour should be reasonable or proportionate.

Fixed Term and Permanent Exclusions – refer to Appendix 6 Mamoura British Academy Level 1-4 Misconduct Policy and Procedures

For Level 3 or Level 4 violations outlined below (Appendix 6), 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. Before any decision is made to exclude a student, a full investigation is undertaken by the Behavioural Management Committee, in conjunction with other members of the pastoral team as necessary.

Behavioural Management Committee

The committee shall review and discuss student behavior concerns, ensuring that disciplinary actions by the committee must be fair and equitable, aligned to the management of student behavior policy, 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 shall be available to convene at any time to issue decisions and resolutions, in accordance with the urgency of the situation. The committee members will comprise of:

- LS & MS/SS Assistant Principal(s) (CPC)
- MS/SS Director of Welfare
- LS Directors of Phase
- School Counsellor
- MS/SS Head of Year

In occurrences of a Level 4 incident, the following staff would be added to the committee as necessary:

- Principal & CEO
- Chair of Governors
- Other Aldar Principal
- HQ Safeguarding Lead
- HQ Pastoral Lead

Fixed Term Expulsions/Offsite Suspension

- Only the Principal/CEO has the power to temporarily exclude a student (offsite suspension). 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 Behavioural Management Committee, in conjunction with other members of the pastoral team as necessary. This investigation may involve students and witnesses and will include consultation with the parents.

Permanent Expulsions

- Only the Principal/CEO, in consultation with the Aldar Academies Director of Education and ADEK, has the power to exclude a student.
- Before any decision is made to expel a student, a full investigation is undertaken by the Behavioural Management Committee. This investigation may involve students and witnesses and will include consultation with the parents.
- MBA will seek ADEK approval to expel a student; providing evidence that internal procedures have been adhered to, and these procedures are not stricter than those set out in this policy (see Appendix 6)

Records

- MBA will keep a record of any student misconduct and actions taken in CPOMS.
- Level 1 misconduct shall be recorded in CPOMS.
- Level 2-4 misconduct shall be recorded in CPOMS and reported to ADEK.

Appeals Procedure

Following the outcomes of the MBA Behavioural Management Committee and/or Aldar Academies Disciplinary Committee, parents can appeal as follows:

- To appeal MBA's decision to suspend their child - parents have 1 working day.
- To appeal MBA/Aldar Education's decision to expel their child - parents have 10 working days.

Appeal can be submitted via email, telephone or face to face meeting. The school shall review the appeal and issue a final decision within 2 working days for suspension cases and 7 working days for expulsion cases and share the decision with the parent(s).

The Role of Parents

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of Mamoura British Academy's expectations regarding student behaviour both in and

outside of school. Parents should support disciplinary actions deemed appropriate by school leadership. To facilitate this, parents and Middle and Senior School students are required to sign a Home School Agreement in their planners on an annual basis. This clearly outlines key requirements in relation to student behaviour, the use of mobile phones, our school uniform requirements and attendance and punctuality.

Student Code of Conduct

Positive behaviour is encouraged by the Student Code of Conduct.

See Appendix 7.

Appendix 1**Logging incident on CPOMS**

| Concern | Logging incident on CPOMS |
|----------------------------|---|
| Behaviour Level 1 | Assign to yourself and alert HoY. CT to add action and follow up. |
| Behaviour Level 2 | Assign to HoY and alert Director and yourself. HoY to add action and follow up. |
| Behaviour Level 3 | Assign to Director and alert HoY and Yourself. Director to add action and follow up. Director should be alerting original person who created log so they know it has been actioned. |
| Inclusion Referral Level 1 | Assign to HoY and alert yourself, Director and Inclusion. |
| Inclusion Level 2 | HoY to assign to Inclusion and alert CT and Director. Inclusion will add action. |
| Safeguarding Concern | Assign to CPO – S Hall, who will add action and follow up. |

Other important points to remember:

- Anyone with anything assigned to them should be logging an action against the incident- contacting parents and the outcomes, for example.
- Incidents should be back dated- if you are adding an incident to CPOMS the day after it has happened, please make sure you change the date to reflect when the incident occurred.
- Please be careful of the language being used when creating logs- it must be fact based, not assumptions. For example, X has a settled home life- we do not know this for a fact

Appendix 2

Email template to share with families when sending Think Sheet home

Dear parent,

I am writing today to inform you of some disappointing behaviour in school that has resulted in disruption to learning and teaching. During this instance, this misconduct has included; **(PLEASE SELECT REASON(S) BELOW, DELETING IRRELEVANT OPTIONS)**

- Disruptive behavior in the classroom and School
- Repeatedly breaking School rules, including in classrooms, hallways and playgrounds
- Defying orders from School management and staff
- Mocking others

As you are aware, we strive to support all of our students at MBA and so before issuing this consequence, we have spoken repeatedly with your child about their behavior and implemented supportive structures in class. **NAME OF STUDENT** has missed a small section of the lunch time today in order to sit with an adult, reflect on their behaviour and complete the attached 'Think Sheet.'

As a school, we will continue to encourage **(NAME OF STUDENT)** to make more positive choices in future but would also value your support to reinforce our expectations as a school. Please do not hesitate to contact me should you wish to discuss this incident further.

Kind regards,

XXX

Appendix 3

RP2 Email template

Dear Family,

Please be aware that XXX was issued with an RP2 today and as per our behaviour policy will complete a 30minute period of reflection in FF84 tomorrow for (include as appropriate)

- Lateness
- Incorrect uniform
- Not having equipment
- Classroom disruption
- Breaking classroom rules
- Defying school authority and staff members
- Entering or leaving class without permission
- Eating in class
- Failure to submit homework
- Mobile phone out
- Playing games in lessons
- Any action a member of staff deems appropriate
- Forgetting a reading book
- Failure to SLANT
- Failure to TRACK (Values DNA)
- Other

Please discuss this with your child and remind them that should they receive 3 reflection points in a week, they will serve extended reflection at lunchtime. Should you wish to discuss this with me, please let me know a suitable time to contact you.

We look forward to working with you and your child.

Regards,

Appendix 4

Extended reflection Email template

Dear Family,

Please be aware that XXX has received 3 reflection points this week and as per our behaviour policy will complete a period of extended reflection afterschool on Tuesday or Thursday (delete as appropriate)

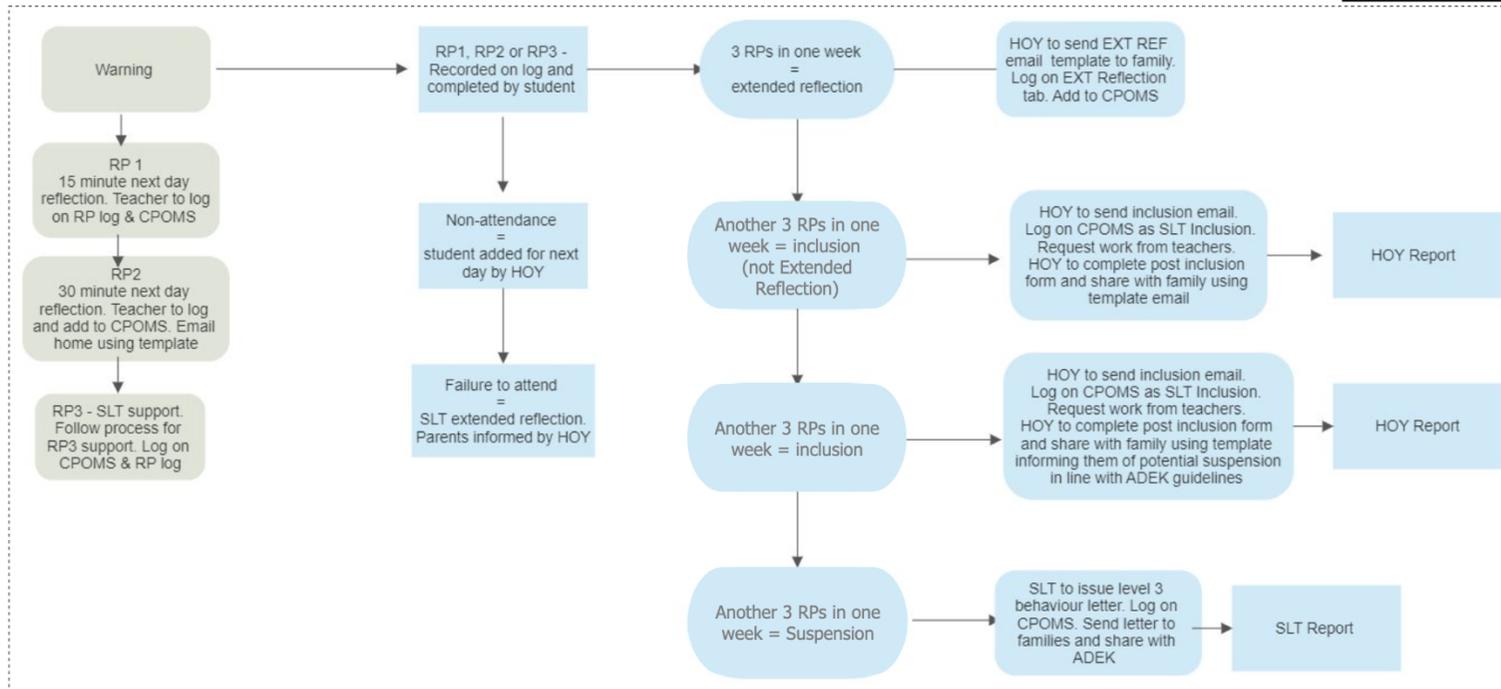
Please discuss this with your child and remind them that 2 occurrences of extended reflection in a half term will result in a 1 day Inclusion, behaviour report and parent meeting with your child's Head of Year.

We look forward to working with you and your child

Appendix 5

Middle and Senior School Behaviour Flowchart

Pastoral Behaviour Flow Chart



Appendix 6 - Mamoura British Academy Level 1-4 Misconduct Policy and Procedures

| #OURMAMOURA BEHAVIOUR FLOWCHART | | | |
|--|--|---|---|
| | LEVEL 1 MISBEHAVIOUR | LEVEL 2 MISBEHAVIOUR | LEVEL 3 MISBEHAVIOUR |
| Descriptor | Behaviour that causes disruption of teaching and learning but is low risk | Behaviour that causes greater disruption of learning and teaching than what is described in Level 1 behaviour. This level covers student behaviours that may lead to physical and mental harm to another person or may lead to property damage | Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people. Behaviours in Level 3 are, at times, also violations of UAE Laws. |
| Examples | <ul style="list-style-type: none"> - Lateness - Incorrect uniform - Not having equipment - Classroom disruption - Breaking classroom rules - Defying school authority and staff members - Entering or leaving class without permission - Eating in class - Failure to complete adequate classwork - Failure to submit homework - For using a laptop/device without permission - Playing games in lessons - Forgetting a reading book - Failure to SLANT - Failure to TRACK (Values DNA) - Any other forms of misconduct similar to the above as per the discretion of the behavioural management committee | <ul style="list-style-type: none"> - Repetition of Level 1 incidents over an academic year. Such behaviour may be escalated to Level 2 at the discretion of the Behavioural Management Committee - Failing to attend school without an acceptable excuse - Leaving or entering the classroom without permission - Not attending mandatory school activities/events without an acceptable excuse - Inciting quarrels, threatening or intimidating peers in school - Acting or appearing in a manner that contradicts the ADEK cultural consideration policy - Causing minor damage to school or bus furniture (eg sticking chewing gum under a seat) - Taking out or using cell phones during school time - Verbally abusing any member of the school community - Using, possessing or promoting the use of tobacco, vapes or associated paraphernalia | <ul style="list-style-type: none"> - Repetition of Level 2 incidents over an academic year. Such behaviour may be escalated to Level 3 at the discretion of the Behavioural Management Committee - Bullying, intimidation, harrassment and/or abuse of members of the school community, including defaming them on social media - Assaulting others, without causing injury to the victim - Academic dishonesty/plagiarism - Leaving school premises without permission - Seizure, destruction or vandalism of school property and/or the school bus - Capturing, possessing, viewing or distributing media of staff and students taken without consent - Any other forms of misconduct similar to the above as per the discretion of the behavioural management committee - |

| | | | |
|-------------------|--|--|---|
| | | <ul style="list-style-type: none"> - Refusing to hand over banned items - Any other forms of misconduct similar to the above as per the discretion of the behavioural management committee | |
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| First Time | <ul style="list-style-type: none"> - Teacher speaks to student about his/her behaviour. A verbal warning should be given 'xxx this is your warning, stop talking otherwise the next step is a reflection point 1 (15minute next day detention)' - The student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment you now have an RP1 tomorrow lunchtime – your tutor will remind you in the morning'. - If the student continues to disrupt learning; 'xxx you have continued to disrupt the learning environment, you now have a RP2 tomorrow lunchtime' (30minute next day detention). Email sent by subject teacher to families informing them of the RP2. - If an RP1/RP2 is issued, the behaviour is recorded in CPOMS and in the reflection log - Should a child continue to disrupt learning the SLT support card should be sent with a reliable student to the library - SLT will collect the disruptive student - Incident recorded in CPOMS (action to be confirmed by SLT at their discretion) | <ul style="list-style-type: none"> - Contact made with home outlining issues - Formal letter sent after relevant staff have met with parents (subject to request/availability) - If necessary, child works in Inclusion, away from the group (families notified immediately via telephone and/or email confirming action taken) - Level 2 behaviours may result in immediate Inclusion - Log on CPOMS | <ul style="list-style-type: none"> - Immediately place the student in inclusion - The Behavioural Management Committee shall evaluate the evidence and agree on next steps - Parents contacted and asked to come into school - Meeting with parents (Principal, Director, SLT & HQ as required) - Written warning signed by all parties/up to 5 day suspension - In the case of serious damage to property, parents are invoiced for cost of repair/replacements and students may carry out community service - Social Police involvement - Following 2 periods of 1 day Inclusion, per half term, further occurrences of Inclusion = 1 day suspension - In the case of vandalism or damage, parents invoiced for cost of repair |
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| <p>Repeated misconduct (Second & Third Time)</p> | <ul style="list-style-type: none"> - Verbal warning - Record on CPOMS - Reflection time set and served - Parents contacted by subject teacher (for RP2/RP3 only) with information on events and follow up letter/email sent inviting families to meet. - On third occurrence, formal final letter sent after teacher has met with parents (subject to request/availability) - 3 reflection points in a week = 1 hour extended reflection afterschool on a Tuesday or Thursday. Families to be given 48 hours' notice and an email confirming extended reflection will be sent by HOY. | <ul style="list-style-type: none"> - Parents invited to meet with pastoral leaders - Removed from lesson and placed in Inclusion - Second occurrence up to 2 days in Inclusion - Third occurrence up to 3 days in Inclusion - Report card – HoD or HoY or SLT - SENCO involved to identify underlying issues (where appropriate) - Referral to School Counsellor (as appropriate) - Assessment by Educational Psychologist (where appropriate) - Level 2 behaviours may result in immediate Inclusion - 2 occurrences of extended reflection, per half term = 1 day Inclusion - Following the initial 1 day Inclusion further occurrences of extended reflection = 1 day Inclusion - In consultation with the Behavioural Management Committee, support agreed - Post Inclusion Meeting held with HoY, student and parents. Post Inclusion form completed and shared with parents. | <ul style="list-style-type: none"> - Immediately suspend the student (offsite) - The Behavioural Management Committee shall evaluate the evidence and agree on next steps - Review meetings with parents - Undertakings signed and a behaviour contract is signed by all parties - Temporary ban from attending school at discretion of SLT (up to 5 days) – ADEK informed |
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| <p>Continued misconduct (More than Three Times)</p> | <ul style="list-style-type: none"> - Teacher/daily report card - Loss of ECAs - Referred to HoD (or HoY if tutor group related issue) - In consultation with the Behavioural Management Committee, support agreed - Meeting with HoD if needed (or HoY if tutor group related issue) | <ul style="list-style-type: none"> - Immediately place the student in Inclusion until an investigation is complete. - The Behavioural Management Committee shall evaluate the evidence and agree on next steps which may include expulsion. - Meeting with parents (Principal, Director, SLT & HQ as required) | <ul style="list-style-type: none"> - Immediately suspend the student (offsite) - The Behavioural Management Committee shall evaluate the evidence and agree on next steps, which may include expulsion - 'Managed move' to another Aldar school - 'Notice of Disciplinary Transfer' issued |

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| | <ul style="list-style-type: none"> - Assessment by Educational Psychologist (if needed) - Move to Level 2 as behaviour causes significant disruption to learning and teaching | <ul style="list-style-type: none"> - In consultation with the Behavioural Management Committee, Behaviour Improvement Plan or PSP drawn up and undertakings are signed by all parties - Suggested meeting with school counsellor - Assessment by Educational Psychologist requested | <p>to parents</p> |
| <p align="center">It is the right of the extended pastoral team to apply their professional discretion when dealing with incidents of misbehaviour Nb: all relevant steps to be recorded in CPOMS</p> | | | |

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| <p>Level 4 (V High Risk)</p> | <ul style="list-style-type: none"> - Using forms of communication (eg social media) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community - Possessing, using or distributing weapons on school premises, the bus, or during school activities - Sexual assaults inside the school premises, the bus, or during school activities - Assaulting others in the school, on the bus, or during school activities, causing injury to the victim - Premeditated theft and/or engaging in its cover up - Capturing, possessing, viewing or distributing information/media with unlawful content (eg pornography) - Leaking exams/ tests or engaging in related activities - Causing fires at school or setting school building or facilities on fire - Insulting any UAE political, religious figures - Using, promoting, possessing and/or distributing alcohol, narcotics, medical drugs or psychotropic substances on the school premises, school bus or during school activities - Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE, as per the ADEK cultural consideration policy - Intrusive and/or illegal digital activity on school IT systems - Tresapassing on school premises after school hours - Any other forms of misconduct similar to the above as per the discretion of the behavioural management committee - | <ul style="list-style-type: none"> - On Occurrence - Call the parent/s for an immediate meeting - Take all immediate actions including calling for help of relevant entities - Call the behaviour management committee (respective PLT/SLT representatives and APs Pastoral) to meet to issue a decision with a notification to relevant divisions at the education regulatory authority - The student and parent/s shall bear all the responsibility, including financial cost, for any damages caused by the offence - Communicate with ADEK for further actions including suspension from school and enrolment in rehabilitation centres, etc. |
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Appendix 7

Student Code of Conduct



Student Code of Conduct

I will strive to be a great learner by:

- Complying with all School rules and instructions
- Arriving to school and to my lessons on time
- Completing Homework on time and to the highest standard
- Bringing the equipment and books I need for learning every day
- Entering classrooms calmly and being ready to learn as soon as I cross the threshold
- Sitting according to the seating plan
- Listening actively
- Engaging positively in all learning activities, in line with the MBA Learner DNA, and always doing my best to 'stay on track'
- Actively perfecting my SLANT behaviours

I will respect the School community/buildings by acting in line with the MBA Values DNA and:

- Behave responsibly and not endanger the safety and welfare of others and myself
- Commit to the heritage and culture of the UAE
- Treat all members of our community with respect
- Wear the correct MBA school uniform smartly
- Move around calmly, safely and quietly
- Be polite, having good manners and always using appropriate language
- Follow instructions given by an adult immediately
- Keep classrooms clean and tidy
- Practice sustainable action and put any litter in bins
- Eat food only in designated areas
- Act as an ambassador for the School at all times

All students have signed their student planner code of conduct