



ALAIN
BRITISH ACADEMY

Behaviour for Learning Policy

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Introduction

Al Ain British Academy has a statutory duty of care to all pupils to provide a safe learning environment, ensuring their health, safety, and well-being at all times.

The Behaviour for Learning Policy and Protocol aims to promote students' ability to make positive behavioural decisions; to identify proactive strategies that reinforce positive behaviour and expectations, while working to change patterns of behaviour where repeated misbehaviours occur.

The school takes the following definitions within this Policy:

- 'Positive Recognition and Rewards' as when a student of any age acts in a way that promotes a positive attitude to learning and/or the school community.
- 'Misbehaviour' as when a student of any age acts in a way that is not acceptable or in line with school behavioural expectations.
- 'Outcomes' are the school actions taken because of positive behaviour or misbehaviour.
- 'Restorative Practices' as proactive engagement in a reflective conversation with students to rebuild or repair relationships to identify a positive, shared way to move forward.

The Behaviour for Learning Policy is based on the group-wide ALDAR Behaviour Management policy and the ADEK Managing Student Behaviour policy. The Positive Recognition and Rewards or Misbehaviours identified within this policy are not a complete list, additional recognitions and behaviours may be applicable at all levels. The full ADEK policy can be found [here](#).

All letters sent to parents regarding Positive Recognition and Rewards, Misbehaviour or Restorative Practices meet the ALDAR and ADEK policy guidance; one copy will be saved on the student's file and one copy provided to parents. An opportunity to provide feedback on any school letter is provided to parents.

As per the ADEK policy, continuous escalation of behaviour, or significant incidents will be logged onto the student's central eSIS profile. This will always be disclosed to parents and students prior to upload.

Positive Recognition and Rewards

Al Ain British Academy recognises that praising students is important for promoting positive attitudes to school, learning and good behaviour. Staff clearly outline and discuss expectations directly with students and these are to be displayed in all classrooms. Expectations will vary slightly among year groups as these are age appropriate; however, all of these will underpin and demonstrate the school's character values: **respect, responsibility, and resilience**. It should be noted that repeated displays of positive behaviour, and subsequent recognition of it will minimise disruption in the classroom, help learning to take place and making it habitual to eventually become the school's culture. Staff recognise students' positive contribution to their class or school community, their efforts with schoolwork, progress, or attainment through the school's House Point system, with a particular focus on the school's character values. The culmination of House Points results in further awards such as certificates, vouchers, and other rewards at the discretion of the School Council, and in collaboration with SLT.

Rewards

Positive behaviour (individual) – House Points (subject to teacher discretion)	Outcomes	Primary Rewards/Outcomes for repeated actions	Secondary Rewards/Outcomes for repeated actions
Demonstrating any of the three core character values: respect, responsibility, and resilience.	1 house point	House Point Awards: 50 – bronze 100 – silver 150 – gold 200 – platinum <i>Certificate given for ALL the above</i> House cup trophy Alternative awards/certificates: <ul style="list-style-type: none"> – Star of the week awarded in Year Group assembly – Termly and annual attendance awards – Class trophy/certificate – Phone call and or emails to parents/carers – Character awards 	House Point Awards: 50 – bronze 100 – silver (Hot Chocolate Tuesday) 150 – gold (Principal’s Breakfast) 200 – platinum (Principal’s Lunch) <i>Certificate given for ALL the above</i> Rewards per term for attendance and behaviour (no behaviour logs on CPOMS) Movie/ game nights- Split by year groups Games morning – during tutor time Smoothie/ milkshake making during break/lunch Interhouse Competitions: Each department hosts a competition during a school morning/ afternoon one event per month/term
Contributing to a class discussion; weekly 100% record for UPE (uniform, punctuality, equipment); exceptional behaviour/performance within an ECA, high level of engagement in class discussion, demonstrating perseverance in lessons, Random Act of Kindness (RAoK)	1 house point		
Consistently excellent work; helping others; presenting to classmates; consistently focused in lesson(s)	2 house points		
Performance in an assembly	3 house points		
Exceptional piece of work; representing the school in an event (sports or other); consistently implementing the above-mentioned positive behaviours to a high standard.	4 house points		
Being on a committee; making a year group or school-wide presentation; charitable, sporting, or creative recognition outside of school; being recognised in the end of term awards	5 house points		

Secondary-specific Celebration Events:

Positive Behaviour – Secondary Celebration Assemblies	Outcome (subject to change)
Student of the Month Award (All subjects)	ALDAR Reward Prize
Resilience Award	ALDAR Reward Prize
Student of the Term/Student of the Year	ALDAR Reward Prize, Cinema Voucher
Head of Year Commendation based on the core character values - Respect, Resilience, Responsibility	ALDAR Reward Prize & Hot Chocolate Tuesday

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Positive Behaviour (community) - Secondary End of Term Reward Afternoon	Outcome (subject to change)
50 House Points	Movie in the Auditorium
100 House Points	Whole afternoon of activities- sporting, team building and then movie in the Auditorium
150 House Points	Lunch with Mr Pugh (provided), afternoon of activities and movie in the auditorium
End of Year- Form and House with the highest collective number of house points	Form: Games afternoon House: House Trophy

Periodic reward trips will be run throughout the year. However, student participation is ratified against CPOMS logs, attendance and character behaviours shown in school.

A Restorative Approach

Restorative practices in schools involve fostering a community-based approach to conflict resolution, discipline, and building positive relationships. It prioritises repairing harm and restoring relationships rather than punitive measures. At Al Ain British Academy, all first instances of behaviour are dealt with restoratively, as we seek to work with students to develop their self-regulation skills, sense of responsibility, and honesty. Staff also may choose to work with students in a restorative manner on an ongoing basis, using their discretion and judgment of the student, the circumstances, and the likely benefits of approaching behaviour management restoratively. Furthermore, the ADEK requirements of schools make clear that the school cannot (and should not) apply restorative practice as a one-size-fits-all approach. Therefore, while the initial stages of dealing with misbehaviour are restorative, repeated instances and more serious behaviour is dealt with more firmly.

Misconduct

The school tries to instil positive behaviour and encourage positive choices among students; however, there are times where it is important for students to understand that choices result in outcomes, and that sometimes the choices will be poor ones that result in disliked outcomes. The school uses levels and associated actions through a progressive penalties approach to establish fair implementation processes and minimise conflicts. It also provides approaches to positively manage students' behaviour to enable teachers to instil and foster the values of UAE society. All decisions for medium risk misbehaviour and above, are in consultation with SLT and/or the Behaviour Management Committee.

The following should be dealt with by the classroom teacher in the first instance.

- Being late to lesson or assembly
- Inappropriate talking in lesson
- Moving around in class
- Lack of equipment
- Incorrect uniform/PE kit
- Not completing homework or classwork
- Misuse of devices

Levels of misconduct with outcomes

LEVEL 1: Low risk misbehaviour and disruption

The school recognises that its students generally behave very well, and that incidents of medium high-risk misbehaviour are very rare. However, low risk behaviour, and disruption to learning, are commonplace in many schools and it is important to have a clear, transparent and consistent approach to dealing with persistent low-level disruption and misbehaviour.

LEVELS 2-4: More serious misbehaviour

The school follows ADEK and Aldar policies in dealing with serious instances of misbehaviour.

Level 1 Misconduct - Low Risk	Outcomes
<p>1) Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.</p> <p>2) Failing to attend classes on time repeatedly without an acceptable excuse.</p> <p>3) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.</p> <p>4) Not following the school’s rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).</p> <p>5) Not bringing books and other resources for school without an acceptable excuse.</p> <p>6) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student’s health status).</p> <p>7) Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.</p> <p>8) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).</p> <p>9) Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.</p>	<p>All incidents are recorded on CPOMS.</p> <p>First Time: Verbal Warning Discuss the expected change in behaviour with the student.</p> <p>Second Time: Written Warning Notify the parent in writing about the student’s misconduct.</p> <p>Third Time: Written Warning Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy.</p> <p>More than Three Times: Written Warning Notify the parent in writing and summon the parent together with the Behavioural Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behaviour.</p>

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Level 2 Misconduct – Medium Risk	Outcomes
<p>1) Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless during an approved study leave).</p> <p>2) Leaving or entering the classroom during class time without permission.</p> <p>3) Not attending mandatory school activities and events without an acceptable excuse.</p> <p>4) Inciting quarrels, threatening, or intimidating peers in the school.</p> <p>5) Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy.</p> <p>6) Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators).</p> <p>7) Taking out and/or using mobile phones at school without permission and misusing any means of communication (e.g., sending frightening videos to young children).</p> <p>8) Verbally abusing or insulting any member of the school community (including visitors).</p> <p>9) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.</p> <p>10) Refusing to respond to inspection instructions or to hand over banned items.</p> <p>11) Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.</p>	<p>All incidents are recorded on CPOMS.</p> <p>First time: Written Warning Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behaviour.</p> <p>Second time: Onsite Suspension Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning. Notify the Behavioural Management Committee to agree to a set of strategies for reforming the student’s behaviour. The parent is required to sign an undertaking to support the agreed strategy.</p> <p>Third time: Off-site Suspension Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioural Management Committee to agree to a final set of actions for reforming the student’s behaviour. The parent is required to sign an undertaking to support the agreed strategy.</p> <p>More than three times: Expulsion Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. The Behavioural 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 support and counselling as per their behaviour strategy.</p>

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Level 3 Misconduct – High Risk	Level 4 Misconduct – High Risk
<ol style="list-style-type: none"> 1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. 2) Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them). 3) Leaving the school premises without permission. 4) Seizure, destruction, and/or vandalism of school property. 5) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users. 6) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim. 7) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions. 8) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent. 9) Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee. 	<ol style="list-style-type: none"> 1) 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 school community. 2) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite. 3) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite. 4) Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim. 5) Premeditated theft and/or engaging in its cover-up. 6) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content. 7) Leaking exam questions or engaging in related activities. 8) Setting fire to the school premises. 9) Insulting political, religious, or social figures in the UAE. 10) Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite. 11) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy. 12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorised software). 13) Trespassing on school premises after school hours. 14) Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.
Outcomes	
<p>Outcomes will be determined as per the ADEK behaviour policy. If needed, the Behavioural Management Committee will meet to discuss consequences following the incident.</p> <p>Depending on the severity and frequency of misconduct, consequences might include onsite suspension, offsite suspension or expulsion.</p>	

Bullying Prevention

Al Ain British Academy has an Anti-Bullying Policy in places in line with ADEK guidelines.

In the Anti-Bullying Policy, Al Ain British Academy:

- Sets out the provision for educating students and staff on how to identify bullying.
- Establish bullying prevention strategies by developing a school-wide antibullying program
- Clarify steps students should take when confronted with bullying behaviour when they are in the position of someone who is being bullied, who is bullying, and who is witnessing the bullying.
- Set out procedures for staff to deal with bullying behaviour.
- Describe the support and interventions provided by the school for any student identified as a victim or perpetrator of bullying
- Set out the disciplinary procedures that may be taken to address

The full Al Ain British Academy Anti-Bullying policy can be found [here](#).