

## 1. Policy Statement

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Amity International School (The 'School') promotes positive student behaviour at all times including when applying disciplinary actions for student misconduct. All School based behaviour management systems are aligned with the "Guidelines for Managing Student Behaviour in Abu Dhabi Schools."

Any form of corporal punishment of students is strictly prohibited in all Schools in the Emirate. While at School, students should feel secure from all types of physical punishment and abuse.

## 2. Aims

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The aims and purpose of this policy is to:

- To promote the wellbeing and happiness of students
- To promote positive student behaviour in the School.
- To promote a culture of mutual respect between all members of the Amity community
- To set out the procedures in order to comply with the guidelines of the Abu Dhabi Education and Knowledge Department (ADEK)
- State the regularity of the review of the Behaviour Policy
- Detail the practice for communicating with clarity to students and their Parents/Guardians the School's expectations of students' behaviour and how the School will deal with any misconduct.
- To set out a fair and transparent set of procedures that ensure a consistent approach towards the application of rewards and sanctions
- To set out the parameters within which Schools may expel, dismiss or suspend students.
- To minimise issues related to the right to educational, disruption to the student's education, student protection and safety, family cohesion and social order
- To make it clear to all employees of Amity International School that all forms of corporal punishment of students are strictly prohibited and unacceptable and in doing so help create a safe and attractive learning environment, where students are adequately protected.

### 3. Practice and Procedure

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This policy is devised in accordance with the “Guidelines for Managing Student Behaviour in Abu Dhabi Schools”. A copy of which is available in the Policy Folder on the Staff network. This document provides additional details and guidance on all guiding principles mentioned in this policy.

The policy and associated codes are devised to be in accordance with the organising regulations and policy guidance and are subject to the approval of the School’s regulator, ADEK.

#### 3.1 Definitions

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For the purposes of this policy:

**Students’ behaviour** refers to students’ responses to a number of daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions toward each other or toward the Teaching Faculty or other members of the wider School community.

**Expulsion** of students refers in particular to permanent exclusion from the School in accordance with the ADEK’s official procedures.

**Suspension** refers to temporary exclusion of students for a short period of time as determined by ADEK.

**Unofficial suspension** refers to student suspension without complying with the formal School procedures, for example, sending a student home for the rest of the day or removing the student from the classroom.

#### 3.2 School Procedures for Promoting Positive Behaviour

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Schools shall maintain an atmosphere of mutual respect, trust and courtesy between students, teachers, staff and administrators.

##### 3.2.1 Reinforcing Student Behaviour – Recognition and Rewards

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The school uses strategies and frameworks that recognise, reward and reinforce positive behaviour rather than relying on a set of rules and punishments for dealing with student misconduct.

At Amity, we recognise that praising students is crucial for promoting positive behaviour and attitudes towards learning and school. We recognise positive behaviour in several ways:

- Verbal praise to acknowledge and explain to a student what they have done well, in class, assemblies, social media, phone call home etc
- Written comments in exercise books/homework  
Displays of student work around the classroom/school
- House points/Dojo points/Stickers/certificates of recognition/ Star of the week
- Letter/email/note/postcard home to the student's family
- Participation in a special event/activity
- Tutor award, Head of House Award, Head of School Award, Principal Award

### 3.2.2 Behaviour for Learning

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The below practices are pre-requisites in supporting successful learning and positive behaviours for learning at Amity:

- Well planned and well-resourced lessons which are appropriately differentiated to meet all individual needs
- Lessons are appropriately challenging, purposeful and relevant
- Learning objectives/challenges are clear to students
- Clear routines and procedures are consistent and well established
- Regular and frequent feedback is given to students
- Classroom environments support learning and promote independent learning through working walls, displays and relevant resources

Disruption to learning will not be tolerated as this denies others the 'right to learn'. Low level disruption may be the result of:

- Shouting out – talking out of turn
- Lack of respect for other students, staff and property
- Being off task and distracting others
- Arriving late for lessons
- Not having the correct equipment for lessons

Any disruptive behaviour will be dealt with by the class/subject teacher in the first instance.

Communication with parents is key as early as possible to help prevent low level behaviours from escalating.

### 3.2.3 Co-dependent factors for positive student behaviour:

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- **Heritage and culture:** a sense of the behavioural values and principles that address the UAE's culture and traditions are incorporated into the Codes of Conduct
- **Positive School environment:** AIS aims to establish a School environment that is welcoming, caring, safe, enriching, professional and respectful to students.
- **Management of student behaviour:** Role models in the form of teachers, other staff, other pupils and family members are presented in order to encourage an effective and consistent system for shaping and managing student behaviour appropriately based on age and gender.
- **Partnerships with Parents/Guardians and the local community:** Procedures for encouraging an active involvement of Parents/Guardians and strong community partnerships are established.

### 3.3.3 Student Code of Conduct

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All students must respect the main code of conduct. This states the following:

All students will:

- Comply with the rules of the school
- Take pride in your school uniform and follow the dress regulations
- Follow the instructions of staff promptly
- Stay within the bounds of the school
- Arrive at school and at lessons on time and justify any poor punctuality and absence
- Demonstrate a positive attitude to your studies and high expectations of what you can achieve; strive for excellence
- Complete homework to the best of your ability and on time
- Behave responsibly, and in a manner that does not endanger the safety and welfare of yourself and others
- Take good care of your possessions. Make sure they are named
- Respect and care for the facilities and property of others and of the school
- Promote a positive school community. Be an active contributor and a positive role model to others by being courteous, kind and respectful to all staff, pupils, their families, and members of the community
- Behave responsibly so as not to disrupt the learning of others
- Commit to the heritage and culture of the UAE by being honest and dignified in your behaviour

**The school holds three behaviours in high disdain and pupils who commit these acts are likely to have their place at the school removed subject to affirmation of such behaviour following an investigation.**

These are

- Systematic Bullying
- Theft
- Involvement in illegal or dangerous behaviour

Supplementary Codes of Conduct exist specific to:

- use of the library
- use of IT on school premises
- use of lockers
- bus travel
- school field trips
- extra-curricular activities

### 3.3 School Procedures for Guiding and Disciplinary Action Following Misconduct

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The schools uses the guidance and disciplinary actions advised in the “Guidance to Schools on Managing School Behaviour” published by its regulator to encourage students to understand why their behaviour is unacceptable and how to behave better in the future.

In their response to incidents of student misconduct, Schools shall take into consideration the students’ individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student’s behaviour. Managing students’ misconduct must be consistent with the following:

#### 3.3.1 Disciplinary Actions

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The School conforms with the Abu Dhabi Education and Knowledge department categorises for students’ misconduct by categorising the misconduct into three levels. Each level is assigned appropriate advised disciplinary action. These categories are as follows:

##### **Level One**

Any behaviour that results in disruption of the teaching and learning environment, which may include, for example:

- Tardiness (lateness/unpunctuality). - Unexplained absences.
- Not bringing the necessary books and equipment to class.

- Incorrect School uniform (including sports uniforms).
- Disruptive behaviour in classrooms and in School.
- Breaking School rules including in classrooms, hallways, playgrounds and buses.
- Defying orders from School management and staff.
- Mocking others.
- Disruptive behaviour on School buses

### **Level Two**

Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- Skipping classes or School.
- Sneaking into School after school hours without the presence of supervisors.
- Using abusive or inappropriate language toward peers and/or teachers.
- Fighting with other students and/or bullying them.
- Theft.
- Vandalizing School property or the property of others.
- Using cell phones during School time without the School administration's permission.
- Possessing or viewing pornographic or other inappropriate material.
- Cheating in exams or assignments.
- Providing false documents (e.g. forging Parents'/Guardians' signatures).
- Misuse or abuse of the School's IT systems.

### **Level Three**

Any behaviour that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:

- Assaulting Teaching Faculty members, staff or members of the local community.
- Distributing (or participating in the distribution of) pornographic material.
- Wilful damage to, or destruction of, School and personal property.
- Possessing or selling weapons or explosives.
- Using or promoting illegal drugs or substances in violation of public order and morals.
- Exchanging any inappropriate materials, such as letters or photos.
- Committing major actions contradictory to public morals such as sexual assault.

All behaviours are recorded on the school system under the three levels.

Behaviour is monitored and tracked on a daily and weekly basis by Pastoral teams

### 3.3.2 Banned Disciplinary Actions

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It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct.
- Imposing more School work.
- Mocking or insulting the student in private or in public.
- Preventing the student of using washroom facilities or consuming food.

### 3.3.2 Corporal Punishment

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Corporal punishment is defined as any physical chastisement that inflicts harm on a student and causes him/her pain or discomfort even if it is light, such as holding and shaking, slapping or hitting with a cane, by hand or any other object.

Any form of corporal punishment of students is strictly prohibited. While at School, students should feel secure from all types of physical punishment and abuse. Schools shall maintain an atmosphere of mutual respect, trust and courtesy between students, teachers, staff and administrators. Schools are required to promote positive student behaviour at all times including when applying disciplinary actions for student misconduct.

If any incident of corporal punishment occurs, whether the incident is proven or suspected, the Principal (or in the case of the offence being carried out by the Principal, the Chair of Board of Trustees or School Owner) will:

- Take immediate action to safeguard all those involved, such as notifying relevant official entities, while complying with other laws that may be related to the incident such as the Penal Code.
- Report the incident immediately to PSQA Sector, Licensing and Accreditation Division, by telephone within a maximum of 24 hours of the incident.
- Report the incident immediately to concerned Parents/Guardians.
- Immediately suspend any member of staff who is accused of abusing any student, until the investigation is completed and a decision is made concerning the member of staff's eligibility to continue to work.

- Carry out a formal investigation obtaining written statements from those involved.
- Provide ADEK with a written report within 24 hours of the incident via official email (private.schools@adec.ac.ae) addressed to PSQA Sector, Licensing and Accreditation Division.
- Anyone found guilty of committing abuse will immediately be dismissed.

### 3.3.3 Staged Approach for Dealing with Wilful or Persistent Misconduct

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Students are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours before disciplinary action (e.g. warnings, written notices) is taken.

Student misconduct shall be dealt with as follows:

- 1 Firstly, the School shall provide counselling for the student, with a clear explanation, with reasons, of the changes in behaviour that are required of the student by the School.
- 2 Next, the School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behaviour.
- 3 If there is a need for further escalation of response, the School shall inform Parents/Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-School strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- 4 Should the student continue to behave unacceptably, the School may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning.
- 5 In the final stage, if the student fails to modify his or her behaviour in accordance with the requirements of the School, the School may apply to ADEK to transfer the student to another School or to permanently exclude the student concerned. In making an application to ADEK, the School will evidence that all these stages have been followed.

### 3.3.4 School Disciplinary Committee

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The School has a 'School Disciplinary Committee' to review and discuss student behavioural issues. The remit of this committee is to ensure that:

- All disciplinary actions are fair and equitable to all students without exception.
- All disciplinary actions are appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy.



- That a transparent and fair appeals process for sanctions is available to students, Parents and/or Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response.

### 3.3.5 Confidentiality

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The schools, ADEK and any supervisory authorities shall treat all information about students' behaviour as strictly confidential.

### 3.3.6 Pupils of Determination

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Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education need and the Individual Education Plan for that student.

Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.

The implementation of a School code of conduct shall not generally differentiate between students with special education needs and other students.

## 3.4 Procedures for Distribution of the Codes of Conduct and Behaviour Procedures

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This code is distributed to all students and their Parents/Guardians at the beginning of each school year and is discussed and referenced from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the School community.

### 3.5 Suspension, Exclusion and Expulsion of Students

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The School will not expel or dismiss a student, or require him/her to leave the School, against the wishes of their Parents/Guardians, without first obtaining written approval from ADEK. The school obtains the approval of ADEK for the terms and implementation of its behaviour policy including its procedures for expulsion. This policy is then published and made accessible to Parents/Guardians.

In drafting these terms, the School sets out to comply with ADEK's related regulations and policies and the guidance included in the ADEK's "Guidelines for Managing Student Behaviour in Abu Dhabi Schools".

### 3.5.1 Guidelines for Suspension and Expulsion

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The school provides give opportunities to help students act positively before any disciplinary action is escalated. It never requires students to leave the School for any period of time as a disciplinary action without going through the formal staged procedures as set out above in section [3.3.3 Staged Approach for Dealing with Wilful or Persistent Misconduct](#)

The School will in every case look for alternative ways to handle and rectify a student's unacceptable behaviour before giving consideration to the expulsion of the student. Formal discipline may include measures that range from a verbal warning, to a written notice, suspension, disciplinary transfer or expulsion. Failure to comply with one type of discipline will lead to increasing severity and consequences. The School will use both temporary and permanent suspension measures very cautiously and judiciously. The School believes all students are entitled to an education and because expulsion can lead to depriving students of an education and therefore the loss of protection, social order and general progress toward maturity it is used only as a last resort.

#### 3.5.1.1 Temporary Suspension

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Temporary suspension is only considered in circumstances where:

- it is necessary to provide respite from behaviour that is seriously disruptive to the normal life of the School
- the behaviour poses a threat to the safety and welfare of other members of the School,
- Levels 2 and 3 of misconduct (see [3.3.1 Disciplinary Actions](#) above) and where all other attempts to correct the disruptive behaviour have been unsuccessful.

The Principal, through the School Disciplinary Committee which he chairs, will only suspend the concerned student after following formal discipline measures. The Principal ensures that a staged approach is followed to correct the student's misconduct, reviews the documented history of misconduct incidents and notifies Parents/Guardians and ADEK of such.

The period of suspension must not exceed five school days.

#### 3.5.1.2 Expulsion

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

Committee must seek ADEK's approval in order to expel a student from the School. Students have the right to seek out alternate education institutions.

#### 4. Assessment and Record Keeping

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Records of positive behaviour and misconduct are stored as follows:

- 1) Using the School's MIS system, iSAMS – it is crucial that behaviour and sanctions are logged
- 2) On the 'Class Dojo' system in the Foundation Stage and Primary school

#### 5. Staffing and Resources

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##### 5.1 The School's Owner and Board of Trustees:

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- Reviews and approves the School's behaviour and discipline policy, and ensure that the Behaviour Policy is fully compliant with the requirements of the Council's regulations and policies.
- Monitors the School's implementation of its Behaviour (and Expulsion) Policy.
- Creates a School Disciplinary Committee.
- Review and approve the School's policy terms with respect to expulsion, and ensure that such policy is compliant with ADEK's regulations, policies and guidelines.
- Ensure that the School adopts a robust policy prohibiting all forms of corporal punishment.

##### 5.2 The School Principal and School Leadership Team:

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- Develops and Implements the School's behaviour (and expulsion) policy and related procedures.
- Ensures, through regular review of the Behaviour Policy, involve students, Parents/Guardians, teachers and other staff, that the importance of the Behaviour Policy is understood and accepted by all members of the School community.
- Maintains accurate records of all suspensions or expulsions of students
- Seeks approval from ADEK before expelling any student
- Follows scrupulously the Council's required processes in response to alleged corporal punishment, reporting the incident to the Council immediately and presenting a report to the Council within 24 hours of the incident, knowing of the incident or suspecting it to have occurred inside the School
- Chairs the School Disciplinary Committee.

### 5.3 Teachers:

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- Exert efforts to establish the motivation behind and the purpose of the student’s misconduct, in order to respond to it with a suitable solution, rather than simply taking a punitive approach.
- Observes and reinforces student positive behaviour.
- Adopts positive behaviour at all times.
- Reports known or suspected incidents of corporal punishment to the Principal or if the Principal is a party to the incident, to the Board of Trustees or Owner.

### 6. Associated documents

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- Policy 50: Student Behaviour Policy Corresponding to Article (55) of the Organising Regulations
- Policy 51: Expelling Students Corresponding to Article (56) of the Organising Regulations
- Policy 52: Corporal Punishment Corresponding to Article (57) of the Organising Regulation
- “Guidelines for Managing Student Behaviour in Abu Dhabi Schools”
- Amity International School Codes of Conduct
- Amity International School behaviour management procedures (specific to the Foundation, Primary and Secondary Schools)

### 7. Monitoring and Review

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This Policy is reviewed annually or sooner and ratified by the School’s Board of Governors.

### 8. Approved by

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Principal on behalf of the School: \_\_\_\_\_

Chairman of Governors: \_\_\_\_\_

### Change History Record

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Version No.	Description of Change	Owner	Date of Issue
1.0	Review	Principal	Apr 2019
2.0	Review	Principal	Jun 2020
3.0	Review by Head of Wellbeing	Principal	Aug 2021
4.0	Review by Principal	Principal	Aug 2022
4.1	Added the Year 2 Behavioural plan in the appendix	Hayley Mason – Deputy Head of Lower Primary	Dec 2022

## 9. Appendix

### 9.1 Secondary School Behaviour guidelines

Level of Sanction	Behaviours	Sanctions
<b>C1</b>	<ul style="list-style-type: none"> <li>• Tardiness</li> <li>• Unexplained absences</li> <li>• Failure to bring correct equipment to lessons</li> <li>• Failure to complete homework on time</li> <li>• Incorrect School uniform / wearing of school uniform (including PE kit)</li> <li>• Disruptive in the classroom and around school</li> <li>• Breaking School rules (classroom, corridor, break areas, busses)</li> <li>• Defying staff instructions</li> <li>• Bad language (swearing or abusive, inappropriate language to another or self)</li> <li>• Rude or mocking behaviour towards peers or staff</li> <li>• Going out of class without permission</li> <li>• Not attending classes without an acceptable reason</li> <li>• <b>Use of mobile / device in school without permission</b></li> </ul>	<p>First Occurrence:</p> <p><b>C1 Actions:</b></p> <ul style="list-style-type: none"> <li>• Teacher speaks to pupil about their behaviour during/at end of lesson ( not public)</li> <li>• Reflection time (15 mins) in allocated room, restorative conversation with Teacher</li> <li>• Teacher to email parents, tutor &amp; HOH copied in.</li> <li>• Incident recorded on ISAMs in Rewards and Sanctions.</li> </ul> <p><b>Continued Level 1 behaviours:</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Issued another C1 and call made to parents with subject teacher and/or HoD. Recorded on ISAMS</li> <li>• Tutor Review card actioned</li> <li>• Move to C2 if behaviour persists</li> </ul> <p><b>If a student receives 3 C1s in a day, meeting with DH &amp; Tutor (Pastoral), end of the day or in tutor time the next day. Pupil to go onto Tutor Review. Tutor to email Parent copying in EC &amp; HOH.</b></p> <p><b>If Tutor Review fails, they are on Review to Head of House. Meeting with HOH/EC to celebrate any success.</b></p> <p><b>After multiple* C1s in a 3 week period an Amity Level 1 warning letter will be issued by DH pastoral</b></p> <ul style="list-style-type: none"> <li>• These will be reviewed on an individual basis, based on the severity of the C1's.</li> </ul>

	<ul style="list-style-type: none"> <li>Inappropriate use/misuse of IT during lesson time or at breaks and lunches.</li> </ul>	<p>NB: If a phone is used without permission, the phone is handed to the teacher who passes it to the DH Pastoral. Pupil can collect phone at the end of the day.</p>
Level	Behaviours	Actions
<b>C2</b>	<ul style="list-style-type: none"> <li>Trespassing/being out of bounds</li> <li>Theft</li> <li>Rude or mocking behaviour towards peers or staff</li> <li>Fighting (including play fighting) Provoking/instigation of fights or threatening or frightening other pupils</li> <li>Vandalism (destruction of school property)</li> <li>Cheating in exams or plagiarism on assignments</li> <li>Leaving school without permission</li> <li>Signing false documents</li> <li>All forms of discrimination</li> <li>Abusive/inappropriate language as a response to teacher instruction or towards another pupil</li> <li>Smoking on campus/Use of cigarettes/e-cigarettes</li> <li>Keeping or publishing photographs of school staff or pupils with authorization</li> <li>In possession of or viewing pornographic material</li> </ul>	<p><b>C2</b></p> <p><b>First Occurrence:</b></p> <ul style="list-style-type: none"> <li>C2 issued</li> <li>On Call staff: pupil <b>removed from lesson</b> by member of SLT</li> <li>Pupil to write Reflection piece on what has happened</li> <li>Statement needed from teacher</li> <li>Incident is recorded on Isams</li> <li>Parents must be called and informed by SLT.</li> <li>The student will not be returned to that class, they will remain with SLT for that lesson. SLT will decide on whether they continue with their day or go home/inclusion/exclusion</li> <li>Restorative conversation with Class teacher/SLT on the day of the incident.</li> <li>Automatic Tutor/SLT 'Review'</li> <li>Tutor to email parent and staff to inform them about review. SLT copied in.</li> <li>Pupil must hand in review card at beginning of every lesson to their teacher.</li> <li>Tutor/SLT to call parents at end of week to review and celebrate any success.</li> <li>If a pupil has any C1 or C2 while on 'report' Tutor/SLT review continues for one more week</li> <li>If no improvement – meeting arranged with parents and EC/KC.</li> </ul> <p><b>If two C2s in same day:</b></p> <p>Pupil is separated from class and spends day in Isolation</p>

	<ul style="list-style-type: none"> <li>NB: Misuse of electronic devices during class/break/using vpn</li> <li>Use of mobile / device in school without permission</li> </ul>	<p>Parents to be contacted and invited for a meeting the following day before they are returned to lessons by DH Pastoral to decide on sanctions</p> <p>Tutor Review/SLT must continue</p> <p>Safeguarding Team alerted - by DH</p> <p><b>Repeated behaviours:</b></p> <ul style="list-style-type: none"> <li>Parents invited in for a meeting to discuss <b>HOH, HOD, DH Pastoral</b></li> <li>Student put on immediate review/report card <b>HOH, HOD, DH Pastoral</b></li> </ul> <p>During Tutor review week – if another C1 or C2 has been logged this leads to:</p> <p>Parent meeting with DH Pastoral</p> <p>Amity warning letter Level 2</p> <p>Behaviour contract to be set in place/SLT review</p> <p>School Counsellor/Inclusion team may be informed</p> <ul style="list-style-type: none"> <li>Modified programme if necessary</li> <li>Educational Psychologist report may be requested at this point</li> </ul>
Level	Behaviours	Actions
C3	<ul style="list-style-type: none"> <li>Fighting with teachers, staff or community members</li> <li>Assault and sharing or distributing pornographic material</li> <li>Extensive and willful damage and destruction to School and personal property</li> <li>Possession of dangerous objects/weapons/explosives</li> </ul>	<p><b>First Occurrence:</b></p> <ul style="list-style-type: none"> <li>On Call staff: pupil <b>removed from lesson</b> by member of SLT</li> <li>Where appropriate safeguarding officer/ counsellor involved (<b>Safeguarding officer / counsellor</b>)</li> <li><b>Behaviour committee meets</b></li> <li>Parents contacted immediately for meeting with SSLT (<b>Head of School/VP/Principal</b>)</li> <li>Written warning signed by all parties</li> </ul>



<ul style="list-style-type: none"> <li>• Use of or possession of illegal substances (drugs, alcohol)</li> <li>• Sharing of inappropriate material (hard copy or online) including photos</li> <li>• Severe or persistent mental or physical bullying or torture</li> <li>• Physical and/or Sexual assault</li> </ul> <p>Behaviours in this level are at times also violating UAE Laws</p>	<ul style="list-style-type: none"> <li>• Student externally suspended until further notice (<b>Head of School/VP/Principal</b>)</li> <li>• Investigation into incident to determine appropriate support for reintroduction of student into school (<b>SSLT</b>)</li> <li>• On return student placed on behaviour contract (<b>Head of School/VP/Principal</b>)</li> </ul> <p>Repeated behaviour: Review meeting with parents and SSLT Behaviour contract and plan signed by all parties Temporary exclusion from school ( up to 5 days) ADEK informed</p> <p><b>Continued Level 3 behaviour:</b></p> <ul style="list-style-type: none"> <li>• Meeting with Principal.</li> <li>• ‘Notice of Disciplinary Transfer issued to parents.</li> <li>• Where it is deemed a UAE law is broken the authorities may be contacted.</li> <li>• Internal and external authorities may be involved at counseling, law, safeguarding levels.</li> <li>• ADEK level 3 official warning may be issued.</li> <li>• ADEK approval may be sought for permanent expulsion in extreme or repeated cases.</li> </ul>

# Year 2 Behaviour Plan

## Reminder

Positive reinforcement of desired behaviour

## Warning

Positive reinforcement of desired behaviour

## Name on board

(Up to this point, the name can be removed if desired behavior is shown)

## Name on board +5

5 minutes 'thinking time' during Play to Learn

## Name on board +10

10 minutes 'thinking time' during Play to Learn

## Name on board +15

15 minutes 'thinking time' during Play to Learn

## Time in another classroom

Visit to Head of Year for 1 period to complete work

## Time in the office

Visit to Ms Julie or Ms Hayley (time to be decided) to complete work

## Phone call home to parent