

مدرسة الوحدة العربية

ARAB UNITY SCHOOL



Behaviour: Rewards and Sanctions Policy

AY 2024-2025



Policy No.	AUS School Policy_Academics_08 Behaviour and Rewards Policy
Date reviewed	June 2024
Next update	June 2025
Reviewed by	Ms. Susan Rubin Varghese
Approved by	Mr. Nigel McQuoid

VISION STATEMENT

Our vision is that Arab Unity School aims to provide a stimulating, inclusive learning environment that challenges our students to discover their potential and develop into respectful, reliable, resilient and purposeful leaders of the global community.

MISSION STATEMENT

Our mission is to provide an affordable education with a solid foundation of knowledge, technology and life skills enabling our students to be socially conscious and responsible individuals.

CORE VALUES

<p>Character Building</p> <p>Morally accountable Diligent Trustworthy Self-regulator Caring</p>	<p>Progressive Thinking</p> <p>Technologically competent Collaborative Adaptable Enquiring Creative</p>
<p>Global Commitment</p> <p>Environmentally conscious Persevering Tolerant Effective Participant</p>	<p>Leadership Skills</p> <p>Inspiring Motivating Decisive Consistent Team player Reflective Learner</p>

MANAGEMENT OF STUDENT BEHAVIOUR POLICY

Creating a positive climate for learning

Effective schools are demanding places, where teachers expect and ensure high standards of work and behaviour.

-Professor Andy Hargreaves, Academic and Educationalist

Rationale

This policy aims to provide a framework for Arab Unity School (AUS) in developing approaches to managing student behaviour to promote a positive and safe learning environment. Effective behaviour management systems identify proactive strategies that reinforce positive behaviour, expectations and seek to prevent behavioural issues. It is important that in managing student behaviour, AUS does not rely on rules and consequences for addressing negative behaviour. The aim is to change patterns of behaviour and not just to sanction students who misbehave. However, repeated breaches of school discipline cannot be tolerated, and AUS should follow a graduated response when dealing with students.

This policy is aligned with Code of Conduct Levels Ministerial decree 619/2017 and AUS's "Guidelines for Managing Student Behaviour in Dubai" 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 students' well – being and happiness.
2. To create the conditions for an orderly school community in which effective learning can take place, in which there is mutual respect between all members of that community and respect for the school environment.
3. To develop a sense of self – discipline in students and an acceptance of responsibility for their own actions.
4. To provide a fair and transparent set of procedures that ensures consistent application of sanctions for dealing with unacceptable behaviour that impact on the smooth running of the school within the context of positive behaviour management.

It is the aim of AUS to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. The behaviour policy is therefore

designed to provide out students with guidance and set clear boundaries, whilst promoting positive behaviour.

Use of Positive Recognition and Rewards

AUS recognizes that praising students is important for promoting positive attitudes to school, learning and good behaviour. Staff can recognize students' positive contribution to their class or school community, their efforts with schoolwork, progress or attainment. ***From the 2022-23 academic year, recognition and rewards are linked to the school's Core Values and recorded on the QR. Student App used for this purpose.***

Positive Recognition and Rewards may take the following forms:

- Verbal Recognition
 - Verbal praise to the student(s) concerned
 - Public praise (in class, in assembly)
 - Arranging for student and, in some cases parents, to meet the principal
- Written Recognition
 - Written comments in exercise books or on students' work
 - Positive comments in home – school communication books such as Homework Diaries or Student Planners
 - Issuing certificates or letter of appreciation
 - Students name/ photograph on notice boards, e.g., "Student of the Month"
 - Displays of students' work in the classroom or around the school
 - Publication of students' work in school newsletters or on the school website
 - Work shown to Principal or Senior Leadership Team
 - Merit awards and praise postcards, or similar
 - Letter/ email from Tutor, Subject Teacher, or Head of Department to the student and/or their parents
 - Principal's letter to the student and/or their parents
- Material/ Financial Recognition
 - Academic awards and trophies
 - Sports medals and trophies for competing or winning competitions
 - Prizes, e.g., books for winning entries in a writing competition
 - Book token or voucher for winning a competition
- Participation in a Special Event or Activity
 - Participation in school trip, award ceremony, camp or expedition

It should be noted that wherever/ whenever a student is involved in a representative role for the school, this should be acknowledged.

Behaviour for Learning

Certain principles and practices are pre – requisites of successful learning and good behaviour:

- 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
- Routines of classroom practice that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal.
- Regular and frequent assessment and feedback

All classroom and learning environments should display a 'classroom rules' poster, which has been shared and understood by all.

If you want your children to improve, let them overhear the nice things you say about them to others.

- Dr. Haim Ginott, Teacher,
Child Psychologist and Author

Despite good lessons, appropriate encouragement and support, some student will, for a variety of reasons, sometimes fail to meet acceptable standards of behaviour. **Disruption cannot be tolerated since it denies other students their 'right to learn'.**

Low-level disruption in lessons may be the result of:

1. Calling out – talking out of turn
2. Lack of respect for students/ staff/property
3. Being off task and distracting others
4. Arriving late for a lesson

The class teacher/form tutors and colleagues in the respective sections/phases/ departments and pastoral Head of Year (HoY) need to discuss how they will support each other to deal with disruptive behaviour, in the first instance. HoYs will initiate and take the lead on these discussions supported by their Heads of Schools (HoS) and deputy heads (DH). Consistency in the way

disruption is dealt with is absolutely vital so that students know the boundaries within which they can work and learn.

Practical subjects, e.g. PE, Science labs, IT labs, Design & Technology, will have additional codes of conduct that focus on health and safety in these specialist venues. At the start of each term, the teacher will make these codes of conduct clear to students and display them as appropriate.

It is an expectation that class teachers for all classes, as appropriate, will produce seating plans. This gives responsibility to the teacher to decide who sits where in order to maximize learning and encourage positive behaviour.

Strategies to promote and support good behaviour in lessons

If a student disrupts learning, one of the following sanctions may be appropriate:

- **Recognizing and recording positive behaviour linked to the school's Core Values on the QR. Student App.** When achieving a pre-agreed number of points, students receive **Core Value badges** and after a student has collected **all four Core Value badges, s/he receives a small trophy** to celebrate this achievement.
- **Using positive language** to achieve the behaviour you want "turn around please (Student name).... thanks" "looking this way and listening Aziza.. Thanks"
- **Choice** "you can choose to finish your work or you can choose to lose 5 minutes of your break time. What do you want to do?" the teacher should praise the correct choice.
- If a student does not respond to the above strategies to rectify unacceptable behaviour, the **QR. Student App** is used to **deduct points from the appropriate Core Value points.**
- **Move** to a different place in the classroom to help the child focus
- **Loss of play time/ detention** – break time, lunch time, after school
- **Contact with parents by email or telephone**
Please note the parents should receive notice of proposed after school detention.
- **Referral to the Middle Leader** (Head of Year, Subject Head, Head of Dept.) for further action
- **Report card/ Star Chart**
- **Meeting with parents** to agree support from both sides

All serious incidents should be referred to the Senior Leadership Team on the appropriate documentation following the agreed Process and Procedures.

It is important that strategies reflect a graduated and progressive response process.

Attendance/ Authorized / Unauthorized Absences

Good attendance and punctuality is essential to help ensure students' acquisition of core skills and key areas of learning. AUS will use a range of age-appropriate rewards and sanctions to ensure high levels of attendance and good punctuality.

Students are expected to attend school on every school day as specified in the school calendar. Aligned to the UAE Federal Inspection Framework, good attendance is judged to be 94% or better of the school year. If attendance falls **below 94%** due to excessive unauthorized absence, the implementation of **Level 2 violation sanctions** will be triggered.

We expect students to arrive at school and to lessons on time. **Punctuality** to morning registration, assembly and lessons is vital and is considered a Level 1 violation if not adhered to. Tardiness will not be accepted without an acceptable excuse. Students who are continually late for registration will be managed in line with the agreed policy. Where there are adverse weather conditions, there should be some flexibility in responding to each student's circumstances and their punctuality.

Unauthorized Absence/ Truancy

The following absences are regarded as unauthorized:

- ✓ Shopping trips
- ✓ Unnecessary travel
- ✓ Family events (birthdays, visitors etc.,)
- ✓ Other non – essential reasons

Students are considered to be truant if they are absent from school without their Parent's / Guardians knowledge or consent, or if Parents/ Guardian have colluded with the student so they are absent without authorization.

If a student is absent for one class or period during the day without authorization, the student is considered as truant. The school must immediately inform the students' parents of incidents of truancy and shall at an appropriate time and date meet with the parents and student to address such behaviour. Following such incidents staff will closely monitor the students' attendance and implement the behaviour sanctions as stated in the policy below.

Unauthorized absence / truancy is strictly prohibited and considered a Level 2 violation:

- For **unauthorized absences of 15 days or more OR 10 consecutive days or more** during the academic year, we may withdraw their place for the following academic year.

- AUS will issue parents with an electronic (via the school's email or LMS) or written (via the student diary or hard-copy letter) warning following the **5th day of unauthorized absence** and continue similar warnings progressively more formal in nature as per the Parent-School contract agreement.

Note: If a student is absent for one class or period during the day without authorization, the student is considered as truant and will be counted as one day's unauthorized absence.

Authorized Absence

The following absences are regarded as authorized:

- ✓ Illness (supported by a medical certificate)
- ✓ Scheduled doctor appointments (supported by a doctor's confirmation)
- ✓ Death of first or second degree relative
- ✓ Essential urgent family travel for matters such as medical treatment or death of a family member (must not exceed one month during the academic year. Must be supported by medical certificate/ official documentation.) Note: any absence for more than one-month duration must be approved by AUS and, in addition to providing medical certificates or documents, AUS are also required a letter from the UAE embassy of the country they are visiting confirming the child is in their country.)
- ✓ Participating in an official community task or event representing the UAE (i.e. sporting event) (supported by the official documentation)
- ✓ Mandatory appearance before an official government body (supported by evidence of the appearance)
- ✓ Up to a maximum of 5 days for any reason that the school recognizes and accepts upon the approval of the School Principal.

For authorized absences, Parents/ Guardians who plan to have their children miss several days of school are required to notify the school at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence. **PLEASE NOTE: it is the students' responsibility to collect work from the teacher.**

Management of attendance and communication with parents

This policy will be shared with parents through the school website and will advise parents of the school's arrangement to manage absence and promote good attendance and punctuality.

The Parent – School agreement, issued to all families at the beginning of each academic year will clarify the expectations relating to attendance. It is part of this agreement that parents will make

every effort to ensure that their children attend every school day and arrive on time for the beginning of the school day.

AUS will maintain accurate and comprehensive daily attendance records for every student and these records will include reference to punctuality and the reasons given for absence.

Parents should inform the school in advance of any required absence and this should be assigned a reason code by school staff to ensure accuracy in the collation of data. Notification of a planned absence requires 10-day notice to the school and this will allow staff to prepare assignments that the student may need to complete during the absence period. Parents are responsible for contacting the school to understand the assignments that need to be completed during any extended planned absence and the work given must be completed either before the beginning of the absence period or shortly after returning from absence.

Following an absence, parents are requested to send a signed note to the school indicating the reason for the students' absence. Ideally, parents should arrange for family vacations to take place during scheduled school holidays. When students are absent from school for some period of time, the relevant student's absence form should be completed and submitted within the given timeline.

Behaviour In and Around the School

AUS students are expected to demonstrate high standards of behaviour at all times. This includes moving around the school, in tutor time and assembly, in the school areas and on the way to and from school. Appropriate action will be taken by the school against any student whose behaviour is unacceptable and undermines the overall good discipline or reputation of the school or individual class.

Banned Disciplinary Actions – *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/ increasing more School work
- Mocking or insulting the student in private or in public
- Preventing the student of using washroom facilities or consuming food

Monitoring Student Behaviour

Incidents of repeated misbehaviour are recorded according to the relevant policy of each section/school and may include the **Edu-Nation Learning Management System (LMS)**

and/or other Incident and Behaviour Logs (e.g. General Incident Form) managed by the relevant Heads of School (HoS) and/or Head of Inclusion (HoI).

Whatever system is in place, the aim is to have structured approach to behaviour management, which both staff and students understand and follow at all times.

It is important that there is regular communication between staff, where individual students are discussed and monitored. Students giving cause for concern should be discussed at pastoral meetings. The meeting is used also to identify students for intervention and support as well as those who may need to be referred to the HoI/YL/Deputy for behaviour or learning support. These regular pastoral meetings will be initiated and led by the relevant Deputy/YL/HoI.

Bullying

Bullying is defined as “the wilful, conscious desire to hurt, threaten, upset or frighten someone”. It is rarely a ‘one – off incident’ but a course of action that is sustained over a period of time 2-3 days or 2 – 3 months.

AUS takes a zero-tolerance approach to all forms of bullying. Any student (s) who bully another student will be dealt with and be made to apologize for their action.

Bullying could be:

- **Verbal** – (e.g., comments intended to upset the receiver or the receiver’s family)
- **Physical** – (e.g., pushing or hitting another student)
- **Emotional** – (e.g., excluding a student from a friendship group or not inviting someone to an outing/ event)
- **Racist** – (e.g., comments about ethnicity)
- **Cyber Bullying** – (e.g., inappropriate comments sent by text messaging, email or any social media platforms)

The following sanctions could apply depending on the nature of the bullying incident:

- ✓ **Verbal warning** and contact with parents
- ✓ **Loss of play/lunch time or detention or Both** – break time, after school
Please note that parents should receive notice of a proposed after school detention
- ✓ **Isolation or reflection time**
- ✓ **Restorative justice**
- ✓ **Temporary ban/suspension from attending school**

Also refer to the School’s Anti Bullying Policy.

Mobile Phones

Mobile phones are strictly prohibited on school property during school time except where prior permission has been obtained from the relevant HoSs.

Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school discipline (classified as Level 2 violation). As a result, the following actions will be taken:

- The mobile phone will be confiscated and only returned directly to a parent
- School detention (*Please note that parents should receive notice of a proposed after school detention*)
- The incident will be recorded on the student file/ school system
- A formal letter will be sent to the parents from school
- Repeat violations will be escalated to a Level 3 violation and ultimately may result in a child being suspended or excluded from school

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

Serious Breaches of School Discipline

Serious breaches of school discipline will not be tolerated and the Senior Management Team or Executive Leadership Team, in accordance with AUS discipline procedures, will deal with serious incidents. Examples of serious breaches of school discipline could include:

- Fighting/assault or verbal Assault
- Serious and persistent cases of bullying
- Serious and persistent disruption of learning
- Deliberately and learning and potential harm to students with physical disabilities
- Any incidents in line with Level 3 violations as per AUS Policy Guidelines
- Incidents of repeated Level 2 violations within an academic year
- Any incident deemed to be serious by the principal

In such cases, the student may be suspended from lessons and placed in isolation for reflection time or to work under staff supervision.

Alternatively, depending on the severity of the incident, he/she may be temporarily banned from attending school for a fixed time but not more than 5 days, in accordance with KHDA regulations.

KHDA will be notified by the school liaison of any serious incident and/or decision to suspend a student from school.

In all Level 2/3 cases, parents will be invited in to school to discuss their son/ daughter's behaviour.

Following isolation, the student may be placed on "Report Card" (monitoring during lessons) and/or their return to normal schooling managed on a 'phased return' basis. In the case of fixed term exclusions, a managed return may include Behaviour Agreement signed by the student and his/her parents.

In severe cases where, despite support from the school, a student's behaviour does not change, the case will be dealt with by AUS Disciplinary committee and parents may be asked to remove their child from the school permanently. This action will be conducted in accordance to KHDA Policy. Alternatively, the school will seek Ministry of Education (MoE) approval and support to permanently expel the child. This will always be the last course of action after all other avenues to support and rectify the student's behaviour has been followed.

Students of Determination (SOD)

The school behaviour management committee shall liaise with the Head of Inclusion (HoI) who may collaborate with the SEN department at the school if any of the students categorized under the People of Determination (PoD) violates the code of conduct. The SOD team shall advise the committee in case the violation is caused because of the students' specific need and then a decision is made in light of the following:

1. If the violation is not because of the student's specific need, the below levels shall apply, similar to mainstream students;
2. If the violation is because of the specific need of the student, the following shall apply:
 - Develop and implement a behaviour improvement plan (BIP) as per level and type of the violation;
 - In case a Behaviour Improvement Plan (BIP) exists, the school shall revise and modify that plan in accordance to managing the new behaviour that led to the violation.
3. For those students who continue with unacceptable offences because of their specific needs, the school shall continue to support and integrate the child regardless of the School Behaviour Plan (SBP). 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.

Violation Levels and Sanctions – Students

Violation Level	Examples of Misbehaviour	Consequences in AUS
<p>Level 1 (Simple Risk)</p> <p>Behaviour that causes disruption of teaching and learning</p>	<p>Behaviour may include, but are not limited to:</p> <ul style="list-style-type: none"> ✓ Tardiness/ Lateness ✓ Unexplained absences ✓ Incorrect school uniform ✓ Not bringing the necessary books, equipment, etc., ✓ Disruptive classroom and/or school behaviour ✓ Breaking classroom rules ✓ Defying school authority and staff members ✓ Entering class or going out of class without permission or not attending class or school activities without acceptable excuse. ✓ Sleeping during the class or school activities (medical case cleared) ✓ Eating during the classes or the morning assembly (medical case cleared) ✓ Failure to submit homework or assignment on time ✓ Bringing communication devices such as mobile telephones without prior permission from HoS ✓ Misuse of electronic digital devices during the class including playing electronic games and wearing the mobile headset ✓ All incidents that can be categorized under any of the above as decided by the Academic Committee 	<p>First occurrence</p> <ul style="list-style-type: none"> ✓ Teacher speaks to child about his/her behaviour ✓ Incident not recorded ✓ Note in planner ✓ Form tutor(s) speaks to student if appropriate <p>Repeated Misbehaviour</p> <ul style="list-style-type: none"> ✓ Verbal warning ✓ Name recorded on Discipline platform or similar ✓ Loss of play time or secondary detention ✓ Parents contacted signed acknowledged letter of offence. <p>Continued Level 1 misbehaviour</p> <ul style="list-style-type: none"> ✓ Meeting with the parents ✓ Behaviour Report card ✓ Deputy/YL involvement to identify any underlying issues ✓ Modified program ✓ Meeting with school counsellor ✓ Move to level 2 as behaviour causes significant disruption to teaching and learning
<p>Level 2 (Medium Risk)</p>	<p>Any behaviour that results in increased or serious disruption of the teaching and learning environment or that may cause physical and/or mental injury to self or others. For Level 2 offences that involve vandalism, parents may be held responsible for paying all of the cost of the damage.</p> <p>Behaviours may include, but are not limited to:</p> <ul style="list-style-type: none"> ✓ Fighting with and/or bullying others students ✓ Theft 	<p>First occurrence</p> <ul style="list-style-type: none"> ✓ A first offence may carry a verbal warning – teacher use professional judgment. ✓ Child works in isolation, away from the group ✓ Parents informed by letter from the class teacher – or Deputy/YL signed undertaking ✓ In case of vandalism or damage, parents are invoiced for the cost of the repair/replacement ✓ If cheating in exams – serious action in line with Honesty Policy

<p>Behaviour that causes greater disruption of teaching and learning than what is described in Level 1 behaviour. This level covers student behaviour that may lead to physical and mental harm to another person or may lead to property damage</p>	<ul style="list-style-type: none"> ✓ Trespassing ✓ Vandalism ✓ Smoking/Vaping on campus ✓ Possessing or using cell phones during school time ✓ Leaving school without permission ✓ Unauthorized absence/ truancy ✓ Cheating in exams or assignments ✓ Providing false documents (e.g. signing letters without the permission or knowledge of parents) ✓ All forms of discrimination ✓ Abusive or inappropriate language towards peers and teachers ✓ Provoking/ instigation of fights, or threatening or frightening school mates ✓ Any action that violates the general rules or directives of the school or the UAE Society such as acting in gender conflicting manner in terms of haircuts, or attire or using make – ups, etc., ✓ Photographing, keeping or publishing photographs of school staff or students without authorization ✓ Repetition of Level 1 incident over an academic year. Such behaviours may be escalated to Level 2, at the discretion of the HOS / Principal or Behaviour Committee. 	<p>Repeated Misbehaviour</p> <ul style="list-style-type: none"> ✓ Parents called into a meeting ✓ Behaviour agreement(s) ✓ SLT Report card ✓ Behaviour Report card ✓ HoI or Counsellor involvement to identify any underlying issues ✓ Modified timetable <p>Continued Level 2 misbehaviour</p> <ul style="list-style-type: none"> ✓ Meeting with the parents ✓ Behaviour Improvement Plan drawn up and a Behaviour Contract is signed by all parties ✓ Senior Leadership Behaviour Report card ✓ Principal(s) ✓ Reflection time/ one – day suspension ✓ Meeting School Counsellor or HoI as appropriate
<p>Level 3 (High Risk)</p>	<p>Any behaviour that results in physical endangerment of fellow students, school staff, and/or other people.</p> <p>Behaviour in Level 3 may, at times, be violating UAE Laws.</p> <p>For Level 3 offences that involve vandalism, parents may be held responsible for all of the costs of the damage.</p> <p>Behaviour may include, but are not limited to:</p> <ul style="list-style-type: none"> ✓ Fighting with other students which causes injury requiring medical treatment ✓ Assault which causes injury requiring medical treatment 	<p>First occurrence</p> <ul style="list-style-type: none"> ✓ Child is sent to Principal/ Behaviour Committee ✓ Parents contacted and asked to come into school ✓ Written warning signed by all parties / one – day suspension – professional judgment ✓ In the case of serious damage to property, parents are invoiced for the cost of the repair or replacement and students may carry out community service ✓ Social police involvement <p>Repeated misbehaviour</p> <ul style="list-style-type: none"> ✓ Review meeting with parents ✓ Behaviour Improvement Plan (BIP) drawn up and a Behaviour Contract is signed by all parties

<p>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.</p>	<ul style="list-style-type: none"> ✓ Possessing, selling, or consuming illegal substances ✓ Possessing and/or selling weapons or explosives ✓ Committing major actions contradictory to Islamic values and morality ✓ Deliberately setting off the fire alarm and so putting staff and student at risk. ✓ Committing acts of public indecency in school ✓ Bringing, possessing, displaying and promoting in any type; physical, electronic, or on media that are for unauthorized or are not culturally sensitive, conflict with the values and general rules of the society; ✓ Defaming of staff or school mates on any of the school media tools; ✓ Sexual harassment inside the school; ✓ Physically assaulting schoolmates or staff (Bullying) ✓ Stealing or covering up thefts; ✓ Vandalism of/to or unauthorized acquisition of the school equipment or facilities; ✓ Insult of/to religions or instigating sectarianism at school ✓ Tampering or vandalism of school buses or causing harm to road users; ✓ Repetition of Level 2 incidents over an academic year. Such behaviour may be escalated to Level 3, at the discretion of the Principal and Committee 	<ul style="list-style-type: none"> ✓ Temporary ban from attending school (up to 5 days) – KHDA/MoE informed <p>Continued Level 3 misbehaviour</p> <ul style="list-style-type: none"> ✓ 'Managed move' – to another school ✓ 'Notice of Disciplinary Transfer' issued to parents
<p>Level 4 (Very High Risk)</p>	<ul style="list-style-type: none"> ✓ Third repetition of any Level 3 offence ✓ Bringing or possessing any firearm or non- firearm (Knives etc.) or any of the alike to and in school; ✓ Sexual assaults inside the school premises or facilities ✓ Physical assaults that may lead to physical injuries of schoolmates or staff; ✓ Leaking exams/ tests or participating in it at any level; ✓ Causing fires at school or setting school building or facilities on fire ✓ Unauthorized impersonating of others for any school transaction or forging any school specific documents; 	<p>On occurrence</p> <ul style="list-style-type: none"> ✓ Call the parent/s for an immediate meeting; ✓ Take all immediate actions including calling for help of relevant entities; ✓ Call the behaviour management committee 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 KHDA/MoE for further actions including suspension

	<ul style="list-style-type: none"> ✓ Disrespect to any of the UAE political, religious or social icons/ idols ✓ Possession, supply, promotion and use of substance (drugs), narcotic drugs and psychotropic substances, or appearing under the influence of drugs or narcotic drugs and psychotropic substances; ✓ Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti political or anti – social to the UAE; ✓ All incidents that can be categorized under any of the above as decided by the Behaviour Management Committee 	<p>from and enrolment in rehabilitation centres, etc.,</p>
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The code of conduct adopts a progressive penalties approach and violation/s are documented as per their occurrence using the associated templates. The behaviour management committee issues all decision relevant to Levels 2 through 4. This committee undertakes the responsibility to officially investigate the offence, collect all the evidence and issue a verified decision. The school Principal chairs the committee, Vice-chaired by the HOS, the Deputy HOS or the relevant pastoral care affairs representative. The HoI or school counsellor sits on the committee in the capacity of a member, 4 teachers of different subjects and the chair of the Parents’ Council or similar role from the governors. **Students may be placed under probation for a semester. If behaviour does not improve, the students may be asked to leave the school.**

Repeated Poor Behaviour

Repeated poor behaviour will not be tolerated and will see students progressing through the violation levels and appropriate sanctions will be enforced. For example:

As a consequence of two or more Level 1 violations, the school will meet with parents to inform them that their child has incurred a Level 2 violation. The student may receive a Behaviour Report Card and may be placed in isolation and/or receive detention and any privileges may be withdrawn. Appropriate actions to be discussed and agreed.

As a consequence of two or more Level 2 violations, the student may incur a Level 3 violation. This may incur a temporary suspension from school, or in extreme cases could ultimately lead to a Level 4 and ultimately a permanent exclusion from the school.

Fixed term and Permanent Exclusions

For Level 3 and Level 4 violations, it may be necessary to punish a student with a temporary suspension or, for severe breaches in school discipline; there may be no other option but to permanently exclude the student from school.

Fixed Term Exclusions

Only the school principal has the power to temporarily exclude a student. Fixed term exclusions can be for a period of up to 5 days

Before any decision is made to temporarily exclude a student, the School Disciplinary Committee undertakes a full investigation. The committee may include the School Principal, the Deputy Principal and/or other Senior Leader of AUS. The investigation may involve students and witnesses and will include consultation with the parents.

Permanent Exclusions

Only the Principal, in consultation with AUS Senior Executive, has the power to exclude a student.

Before any decision is made to suspend or exclude a student, the AUS Disciplinary Committee undertakes a full investigation. The committee will include the Principal, HOS and may also involve the chair of the Parents' Forum or representative from the board of governors. This investigation may involve students and witnesses and will include consultation with the parents.

Guidance Regarding Transition

Most students transferring from AUS to another school at the time of transition will be offered a place in the receiving school. However, where there are significant concerns regarding the behaviour of the student and comprehensive records indicating support and interventions over time, the Principals of both schools should consult to review the allocation of a place in the receiving school.

The Role of Parents

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of AUS'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 primary and secondary students are required to sign a Parent-School Agreement on an annual basis which clearly outlines key requirements in relation to student

behaviour, the use of mobile phones, our school uniform requirements, attendance and punctuality.

If they wish, parents have the right to appeal against school – based disciplinary action. To register an appeal, parents are requested to complete the Parents’ Appeal – Letter of Consideration template (Appendix 3). Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal or with the board of governors’ representative who may conduct an investigation.

Policy Review

ANNUAL REVIEW FORM

(AUS will review their Promotion and Retention of Students Policy annually)

Approved by:

Acting School Principal, AUS: Susan Varghese

Date:

Next Review Date: June 2024

Appendix 1: AUS Policy Guideline: Student Behaviour Policy specifically related to Primary School (Years 1-6)

Student Behaviour Policy

Reinforcing Positive Student Behaviour

AUS shall adopt strategies and frameworks that recognize, reward and reinforce positive behaviour, and shall not rely on a set of rules and punishments for dealing with student misconduct. AUS shall consider the following important co – dependent factors for positive student behaviour:

- **Heritage and culture:** a sense of the behaviour values and principles that address the UAE’s culture and traditions.
- **Positive School environment:** a school environment that is welcoming, caring, safe, enriching, professional and respectful to students.
- **Management of student behaviour:** by using role models from students’ families, teachers and all other staff and through maintaining an effective and consistent system for shaping and managing student behaviour appropriately based on age and gender.
- **Partnership with Parents/ Guardians and the local community:** active involvement of Parents/ Guardians and strong community partnerships.

Student Code of Conduct

All students must respect the AUS main code of conduct. Additionally, the Primary School should add its own particular aspects to the code, which would apply while students are at school, or while participating and attending any school field trips and extra – curricular activities. AUS expects that all students will comply with the following main rules:

- Comply with all school rules and instructions.
- Behave responsibly and not endanger the safety and welfare of others or self.
- Care for the facilities and property of the school and of others.
- Arrive at school and lessons on time and justify any tardiness and absences.
- Participate in promoting a positive school community image.
- Demonstrate a positive attitude and apply the very best effort toward learning.
- Behave responsibly so as not to disrupt the classroom or the learning of others.
- Commit to the heritage and culture of the UAE.
- Show respect to all members of the school community, and parents/guardians and other members of the local community.

Managing Students' Misconduct

AUS shall use the appropriate guidance and disciplinary actions 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, AUS 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 will be conducted as per the AUS Main process and procedures above.

Primary Department Behaviour and Reward Policy

This document refers to and should be read in conjunction with:	
<ul style="list-style-type: none">• Other AUS Policies• Appendix 1 - agreed levels of behaviour	
Introduction	Pupils will make optimum progress in a positive, well ordered learning environment, which values all pupils as individuals and where success is celebrated. At Arab Unity School, we strive to create a happy, caring and secure environment for pupils and staff. This involves pupils and staff working together to develop a good, friendly, co-operative working relationship for the benefit of all. Pupils need to develop an appreciation, understanding and respect for the feelings, rights and needs of others. They need to learn to respect and to appreciate their environment and, above all, learn to manage their own behaviour. Part of the intrinsic motivation process, and hence the learning environment, is to value and praise pupils for good work or behaviour. Rewards will recognise effort as well as attainment.
Aim	We aim to: <ul style="list-style-type: none">• Recognise and applaud pupils' achievements• Recognise social success• Reward appropriate behaviour• Work in partnership with parents• Promote positive attitudes towards peers and adults• Help pupils develop a sense of responsibility for the school environment• Help pupils develop an awareness of their feelings and how to control them• Help pupils manage their own behaviour
Bullying	The Staff at Arab Unity School are firmly committed to eradicating bullying. The start of each new term commences with a Year Group Assembly outlining the ways to feel safe at school and what IS / IS NOT bullying... Happiness Ambassadors

	<p>(1male, 1 female) in each year group (Yr 1-6) are also available for children to share concerns with.</p> <p>Allegations of bullying are taken seriously and investigated thoroughly. Victims are supported by class teachers/Deputies/Primary Counsellor and Head of Primary.</p> <p>Incidents are recorded on an online incident form.</p> <p>Sanctions (break time detention with Primary Counsellor, 1-day internal suspension, 1-day external suspension, 3-day external suspension) will be applied to incidents of bullying with exclusion as the ultimate sanction.</p>
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<p>Golden Rules & Golden Reward</p>	<p>All pupils follow the Golden Rules:</p> <ul style="list-style-type: none"> • We are gentle: We don't hurt anyone. • We are kind: We don't hurt anybody's feelings. • We listen: We don't interrupt. • We are honest: We don't cover up the truth. • We work hard: We don't waste our own or other people's time. • We look after property: We don't waste or damage things. <p>These are displayed in all classes and central areas. The Golden Rules are also displayed in Arabic in Arabic classrooms. Teachers should refer to the rules when discussing behaviour issues with pupils.</p> <p>From Yrs 1 – 6 Class Teachers and Form Tutors will determine if the collective behaviour of the students deserves a Gold Award each week on a Friday. This will be in the form of a gold start attached to the classroom door. Visitors to the class will be able to offer positive feedback if they see the start on the door.</p>
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<p>Zones of Regulation</p>	<p>We also follow ZONES of REGULATION with students whereby they are regularly encouraged to consider their feelings in relation to being 'ready to learn'. Class and corridor display and Well-being Wednesday Surveys refer to these zones and students are taught how to manage their feelings during weekly pastoral lessons.</p>
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<p>Rewards for Yr 1-6</p>	<p><u>Yrs 1&2:</u></p> <p>Individual Rewards</p> <ul style="list-style-type: none"> • Individual pupil rewards can be stickers or stamps on work • Weekly assemblies led by Class 	<p><u>Yrs 3&4:</u></p> <p>Individual Rewards</p> <ul style="list-style-type: none"> • Individual pupil rewards can be stickers or stamps on work • Weekly assemblies led by Class Teachers on a Friday will also 	<p><u>Yrs 5&6:</u></p> <p>Individual Rewards</p> <ul style="list-style-type: none"> • Individual pupil rewards can be stickers or stamps on work • Weekly assemblies
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	<p>Teachers on a Friday will also award certificates to pupils for individual efforts – happiness, heart, attainment and learning skills (per class). These should be shared online with parents.</p> <ul style="list-style-type: none"> Teachers may also send pupils to the Deputy or HP for further special recognition. 	<p>award certificates to pupils for individual efforts – happiness, heart, attainment and learning skills (per class). These should be shared online with parents.</p> <ul style="list-style-type: none"> In Yr 4 specialist staff should nominate students for awards in their lessons by email to the class teacher. <p>Teachers may also send pupils to the Deputy or HP for further special recognition.</p>	<p>led by Deputy will also award certificates to pupils for individual efforts – happiness, heart, learning skills (per class) and attainment (per core subject).</p> <p>Teachers may also send pupils to the Deputy or HoP for further special recognition.</p>
<u>House Points</u>	<p><u>House points KS1</u> (in addition to Annual Sports Days)</p> <ul style="list-style-type: none"> Children are allocated to houses at the start of Year 1. Teachers can award a maximum of 3 house points (3HP) to a child for work / attitude showing effort / involvement that goes above that child's regular norm as a way of reinforcing 	<p><u>House points KS2</u> (in addition to Annual Sports Days)</p> <ul style="list-style-type: none"> Children remain in their houses to the end of Year 4. Teachers can award a maximum of 3 house points (3HP) to a child for work / attitude showing effort / involvement that goes above that child's regular norm as a way of reinforcing positives in the school environment. These points are recorded on a chart in each 	<p><u>House points KS2</u> (in addition to Annual Sports Days)</p> <ul style="list-style-type: none"> Children may be reallocated houses at the start of Year 5, as they segregate, to ensure an even balance across school. Teachers can award a maximum of 3 house points (3HP) to a child for work / attitude showing effort / involvement

	<p>positives in the school environment. These points are recorded on a chart in each classroom and counted weekly by student leadership team under the supervision of a named TA. Results are displayed on departmental and one central board.</p> <ul style="list-style-type: none"> • The first assemblies of T2 and T3 will announce the winners from the previous term and build up enthusiasm for working as part of a team to gain HPs. <p>These points will also be included in the overall school collation of house points each term.</p>	<p>classroom and counted weekly by student leadership team under the supervision of a named TA. Results are displayed on departmental and one central board.</p> <ul style="list-style-type: none"> • The first assemblies of T2 and T3 will announce the winners from the previous term and build up enthusiasm for working as part of a team to gain HPs. <p>These points will also be included in the overall school collation of house points each term.</p>	<p>that goes above that child's regular norm as a way of reinforcing positives in the school environment. These points are recorded on a chart in each classroom and counted weekly by student leadership team under the supervision of a named TA. Results are displayed on departmental and one central board.</p> <ul style="list-style-type: none"> • The first assemblies of T2 and T3 will announce the winners from the previous term and build up enthusiasm for working as part of a team to gain HPs. • These points will also be included in the overall school collation of house points each term.
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**Weekly
Certificates**

All certificates should be distributed by Class Teachers and Form Tutors on a Friday during break time.

They will then share soft copies with parents via EDUNATION messages as a pdf.

Appendix 1

Levels of Behaviour (shown as a continuum from FS in to Primary)				
Foundation Stage		Primary Years 1 - 6		
Foundation Stage Level	Deputy Head FS	Class Teacher Level	Deputy Heads Level	Head of Primary / Primary Counsellor
Not following adult instructions	Repeated incidents will be referred to the Deputy Head of FS.	Disrupting lessons	Repeated incidents at Class Teacher level where parents have been informed via the school diary/Edu-Nation/E-mail 3 times.	Sudden change/drop in pupil behaviour
Disrupting others		Not completing schoolwork or HW		Suspicion of parental neglect
Taking lunch from others		Being unkind		Suspicion of any form of abuse
Taking property from others / school		Being rude		Substance abuse
Not sharing resources		Being physically aggressive		Extreme social & emotional needs
Using bad language		Wasting resources / time		
Being physically aggressive (scratching, biting, hitting, spitting)				Bullying (the use of force, threat, or <u>coercion</u> to <u>abuse</u> , <u>intimidate</u> or aggressively <u>dominate</u> others. The behavior is often repeated and habitual). https://www.stopbullying.gov/what-is-bullying/index.html

Appendix 2: Parents' Appeal – Letter of Consideration

As the Parent and/or Guardian, I wish to lodge an appeal against the school – based disciplinary action handed to my child.

Name of the Student: _____ Year: _____

Name of School: _____

Disciplinary Action Level (How was your child disciplined? *please circle*)

1 – Suspension	2 – Disciplinary Transfer	3 – Expulsion
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Level of Consideration (Who should consider your appeal? *please circle*)

1 – Principal	2 – AUS -HEAD	3 – (school name)
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What are your reasons for this appeal?

Name: _____ Date: _____

Signature: _____ Contact no.: _____

Relationship to Student:

Parent

Guardian

Family Member

Appendix 3: Forms

Form 1

School – Parent Undertaking

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

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

The school policy defines the roles and responsibilities of all relevant stakeholders and it is expected professional and ethical code of conduct and to well lead and plan the teaching and learning process and extracurricular activities.

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

Name of the Parent/Guardian: _____

Name of the Student: _____

Date: _____

Student No.: _____

Year/Class: _____

Parent’s Signature: _____

Student Signature: _____

Principal/HOS Name and Signature: _____

Form 2

Violation / Offence Report

Verbal Warning

Written Warning

Student's Name: _____

Grade: _____

Name of the Reporting Teacher: _____

Date of Incident: _____

Place of Incident: _____

Time of Incident: _____

Incident: _____

Description of the Incident: _____

Level of Violation

<input type="checkbox"/>	Level 1
<input type="checkbox"/>	Level 2
<input type="checkbox"/>	Level 3
<input type="checkbox"/>	Level 4

Frequency

<input type="checkbox"/>	First Time
<input type="checkbox"/>	Repetition 1
<input type="checkbox"/>	Repetition 2
<input type="checkbox"/>	Repetition 3

Violation Reporter: _____

Designation: _____

Oracle #: _____

Signature: _____

Principal/HOS: _____

Date: _____

Form 3

Student's Undertaking

I, the undersigned, _____, Student no.# _____ student in year _____, class _____, undertake that I shall adhere to the school's code of conduct inside the school, I will keep the school and its facilities safe and shall follow all school rules.

In case of violation of any of the school rules, I shall be accountable for any consequences as per the school code of conduct. I confirm that I have been verbally notified against my unacceptable behaviour/s, which I summarize as follows:

1. _____
2. _____
3. _____
4. _____

Student's Name: _____ Signature: _____

Head's Approval and Signature: _____ Date: _____

*The parent shall receive a copy of this undertaking. The original copy shall be filled to student's electronic file and school records/
The HoI or school counsellor/ social worker shall receive a copy of the same.*

This confirm that the Parent/Guardian Mr./Mrs. _____
Relation to the student _____ was contacted on their mobile
number _____ by Ms./Mr. _____
About the signed undertaking at _____ (am/pm) on the day of _____
at _____.

Form 4

Parent's Undertaking

I, the undersigned, (Father/ Mother/ Guardian) of student _____, Student no.# _____ in year _____, class _____, undertake that the mentioned student shall adhere to the school's code of conduct and all school rules inside the building and facilities. The student shall keep them clean and safe.

In case of violation of any of the school rules, I shall accept all the consequences the student shall be held accountable for as detailed in the school code of conduct. I confirm that I have received a report of all these violations, which I summarize as below:

1. _____
2. _____
3. _____
4. _____

Parent's Name:

Signature:

HOS / Principal Approval and Signature:

Date:

Form 5

Notification Slip for Parent/s (Guardian/s)

Dear Mr./Mrs. _____, parent/ guardian of student name
_____, Student no. _____ in year
_____ class _____, please be informed that on
_____ (insert date and day), the mentioned student has violated the school
code of conduct by _____

_____ Please insert the name
of violation and description.

Please note that this a direct violation of our school code of conduct, hence we seek your support to ensure that the student honours the code and will not repeat the offence. The school will take progressive penalties if the student fails to adhere to the code of conduct or repeat any of the offences as detailed in the school's behaviour management policy.

Staff name and Signature:

Head's approval and Signature:
(Name and Signature)

Acknowledgement of the student:
(Name and Signature)

Acknowledgement of the parent:
(Name and Signature)

Date:

Form 6

Temporary Suspension Decision

Dear Mr./ Mrs. _____, parent / guardian of student named _____, Student no. _____ in year _____, class _____ pleased be informed that due to the repeated offences of the student and his negative response with all behaviour modification support through the previous decisions taken as shown below:

1. _____
2. _____
3. _____

The Behaviour Management Committee has decided in its meeting# _____ dated on _____ to temporary suspend the student who will undergo a behaviour modification program from dates _____ to _____.

This decision was made because of the following reasons:

1. _____
2. _____
3. _____

Parent name and Signature:

Acknowledgement of the student:
(Name and Signature)

HoS/Principal:

Date:

Form 7

Notification for Change of School Decision

Dear Mr./ Mrs. _____, parent / guardian of student named _____, Student no. _____ in year _____, class _____ pleased be informed that due to the repeated offences of the student and his negative response with all behaviour modification support through the previous decisions taken as shown below:

1. _____
2. _____
3. _____

The Behaviour Management Committee has decided in its meeting# _____ dated on _____ to issue a Transfer Request to KHDA and has obtained their approval

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

Parent name and Signature: _____

Acknowledgement of the student:
(Name and Signature) _____

HOS/Principal: _____

Date: _____

Form 8

Notification – Suspension Decision until the end of the Academic Year

Dear Mr./ Mrs. _____, parent / guardian of student
named _____, Student no. _____ in year
_____, class _____ pleased be informed that due to the
repeated offences of the student and his negative response with all behaviour modification support through
the previous decisions taken as shown below:

1. _____
2. _____
3. _____

Student Behaviour Management Distance Learning 2022/23

• Introduction:

The Ministry of Education has launched the Distance Learning (DL) Initiative to address changing and emerging conditions in order to fulfil the requirements of the Emirati School, as distance learning is a method of self-learning, that leads to strengthening the system of open and continuing education. Arab Unity School supports this initiative and policy to effectively students' behaviour while involved in the school's DL program. These guidelines below will be modified to accommodate the AUS context.

The reasons for implementing the distance education system are:

1. Enabling all students to learn
2. Overcoming the time barrier
3. Overcoming geographical impediments
4. Utilizing qualified educational capacities
5. Employing modern technology in the educational process
6. Reducing student pressure on educational institutions in times of crisis, so as not to affect students' learning negatively.

In terms of this initiative being innovative and supportive of the United Arab Emirates' pioneering role in educational initiatives and to achieve commitment and disciplinary behaviour for students and for the stability of the programme, guidelines and instructions have been extracted and developed from the Student Behaviour Management Policy in line with this initiative, which will help in its success and achieve continuity for the academic year and the educational process.

The behavioural offences are mentioned according to their degree, as mentioned in the Student Behaviour Management Policy of 2018, and are coupled with behavioural offences specific to distance learning, in order to achieve the ease and flexibility of access to the detailed procedures mentioned in the Student Behaviour Management Policy of 2018.

• Objectives:

1. To promote positive behaviour and take self and public responsibility among students within the school community.
2. To create an appropriate educational environment for the success and enhancement of the Distance Learning Initiative based on the integration and continuity of

education in facing crises and natural disasters.

3. To apply the principle and culture of reinforcement, encouragement and permanent care to the educational community to reduce behavioural **offences** outside the walls of the school (Distance Learning) with the best possible educational means.
4. To provide a controlled reference that defines the rules, standards, and procedures to be invoked to deal with students' behaviour in a way that ensures compliance with school values and systems through changing and emerging conditions.

· **Scope of Application of Behaviour Management Guidelines:**

All the articles mentioned are applicable to all public education institutions (first and second cycles and secondary education) which are subject to the Distance Learning Initiative on the national level.

· **Definitions:**

- Distance Learning: A method of self-learning which employs the use of modern technology and leads to the strengthening of the open and continuing education system.
- Student Behaviour Management: A set of procedures to help control student behaviour when learning remotely.
- Behaviour Management Committee: One of the school management committees responsible for discussing students' problems in terms of educational and behavioural aspects and taking appropriate actions regarding these in accordance with the provisions of the policy.
- Educational Environment (Virtual School): The educational community work environment with its physical, social, human, psychological and virtual elements (Distance Learning Environment), using electronic platforms via the Internet.
- Electronic Period: An official period to which the instructions, regulations and laws are applied as in the classroom period, and they may be synchronous (direct broadcast) or asynchronous (as per electronic sources available at any time).
- Behaviour: Every statement made, and act, practice, or activity done by students through their interaction with the educational environment surrounding them.

- Absence: Missing class (distance learning environment) for one or more days, or part of the school day or more, both excused and unexcused.
- Offences: Any student behaviour that is not consistent with expectations, which has a negative impact on the student, others and the educational environment.
- Bullying: Any frequent form of intentional psychological, physical, verbal, electronic, or digital abuse or intimidation, or threat by a student or group of students toward one or more students or towards school staff.
- Cyber bullying: Using the means of communication and information technology to insult, use profanity towards, threaten with violence, slander, or blackmail someone.
- Technical Offences: Any act committed, including unlawful entry, to threaten or blackmail a person, prejudice his/her private life, defame or harm him/her, access or delete his/her private data, or produce anything that might undermine public order or religious values.
- Electronic Devices: Any electronic, magnetic, optical, electrochemical, or other tool used to process and/or store electronic data, or perform logical and mathematical operations, by any means of connection, direct or otherwise, which allows this device to store electronic information or communicate with others.
- Communication Channels: Any means of communication between the school system, sectors, educational councils and parents. This may include phone calls, e- mails, SMS messages, social networks and channels, and smart notices and alerts via smart applications from the Ministry of Education.
- Digital Citizenship: A set of digital controls and standards, and their evaluation, which help optimize the use of digital resources to help move towards protecting the benefits of others from potential risks through early awareness.

• **Offences and Behaviours in the Virtual School (Distance Education):**

1 st Degree Offences (Simple)	Minor Behavioural Offences (Distance Learning)
1.2 Repeated tardiness without an acceptable excuse.	<ul style="list-style-type: none"> • A delay of (10) minutes or more from the beginning of a distance learning class when broadcasting live without an acceptable excuse.
1.3 Non-compliance with the school uniform policy without an acceptable excuse.	<ul style="list-style-type: none"> • Wearing clothes that violate public decency and morals while attending the period when broadcasting the distance learning period live.
1.6 Failure to follow the rules of positive behaviour inside and outside the class, such as remaining calm and maintaining discipline during the period, and making inappropriate sounds inside and outside the class.	<ul style="list-style-type: none"> • Private conversations or discourse that are not related to study and hinder the course of the lesson during the live broadcasting of the distance learning period. • Ridiculing the teacher or a colleague during the distance learning period.
1.8 Eating during periods.	<ul style="list-style-type: none"> • Eating
1.10 Misuse of electronic devices such as a tablet and others during the period, including electronic games and headphones in class.	<ul style="list-style-type: none"> • Adding any unauthorized program, including programs that are shared and free programs. • Using the microphone feature, camera or chat without prior permission from the teacher. • Playing games (except with the express permission of the teacher because it is an educational necessity linked to the lesson.) • Misusing rights and tools available through Microsoft Teams.
2 nd Degree Offences (Medium Severity)	Medium Severity Behavioural Offences (Distance Learning)
2.1 Absence from school without an acceptable excuse at any time.	<ul style="list-style-type: none"> • Absence from a single school day (via distance learning) without an acceptable excuse.
2.4 Incitement to fight, threaten or intimidate classmates.	<ul style="list-style-type: none"> • Inciting students not to attend periods, threatening or intimidating them, and not attending periods in distance learning platforms. • Creating quarrels between students, whether visual or written, by broadcasting via synchronous and asynchronous distance learning platforms. • Not responding to the rules governing the course of lessons.

Any misuse of communication	<ul style="list-style-type: none"> • Misusing computers during or after the completion of distance education periods. • Engaging in audio and video communication with the rest of the students for non-educational purposes after the end of the official period time be it on or off school premises. • Using e-mail or social media to reveal information of a personal nature. • Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.
2.8 Verbal abuse or insulting students, staff or school guests.	<ul style="list-style-type: none"> • Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user. • Abusing or insulting official visitors during periods during the live broadcast.
2.9 Smoking on campus and/or possession of smoking paraphernalia.	<ul style="list-style-type: none"> • Smoking while attending the distance-learning period or possessing any smoking paraphernalia while attending the period.
3rd Degree Offences (Serious)	Serious Behavioural Offences (Distance Learning)
3.1 Bullying of various kinds and forms.	<ul style="list-style-type: none"> • Using the initiative's communication and information technology to insult, curse, threaten with violence, slander, or blackmail in a deliberate and repeated manner via any digital platform.
3.4 Attempting to defame or any student/s /or personnel on social media	<p>Participating in unofficial mailing lists and bulletins within the distance education initiative and posting information about teachers and students without permission.</p> <ul style="list-style-type: none"> • Posting about the initiative through social media. <p>Divulging other students' personal information, including home addresses and phone numbers.</p>
3.5 Impersonating others in school transactions or forging school documents.	<ul style="list-style-type: none"> • Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network. • Entering and using the account of another teacher or student with or without his/her knowledge and/or consent.
3.6 Destroying or damaging school furniture, tools and facilities.	<ul style="list-style-type: none"> • Destroying, modifying, or misusing devices or software in any way. • Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software or hardware. • Installing or downloading software or products that might harm

	the device or the network.
3.10 Photocopying, possessing, publishing and circulating images of school personnel and students without their permission.	<ul style="list-style-type: none"> • Using any camera (available as part of or as an add-on to certain devices) for personal use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their explicit consent. • Using educational content to photograph and recording conversations between students, and posting them without prior permission.
4 th Degree Offences (Very Serious)	Very Serious Behavioural Offences (Distance Learning)
4.1 Using any means of communication or social media for illegal or immoral purposes, or to harm an educational institution, its employees, or others.	<ul style="list-style-type: none"> • Creating or opening hyperlinks or any associated files unless they are sent from a trusted source. • Using montage software that can produce unreal and fake content and circulating it on social media. • Using the network to develop programs that harass users or to penetrate or destroy other people's accounts and devices. • Establishing networks or network connections to make live communications including audio or video (relay chat) without prior formal permission. • Publishing, creating, exchanging or promoting malicious or suspicious software. • Inundating e-mail accounts or applications used for distance education with high electronic data flow, stopping it them working, disabling them or destroying their contents.
	<ul style="list-style-type: none"> • Intentionally capturing or intercepting any communication without authorization through the information network used for distance education.

PROCEDURES FOR DEALING WITH OFFENCES:

- The following levelled procedures shall be taken, and the deduction of behaviour grades shall be calculated in the event of committing various offences during distance learning, taking into account the detailed instructions and procedures mentioned in the Behaviour Management Policy in public education institutions, and also taking into account the detailed instructions mentioned in the section of procedures for dealing with offences, both according to the degree of the offence that is mentioned in detail in the student Behaviour Management Policy.
- Cases will be presented within the competences of the behaviour management

committee, and accordingly, the necessary decisions are taken according to the Behaviour Management Policy in public education institutions (Ministerial Decree No. 851 of 2018).

- In the event that a student with special educational needs or of determination commits a behavioural offence during distance learning, the School Behaviour Management Committee and the school support team shall coordinate with each other and with the special education support centre to study the behaviour of the student to determine the relationship between the offence and the disability, and then apply the same measures mentioned in the 2018 Student Behaviour Management Policy.
- Any breach of these rules (third and fourth-degree offences) may lead to procedures ranging from withdrawing the user's right to login or monitoring the use of the service or terminating his/her use of the service or both with retroactive effect. In some cases, it may lead to facing criminal charges, and there will be disciplinary procedures in case of breaching these conditions and rules.

Attendance, Absence and Dismissal:

The procedure and measures for calculating attendance and absences, excused or unexcused, are subject to the laws and regulations issued in this regard.

Fraud and Violation of the Exam Regulations:

Cheating offences are subject to the laws and regulations issued in this regard. Roles and responsibilities of stakeholders:

School Administration:

- Form a student behaviour management committee, approve all of its official actions as specified in the official policy, and deal with all offences through it, and also activate the initiative's plans and programs.
- Ensure that teachers' accounts are activated on educational platforms, regardless of whether they are or are not from the Ministry staff. Follow-up on teachers' execution of the allocated periods according to the set schedule and ensure that the teacher uses professional language during broadcasting.
- Prepare alternative plans to cope with any challenges that may arise when implementing the initiative, especially regarding the absence of teachers.
- Ensure the quality of the activities and educational materials provided to students in the virtual school.
- Instruct students to login the training platform to see how to practice interactive distance learning lessons.
- Prepare schedules for the distance education periods according to the methodology that has been sent from the school operations.

- Ensure that all students have tablets to enable distance learning.
- Coordinate with the technical support team to solve and avoid any technical issues that may disrupt distance learning.
- Monitor the impact of training on teachers and their readiness for distance learning.
- Monitor the absence and tardiness of students during the broadcasting of periods, and follow up with school administration specialized staff.
- Conduct teacher / student / parent surveys on the quality of distance learning and generate improvement plans.
- Prepare and submit reports on the Distance Learning Initiative.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Parents

- Full responsibility for the user agreement concerning the usage policy and rules in terms of:
 - Possessing a computer
 - Running officially accredited programs for distance learning
 - Refraining from filming or disclosing the live broadcast
 - Being present for guidance during the broadcasting period
- Secure environment readiness for students in their homes through the following:
 - Providing an adequate place and providing the Internet
 - Maintaining the student's overall good appearance during lessons
- Support and encourage students to practice distance education by ensuring that they attend and complete all educational activities.
- Commit to repair any damage or replace any equipment, which has been lost or damaged beyond repair by their child. Value will be determined based on supporting evidence and documents, as well as the committee's decision.
- Comply with the school's decision regarding any offences committed by their child. In the event that the parent/guardian refuses to comply with the school's decisions or take responsibility for their child's offence, the matter will be submitted to the competent authorities through legal action.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Teacher

- Use the computer provided by the Ministry in formal activities and tutorials that are compatible with distance learning program's laws and regulations.
- Ensure usage of the Internet is fully dedicated to supporting educational and research objectives and in line with the initiative's mission and objectives.

- Adhere to the rules of proper discipline and conduct in electronic communication and maintain students' personal information confidential.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Student

- Comply with official times and dates in accordance with the regulations and laws issued by the Distance Learning Initiative.
- Keep the device completely safe after receiving it. The device is considered the responsibility of the student, who shall bear its cost in full in case of loss, theft, damage or any other reason.
- Use the computer provided by the Ministry in formal activities and tutorials that are compatible with the Distance Learning Initiative's laws and regulations.
- Adhere to all rules. Any violations will result in procedures ranging from withdrawing the user's right to login or monitoring the use of the service, or terminating his/her use of the service, or both, with retroactive effect.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Academic HoI or school counsellor / Social Worker

- Inform, educate, and guide students and their parents regarding the initiative's regulations.
- Educate students about the distance learning methodology and monitor students' impressions about it.
- Inform parents about their role and responsibilities in the distance learning of their children.
- Follow up on cases of offences and document them in writing and present them periodically and continuously to the behaviour management committee.
- Contribute effectively to the Behaviour Management Committee, as he/she is the committee's rapporteur.
- Follow up on the implementation of all recommendations received from the Behaviour Management Committee and follow up with the higher authorities.
- Implement group mentoring programs through distance learning to provide students and their parents with all new developments and guidelines related to the initiative.
- Follow any instructions or guidelines of the Distance Learning Initiative issued by the Ministry of Education.

Pioneer of Change

- Form the school's Smart Learning Team.
- Clarify the tasks of the school Smart Learning Team (one Smart Learning member representing students and teachers, one electronic maturity member, one Smart Learning member representing school leaders, one member for technical challenges, and one government communication member).
- Participate and cooperate with the school administration and the Smart Learning Team in disseminating the culture of electronic security among the educational staff, students and parents.
- Monitor the physical environment and devices to maintain their effectiveness and ensure the use of officially approved applications and technological solutions.
- Follow up on usage reports for teachers and students and develop a plan to improve performance and quality of use.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Smart Learning Coordinator

- Develop an operational plan or initiative within the school's development plan to use technology in teaching and learning and supervise its implementation.
- Ensure that the Ministry's applications and technological solutions are used in all subjects in teaching and learning and supervise their implementation.
- Monitor the physical environment and devices to maintain their effectiveness, limit technical difficulties, and follow up on their solutions.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Everything that is not mentioned in this policy applies to the provisions of the Student Behaviour Management Policy 2022/23 in a manner that does not conflict with the provisions of the Student Behaviour Management in Distance Learning.

FS – Yr 6 Online Behaviour Policy Process and procedures

The following document should be read in conjunction with the MoE ONLINE policy GUIDE, above.

This document serves as a 'friendly' version of the above MOE online policy document. Its intention is not to replace or negate sanctions reported therein.

First Degree Offences:

The following outlines our agreed system for managing such issues from FS – Yr 6 at AUS			
1. Dealt with verbally 3 times by class teacher & recorded with them.	2. Referred to year leader if the situation repeats with copies of previous attempts to manage the issue.	3. Referred to relevant Deputy if further repletion occurs (with all documentation) – they will contact the parents.	4. If the same situation further repeats – Head of Section will contact parents via ZOOM and a report will be attached to the child's file.

Second Degree Offences:

The following outlines our agreed system for managing such issues from FS – Yr 6 at AUS		
1. First offence dealt with by Class Teacher	2. Repeat Offense email direct to the parent from Deputy	3. If the same situation further repeats – Head of Section will contact parents via ZOOM and a report will be attached to the child's file.

Third Degree Offences:

The following outlines our agreed system for managing such issues from FS – Yr 6 at AUS	
1. Teacher to complete full report by email to relevant deputy same day. Deputy will call parents and follow-up with a warning email.	2. If the same situation further repeats – Head of Section will contact parents via ZOOM and a full report will be attached to the child's file.

Fourth Degree Offences:

The following outlines our agreed system for managing such issues from FS – Yr 6 at AUS
Teacher will complete a full report –same day and email to Deputy & Head of Section. Head of section will liaise directly with parents, as this is a potential criminal offence.

Issues with student attendance:

Three calls to parents on given numbers by Class Teacher. Log on teacher register when calls have been made. No response reported to relevant Deputy who will also try to call and follow-up by email.

Parents agree to the following for students from FS – Yr 6:

All as per the main document but section 1 to specify...

- Parents will provide access to a device using Google Classroom
- Parents will provide access to additional apps for learning as requested by the school (at no additional costs)
- Parents will be available to support students BUT NOT TAKE OVER and complete the work on their behalf

Students agree to the following from FS – Yr 6:

- Students comply with the school timetable and calendar for distance learning
- In the event that students are using a school device, they agree to comply with the requirements of the MoE guidelines
- Students agree to follow all the rules, guidance and advice given by staff to develop themselves as learners during Distance Learning.

Middle Leaders for DL

Subject	Name	Email ID
Science	Navami Venugopal (Physics) Elbin Sam (Chemistry) Nisha Shahul (Biology) Sooraj (IT Support)	navami.v@auschool.ae elbin.sam@auschool.ae nisha.shahul@auschool.ae sooraj.s@auschool.ae
English	Zainab Mustansir (English) Suja Lakshmi (IT Support)	zainab.mustansir@arabunityschool.ae sujalakshmi.p@auschool.ae
Math	Irine Crastha (Math) Anitha Chiramal (IT Support)	irine.crastha@auschool.ae anitha.chiramal@auschool.ae
Arabic & Islamic	Rehab Mahmoud (Arabic) Shama Naz (Islamic) Nisha Mathew (IT Support) Nisha Pradeep (IT Support)	rehab.mahmoud@auschool.ae shama.naz@auschool.ae nisha.mathew@auschool.ae nisha.pradeep@auschool.ae
UAE Social Studies & ICT	Mala Ismail (UAE Social Studies) Praseena Shibu Rakhy Praveen (ICT)	mala.ismail@auschool.ae praseena.shibu@auschool.ae rakhy.praveen@auschool.ae
The primary section	Lizy Rosaline (Head of Primary)	headprimary@arabunityschool.ae
Inclusion Department	Anila Roach Sathiya (IT)	anila.roach@auschool.ae sathiya.alex@auschool.ae
FS2	Maryam Ghulam Shaheen Khan	maryam.ghulam@auschool.ae shaheen.khan@auschool.ae

Secondary Year Leaders

Year Group	Year Leader	Email Address
Girls		
7	Sachie Chamindri	sachie.cg@arabunityschool.ae
8	Pinky Jayakumar	pinky.j@auschool.ae
9	Amira Fatima	amira.fatima@auschool.ae
10	Devi Renjith	devi.renjith@auschool.ae
11	Shruthika Nair	shruthika.s@auschool.ae
Boys		
7	Noora K	noora.kalathindavide@arabunityschool.ae
8	Aslam Khan	aslam.khan@auschool.ae
9	Nisha Mathew	nisha.mathew@auschool.ae
10	Mansi Shah	mansi.bhaves@auschool.ae
11	Praseeda Rareesh	praseeda.rareesh@auschool.ae

To report any cybercrime outside the school:

Report cybercrimes online

You can report cybercrimes online through the following channels:

- the [crime](#) website
- [Dubai Police's](#) website
- the 'My Safe Society' app launched by the UAE's federal [Public prosecution](#) (the app is available on [iTunes](#) or [Google Play](#))

You can also [report cybercrimes](#) to the nearest police station in your area, or call 999 for help.

Reviewed by:

Date: 02-06-2024



Ms. Susan Rubin Varghese
Deputy Principal

Approved by:

Date: 02-06-2024



Mr. Nigel McQuoid
Principal