



Al Rabeeh School

Positive Behaviour Management/Student Conduct Policy

Implemented November 2013

Reviewed and updated June 2015

Reviewed and updated October 2016

Further reviewed and updated May 2018

Further reviewed and updated October 2019

Further reviewed and updated September 2022

Policy Statement

All Students are entitled to be able to work and play safely in school and know that there are clear rules, rewards and sanctions to keep them safe. All students must follow the same rules and be treated equally.

BEHAVIOUR MANAGEMENT POLICY – REWARDS AND SANCTIONS

Entitlement

All students and staff are entitled to study and work in a safe and secure environment that is free from any form of verbal or physical abuse.

Aims

- To ensure all parents, staff and students are aware of a common set of values that need to be followed and to work in full partnership with all parents to achieve this. These values reflect the culture of the U.A.E.
- The school has a common set of rules, rewards and sanctions that is clearly displayed in each classroom and followed by all Al Rabeeh School staff.
- To promote British Values which allow students to demonstrate tolerant and respectful behaviour.
- To embed Islamic Core Teachings (Actions and judged by the intentions behind them/One should not harm himself or others)

Rationale

Al Rabeeh School behaviour policy clearly sets out criteria for the processes that need to be followed when inappropriate behaviour occurs. It covers the school's approach to all aspects of behaviour management and is based around 3 school rules (be respectful, be responsible, be ready to learn) and a school motto (be nice, work hard). This simplifies our school rules which makes it accessible to all including those with SEND as well as EAL.

We operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at ARS have a responsibility for behaviour. They need to support the National Identity and UAE culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, and parents.

Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child's class teacher. For incidents which have been addressed by members of staff who are not the child's class teacher, this information should be passed on as quickly as possible.

All teachers within Al Rabeeh School are expected to fully adhere to the guidance of this policy.

It is crucial that Al Rabeeh School work alongside parents to deliver consistent expectations. Parents and students are expected to sign a home / school agreement at the beginning of the year and all parties are expected to adhere to this agreement during their time at Al Rabeeh School.

Positive Reinforcement

At Al Rabeeh School, we encourage pupils to behave appropriately by recognising and celebrating good standards of behaviour, allowing other pupils to be aware of the standards of behaviour that is expected at Al Rabeeh School. Through rewarding positive behaviour, this will in turn encourage other pupils to behave appropriately.

Positive rewards

Consistency of approach is essential to promotion of good behaviour. At ARS all staff use the same system of rewards listed below, to ensure students have clear guidance and steps to follow.

1. Verbal Praise- liberal
2. Star of the Week from each class
3. Dojo point (1 for each act, consistent across each Year Group as decided by Head of Year) Dojo Points are recorded on a weekly basis and a running total is kept using the Dojo Point Tracker. At the end of each term, any pupil with over 100 Dojo Points is rewarded with a special treat, alongside other high achievers.

At the end of the Year, the student with the most Dojo Points in each Year group will also be rewarded.

We celebrate children's achievements publicly on Class Dojo, Instagram, Facebook, the school website and in displays around the school. We also celebrate achievements in weekly Year group assemblies and morning assemblies, following the National Anthem of the UAE.

The Class Dojo Points System

All teachers award Dojo points to their students in all phases of the school.

The awarding of a Dojo point is at a teacher's discretion. A Dojo point is given for meaningful reasons for encouraging and rewarding appropriate conduct and behaviour in and around the school. These points should be decided upon and consistent across all classes within each year group.

Students recognise that the giving of a Dojo point is for a positive reason, such as hard work, good effort, outstanding behaviour.

There are occasions when students are working collectively as part of a group and may be awarded Dojo points for their collaboration and efforts.

Students are awarded a Dojo point for positive social behaviour and academic achievements.

All teachers will record each child's Dojo points in the *Class Dojo Point Spreadsheet Tracker* at the end of each week. The Class Dojo points will then be reset at the beginning of a new week. At the end of each term, children with the most points in each class will be rewarded. At the end of the academic year, children with over 100 points will receive a certificate and children over 150 points will receive a prize. The child with the most in each class will also have a reward with other winners at the end of the year.

Al Rabeeh School has 3 school rules:

- 1 **Be respectful**
- 2 **Be responsible**
- 3 **Be ready to learn**

These school rules allow for a wide variety of positive actions that students should strive towards. These are on display in each classroom. Below are examples that are used to explain what each school rule means, but it is expected that teachers expand the detail of each of the rules to the age level they are teaching and relate them to the Core Values.

Be Respectful	Be Responsible	Be Ready to Learn
<ul style="list-style-type: none"> • Say please and thank you • Hold doors open for adults • Talk kindly to other pupils • Say good morning/ afternoon to adults 	<ul style="list-style-type: none"> • Completing homework on time • Remembering to bring equipment to school • Tidying up your own workspace and the classroom • Accepting responsibility if you make a mistake and saying sorry 	<ul style="list-style-type: none"> • Sitting still • Listening carefully to the teacher • Giving the teacher 100% of your attention • Working hard on tasks given • Being in the right place at the right time

The school rules and motto should be referred to at all times throughout the school year. We have also planned explicit times in the year where the rules should be covered in more detail with the students.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Nursery to Y7	Explicit teaching of the full Al Rabeeh School behaviour curriculum content	Ongoing revision of content (assemblies & P4C)	Longer recap of Al Rabeeh School behavior curriculum <i>Class reset if necessary</i>	Ongoing revision of content (assemblies & P4C)	Longer recap of Al Rabeeh School Way curriculum <i>Class reset if necessary</i>	Ongoing revision of content (assemblies & P4C)

Moving Around School

Students should:

- Know that we walk around school using **Fantastic Walking**

- Know that Fantastic Walking means:
- Face forwards, walking at a steady pace, in a straight line, with hands at your side, without talking.
- Know that when we move around school we walk on the left of the corridor
- Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Classroom routines

Students should know that we use **SLANT** in class. This means that we -

S - Sit up straight

L - Listen closely

A - Ask and answer questions

N - Nod along to indicate attention

T - Track the teacher

S	Sit up straight	
L	Listen up	
A	Ask and answer questions	
N	Nod to show understanding	
T	Track the teacher	

Speaking in Class

Students should know that we use '**SHAPE** your answer' to help us to speak clearly in class Know that this stands for -

- Sentences - pupils know that they must answer in full sentences when appropriate
- Hand away from mouth - Pupils know that they must keep their hands away from their mouths while speaking
- Articulate- Pupils know that they must pronounce words clearly
- Project - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear
- Eye Contact - Pupils know that it is polite to look at the person you are speaking to

SHAPE your speech

Sentences – no single word answers

Hand away from mouth

Articulate – don't mumble

Project – a loud, clear voice

Eye contact



Manners

Students should know that we use '**STEPS to politeness**' at Al Rabeeh School to make sure we are always polite to each other. Know that this stands for-

S - Sir/Mr/ Miss - Greet all adults by addressing them by their name or Sir / Mister / Miss

T - Thank you - Thanking any member of staff who assists them (i.e. site staff giving water or equipment)

E - Excuse me - If having to interrupt or trying to move past other individuals

P - Please - When asking others for something, using manners and being polite

S - Smile - Smiling at others when passing, even if not spoken to. This goes back to the culture of positivity

S	Sir/Mr/ Miss	
T	Thank you	
E	Excuse me	
P	Please	
S	Smile	

Playtime Behaviour

Students should:

- Know that you must walk from your classroom to the playground using 'Fantastic Walking'.
- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be kind, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that you should not scream when playing together at playtime.
- Know that, when called, you must line up in your lining up order quickly.

Behaviour outside school

Students should:

- Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.
- Know that you should be considerate of other people arriving and leaving school.
- Know that being considerate means thinking about other people's needs, wishes and feelings.
- Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).

P4C

www.sapere.org.uk outlines Philosophy 4 Children (P4C) as:

'P4C, or Philosophy for Children, is an approach to learning and teaching which enhances children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment.'

In P4C, a stimulus, such as a story, video clip or image, is shared with a group of children. The children are encouraged by a trained facilitator, such as a teacher, to come up with the kind of big, engaging philosophical questions about the stimulus which are at the heart of P4C.

Philosophical questions are open to examination, further questioning and enquiry. They are contestable, central and common – that is, there is more than one valid point of view, the question is important in the lives of the children, and it is a shared issue or concern.'

Each class has one timetabled P4C lesson per week, where enquiry based learning takes place. This allows children to explore important questions and develop their understanding of PHSE and moral education topics.

Assemblies

Assemblies take place within each Year Group once per week. The assemblies can be delivered by members of SLT, Heads of Year, the School Counsellor and also by individual classes. In class assemblies, pupils celebrate their learning over the half term and share with other pupils and their parents who are invited to attend. In assemblies delivered by the School Counsellor, important issues or topics are addressed such as Anti-Bullying or Road Safety.

A variety of certificates are presented in weekly assemblies, including:

- **Star of the Week** – Awarded to the pupil who has achieved throughout the week or has put in a great deal of effort with their class work. Decided upon by the class teacher.
- **Healthy Lunch Box Award** – Awarded to the pupil who consistently eats a healthy lunch, including fruits and vegetables. Decided upon by the class teacher.
- **Attendance Award** – Awarded to the class within the Year Group with the highest attendance. Determined by Engage data and made available to the Head of Year prior to the Year Group assembly.

AAA Award

The '**Aspire, Acquire, Achieve**' Award is awarded at the end of each term to one boy and one girl in each class for English studies and for Arabic studies. These are awarded to pupils who have consistently demonstrated high levels of effort and achievement across the entire term. These are decided upon by the class teacher and Arabic teacher of the class.

Al Rabeeh Daily Behavior Chart – FS – Year 1 Version (On display in each class)

1. Star

2. Sunshine (All children will start on here at the beginning of the week)
3. Rain cloud
4. Thunder cloud

Steps

1. Remind child of expectations – reinforce that if the child continues to demonstrate unwanted behaviour then their name will be moved onto the rain cloud
2. If child displays unwanted behaviour again they will be placed on the rain cloud
3. If the behaviour is repeated they will then be moved onto the thunder cloud
4. If child is still displaying unwanted behaviour they will be taken to another member of staff.
5. Children who display positive behaviours can move up the chart – including to the star from the Sunshine.

Children will need to frequently be reminded of behaviour expectations – clear and consistent expectations for all children.

Ensure that if children have had their face moved down they do have the opportunity to have their face moved back up e.g. for super tidying up etc.

Al Rabeeh Daily Behaviour Chart - Years 2 – 6 (on display in each classroom)

1. Star
2. Green – Every child starts the week on this card.
3. Amber
4. Red

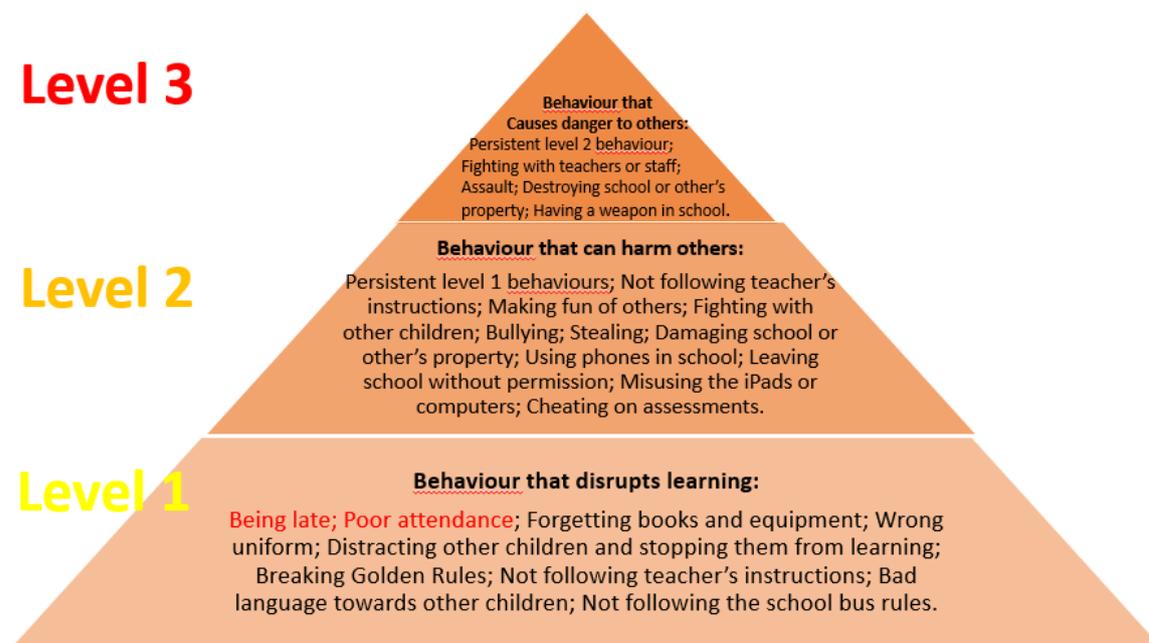
Remind children at every consequence that the children should recognise the choices they have made and what Golden Rules they have broken.

1. Warning: your teacher will speak to you and remind you of the rules
2. Your name is moved from Green to Amber
3. Child is moved away from the situation and warned
4. Your name is moved from Amber to Red (dark cloud)
5. Child is sent to Head of Year

At each step, the child will have a discussion and reflection with their class teacher about the choices they have made and how they can change their behaviour. At any point a child may be sent directly to a member of SLT if the behaviour has been a major incident or a cause for concern for a child's safety.

ADEK Behaviour Steps. (Appendix 1)

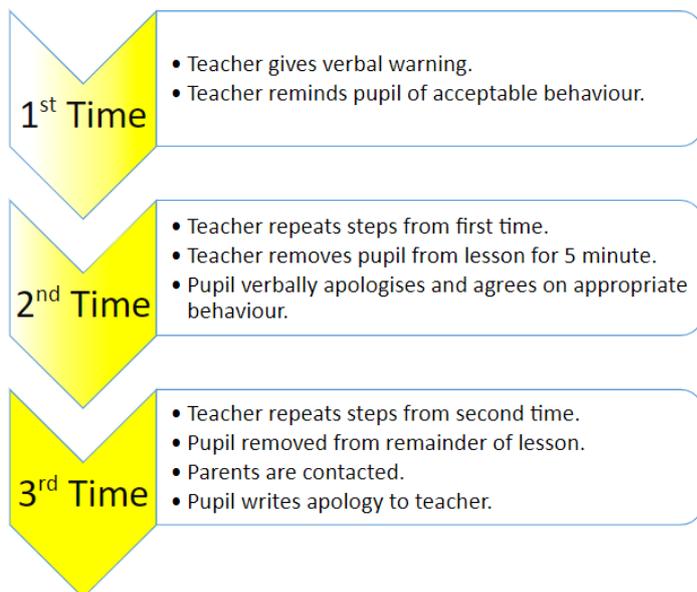
Each Teacher will follow the ADEK Guidelines for behaviour and must be aware of the levels of behaviour outlined by ADEK in the document ‘*Guidelines for Managing Student Behaviour in Abu Dhabi Schools*’. These levels of behaviour will be displayed in classes and throughout the school, so that all stakeholders are aware of these levels.



Following on from the Daily Behaviour Chart, if there is a need for further escalation due to persistent misbehaviour or serious incidents of behaviour, the teacher must follow the flow charts outlined below (Also see Appendix 2). These charts will also be displayed in each class and around the school so that all stakeholders are aware of the processes involved, so that all teachers are systematic and consistent when dealing with behaviour.

ARS Behaviour Steps. (Appendix 2)

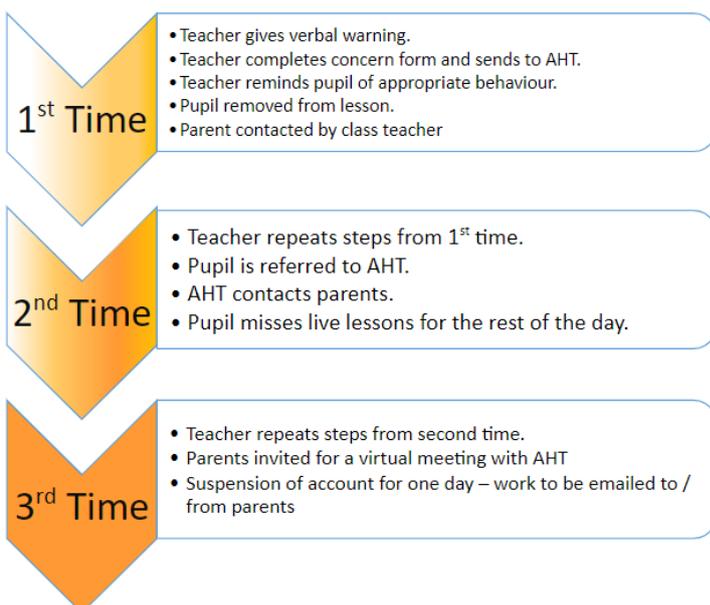
Level 1



If No Improvement:

- Pupil referred to HOY
- Parents telephoned by HOY
- Behaviour discussed with pupil at the end of each day
- Pupil referred to school counsellor
- Concern form completed and recorded on Engage.

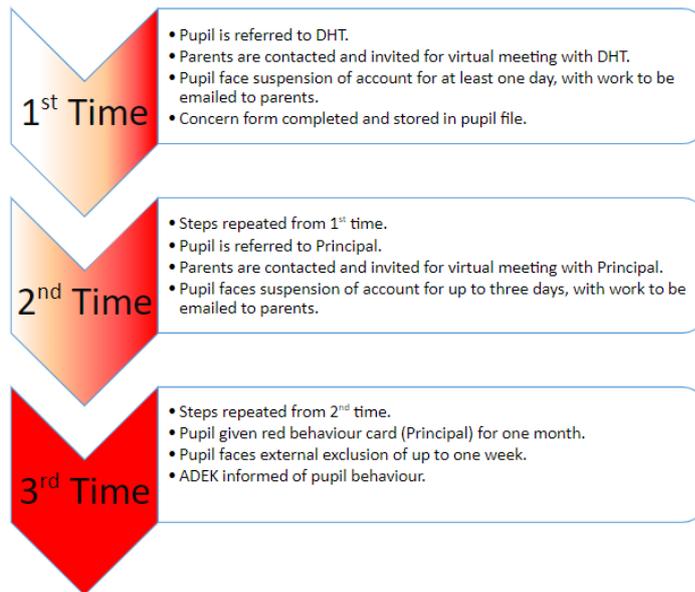
Level 2



If No Improvement:

- Pupil sent to DHT
- Parents invited to sign behaviour agreement
- Pupil faces suspension of account for two days.
- Pupil required to work with school counsellor on behaviour strategies.
- Individual Behaviour Plan put in place

Level 3



If No Improvement:

- Parents invited to virtual weekly behaviour meeting.
- Request for child to return to face-to-face learning
- Refer to ADEK for permanent exclusion.

Recording Behaviour

Inappropriate behaviour or misbehaviour is recorded using the '*Engage Daybook*' system. This allows all staff to select the level of behaviour, identified in the ADEK '*Guidelines for Managing Student Behaviour in Abu Dhabi Schools*' and write comments describing the behaviour that took place. This creates a record of negative points for each recording of behaviour and keeps a track of where students are along the behaviour process, outlined in the flow charts above.

The *Daybook* will be monitored by Heads of Year, Assistant Head Teachers and the Deputy Head teacher at the end of each week to ensure that the processes are being followed correctly.

Any incidents which are of a safeguarding nature will be recorded on 'MyConcern', as outlined in the Al Rabeeh School Safeguarding Policy, due to the potential sensitivity of this information.

A daily 'steps' behaviour system is used. This is followed by a series of Next Steps over a longer period of time for persistent unacceptable behaviour.

Effective communication between Arabic/Islamic teachers and class teachers is important for the daily steps to be successful.

Behaviour Support

Our school counsellor can offer specific behaviour support to pupils who are in need of this intervention. An Individual Behaviour Plan will be put in place, with the support of the Inclusion Team. Prior to implementation of any support, **parents are always informed via a face to face meeting**, to ensure that strategies are applied consistently across school and within the home.

Serious offences, e.g. fighting, can lead straight to behaviour support or for **very serious, eg assault on staff member**) internal or external suspensions of up to 5 days, without following the above steps.

All incident reports and behaviour cards will be placed in student files.

Suspensions

There are 2 types of suspensions, internal and external, which can be given through our behaviour steps approach, or immediately for more serious offences, e.g. fighting

- Internal suspensions are held in the social worker's room under her overall charge, but always under the supervision of an adult. **Students are given work for the lessons they should have attended and will spend play times and lunch time in the room (Not allowed)**. They work on their own with bathroom and walk breaks when required. Parents are informed and consent obtained. The Social Worker also spends time counselling them about their behaviour, and working on strategies to improve their behaviour during this time.
- External suspensions are issued immediately for very serious offences, e.g. violence towards a member of staff, and also if internal suspensions have already been issued. Students remain at home for the suspension period and work is sent home. Parents are informed and invited in for a 'return to school' meeting.

Behaviour Cards

Behaviour cards are given to individuals to support, as outlined in the flow chart above, and correct behaviour and must be signed every day. The colour of this Behaviour Card and the member of staff who oversees the use of the card will depend on the severity of the behaviour.

Unacceptable progress of behaviour following the behaviour card intervention will result in an additional behaviour support session with the social worker, and a continuation or escalation of the behaviour card, in line with the flow charts above.

Behaviour Committee

The school has a behaviour committee consisting of members of staff from across the school. They meet each term to review practice and needs within school. The behaviour committee reviews the policy annually.

Prohibited Disciplinary Actions Under UAE Law:

- **All forms of physical punishment** The ADEC definition of this 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 or shaking, slapping or hitting with a cane, by hand or any other object."
- **Lowering or threatening to lower grades, or sending a student to a younger grade**
- **Group punishment for an individual's misconduct**
- **Imposing more school work**
- **Mocking or insulting the student in public**
- **Preventing the student using washroom facilities or consuming food**

This is strongly adhered to and all staff are reminded about this at the start of each academic year, with new staff induction also including this.

Additional Responsibility posts for students

Student Leadership Team

The Student Leadership Team consists of a Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl. These are selected by AHT Pastoral and Wellbeing in consultation with Year 6&7 Teachers and SLT, and are chosen at the start of each year, based on all round attitude towards school.

Their main roles are to act as ambassadors for the school, showing around visitors, assisting with interviewing new staff for key responsibility positions, making announcements in assembly, along with a range of other ambassadorial roles. Head Boy and Head Girl may be required to meet with Student Council.

Policy Review

This policy will be reviewed annually.

Draft Date:	2nd September 2022
Principal Approval:	
Review Date:	August 2023