

# STUDENT BEHAVIOR POLICY

## Introduction

At RAK AA, one of our priority is to provide a safe, caring and well-ordered environment which is essential to effective teaching and learning. We believe that a successful behavior policy requires the commitment and consistency of practice of all staff to ensure that learners know the standards expected of them. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. We make sure that all learners are treated fairly and consistently. This policy as well as the School Discipline Policy are in accordance with the MOE Policy 2016-17.

## Aims of the Policy

-  To encourage a calm, purposeful, safe and happy atmosphere within the school.
-  To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
-  To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behavior.
-  To have a consistent approach to behavior throughout the school with parental cooperation and involvement.
-  To make boundaries of acceptable behavior clear and to ensure safety.
-  To raise awareness about appropriate behavior.
-  To help pupils, staff and parents have a sense of direction and feeling of common purpose.

## Stakeholders' Responsibility

**Role of the Student Behavior Committee** (consists of Principal, Vice-Principal, Head of Sections, Head of Student Support and Leadership Teachers)

-  To implement the school behavior policy consistently throughout the school.
-  To report to governing board, when requested, on the effectiveness of the policy.
-  To ensure the health, safety, and welfare of all students in the school.
-  To support the staff by implementing the policy and by setting the standards of behavior.
-  To keep records of all reported serious incidents of misbehavior including bullying and aggression.

- ✚ To convene and decide what appropriate sanction/s will be given to the individual students for serious acts of misbehavior.
- ✚ To ensure that the PBL Process is being observed and practiced by all staff. (See attachment).

### **Role of the Homeroom/Subject Teachers**

- ✚ To ensure that the school rules are enforced in their classes, and that their students behave in a responsible manner during lesson time.
- ✚ To treat all students fairly and with respect and understanding.
- ✚ To raise students' self-esteem and develop their full potential.
- ✚ To provide a challenging and interesting and relevant curriculum.
- ✚ To create a safe and pleasant environment, physically and emotionally.
- ✚ To use rules and sanctions clearly and consistently.
- ✚ To be a good role model.
- ✚ To form a good relationship with parents so that all students can see that the key adults in their lives share a common aim.
- ✚ To develop an open communication with parents so that they are aware of repeated negative behavior such as aggression or disrupting the class as well as good behavior of their students.
- ✚ To keep records of the student's good or negative behavior and if the negative behavior is persistent, the next step in the PBL process should be applied.
- ✚ To recognize the individuality of each student.

### **Role of the Support Staff**

- ✚ To create a safe and pleasant environment, physically and emotionally.
- ✚ To treat all students fairly and with respect and understanding.
- ✚ To model good behavior.
- ✚ To make the rules particularly in the bus explicitly conveyed to the bus riders and prescribed consistent good behavior.
- ✚ To report to Homeroom/Subject Teachers any misbehavior of students.

### **Role of Parents/Guardians**

- ✚ To adhere to the school's student behavior policy.
- ✚ To cooperate with the school's action/decision in enforcing the practice of good behavior.
- ✚ To make students aware of appropriate behavior in all situations.
- ✚ To encourage independence, self-discipline, and accountability of students's actions.
- ✚ To show an interest in all that their child does in school.
- ✚ To foster good relationships with the school.

- ✚ To support the school in the implementation of this policy.
- ✚ To be aware of the school rules and expectations.

### **Role of the Students**

- ✚ To work to the best of their abilities and allow others to do the same.
- ✚ To treat peers and adults with respect and care.
- ✚ To obey the rules and instructions of the school staff.
- ✚ To take care of property and the environment in and out of school.
- ✚ To cooperate with other students and adults.

## **Implementation**

### **Strategies for Creating a Safe and Healthy Climate**

- ✚ Greet students every morning by the teachers on duty and ensure that they are assisted while entering the school premises. The atmosphere of warm greeting should always be carried out in the school.
- ✚ Ensure that the movement of students from the playground, assembly area and cafeteria to classrooms (and vice-versa) is done in an orderly manner, quietly and consistently.
- ✚ Always encourage walking to avoid accidents.
- ✚ Start the lesson on time and set a positive mood to every student for learning.
- ✚ Closely oversee the students during playtime and break time, queuing for lunch, thus, the teachers (across all phases) as well as teaching assistants should position themselves in the most suitable strategic point.
- ✚ Encourage the students to play and not to fight and bully others during playtime.
- ✚ Ensure that all the students are escorted safely in a calm and orderly manner at the end of the school day for collection by their parents/guardians.
- ✚ Make sure that the senior leaders are highly visible around the school premises during dismissal time for smooth operation of the process.

### **Strategies for Encouraging Positive Behavior**

- ✚ Involve your students in setting the expectations and display these in your classrooms
- ✚ Clearly state and convey to all students about the expectations of good behavior.
- ✚ Thwart unsociable behavior by promoting mutual respect.
- ✚ Set examples of good behavior.
- ✚ Praise and reward good behavior both privately and publicly.
- ✚ Establish consistency in implementing rules and good behavior inside and outside the classroom.
- ✚ Find time in giving attention to students who are manifesting disruptive behavior, thus making them feel better.

- ✚ Try to listen and understand the misbehaving child before jumping into conclusion.
- ✚ Correct the misbehavior of the child in a calm and private way.

**Follow the PBL Process** -Give two verbal warning to the student if behavior is inappropriate and the class teacher should explain to the child what he/she is doing that is not acceptable. Keep records.

- ✚ Reprimand the student if s/he is disruptive in class. If a child misbehaves repeatedly, the student can be isolated from the rest of the class until s/he calms down, reflect on his/her behavior and is able to work sensibly again with others.
- ✚ Avoid giving punishment that humiliates students.
- ✚ If deemed appropriate, the class teacher should stop the activity and prevent the misbehaving child from taking part for the rest of that activity session especially if a child's behavior endangers the safety of others. The teacher may at this point seek further support from the Head of Section.
- ✚ If a child repeatedly acts in a way that disrupts or upsets others, the teacher will follow the PBL Process -full detention during recess time. Should the student fail to show for the detention then complete Form 1 PBL and refer to HOS. All details must be completed fully on PBL Form 1. In consultation with the HOS, you will then need to assess and agree a strategy.
- ✚ After 3 Referrals the HOS will refer to the School Administration who will contact the students' parents or guardians and seeks an appointment to discuss the situation, with a view to improving the behavior of the child. The Principal will oversee this meeting. HOS and staff member who made the referral will be required to attend the meeting. HOS and or HOSS will record minutes and what is being agreed. All parties present at the meeting will be required to sign this record of what was agreed.
- ✚ All types of bullying are not tolerated by the school. The school acts immediately to any reported bullying or intimidation to stop any further occurrences of such behavior. The school is acting vigilantly to ensure that all students attend school free from fear.

### **Rewarding Good Behavior**

- ✚ Reward good behavior by giving the students stickers and/or certificates (based on rewards ladder) during assembly.
- ✚ Each student to be given House Reward Points by his/her Homeroom Teachers which will be reflected in his/her report card.

### **Reporting and Behavior Monitoring-refer to PBL Process**

Staff Responsibilities include but are not limited to the following:

All staff are responsible for managing the classroom learning environment.

We adopt a Positive Behavior for Learning/PBL approach in our school.

Each teacher is responsible for familiarizing herself with the PBL Process.

Copies of all policies are prominently displayed on the Blue Notice Board in each classroom along the Child Protection Policy

Serious incidents that warrants a record on the behavior incident logs in the school must be reported by the teacher.

- ✚ Students who are involved in incidents will have the incident recorded with detailed information about the incident and action taken.
- ✚ Homeroom/Subject Teachers will have copies of the incident report. They can write in the students' planner about the incident if they want to discuss a child's behavior. If a letter is sent home, this needs to be recorded and the HOS must be informed if a letter is sent home. Any phone calls must also be logged.
- ✚ If a teacher sends a letter home and receives no response from the parent/guardian within two school days, the HOS and HOSS should be informed. A second letter will then be sent to the parent/guardian from office of the HoS or HoSS or a follow-up phone call will be made.
- ✚ Serious incidents are recorded and filed in the office of the Principal, HOS and HOSS.
- ✚ The following behavior triggers a child being sent immediately to the Principal or Head of Section
  - physical violence or threatening behavior
  - repeated disobedience
  - continued inappropriate behavior

**The Student Behavior Committee** is responsible for collecting and keeping records of all serious misbehaviors with detailed information, actions taken and consequences.

### **Age Appropriate Sanction**

- ✚ All classrooms in the school have a Daily Red Tracking Report Card that is kept in the classroom to record and monitor a students' behavior.
- ✚ Teachers need to ensure all staff, particularly HOS know that a child is under sanction or has behavior targets.

### **Early Years Kindergarten- Grade 2**

### **PBL Process applies with some variations**

- ✚ Homeroom Teachers, TAs and other adults speak to the students about their behavior, using age appropriate language and try to help the students build an understanding about behavior that is appropriate at school.

- ✚ Students are reminded about the expectations for behavior during circle time, homeroom time. If they do not follow these then they are given a verbal reminder.
- ✚ If the behavior continues the teacher will use the TA to support in removing the child to a quiet area of the classroom then they are put on time out. The teacher will communicate the misbehavior in the student planner.
- ✚ If there are persistent behavior issues or incidents with a child, the class teacher will revert to HOS and the HOSS. The Head Student Support will observe the behavior and work with the teacher if it is deemed that the child may require external assessment and or observation.
- ✚ Students who continuously exhibit aggressive or violent behavior are sent immediately to the Administration.
- ✚ Student Behavior Committee will be involved in these discussions as to the best strategy for addressing the misdemeanors.
- ✚ All such serious concerns and observations must be communicated in writing following the PBL Process-Forms 1-3.
- ✚ These will then be discussed with the parents.
- ✚ HOS and HOSS will attend such meetings and the staff member who has written the concerns will be invited to attend the meetings.

### **Elementary, Middle & High School-PBL Process**

- ✚ Teachers warn students verbally if their behavior is inappropriate.
- ✚ If their behavior continues the student receives a second warning and the child is placed on the time out table where they can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- ✚ The teacher might also decide to give students a lunch time detention as punishment to be communicated to the Student Behavior Committee.
- ✚ Students who are identified as displaying regular negative behavior, may be referred to the Head of Student Support to assess deeper the underlying cause of the problem and support them with a program of strategies to manage their behavior.

### **Detention**

- ✚ The student must be told, and an explanation given by class teacher or by the Committee.
- ✚ Detention will be served by the student after informing the parents.
- ✚ If a child hasn't finished work / homework or low-level behavior issues they should / could stay in with the class teacher at morning or lunchtime break.

## **ADDENDUM: Student Behavior Management in Distance Learning\_2020**

Behavior of students during distance learning will be strictly monitored to ensure that they abide by the school's Anti-bullying, Cyber safety and Discipline Policies and Guidelines. Encouraging positive behavior and prevention of cyber bullying are enhanced through Digital Citizenship Skills lessons and Cyber Safety education. Homeroom teachers' role as an adult advocate will be the first contact person by the students for any incidents of misdemeanor during distance/blended learning lesson.

RAKAA PBL process will be followed when offenses are done by the students in accordance with the MOE Guidelines for Offenses and Expected Behaviors in the Virtual Education\_2020.

[https://www.moe.gov.ae/Ar/Legislation/Documents/Student%20Behaviour%20Management\\_Distance%20Learning%202020\\_English.pdf](https://www.moe.gov.ae/Ar/Legislation/Documents/Student%20Behaviour%20Management_Distance%20Learning%202020_English.pdf)

### **Related Links:**

#### **Student Behavior Management in Distance Learning\_2020**

[https://www.moe.gov.ae/Ar/Legislation/Documents/Student%20Behaviour%20Management\\_Distance%20Learning%202020\\_English.pdf](https://www.moe.gov.ae/Ar/Legislation/Documents/Student%20Behaviour%20Management_Distance%20Learning%202020_English.pdf)

#### **MOE Discipline Policy**

<https://rakaa.sch.ae/files/MOE%20discipline%20policy.pdf>

#### **RAKAA Anti-bullying Policy**

[https://rakaa.sch.ae/files/RAK%20AA\\_Anti-Bullying%20Policy.pdf](https://rakaa.sch.ae/files/RAK%20AA_Anti-Bullying%20Policy.pdf)

#### **RAKAA Discipline Policy**

<https://rakaa.sch.ae/files/DISCIPLINE%20POLICY.pdf>

#### **RAKAA Cyber Safety Policy**

[https://rakaa.sch.ae/files/RAKAAAG\\_Cyber%20safety%20Policy\\_2020.pdf](https://rakaa.sch.ae/files/RAKAAAG_Cyber%20safety%20Policy_2020.pdf)

Updated June 24<sup>th</sup> 2018

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## PBL Process

### Process

Homeroom and Subject Teachers keep minutes and record the misbehavior of Students

**(2x Verbal Warning)**



### Consequences

Students will be told about her/his behavior and if behavior improves, de-brief will follow at the end of the class.



Continuous misbehavior of the student/s



Full detention during recess time