RAK AA
RAS AL KHAIMAH AMERICAN ACADEMY
اكاديمية رأس الخيمة الأمريكية

RAS AL KHAIMAH AMERICAN ACADEMY:

BEAHVIOUR POLICY

Mission:

To create a safe and inclusive learning environment that inspires students to develop life-long learning skills. We will share knowledge and nurture students, empowering them to take their places in the global society of the 21st Century as confident, creative, and independent citizens with well- developed decision-making and critical-thinking skills.

Vision:

To provide world-class education which empowers and inspires the young Learners of Ras Al Khaimah to make a difference in the modernworld by sharing their ideas and skills.

Motto

Share | Care | Empower | Inspire.

BEHAVIOUR MANAGEMENT POLICY:
Aims

- To encourage adherence to an agreed set of principles of behaviour by all students for promoting learning, moving around the school, playing in the playground, eating lunch, taking part in assemblies.
- To support effective learning and teaching
- To ensure consistency and a shared understanding of positive behaviour management
- To develop positive relationships between all adults in school, parents/carers and students
- To achieve a shared understanding and support of the principles of Positive Behaviour Management by all teachers, support staff, non -teaching staff and parents/carers.
- To support student attendance and punctuality

Our Expectations are that each student is:

- Attend school regularly.
- Arrive at school on time.
- Do as asked by adults.
- Work hard
- Be kind and friendly to everyone.
- Treat people, the school building and resources with respect.
- Be respected and listened to

Students who behave well will be celebrated and rewarded during our weekly 'Star of the Week' assemblies. The best class is selected each term to go on a trip. Negative behaviour is not tolerated at our school. We expect our students to have self- discipline and take control of their learning and behaviour. Students are expected to adhere to the school code conduct and show respect towards other students and all the staff at our school. Parents must support the school to instill good behaviour and discipline among our students.

1.1 BEHAVIOUR MANAGEMENT POLICY APPROVED BY MOE

The student code of conduct, which is based on the MOE policy, aims at:

1. Building student positive behaviour in the school community
2. Promoting and encouraging positive conduct and limiting violations and bad behaviour
3. Providing a suitable educational environment to achieve the principle of comprehensive education.
4. Applying the principles and culture of encouraging and caring in society to minimise bad behaviour
5. Promoting student and parent awareness of their obligations to keep self-control and good behaviour
6. Providing a regulatory reference to deal with student behaviour
7. Guaranteeing execution of proper mechanisms to tackle and protect from problem and behaviour violations.
8. Requalifying violating students behaviourally and educationally.

First Category Violations	**First Category (minor) Violations** • 1.1 Being late without acceptable justification. • 1.2 Non-compliance with uniform (school or PE) • 1.3 Failure to bring books/school supplies. • 1.4 Failure to follow positive rules of behaviour inside/outside class. • 1.5 Sleeping in class. • 1.6 Eating in class without justification • 1.7 Non-compliance about completing HW & assignments. • 1.8 Bringing any means of communication, such as mobile (p46; 1st time confiscate until end of day, 2nd time deduct 2 marks & confiscate for one week, third time deduct 4 marks & confiscate for the rest of the Term) • 1.9 Misusing electronic devices, such as playing games & misusing headphones. • 1.10 Any similar action.
Second Category Violations	**Second Category Violations (Medium Risk)** • 2.1 Repeating the irregularities of the first Level more than 3 times. • 2.2 Absence from school without acceptable excuse, including before or after holidays & weekends, or for exams. • 2.3 Entering or leaving the classroom without permission during the session, or not attending sessions/activities without an excuse. • 2.4 Inciting to provoke, threaten or intimidate. • 2.5 Violating public morals, such as dressing/styling to resemble the other gender. • 2.6 Writing/damaging school walls or furniture. • 2.7 Taking, possessing, sharing photos of staff/students without their permission. • 2.8 Verbal abuse • 2.9 Smoking in school or possessing any smoking tools. • Private License holders who use private cars without obtaining necessary school approvals. • 2.11Trying to steal. • 2.12 Misuse of Means of communication, such as Mobile on trips. • 2.13 Any similar action.

Third Category Violations	**Third Category Violations (Dangerous)** • 3.1 Repetition of one of the Second-Degree Irregularities more than 3 times • 3.2 Leaving school without permission/escaping during the school day. • 3.3 The acquisition, possession, display & promotion of unauthorized materials, information, electronic materials & those contrary to values, morals, etiquette & public order, or modesty. • 3.4 Defaming peers or staff on social media. • 3.5 Bringing or possessing white weapons or similar in school. • 3.6 Sexual harassment in school. • 3.7 Physical assault of peers or staff (physical bullying). • 3.8 Systematic theft or concealment. • 3.9 Attempt to destroy/damage school equipment/facilities & seize them. • 3.10 Tampering of or vandalizing buses, harming Driver/Conductor or road users. • 3.11 For License holders, driving recklessly around school, failure to follow safety rules& security instructions. • 3.12 Failure to deliver means of communication (Mobile) • 3.13 Any similar action.
Fourth Category Violations	**Fourth Category Violations (Very Serious)** • 4.1 Repetition of one of the Third-Degree Irregularities more than 3 times • 4.2 Use of means of communication (eg. Mobile) for illegal/ immoral activity, or in any way that harms the education foundation or its employees/users. • 4.3 Destroying or damaging school equipment/facilities & seize them. • 4.4 The acquisition, possession or use of firearms, white weapons, or the like in school. • 4.5 Sexual abuse in school • 4.6 Physical assault leading to injury of peer or staff. • 4.7 Leaking exam questions or participating in any way. • 4.8 Causing fires in school. • 4.9 Impersonating others in school dealings or forging school documents. • 4.10 Abusing political, religious, or social symbols of the State. • 4.11 Possession, bringing, promotion or use of any kind of narcotic drugs or psychotropic substances or being under the influence. • 4.12 Broadcasting or promoting extremism or atheistic ideas & beliefs against the social & political systems of society. • 4.13 Any similar actions. • 4.14 Insulting the divine religions or provoking all that causes strife at school.

MOE Policy : Behaviour and Conduct as a school subject

Under this code of conduct, a student's conduct at school is a subject, which reflects his scores in terms of morals and behaviour. It is like other subjects, subject to pass/fail evaluation. Conduct total grading points are 100, and granted based on the following two principles:

- **Positive conduct**: it is expected from all students to have positive behaviour without violations. A score of 80 per cent for positive conduct will be allocated automatically to each student at the beginning of every semester. In case of committing a violation, the proper procedure will be taken and penalty points will be deducted from that score according to the type of violation.
- **Excellent conduct**: it reflects great practices made by the student. A score of 20 per cent is allocated for excellent conduct.

The minimum expected score in conduct is 60 per cent. Students will be granted the chance to restore deducted points during the year by obtaining excellent conduct score or complying with positive conduct requirements.

THE SCHOOL'S GUIDANCE ON DEDUCTING BEHAVIOUR MARKS:

TEACHERS ARE NOT AUTHOSIRED TO DEDUCT BEHAVIOUR MARKS, HOWEVER THEY MAY SEND A RECOMMENDATION TO THE HOS', BEHAVIOUR COMMITTEES and SOCIAL WORKERS BASED ON THE FIRST TO FOURTH CATEGORY VIOLATIONS.

MOE Policy on Mechanism of violation penalty

Deduction from the conduct scores will be based on the type of violation as follows:

1. First-degree (simple) violation: 4 points will be deducted.
2. Second-degree (dangerous) violation: 8 points will be deducted.
3. Third-degree (dangerous) violation: 12 points will be deducted.
4. Fourth degree (severely dangerous) violation: student will fail.

MOE Rules for applying penalties.

Violating students will be treated with full respect for their personal feelings and qualities as per the following rules:

1. The school will ensure and Avoid cruelty, psychological abuse, offence, insult and mocking
2. Not to generalise or apply a penalty to all students of the classroom or the school for a violation committed by one student
3. Achieve justice and equality in dealing with the students
4. Not applying any penalty to the student without considering school's responsibilities for required procedures
5. Keeping the student confidentiality and privacy and avoiding any act of defamation

1.2 **ADDITIONAL BEHAVIOUR MANAGEMENT STRATEGIES APPROVED BY THE SCHOOL:**

Our school code of conduct is written and shared with the school community to ensure our students understand the behaviour that is expected of them as illustrated below.

Code of Conduct

- **Through my attitudes, I will show that I have self- discipline, and I take responsibility for my learning and behaviour**
- **I will cooperate with my peers, teachers, and school management at all times**
- **I will always comply with the school's health and safety standards, by keeping myself and other's safe**
- **I will always maintain excellent attendance by doing my best to attend school every day and I will always be punctual**
- **I have understanding and appreciation of the religious values in the UAE, and I will always show respect for the religious values through my daily behaviour**
- **I will always respect the identity, heritage and culture of the UAE and all other global cultures**
- **I will take initiative and effectively participate in social activities organised by the school**
- **I will keep my classroom and the school premises always clean and tidy**
- **I will always show good work ethic by completing all my classwork, homework, and projects on time.**
- **I am aware of the importance of taking steps to improve the environment**
- **I will treat my peers and all staff at RAKAA with respect by listening to other's opinions and carrying out adult instructions and not disturbing my classmates**
- **I will make sure I come to school prepared with all the necessary equipment to support my learning**
- **I will not misuse or damage any school equipment or property**
- **I will follow all the rules regarding the use of school computers by not accessing any inappropriate sites.**
- **I will not bring my mobile phone to school and agree that it will be seized if I bring it to school.**
- **I will always wear the correct uniform to school.**

Behaviour Support Plans: Following a major sanction, the behaviour committee, HOS, inclusion manager, social workers and the principal may set a Behaviour Support Plan formed at a meeting of relevant members of staff, parents and/or experts.

ATTENDANCE and PUNCTUALITY

Students must attend school every day except for absence due to ill health or hospital appointments. We have a first day calling system in place where a student is absent from school. Absences without excuse are unauthorized and students could lose behaviour marks if their absence is persistent. Students must also attend school on time and not to be late for assembly and lessons. Again, students may lose marks for persistent lateness and parents invited to school for a meeting.

CLASSROOM LEARNING:

Strategies for managing behaviour in the classroom.

It is expected that generally, difficult behaviour will be managed in the classroom using positive behaviour management strategies. The adults in the school will strive to provide a high level of classroom management that will in turn help to promote increased school effectiveness and a reduction in low level disruption. Supervisors, HOS, social workers and inclusion manager will support students to manage their

behavior and the social workers will work with all staff and students in all aspects of the school policy. All students must follow the rules that are clearly displayed in class to ensure a positive and safe learning environment. Disruptive behaviour will not be tolerated. All students must come to school ready to learn and show respect for their teachers and classmates.

Behaviour Consequences in the classroom:

- **Breach of code of conduct & first and second category violations:**
- **First time: Verbal warning**
- **Second time- Second warning**
- **Next Step –Demerit on iCampus and incident report sent to the social workers and supervisor (boys' section and HOS) if the incident escalates to the next level.**
- **Third and fourth category violations as per the MOE policy outlined above: Could lead to suspension.**

Rewards

- **Stars of the week certificates**
- **Stars of the term certificates**
- **Stars of the year certificates**
- **Special trips and treats for students with the most certificates**
- **Special prizes for best behaved students**
- **Trophies for best students and best classes**
- **Positive messages to parents on Teams.**

ROLES AND RESPONSIBILITIES

Staff and Teachers:

The roles and responsibilities of staff and teachers in relation to a school's behavior policy are crucial for creating a positive, supportive, and effective learning environment. Here's an outline of key roles and responsibilities that teachers and staff typically have in implementing and upholding our school's behaviour policy.

It is the responsibility of the to write up incident reports and send them to the inclusion manager and social workers if they have any concerns in relation to a students' behaviour and attitude. Teachers and staff responsibilities include:

1. Modelling Positive Behavior

- Teachers and staff must set a good example by demonstrating respectful, responsible, and positive behavior at all times.
- They should model appropriate social interactions, conflict resolution, and respectful communication.

2. Implementing the Behavior Policy

- Teachers and staff are responsible for understanding and consistently applying the school's behavior policy in the classroom and other school settings.
- They should ensure that students are aware of the rules and expectations and consistently reinforce them.

3. Promoting a Positive Classroom Environment

- Teachers should create a classroom atmosphere that promotes respect, inclusivity, and engagement.
- They are responsible for managing classroom dynamics to minimize disruptive behavior while encouraging positive interactions among students.

4. Setting Clear Expectations

- Teachers must communicate clear and consistent expectations for behaviour both inside and outside the classroom.
- They should involve students in discussions about behavior expectations and encourage student buy-in.

5. Providing Support and Interventions

- Teachers should identify students who may need additional support due to behavioural challenges and refer them to appropriate support services (e.g., social workers, special education resources).
- They should use positive reinforcement strategies to encourage good behavior and academic success.

6. Monitoring and Addressing Behavior

- Teachers and staff need to be vigilant and proactive in monitoring student behavior, identifying issues early, and addressing inappropriate behavior promptly.
- They must follow the school's disciplinary procedures when behavior issues arise, ensuring they document incidents as required.

7. Ensuring Consistency and Fairness

- Teachers and staff should apply the behavior policy consistently, ensuring that all students are treated fairly and equitably.
- They need to maintain impartiality when dealing with behavioural issues and avoid favouritism.

8. Engaging Parents/Guardians

- Teachers and staff should communicate regularly with parents or guardians regarding behavioural concerns or progress.
- They should involve families in supporting the development of appropriate behaviour, setting up meetings when necessary.

9. Supporting Social-Emotional Learning (SEL)

- Teachers should incorporate SEL strategies into lessons and interactions to help students develop self-awareness, emotional regulation, and interpersonal skills.
- They are key in supporting the holistic development of students, including social and emotional growth.

10. Encouraging Student Reflection and Responsibility

- Teachers and staff should encourage students to reflect on their own behaviour, helping them understand the consequences of their actions and how to improve.
- They should foster an environment where students feel responsible for their own behavior and can take steps toward self-regulation.

11. Collaborating among Colleagues

- Teachers, staff members, such as teaching assistants, school social workers, and administrators, must support the consistent application of the behavior policy across the school.
- Collaboration can help identify systemic issues and develop strategies for improvement.

12. Using Restorative Practices (If Applicable)

- Teachers and staff may be involved in restorative practices, which focus on resolving conflicts, repairing harm, and rebuilding relationships when behavior issues occur.
- This can be an important tool for supporting students in taking responsibility for their actions and learning from mistakes.

By adhering to these roles and responsibilities, teachers contribute significantly to maintaining a positive school culture where students can thrive academically and socially. The behavior policy should always aim to support students' growth, both in terms of behavior and character.

PARENTS ROLES AND RESPONSIBILITIES

Supporting the School's Disciplinary Actions

- If a child faces disciplinary action at school, parents should support the school's approach and discuss the situation with their child in a constructive manner.
- Parents should avoid undermining school policies, instead working together with school staff to ensure the best outcome for the student's behavioural development.
- Parents should be willing to engage with teachers, social workers or administrators and the behaviour committee if a child is facing ongoing behavioural challenges.
- Working together with school staff to identify causes of behavioural issues and creating a shared plan for improvement is essential for student success.
- Parents should encourage their child to take responsibility for their actions and understand the consequences of their behavior.
- When behavioural issues occur, parents should help their child reflect on the situation and discuss ways to improve their behavior moving forward.

SOCIAL WORKERS, SUPERVISORS, HEADS OF SECTIONS, INCLUSION MANAGER AND BEHAVIOUR COMMITTEES:

Providing Individual Counselling and Support

- **Addressing Behavioural Issues**: social workers provide individual counselling to students who may be struggling with behavior-related issues, helping them understand the reasons behind their actions and develop strategies for improvement.
- **Emotional Regulation**: They support students in developing emotional regulation skills, which is essential for managing their behavior in school settings.
- **Conflict Resolution**: Thes social workers work with students to help them resolve conflicts, whether between peers or with staff, and provide them with tools for handling disputes constructively.

2. Supporting Positive Behavior Development

- **Promoting Social-Emotional Learning (SEL)**: The social workers are often involved in organising workshops and promoting SEL, which helps students develop self-awareness, empathy, and interpersonal skills that can lead to positive behavior.
- **Skill Building**: They support students in building essential skills, such as problem-solving, communication, and self-control, which are directly tied to appropriate behavior at school.

Behaviour Committees:

- **Providing Insights on Student Behavior**: The committees collaborate with teachers to discuss students' behavioural patterns, academic performance, and social interactions. They offer

guidance on how to address behavioural concerns and provide resources for teachers to manage behavior effectively.

4. Creating Behaviour Support Plans (BSPs)

- **Tailored Plans for Students**: In collaboration with teachers and parents, the inclusion manager, who is also on the bahaviour committee, may develop behaviour intervention plans for students who require additional support in managing their behavior.
- **Monitoring Progress**: The social workers monitor the progress of these plans, adjusting strategies as needed to ensure the student is making improvements in behavior and meeting the desired outcomes.

5. Supporting Crisis Management

- **Intervening in Crisis Situations**: When a student is involved in a crisis (e.g., extreme emotional distress, aggressive behavior, or bullying), the social workers provide immediate support and intervention.
- **Providing Follow-up Support**: After a crisis, the social workers follow up with the student, the family, and the school staff to ensure that the situation is resolved, and that the student has the support they need to move forward.

6. Promoting Restorative Practices

- **Mediating Restorative Circles**: The social workers often facilitate restorative circles or conferences, especially when a conflict arises between students. This approach helps students reflect on their behavior, understand the impact of their actions on others, and find ways to repair harm and rebuild relationships.
- **Encouraging Accountability**: Restorative practices encourage students to take responsibility for their actions in a way that promotes personal growth and healing rather than punitive measures alone.

7. Providing Group Counselling

- **Addressing Common Behavioural Issues**: The social workers may offer group counselling sessions that focus on specific behavioural challenges, such as bullying, peer relationships, or anger management.
- **Fostering Peer Support**: Group counselling also allows students to share their experiences with peers, build empathy, and learn from one another in a safe, supportive environment.

8. Working with Parents and Guardians

- **Family Involvement**: The social workers and behaviour committee collaborate with parents and guardians to address behavioural concerns and provide support at home. They may offer

resources, conduct family meetings, and ensure that parents are informed of their child's progress.

- **Behavioural Strategies for Home**: They work with parents to develop strategies for reinforcing positive behavior at home, creating consistency between home and school expectations.

9. Assessing and Monitoring Student Behavior

- **Behavioural Assessments**: The social workers and behaviour committees assess students' behavioural needs through observations, discussions, and standardized tools to identify underlying issues (e.g., mental health concerns, trauma, or learning disabilities) that may be affecting their behaviour.

- **Ongoing Monitoring**: They monitor students over time, tracking improvements or setbacks in behavior and adjusting their approach as necessary to ensure that students are progressing.

10. Supporting Students with Special Needs

- **Individualized Support**: The social workers and inclusion and manager work closely with students who have special needs, including those with behavioural disorders, to develop individualized support strategies and ensure that their unique needs are met within the framework of the school's behavior policy.

- **Collaboration with Special Education Services**: The social workers collaborate with special education staff to ensure that behavior support plans are integrated with the student's Individualized Education Program (IEP)

11. Promoting a Positive School Culture

- **Fostering Inclusion and Respect**: The behaviour committees and social workers play a key role in promoting a positive school culture where students feel respected, valued, and included. They lead initiatives or campaigns that foster kindness, inclusivity, and understanding.

- **Preventing Bullying**: The social workers often work on bullying prevention programs, teaching students about empathy, respect, and how to handle bullying behavior in a proactive way.