



AL AIN ACADEMY
ALDAR ACADEMIES

Behaviour for Learning Policy

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Behaviour for Learning Policy

Introduction

The school has a statutory duty of care to all pupils to provide a safe environment, ensuring their health, safety, and well-being at all times.

The Behaviour for Learning Policy and Protocol aims to promote students' ability to make positive behavioural decisions; to identify proactive strategies that reinforce positive behaviour and expectations while working to change patterns of behaviour where repeated misbehaviours occur.

The school takes the following definitions within this Policy:

- 'Positive Recognition and Rewards' as when a student of any age acts in a way that promotes a positive attitude to learning and/or the school community.
- 'Misbehaviour' as when a student of any age acts in a way that is not acceptable or in line with school behavioural expectations.
- 'Outcomes' as a result of positive behaviour or misbehaviour.

The Behaviour for Learning Policy is based on the group-wide ALDAR Behaviour Management policy and the ADEK Managing Student Behaviour policy. The Positive Recognition and Rewards or Misbehaviours identified within this policy are not a complete list, additional Recognitions and behaviours may be applicable at all levels. The full ALDAR policy can be found [here](#).

All letters sent to parents regarding Positive Recognition and Rewards, or Misbehaviour meet the ALDAR and ADEK policy guidance; one copy will be saved on the student's file and one copy sent to parents. An opportunity to provide feedback on any school letter is provided to parents.

Positive Recognition and Rewards

Al Ain Academy recognises that praising students is important for promoting positive attitudes to school, learning and good behaviour. Staff clearly outline and discuss expectations directly with students and these are to be displayed in all classrooms. Expectations will vary slightly among year groups as these are age appropriate; however, all of these will underpin and demonstrate the school's character values: respect, responsibility, and resilience. It should be noted that repeated displays of positive behaviour, and subsequent recognition of it will minimise disruption in the classroom, help learning to take place and making it habitual to eventually become the school's culture. Staff recognise students' positive contribution to their class or school community, their efforts with schoolwork, progress, or attainment through the school's House Point system, with a particular focus on the school's character values. The culmination of House Points results in further awards such as certificates, raffle entries, vouchers, and other rewards at the discretion of the School Council/Junior Leadership Team, and in collaboration with SLT.

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Positive behaviour (individual) – House Points (subject to teacher discretion)	Outcomes	Primary Rewards/Outcomes for repeated actions	Secondary Rewards/Outcomes for repeated actions
Demonstrating any of the three core character values: respect, responsibility, and resilience.	1 house point	House Point Awards: 50 – bronze 100 – silver 200 – gold 400 – platinum <i>Certificate given for ALL the above</i> <i>House cup trophy</i> Alternative awards/certificates: <ul style="list-style-type: none"> – Star of the week awarded in Year Group assembly – Attendance awards – Class trophy/certificate – Phone call to parents/carers 	House Point Awards: 50 – bronze 100 – silver (Hot Chocolate Tuesday) 200 – gold (Principal’s Breakfast) 400 – platinum (End of Year) <i>Certificate given for ALL the above</i> *1 raffle ticket for every 5 HPs (termly draw to include vouchers, lunch, internal reward activities) *Heads of Year have the discretion to award additional raffle tickets per term*
Contributing to a class discussion; weekly 100% record for UPE (uniform, punctuality, equipment); exceptional behaviour/performance within an ECA, high level of engagement in class discussion, demonstrating perseverance in lessons, Random Act of Kindness (RAoK)	1 house point		
Consistently excellent work; helping others; presenting to classmates; consistently focused in lesson(s)	2 house points		
Performance in an assembly	3 house points		
Exceptional piece of work; representing the school in an event (sports or other); consistently implementing the above-mentioned positive behaviours to a high standard.	4 house points		
Being on a committee; making a year group or school-wide presentation; charitable, sporting, or creative recognition outside of school; being recognised in the end of term awards	5 house points		

Secondary-specific Celebration Events:

Positive Behaviour – Secondary Celebration Assemblies	Outcome (subject to change)
Student of the Month Award (All subjects)	ALDAR Reward Prize
Resilience Award	ALDAR Reward Prize
Student of the Term/Student of the Year	ALDAR Reward Prize, Cinema Voucher
Head of Year Commendation based on the core character values - Respect, Resilience, Responsibility	ALDAR Reward Prize & Hot Chocolate Tuesday

Positive Behaviour (community) - Secondary End of Term Reward Afternoon	Outcome (subject to change)
50 House Points	Movie in the Auditorium
75 House Points	Snack & Movie in the Auditorium
100 House Points	Whole afternoon of activities- sporting, team building and then movie in the Auditorium
150 House Points	Lunch with Mr Pugh (provided), afternoon of activities and movie in the auditorium
End of Year- house with the highest collective number of house points	Nourse Cup (for the year) ALDAR Reward prize, lunch with Mr Pugh (provided), afternoon of activities, movie in the auditorium

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Misbehaviours

The school tries to instil positive behaviour and encourage positive choices among students; however, there are times where it is important for students to understand that choices result in outcomes, and that sometimes the choices will be poor ones that result in disliked outcomes. The school uses levels and associated actions through a progressive penalties approach to establish fair implementation processes and minimise conflicts. It also provides approaches to positively manage students' behaviour to enable teachers to instil and foster the values of UAE society. All decisions relevant to Levels 2+ are to be in consultation with SLT and the Behaviour Management Committee.

Misbehaviour – Low Risk	Initial outcomes	Outcomes for repeated actions
Being late without an authorised reason	<p>In class disruptions should follow the 4-step protocol:</p> <p>Step 1: 1st Verbal Warning Step 2: 2nd Verbal Warning Step 3: Reflection period outside - 5 minutes (teacher to speak to the student and give them an opportunity to reflect, return to the class and show improvement – teacher sets a break time detention) Step 4: Any repeated or further issues student will be removed from the classroom to the HOD (in Secondary) and the HOY (in Primary) - email to be sent to SLT and Head of Year.</p> <p>Further problems will result in the student being collected by SLT, and parents contacted. (Detention remains)</p> <p>Confiscation of banned items (items returned to parents only).</p>	<ol style="list-style-type: none"> 1. Teacher contacts parents and notifies tutor, HOY and HOD (with evidence if appropriate). 2. Behaviour is recorded on in-school student profile. 3. Subject report, Attendance & Punctuality report or Form Tutor report issued to student. Acknowledged and monitored by parents and relevant staff member. 4. Mobile phones- parents will be contacted by HoY to arrange collection of the mobile phone. 5. Break or Lunchtime detention, escalated to after-school for repeated incidents.
Leaving class without permission		
Wearing uniform/PE kit incorrectly		
Lack of Daily 8 equipment or subject specialist items e.g. calculator, PE kit		
Disrupting others		
Sleeping during class or school activities (without medical clearance)		
Eating during lesson time (without written medical permission)		
Failure to meet deadlines (homework and classwork), or to follow instructions		
Use of mobile phone during the school day		
Misuse of electronic devices (Personal, Peers or School devices)		
Any other misbehaviour that goes against the rules and expectations of the school		

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Misbehaviour – Medium Risk	Initial Outcomes	Outcomes for repeated actions
Continued and persistent Low Risk behaviour (three or more repetitions).	HOY informed. SLT also informed.	<ol style="list-style-type: none"> 1. In-school, temporary suspension (max 3 days); 2. Further study of the case by HOY, who may raise the case to the Behaviour Management Committee to implement strategies to manage the behaviour. 3. External suspension (1-4 days).
Truancy from lessons (including unauthorised absenteeism before/ after official holidays)	Parents contacted via phone call regarding outcomes for repeated violations.	
Bullying – persistent/repeated actions which intentionally cause someone to be upset and/or excluded	Behavioural undertaking to be completed and logged in the student’s internal records.	
Provoking/instigation of fights, including verbal slurs against race, gender, culture.	Confiscation of banned items (items returned to parents only).	
Any action that violates the general rules or directives of the school or the UAE Society,		
Graffiti, vandalism		
Photographing and keeping or publishing photographs of school staff or students without authorisation		
Smoking, possessing any smoking tools, or any materials which pose a danger to themselves or others (e.g. energy drinks, party foam, firecrackers etc) in school.		

Misbehaviour – High Risk	Initial Outcomes	Outcomes for repeated actions
Possessing, displaying and promoting in any type; physical, electronic or social media that are unauthorised or are not culturally sensitive, and/or conflict with the values and general rules of the society	Immediate call for a meeting of the Academic Committee (Head of Year in consultation with relevant SLT).	<ol style="list-style-type: none"> 1. Case presented to and agreed by the School Behaviour Management Committee for an extended suspension decision (escalate the offence to a level 4). 2. Parent receives an official written warning letter advising the student to move to another school. 3. Recommendation to transfer the student to an alternative school submitted to ADEK via eSIS. 4. Referral, where appropriate, to external support services.
Defaming staff or school mates on any social media platforms	Immediate call for the parent to attend school and agree the decision made by the Behaviour Management Committee.	
Sexual harassment	Decisions may include student’s being placed on internal tracker, reporting to their Head of Year or the Assistant Principal responsible for Pastoral Care.	
Physical fights with schoolmates or staff, with intent to hurt another person, in some cases resulting in the need for medical attention		
Stealing or vandalism of the school equipment or facilities or covering up thefts.		
Insult of/ to religions or instigating sectarianism at school		

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Misbehaviour – Very High Risk	Outcomes for initial and repeated actions.
Bringing or possessing any weapon or significantly dangerous item onto the school site	<ul style="list-style-type: none"> • Parents contacted for an immediate meeting. • Call for help of relevant student support services. • Meeting of the Behaviour Management Committee to notify relevant divisions at the education regulatory authority. • Student and parent/s shall bear all the responsibility, including financial cost, for any damages caused by the very high-risk misbehaviour. • ADEK contacted for further actions; including extended suspensions or withdrawal of school place.
Physical assaults that lead to serious 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	
Unauthorised impersonation of others for any school transactions or forging any school specific documents	
Due to the nature of potential Very High-Risk behaviours, full details can be found in the ALDAR and ADEK policies.	