



Al Ain English Speaking School

Student Behaviour Policy

1. INTRODUCTION

This policy defines and outlines the implementation of the school's student code of conduct and systems to promote positive behaviour.

2. PURPOSE

- Set out measures to proactively encourage positive student behaviours and to prevent and address behaviours of concern.
- Clarify expectations for student behaviour through a Code of Conduct with a unified set of minimum requirements.
- Instigate bullying prevention through a targeted school-level policy.
- Support students who are finding it challenging to meet behavioural expectations through appropriate intervention.
- Outline requirements for dealing with student misconduct through a staged approach.

3. THE STUDENT BEHAVIOUR POLICY INCLUDES THE FOLLOWING SECTIONS:

Section 1: The Positive Behaviour Model

Section 2: The Student Code of Conduct

Section 3: Misconduct Policy and Procedures

Section 4: Bullying Prevention

Section 5: Support and Interventions

SECTION 1: POSITIVE BEHAVIOUR MODEL

The school believes that good behaviour and discipline are essential to successful learning and teaching. It aims to encourage respect for others; offer appropriate rewards and sanctions; enter meaningful partnerships with parents and external agencies; and address the issues of truancy, racism, bullying, harassment and equality of opportunity for all.

The ethos and aims of the school are captured under the motto, "Achieving Excellence" and include the following key principles:

- We are a caring and multicultural community.
- We enable all individuals to realise their potential in a dynamic and innovative learning environment.
- We observe and respect local values, traditions, religion and culture.

- We value enquiry, perseverance, and reflection.
- We treat one another with kindness, respect and integrity while learning together.
- We enable individuals to become responsible and enterprising global citizens.

THE SCHOOL'S RESPONSIBILITIES

- The school will reinforce positive behaviour through curriculum delivery, assemblies and PSHE lessons aiming to educate students on social-emotional development, self-management, emotional regulation, respect for diversity and bullying prevention and intervention.
- The school will provide training for educators on the Student Behaviour Policy and the positive management of student behaviour.
- The school will provide clear communication with parents to help them understand their role and obligations in promoting positive behaviour.
- The school will provide transparent mechanisms to identify students who are at risk of engaging in or appear to be engaging in misconduct or behaviours of concern.
- The school will identify clear strategies and procedures for intervention and support in dealing with cases of misconduct and behaviours of concern.

REWARDING POSITIVE BEHAVIOUR

The school has a set of rewards which can be used by all teaching and support staff.

Rewards at AAESS

- Personal approval and praise by the teacher.
- Assembly announcement, i.e., public praise/congratulations.
- Acquiring Prefect status.
- House points.
- School Council Representative / Form Representative.
- Letter/email of commendation to parents.
- Sending to Head of School, Deputy Principal or Principal for praise.
- Annual/Termly Certificates for academic attainment and progress.
- Trophies/medals
- Representing the School.
- Display of work in classrooms and around the school site.
- Rewards Trips
- Student of the Week (Primary)
- Prefect of the Month (Secondary)

HOUSE POINTS

The House Point System is a means by which teachers can recognise and reward a wide range of student behaviour (e.g., good class work and homework, helpfulness in specific tasks, good behaviour etc.) The concept of a reward system that uses points is framed around not simply positive recognition for acceptable behaviour and giving immediate feedback to the student, but also centres on improving self-esteem; motivation and engagement; contribution to the group; reinforcement of boundaries to target student and

others within the teaching environment; positive recognition; choice and responsibility based on positive rather than negative behaviour.

The AAESS House System places students into the following Houses: Cousteau, Stinnes Thesiger and Armstrong

When a House Point is awarded, it must be entered in SIMS, along with the reason for awarding the point. House point stickers are available for departments. These are to be used in student books to acknowledge a good piece of work. Only one house point will be awarded at a time.

Students can earn house points in a variety of ways in the Secondary School, these are quantified in the table below.

Name of House Point	Criteria	Value
Subject House Point -	Outstanding commitment to learning. An outstanding piece of work/homework The achievement of a high test result or personal best An outstanding effort with classwork or homework The sustained improvement in the standard of work over several weeks.	10
Representative House Point	Representing the school in a competition or event, e.g. football match, drama production etc.	10
SCF (student competence framework)/BV (British Values) House Point	Demonstrating unprompted acts of • Integrity • Honesty • Resilience • Kindness • Tolerance • Care • Empathy	20
Act of Brilliance	Achieving something extraordinary, for example, • Gaining 100% attendance in a term • Completing the Duke of Edinburgh Award • Performing on stage in an assembly	25

ACCUMULATED HOUSE POINT AWARDS CERTIFICATES

Number of house points	Award tier
250	Bronze Award
750	Silver Award
1500	Gold Award

Students' achievements will be celebrated regularly in assemblies awarded in a variety of ways, ranging from certificates, medals, and trophies.

SECTION 2: STUDENT CODE OF CONDUCT

AAESS expects its pupils to behave in a way that reflects well on themselves and the school.

- Treat all others as you would expect to be treated by them, with the highest possible dignity, courtesy, and patience. Recognise and tolerate differences between individuals.
- Respect school property. Vandalism and graffiti will be treated as Serious Offences.
- Respect the property of others.
- Have a proper regard for authority and be positive and enthusiastic about all aspects of school life.
- Accept responsibility for your school, and volunteer to help instead of waiting to be asked.
- Resist asking where possible for toilet breaks during lessons. Students must try to use such facilities in between lessons or during breaks only.
- Pupils should avoid dropping litter and are asked to pick up any they may find.
- Chewing gum and fizzy drinks are not to be brought in or consumed at school.
- Food from vendors outside of school is not to be brought in or sold at AAESS.
- Pupils should pay particular attention to behaviour and appearance when off the school campus. AAESS students should remember that they are ambassadors for the school at all times.
- Aggressive or threatening behaviour, be it physical or verbal, is unacceptable. This is a serious offence.
- Bullying, be it physical, verbal, exclusionary or emotional, is a serious offence. This includes any form of cyberbullying, sexual harassment, racism, or sexist abuse. (See the statement on Bullying)
- Intimate relationships are forbidden. A breach of this rule is a serious offence. Explicit physical contact and public displays of affection (PDA) are unacceptable under the supervision of the laws relating to the UAE, decreed by the Ministry of Education.
- Mobile telephones are allowed in the Secondary School but with certain restrictions. In the Secondary School mobile phones may be used in lessons to support learning as directed by the subject teacher. They may not be used during breaks or lesson changeovers. During those times they should be turned on silent mode and concealed.
- Students in the Primary School are not permitted to carry mobile phones to school.
- The sending of inappropriate text or picture messages will lead to a student's mobile phone being confiscated. The use of cameras on mobile phones is not allowed in any areas, particularly bathrooms, washing and changing areas.

- Users of computers and the Internet are expected to comply with the standards of behaviour laid down in the rules stated in the ICT User Policy. Inappropriate images or language posted on the Internet which would bring the school into disrepute will be treated as a serious offence.
- Pupils are reminded that they should not take photographs or videos of another pupil or member of staff or distribute that image without their agreement. Misuse of such images, especially if inappropriate, may constitute bullying.
- In special circumstances, classrooms may be used in the absence of staff, for schoolwork or other authorised school activities only, with the permission of the staff member concerned. Staff desks and all other equipment must not be interfered with, and the room should be left in a tidy condition and configured as it was found. This is mostly applicable to the 6th-form students.

STUDENT EXPECTATIONS: CODE OF CONDUCT

All pupils should

- Work to the very best of their abilities.
- Maintain a neat, tidy, ordered personal appearance, including well-cut hair of moderate length.
- Contribute positively to a neat, tidy, and peaceful environment.
- Show visitors to their destinations, not just give directions.
- Speak to members of staff with respect and without hands in pockets or leaning.
- Open doors for others and, when appropriate, let others pass through first, and look behind before letting a door swing closed.
- Eat meals in a civilised, quiet, and ordered way, using cutlery in the accepted fashion, and never eat whilst standing up or on the move.

STUDENT ATTENDANCE

- Students will arrive at school by 7:30 am at the latest.
- Family holidays or other absences will not be planned or approved during term time.
- Students will attend school all day, every day, except in cases of illness or another legitimate reason.
- Requests for early leave of absence will only be considered for an urgent medical or important family appointment and must be supported with the appropriate documentation.
- It must be endeavoured to avoid wherever possible scheduling routine doctor and dentist appointments during school times.
- Parents/Guardians must telephone or e-mail the school before 8:00 a.m. on the day of absence to report the reason if their child is not attending school.

STUDENT UNIFORM AND EQUIPMENT

- Students must wear the correct full school uniform each day. Should there be an extreme case where a full uniform cannot be worn, parents must provide written confirmation of this and a time period where the issue can be rectified.

- Students must arrive at school with the correct stationery, books, and materials for learning. Students may use assigned lockers to store their books and equipment.

START OF LESSONS

- There is no designated travel time between lessons. It is expected that all pupils should be ready to start lessons promptly and be prepared with all materials for the lesson.
- Lessons should start as soon as possible, and it is the expectation that pupils will move to these lessons quickly and without diversion.
- If the teacher taking the lesson has not arrived within five minutes of the start of it, then it is the responsibility of a member of the class to alert another teacher, even if this means interrupting a class already working.

ON ENTERING A CLASSROOM/LABORATORY, PUPILS SHOULD:

- Take out from any bags all the books and equipment which might be needed for the lesson. This should include diaries, as homework can be set at any appropriate time during the lesson.
- Store bags in the designated place to remove any trip hazards.
- Open their exercise books ready to begin the lesson.

DURING THE LESSON (STUDENTS SHOULD EXPECT)

A worthwhile lesson is one in which you as pupils make progress in either your skills or your knowledge. Good lessons have well-defined objectives, and you should know what these are. More importantly, good lessons necessitate an excellent attitude to learning. Amongst other things, an excellent attitude to learning is judged on whether:

- Pupils respond positively and are well-motivated and cooperative.
- Pupils show interest and apply themselves, sustaining concentration and developing the ability to study by themselves.
- Pupils have constructive learning relationships with each other, talking about academic problems with each other and with their teachers. They are tenacious in understanding difficult work.
- Pupils recognise the differences between private and collaborative study, and when and where these are appropriate.
- Pupils show initiative and take responsibility for their progress.
- Pupils demonstrate the highest standards of behaviour in class and study areas (including the library, ICT rooms, the auditorium, STEM centre and the exam hall).

AT THE END OF A LESSON

- The end of a lesson is determined by the teacher, not by the bell.
- Pupils should ensure that they are aware of any homework that needs to be done, and when and where this needs to be handed in. In nearly all cases this needs to be recorded in homework diaries.
- When dismissed, pupils should leave lessons quickly and quietly, ensuring that any litter is cleared away and that the classroom/laboratory/suite is in good order for the arrival of the next class.

MISBEHAVIOUR OF PUPILS OUTSIDE THE SCHOOL

Students at AAESS represent the school and its values and their behaviour outside the school will be subject to the school's Behaviour Policy. Examples, where this applies, are school trips and the use of social media

CONFISCATION OF CERTAIN ITEMS

School staff, as appropriate, will confiscate inappropriate items from a pupil where the item is interfering with the learning of the pupil or other pupils in the class or interfering with teaching. The confiscation of Mobile Telephones, Pen Knives, iPads, etc, will be undertaken with care, the items kept safely and securely and returned within a reasonable timeframe to the pupil or parent/carer in consultation with the Behavioural Management Committee.

FOOD AND BEVERAGE DELIVERIES TO THE SCHOOL

It is not permitted for students to order food and beverages and have it delivered to the school. Students may use the canteen or bring a packed lunch to school.

SECTION 3: MISCONDUCT POLICY AND PROCEDURES

SANCTIONS AT AAESS

All staff in the school are urged to ensure the sanction used fits the misdemeanour, and that it is a purposeful way of making amends. Parents should always be informed of incidents which are of a serious nature to enlist their help in ensuring the future good conduct of their son or daughter. This should always be done with the full knowledge of the Head of Year/Key Stage and administration. In all cases of misconduct, the first approach shall always be focused on understanding possible factors contributing to the student's behaviour providing related support where possible and reinforcing positive behaviour to encourage students to take ownership of their actions

SANCTIONS USED IN THE SCHOOL ARE AS FOLLOWS:

- Discussion with the student and/or parents.
- Formal and recorded meetings with the student and/or parents.
- Verbal warning.
- Written warning to parents.
- Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension).
- Loss of school privileges
- Temporary or permanent confiscation of illicit goods or items belonging to the student if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioural Management Committee.
- Supervised detention during break, lunch, and/or after school (with parental consent and where students have access to food and water).
- Supervised restorative community work.
- Temporary exclusion of the student from school premises (offsite suspension).
- Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion).

THE FOLLOWING SANCTIONS ARE STRICTLY FORBIDDEN AT SCHOOL:

- Corporal punishment (e.g., the use of physical force as a means of discipline or punishment to cause bodily pain or discomfort, however slight; in line with the ADEK Student Protection Policy).
- Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs).
- Psychological punishment (e.g., verbal abuse, issuing threats).
- Locking a student inside the school premises.
- Seizing the student's personal belongings without having a resolution by the Behavioural Management Committee.
- Lowering or threatening to lower the student's academic grade/score.
- Punishing a group for an individual's misconduct.
- Imposing additional schoolwork.
- Mocking, insulting, or demeaning the student in private or in public.
- Preventing the student from using washroom facilities or consuming water and food.
- Detention outside of official school hours without parental consent.

LEVELS OF MISCONDUCT

Levels of unacceptable behaviour described but not limited to:

Level One	Level Two	Level Three	Level four
Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse. Failing to attend classes on time repeatedly without an acceptable excuse. Non-compliance with the school uniform (regular or PE) without an acceptable excuse. Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., not staying calm/disciplined during class time, making inappropriate sounds inside or	Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless during an ADEK-approved study leave). Leaving or entering the classroom during class time without permission. Not attending mandatory school activities and events without an acceptable excuse. Inciting quarrels, threatening, or intimidating peers in the school.	Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them). Leaving the school premises without permission. Seizure, destruction, and/or vandalism of school property. Seizure, destruction, and/or vandalism of the school bus (including all	Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community. Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite. Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.

outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable). Not bringing books and other resources for school without an acceptable excuse. Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status). Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable. Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).	Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy. Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators). Taking out and/or using mobile phones at school without permission and misusing any means of communication (e.g., sending frightening videos to young children). Verbally abusing or insulting any member of the school community (including visitors). Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite. Refusing to respond to inspection instructions or to hand over banned items.	furnishings), including causing harm to the driver, supervisor, and/or other road users. Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim. Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions. Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.	Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim. Premeditated theft and/or engaging in its cover-up. Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos). Leaking exam questions or engaging in related activities. Setting fire to the school premises. Insulting political, religious, or social figures in the UAE. Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite. Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy. Intrusive and/or illegal digital activity on school
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			IT systems (e.g., hacking into school accounts, installing unauthorized software). Trespassing on school premises after school hours.
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DISCIPLINARY PROCEDURES – THE STAGED APPROACH

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	Verbal Warning Teacher Discuss the expected change in behaviour with the student.	Written Warning Teacher Notify the parent in writing about the student's misconduct.	Written Warning Teacher and HOY Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy.	Written Warning SLT Notify the parent in writing and summon the parent together with the Behavioural Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behaviour.
Level 2	Written Warning Teacher and HOY Instruct the student to sign an undertaking not to repeat the offense if appropriate. Summon the parent, who is required to sign an agreement to support their child in	Onsite Suspension Teacher and HOY Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning.	Onsite Suspension Teacher and HOY Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioural Management Committee to agree	Expulsion SLT Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.

	reforming their behaviour.	Notify the Behavioural Management Committee to agree to a set of strategies for reforming the student's behaviour. The parent is required to sign an undertaking to support the agreed strategy.	to a final set of actions for reforming the student's behaviour. The parent is required to sign an undertaking to support the agreed strategy.	After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.
Level 3	Onsite Suspension Teacher and HOY Immediately suspend the student inside the school. The Behavioural Management Committee shall evaluate the evidence and determine disciplinary actions. The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an	Offsite Suspension SLT Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. Provide the student and the parent with a final written warning. Summon the student and the parent to the school to present	Expulsion SLT Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the	

	undertaking to support the agreed strategy.	the Committee's decision.	prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.
Level 4	Offsite Suspension SLT Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.	Expulsion SLT Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behaviour strategy.	

THE TIME-OUT ROOM (APPLICABLE TO THE SECONDARY SCHOOL ONLY)

The school runs a Time Out room. At the heart of this initiative is the belief that “actions lead to consequences”. The staff in the Time Out room keep a record of visits and reasons which will then be transferred to a pupil's file. These files are maintained by the pastoral manager.

PROCEDURE FOR THE TIME-OUT ROOM

- When a pupil breaks classroom rules and this results in the disruption of learning, his/her name will be placed on the board or the child will have verbal recognition of a C1 for a first offence and a C2 for a second.
- If a pupil infringes for a third time, they will need to be sent to the Time Out room. At this point, a [Time Out Room Report Form](#) must be submitted by staff who have identified the rules that have been broken or a written comment for a serious incident. This must be done, as there is less chance of having a confrontation about why they have been sent to the Time Out Room, and staff will be able to settle them more quickly and effectively.
- If the student refuses to leave, send a responsible pupil to your HOD/SLT to inform them that a child needs to be collected.

- For a serious incident (violent assault, swearing at a teacher, etc.), pupils are to be sent to the Time Out Room immediately. Staff should inform Time Out staff of the seriousness of the incident.
- Staff can send pupils to the Time Out Room at any time during the lesson, right up to the bell, but may not send them at the beginning of a lesson for something that happened in a previous lesson.
- C1s and C2s will not carry over from one day to another. Every new lesson should be a new start. If a student is persistently raising C1s and C2s, this can be logged as a general behaviour incident in SIMS rather than recording individual incidents of C1s and C2s.
- Students sent to the timeout room must return to serve a 1st and 2nd break detention (on the same day or the next day). Students will be allowed to consume their lunch during the breaks.
- Parents will be emailed to inform them of their child's visit to the timeout room.
- The teacher who sent the student to the timeout room will have a restorative discussion with the student before the student joins the next lesson to ensure that expectations are clear.

POSITIVE HANDLING

The school is authorised in certain circumstances, to maintain good order, to physically intervene to prevent students from harming themselves or others and to allow staff to use reasonable force.

The school may use positive handling to protect students, in circumstances such as to prevent students from:

- Leaving the classroom or school premises, where allowing the student to leave would risk their safety and/or that of others.
- Injuring themselves and/or others.
- Damaging property.

STUDENTS ON REPORT

Pupils can be put on a behavioural report for a range of reasons:

- to monitor punctuality and attendance
- to monitor behaviour
- to set targets for improvement.

Parents should always be informed of a pupil being put 'on report' and their help and support enlisted where possible. The report will be shared with parents at the end of the monitoring period.

HOME-SCHOOL COMMUNICATION

The school will involve parents seeking their support in both the rewards and sanctions procedures of the school. Parents will be informed via the SIMS Parent Application of a student's house points and conduct points. Email and telephone calls will also be used to communicate information to parents.

Where pupils are finding it difficult to comply with the school's social objectives parents should be informed at the earliest opportunity and encouraged to assist the School in

promoting good conduct. Contact with parents will always be undertaken with the full knowledge of the Head of Year/ Key Stage.

DISCIPLINARY PROCEDURES – THE SCHOOL’S OBLIGATIONS

Student Support: AAESS will monitor, document, and provide the necessary support (counsellors, specialists, social workers) to students throughout the disciplinary process.

Serious Misconduct: Cases involving maltreatment (e.g., abuse, bullying) will be handled according to the ECA 2024 maltreatment reporting procedure.

Legal Compliance: The school will involve law enforcement when student misconduct violates UAE laws.

STUDENTS WITH ADDITIONAL NEEDS

- The Head of Inclusion will be consulted before disciplinary action is taken against students with special learning needs.
- Any underlying learning difficulties will be considered when determining appropriate consequences.
- Documented Learning Plans (DLPs) or Risk Assessments will be developed for students struggling with behavioural regulation.
- Students will receive continued learning support during detention or suspension.

EXPULSION & RE-ENROLMENT

- If AAESS does not re-enrol a student due to past disciplinary action, it will be classified as expulsion and requires ADEK approval.
- The school will not deny admission based on a student’s behavioural history.
- Students have the right to seek guidance and support during suspension or detention.
- Misconduct by parents will not be used as grounds for disciplinary action against a student.

THE BEHAVIOURAL MANAGEMENT COMMITTEE

The AAESS Behavioural Management Committee consists of:

- The Secondary Principal (Designated Safeguarding Lead) – Mr Zaheer Abass
- The Head of Inclusion – Mr Peet Vreugdenburg
- The Assistant Principal (Teacher) – Mr Luke Cole
- The Assistant Principal (Arabic Liaison) – Mr Hadi Sfenjeh
- The Primary Principal (Designated Safeguarding Lead) – Ms Helen McCauley

THE PURPOSE OF THE COMMITTEE

- The committee will meet regularly to review and discuss behavioural concerns.
- Provide fair and equitable disciplinary actions as outlined above.
- To be able to convene at any time following the urgency of the behavioural context

APPEALS PROCESS FOR DECISIONS MADE BY THE COMMITTEE

- Parents have one working day to appeal the Committee's decision in the case of a suspension from school.
- Parents have 10 working days to appeal the Committee's decision in the case of an expulsion from school.
- All appeals must be made in writing and may require a face-to-face meeting to discuss the appeal.
- AAESS is obliged to provide a final decision (after reviewing the appeal) within 2 working days for suspension cases and within 7 working days for expulsion cases.

SECTION 4: BULLYING PREVENTION

BULLYING

All forms of bullying are not tolerated at AAESS and are treated as serious offences.

DEFINITION OF BULLYING

Bullying occurs when an individual or group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others. It is usually persistent is often covert, and is a conscious attempt to hurt, threaten or frighten someone.

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including via websites, social networking sites and Instant Messenger), sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying can happen to anyone.

AAESS AIMS TO EDUCATE STUDENTS AND PUNISH ALL FORMS OF BULLYING INCLUDING:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying relating to family or home circumstances.
- Sexist or sexual bullying.
- Cyberbullying.

HOW DO WE DEAL WITH BULLYING IN OUR SCHOOL?

SCHOOL ETHOS

It will be made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly.

STAFF RESPONSIBILITIES

- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents.
- To investigate incidents promptly and as fully as possible
- To take appropriate action or to refer to the Tutor/Head of KS/SLT as appropriate.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To host assemblies to inform students about types of bullying and how to deal with and report bullying.
- To promote anti-bullying drives during the academic year.

CURRICULUM

- During PSHE lessons students are taught to be assertive, considerate, and confident. Work is also done to raise awareness of bullying types and how to deal with bullying.
- Literature classes, Drama classes, external visitors' presentations and assemblies are just four examples of opportunities where the issue of bullying may be raised, discussed, and explored.
- At times it may be appropriate to do some extra or specific work deliberately for whole groups in response to incidents.

INCIDENT MANAGEMENT AND REPORTING

- Bullying will be dealt with quickly and fairly. Students can report it to a member of staff, send an email to a member of staff or use the Whisper Form.
- In the first instance, the Tutors will be informed. If serious, the Head of KS or SLT will be notified.
- All students involved will complete student statement forms. The perpetrators will be punished following the sanctions laid out in the Misconduct and Policy and Procedures.

SECTION 5: SUPPORT AND INTERVENTIONS

AAESS shall provide appropriate, focused, and supportive student-centric interventions to students who have been identified as engaging in behaviours of concern, misconduct or being at risk of such behaviours. This includes:

NEEDS ANALYSIS AND TIERED SUPPORT

- Conducting a needs analysis to determine the root causes and extent of support required.
- Implementing a tiered intervention model tailored to the student's needs, in line with the AAESS Inclusion Policy and AAESS Educational Risk Policy.

PROFESSIONAL SUPPORT AND PARENTAL ENGAGEMENT

- Providing professional support to address the specific needs of students, including counselling, in line with the AAESS Student Mental Health Policy.
- Engaging parents and other relevant stakeholders (e.g., teachers, pastoral teams) in the intervention process where appropriate.
- Ensuring continuous monitoring of student progress.

EXTERNAL REFERRALS FOR INTENSIVE SUPPORT

- Where necessary, refer students to external specialists for intensive, individualized, and long-term support.
- Parents shall monitor the student's progress and provide periodic updates to the school.

DISCIPLINARY ACTION & STUDENT SUPPORT

In cases where student misconduct is identified, AAESS shall take appropriate disciplinary action following the Levels of Misconduct and Disciplinary Procedures. Any disciplinary measures shall be accompanied by appropriate support interventions to promote positive behavioural change.

Any intervention for behavioural concerns shall not reduce or replace the support provided to students with additional learning needs, as outlined in their Differentiated Learning Plans (DLPs).

IDENTIFYING & REPORTING BEHAVIOURS OF CONCERN

All behavioural concerns will be logged in the school's MIS and key staff such as tutors, Heads of Year/ Key Stage will be alerted.

Parents shall be informed in writing when such concerns arise, except in cases where disclosure may not be in the student's best interest (e.g., suspected harm or maltreatment at home).