



AUSTRALIAN SCHOOL OF ABU DHABI

STUDENT BEHAVIOUR MANAGEMENT AND WELLBEING POLICY

SCHOOL VISION

Australian School of Abu Dhabi (ASAD) fosters globally minded graduates through inclusive education, nurturing a sense of belonging, understanding, and respect. We empower students with skills, empathy, and awareness to contribute locally and globally.

SCHOOL MISSION

Australian School of Abu Dhabi (ASAD) provides a diverse curriculum with global perspectives to all students. We foster inclusion, embrace diversity, promote understanding, and empower students to excel academically and socially. Our commitment to inclusivity ensures every student feels valued and supported.

1. INTRODUCTION

At the Australian School of Abu Dhabi (ASAD), we are committed to creating an environment that promotes academic excellence while supporting students' emotional, social, and individual development. Our Student Behaviour Management and Wellbeing Policy outlines a comprehensive approach to encouraging positive behaviour, resolving conflicts, and managing challenges effectively. Central to this commitment is our adoption of restorative practices, which focus on repairing harm, restoring relationships, and fostering a sense of accountability. These practices align with the values outlined in the International Baccalaureate (IB) framework, which emphasises the development of the whole child through inquiry, critical thinking, and reflection. By integrating the IB Learner Profile and Approaches to Learning (ATLs), we aim to cultivate students who are principled, reflective, and responsible members of our community. Our approach to behaviour management not only addresses breaches of conduct but also encourages personal growth and the development of key skills, such as communication, collaboration, and self-regulation.

ASAD places emphasis on 'inclusion' and 'inclusive practices', ensuring that all students, including those with additional needs, receive the necessary support to succeed. This commitment is integral to our philosophy of fostering a nurturing, respectful, and inclusive school environment where every student, regardless of their background or ability, feels valued and empowered. We are dedicated to providing equitable opportunities for all students, enabling them to fully engage in the academic and social aspects of school life. ASAD is also dedicated to protecting students from bullying, discrimination, and harassment, ensuring they feel safe and supported. We recognise the importance of clear behavioural expectations that are communicated effectively, upheld by staff, and supported by parents, guardians, and carers. This collaboration promotes a positive and respectful school culture, where the diverse needs of our student body are met, allowing every child to thrive and reach their full potential.

2. VALUES

At ASAD, we are proud to be an accredited International Baccalaureate (IB) School. The IB Learner Profile defines ten key attributes and values that we actively cultivate in our students: **inquirers, knowledgeable, thinkers, communicators, principled, open-minded, risk-takers, balanced, and reflective**. Central to our approach is the integration of inclusive practices, ensuring that all students, regardless of their backgrounds or abilities, are supported in reaching their full potential. We also emphasise positive reinforcement to celebrate achievements, foster confidence, and encourage a growth mindset. Through these practices, we work diligently to help our students embody these values, both in their academic pursuits and personal development, creating a supportive and empowering learning environment for all.

3. RATIONALE

The rationale for the Student Behaviour Management and Wellbeing Policy at ASAD is to establish a clear, consistent framework for promoting positive student behaviour, addressing misconduct, and ensuring a safe, respectful, and inclusive learning environment for all. This policy is designed to meet the needs of our diverse student body, ensuring fairness and equity while respecting cultural values and identities, particularly those of the UAE.

The policy outlines behavioural expectations that foster respect and positive conduct, in line with Abu Dhabi Department of Education and Knowledge (ADEK) guidelines and the IB Learner Profile, which serves as a model for exemplary student behaviour. It emphasises the importance of student wellbeing, encompassing psychological, emotional, social, and physical aspects, while safeguarding every student's right to learn in an environment free from bullying, harassment, and discrimination.

Through a systematic approach, the policy establishes clear consequences for misconduct, focusing not only on discipline but also on restoring relationships and encouraging accountability. It ensures that all matters relating to student misconduct are managed fairly and consistently, with a focus on behaviour change and positive reinforcement for long-term growth.

The aim of this Student Behaviour Management and Wellbeing Policy is to ensure procedural fairness and create a learning environment that prioritises the wellbeing of all students. This policy promotes collaboration among all stakeholders; staff, students, parents, and guardians, to share the responsibility of maintaining a positive and respectful school culture. By aligning with ASADs key documents and policies, this policy offers a comprehensive framework for managing student behaviour in accordance with both school and national standards.

4. SCOPE

This policy applies to all students at ASAD, from KG to Grade 12, as well as their parents and guardians, and all ASAD stakeholders and community members. It is applicable to students both while wearing the school uniform and when representing the school in any capacity. The policy is in effect during school hours on ASAD premises, as well as during school-related activities such as camps, excursions, incursions, events, and any other occasions where students are under the supervision of ASAD staff. Additionally, when students are traveling to and from school in ASAD uniform, they are considered to be representing the school, and their conduct must reflect the values of the school to avoid bringing it into disrepute.

5. DEFINITIONS

TERM	DEFINITION
Absence	The state of not being physically present in class/at school.
Absence rate	The proportion of absences to school days as per the approved school calendar. If the student was admitted mid-year, the absence rate is calculated from their joining date.
Additional Learning Needs	Individual requirements for additional support, modifications, or accommodation within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or

	additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).
Approaches to Learning (ATL)	Skills designed to enable students in the IB Middle Years Programme (MYP) to “learn how to learn.”
Behaviours of Concern	A significant change in behaviour (observed in relation to academic performance, interests, social activities, or ability to perform familiar tasks) with the potential to negatively affect an individual's wellbeing or that of others. This also includes “any repeated pattern of behaviour, or perception of behaviour, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults” (Smith & Fox, 2003) and includes risky or illegal habit.
Bullying	Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (cyberbullying). The National Bullying Policy for the Prevention of Bullying in Educational Institutions (MoE, n.d.) provides a complete framework for bullying and cyberbullying.
Code of Conduct	A school’s principles, standards, and expectations for student behaviour at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behaviour and what constitutes misconduct.
Documented Learning Plan (DLP)	A written outline that details the goals, strategies, resources, and steps a student will follow to achieve specific learning objectives.
Extracurricular Activities	Organised activities that students can participate in that are external to the school. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature.
Enterprise Student Information System (eSIS)	A unique student identifier designed to help link incoming student records and records already on the national database.
Functional Behaviour Assessment (FBA)	A process to identify behavioural triggers and inform intervention strategies.
Individualised Behaviour Plan (IBP)	A tailored plan developed to support students with specific behavioural challenges.
IB Learner Profiles	Describes a broad range of human capacities and responsibilities which aim to develop learners
Misconduct	Conduct that is not in line with behavioral expectations or the school's Student Code of Conduct.
Positive Behavioural Interventions and Supports (PBIS)	A framework for improving and integrating data, systems, and practices to positively impact student outcomes.
School-Wide Positive Behaviour Support (SWPBS)	A systematic approach to implementing positive behavioural interventions across the entire school

Student Management Coordinator (SMC)	Teachers responsible for overseeing and coordinating all aspects of student management.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalisation and possibly external support by specialists (Tier 3: Intensive and Individualised).
Positive Behaviour	The expected standards of student behaviour as set out in the school's Student Code of Conduct. Such behaviour is conducive to

6. POLICY STATEMENT

At ASAD, our Student Behaviour Management and Wellbeing Policy promotes both academic excellence and the emotional and social development of students. We emphasise positive behaviour, conflict resolution, and restorative practices, fostering strong relationships through open dialogue, empathy, and problem-solving. The policy ensures a respectful and inclusive environment, aligned with the UAE's cultural sensitivities and ADEK guidelines, where every member of the community feels supported. It aims to help students learn from their actions, develop healthy coping skills, and thrive academically and socially while practicing the values of the IB Learner Profile.

7. RIGHTS AND RESPONSIBILITIES

At ASAD, all stakeholders; students, parents, and staff, share the responsibility of creating a welcoming, caring, and secure learning environment that values diversity and fosters a sense of belonging. Every student is entitled to:

- A high-quality IB education.
- A safe and respectful environment, both physically and emotionally.
- Fair and dignified treatment.
- Support from parents, guardians, or representatives during school meetings.
- Opportunities for a well-rounded education that develops their skills and potential.

In return, students are expected to:

- Follow all policies, rules, and regulations set by ADEK and the school.
- Adhere to the Student Code of Conduct and Rights and Responsibilities Charter.
- Engage actively in learning and contribute to the school community.
- Promote a positive school atmosphere.
- Take responsibility for their actions and behaviour.

All members of the ASAD community are expected to follow the ASAD Rights and Responsibilities Charter below, which outlines a Code of Conduct for everyone within the school community.

ASAD COMMUNITY	
Everyone has the right to:	Everyone has the responsibility to:
<ul style="list-style-type: none"> ▪ Enjoy a quiet, safe, and productive learning environment. ▪ Treat others with consideration and regard, respect another person's point of view and respect the world around us. ▪ Develop a positive self-image and engage in constructive interactions with the broader school community, contributing to a harmonious environment that reflects the UAE's commitment to social cohesion. ▪ Embrace cultural awareness and acceptance, appreciating diversity, in line with the UAE's values of tolerance and inclusivity. 	<ul style="list-style-type: none"> ▪ Display positive behaviour that reflects respect for oneself, the community, and the environment. ▪ Celebrate the achievements of all members of the school community, promoting a sense of pride and unity. ▪ Ensure student learning is at the forefront of everything we do at school. ▪ Behave in a safe manner that ensures both individual safety and the safety of others. ▪ Support members of the ASAD community in achieving their educational goals.

ALL STUDENTS	
Every student has the right to:	Every student has the responsibility to:
<ul style="list-style-type: none"> ▪ Learn and develop interests, abilities, and ambitions within a safe, secure, and supportive environment. ▪ Participate actively in all aspects of the school's academic and extracurricular programs. ▪ Be treated with fairness, justice, and compassion. ▪ Experience success and receive recognition for achievements. ▪ Exhibit exemplary behaviour as a role model for others. ▪ Have opportunities for personal and career development. ▪ Receive guidance and support from teachers to enhance their academic progress. ▪ Stay informed about their educational progress and achievements. ▪ Enjoy clean, well-maintained classrooms and school grounds. 	<ul style="list-style-type: none"> ▪ Demonstrate respect for others' right to learn and be taught. ▪ Adhere to the required classroom behaviour and follow the Code of Conduct. ▪ Comply with all school policies and collaborate with teachers to enhance academic outcomes. ▪ Attend school regularly and punctually, arrive on time for class, and bring all necessary materials and equipment. ▪ Listen attentively and complete assigned tasks to the best of their ability. ▪ Complete all assigned homework and submit work by the designated deadlines. ▪ Actively engage in the school's curriculum and strive for individual excellence. ▪ Respect the school uniform policy and wear it correctly at all times, including when traveling to and from school. ▪ Report to the relevant Student Management Coordinator (SMC) and obtain a Uniform Pass if not in full school uniform. ▪ Exhibit positive behaviour that aligns with the school's values, showing respect for themselves, the community, and the environment. ▪ Be courteous and polite to fellow students and all staff members. ▪ Be mindful of behaviour that could be considered bullying, as the school maintains a zero-tolerance policy toward such behaviour.

	<ul style="list-style-type: none"> ▪ Refrain from engaging in violent or threatening behaviour or using unacceptable language. ▪ Not leave school premises without prior permission. ▪ Address peers by their given names respectfully, and all other individuals by their appropriate title. ▪ Line up outside classrooms in an orderly manner when requested and refrain from entering classrooms unsupervised. ▪ Give their full attention to the teacher or any permitted speaker. ▪ Maintain silence and conduct themselves respectfully during assemblies, in the masjid, and at any other designated times. ▪ Walk safely and in an orderly manner while on school grounds, particularly in corridors. ▪ Ensure that classrooms are left in good condition at the end of each class, and that all rubbish is disposed of properly. ▪ Respect the property of the school and others. ▪ Store school bags and mobile phones in secure lockers, or hang on the hook at the side of the desk, where available. ▪ Care for the school's buildings, furniture, and grounds.
--	--

ALL PARENTS, GUARDIANS AND CARERS	
Have the right to:	Have the responsibility to:
<ul style="list-style-type: none"> ▪ Expect their children will receive an education in a safe environment where the school's values are upheld. ▪ Work in partnership with ASAD to support their child's development by engaging in informed opportunities and actively contributing to the IB educational journey. 	<ul style="list-style-type: none"> ▪ Ensure their child attends school regularly and punctually. ▪ Ensure their child arrives at school on time and is picked up promptly at the end of the school day. ▪ Promote positive educational outcomes by actively engaging in their child's academic progress and modelling positive behaviour. ▪ Maintain regular and constructive communication with staff about their child's learning and development. ▪ Support ASAD in upholding and implementing its policies and procedures. ▪ Understand and reinforce ASAD's behavioural expectations, encouraging their child to demonstrate these behaviours.

ALL STAFF	
Every staff member has the right to:	Every staff member has the responsibility to:
<p>Teach in an orderly, safe, secure, and cooperative environment that aligns with the IB's commitment to creating a nurturing and respectful space for all learners to thrive.</p>	<ul style="list-style-type: none"> ▪ Establish and maintain a safe, stimulating, and challenging learning environment that encourages student growth and development. ▪ Implement school policies in a fair, reasonable, and consistent manner, ensuring equity for all students. ▪ Apply rules, values, routines, sanctions, and rewards consistently and fairly to promote a respectful and accountable school community. ▪ Record student lateness and attendance accurately to ensure transparency and accountability. ▪ Reinforce and integrate school expectations across all environments, fostering a cohesive and respectful culture. ▪ Use language that promotes mutual respect, modelling positive behaviours and interactions in line with the school's values. ▪ Employ a variety of teaching strategies and resources to engage students and enhance their learning experience. ▪ Cultivate an environment in which achievement is valued, acknowledged, and celebrated to inspire students to reach their full potential. ▪ Maintain regular communication with the Head of Student Management and Wellbeing (HoSMW), as well as with parents, to ensure the consistent enforcement of regulations. ▪ Comply with the Staff Code of Conduct and uphold professional standards at all times. ▪ Consistently use English as the primary language of instruction, to foster a shared language of mutual respect and support development of a positive, inclusive culture.

8. STUDENT CODE OF CONDUCT

Student behaviour at ASAD is governed by a Student Code of Conduct, which outlines the standards for acceptable behaviour and actions in line with the guidelines set by ADEK's Student Behaviour Policy. Each student is responsible for adhering to this Student Code of Conduct and complying with all ASAD policies, including but not limited to the Uniform Policy, Attendance and Punctuality Policy, Homework Policy and Academic Integrity Policy.

The following Code of Conduct is designed to promote positive behaviour by outlining clear expectations and actions that define positive student conduct, including:

Showing due care and respect for the school, its staff, students, and the wider community by:

- Complying with all school rules.
- Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
- Caring for the school's property and facilities as well as the property of others.
- Refraining from bringing valuable items to school.
- Observing silence and behaving appropriately during assemblies, or other occasions when required.
- Using technology responsibly, adhering to the school's acceptable use policy for computers, tablets, and the internet.

Representing the school on public occasions and promoting a positive school image.

- Upholding the values of the school when representing it outside of school, including during extracurricular activities, field trips, and while in school uniform.

Demonstrating a positive mindset and engagement with learning by:

- Attending school and classes on time and providing an explanation for lateness and absences.
- Fulfilling all responsibilities as a student (e.g., completing classwork) with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- Engaging in extracurricular learning opportunities.
- Providing a written explanation signed by a parent or guardian for each absence or submitting a medical certificate for excused absence.

Demonstrating consideration, respect, and civility to others, including staff, students, parents, and the wider community, by taking actions such as:

- Speaking politely and behaving courteously with others (e.g., using "please", and "thank you" in speech, holding doors open for others, etc.).
- Queuing in an orderly way and respecting others' positions in queues.
- Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
- Taking personal initiative to act as a "responsible citizen" of the school by not engaging in misconduct and protecting other students from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- Showing sportsmanship in winning and losing.
- Considering the impact of words and actions on all students, staff, and parents.
- Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odours from oneself).
- Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.

- Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice, in line with the *ADEK School Sustainability Policy*.
- Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalised (new students, students frequently bullied, etc.).
- Dressing modestly and appropriately and following the school's dress code and grooming rules.
- Respecting UAE national identity and cultural values in line with the *ADEK School Cultural Consideration Policy*.
- Recognising the diversity of the school and wider community and not discriminating against others based on characteristics such as ethnic origin, race, nationality, culture, language, religion, gender, or ability/ disability, in line with the *ADEK School Values and Ethics Policy*.
- Ensuring classrooms are tidy at the end of each lesson and maintain cleanliness throughout the school.
- Refraining from chewing gum, littering, graffiti, and vandalising school property.
- Refraining from playing indoors or in classrooms and corridors.
- Not accessing staff car parking areas.
- Refraining from being in the classroom without supervision before morning assembly time.

Source: *ADEK Student Behaviour Policy, September 2024*

9. RESTORATIVE PRACTICES

ASAD practices and believes in using positive behaviour management and preventative measures to manage student behaviour and support choices. Furthermore, ASAD adopts a restorative approach to managing breaches of the Rights and Responsibility Charter and Student Code of Conduct ensuring that the rights of all individuals involved are protected, supported, and respected. When a student has not met acceptable standards of behaviour, sanctions will be applied progressively, increasing in severity to provide the student with the opportunity to reflect on and amend their behaviour. This process prioritises restorative practices, such as age-appropriate reflection sheets, structured conversations, restorative circles, and peer mediation, to help students take accountability for their actions, understand the impact of their behaviour, and develop strategies for improvement. The circumstances surrounding the breach, as well as the interests of both the individual and the ASAD community, will be carefully considered. Factors such as the student's age, educational needs, and social circumstances will also be taken into account to ensure a fair and appropriate response. This approach aims to promote accountability, understanding, and positive behavioural change.

10. STUDENT WELLBEING

At ASAD, we use a Positive Behaviour Model to promote and reward positive actions, aligning with the IB framework's values and respect for UAE culture. The approach aims to create a welcoming, safe, and respectful environment where students of all backgrounds can thrive. It focuses on social-emotional development, self-management, and bullying prevention. Educators are trained on effective Behaviour management, and clear communication with parents is emphasised. ASAD also identifies students at risk of misconduct and provides support and interventions.

The school recognises students' achievements through rewards like certificates, vouchers, and merit-based field trips. The Student Representative Council (SRC) allows students to contribute feedback. Wellbeing is a key priority, with an emphasis on emotional, social, and mental health. Support systems like counseling and the Student Behaviour Management Committee ensure students receive necessary assistance and regular check-ins.

11. POSITIVE BEHAVIOUR INTERVENTIONS AND SUPPORT FRAMEWORK (PBIS) FOR KG TO GRADE 5

For students in KG to Grade 5, ASAD implements the Positive Behaviour Interventions and Support (PBIS) framework as the sole discipline management system. This approach is fully aligned with Ministerial Resolution No. (206) of 2020, which outlines the Policy for Managing Positive Behaviour in Early Childhood Education within the UAE (MoE, 2020). PBIS promotes a proactive and supportive environment to encourage positive behaviour and ensure the well-being and development of young learners. Grounded in the core principles of Respect, Responsibility, Safety, and Learning, PBIS establishes a foundation for creating a safe, inclusive environment that promotes academic and social success for all students.

Key strategies within the PBIS framework include:

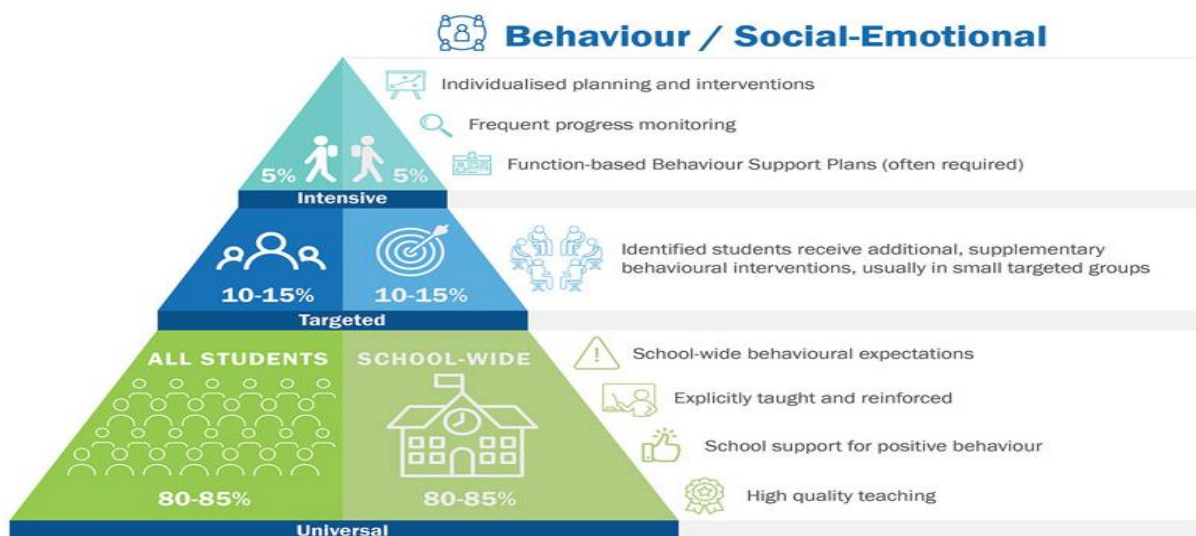
- **Clear Expectations:** Behaviour expectations are explicitly defined, prominently displayed in classrooms, and regularly reinforced to ensure all students understand what is expected of them.
- **Positive Reinforcement:** Positive behaviours are celebrated through rewards, certificates, and verbal recognition, creating a culture that values and encourages good conduct.
- **Restorative Practices:** In cases of conflict or misconduct, restorative conversations allow students to reflect on their actions, understand their impact on others, and work towards repairing relationships.

PBIS incorporates universal, targeted, and individualised interventions (Intervention Tiers) to address the diverse needs of students when determining how the misconduct will be managed. By employing data-driven strategies, this framework ensures that interventions are effective and responsive, supporting students in meeting behavioural expectations and contributing to a positive learning culture across the school.

The three tiers of intervention provide a systematic approach to addressing student behaviour: Tier 1 focuses on universal interventions for all students, promoting positive behaviour and preventing misconduct through school-wide expectations and supports. Tier 2 provides targeted interventions for students who need additional support, often involving small group strategies or more specific behavioural instruction. Tier 3 offers individualised interventions for students who exhibit more significant behavioural challenges, involving tailored support plans and frequent monitoring to address their specific needs.

This tiered approach allows for flexibility in responding to the varying degrees of support students may require, ensuring that all students have the opportunity to succeed. Through continuous data analysis, PBIS ensures that interventions are appropriately adjusted to support each student's progress, fostering a nurturing and inclusive learning environment.

Figure 1: Positive Behavioural Interventions and Supports (PBIS)



Reference: <https://www.aisnsw.edu.au/teachers-and-staff/supporting-students/framework-of-behaviour-support-and-student-engagement/whole-school-positive-behaviour-interventions-and-support>

PBIS Intervention Tiers: Universal, Targeted, and Individualised Supports

Tier 1: Universal Supports

Target Group: All students (100%)

Intervention for Minor Inappropriate Behaviour

Sample Inappropriate Behaviours:

- Talking out of turn (calling out, talking during instruction).
- Minor disruptions (e.g., swinging on chairs, misuse of equipment).
- Work avoidance (not completing tasks or staying on task).
- Disobeying instructions (not following directions promptly).
- Leaving seat without permission (minor instances).
- Minor teasing or name-calling.
- Being late to class or transitions (frequent tardiness).

Referral to:

- Classroom Teacher (first point of contact).
- Team Leader (if behaviours persist).
- Student Management Coordinator for KG to Grade 5.

Interventions and Actions:

- **Positive Reinforcement:** Verbal praise, reward systems for participation.
- **Classroom Management:** Proximity control, redirecting behaviour, offering choices.
- **Modify Environment:** Adjust seating, minimise distractions.
- **Restorative Reflection:** Brief conversation on the impact of behaviour.
- **Parent Communication:** Inform parents.

Consequences/Discipline Procedures:

- **Restorative Discussion:** Conducted with the student to reflect on repeated low-level disruptions.
- **Buddy Classroom:** Short-term relocation for reflection after repeated incidents.
- **Age-Appropriate Consequences:** Agreed upon at the year level, such as a reflection sheet or time-out during a non-instructional period.

Tier 2: Targeted Supports

Target Group: At-risk students (15-20%)

Intervention for Students at Risk of Challenging Behaviour

Sample Inappropriate Behaviours:

- Persistent talking out of turn.
- Frequent disruptions (continuation of Tier 1 behaviours).
- Defiance and disrespect (e.g. refusing to follow instructions).
- Work avoidance despite Tier 1 interventions.
- Minor physical contact (pushing, shoving).
- Difficulty managing frustration or anger.

Referral to:

- Team Leaders
- Student Management Coordinator for KG to Grade 5.
- Additional Support Staff (if applicable)
- Counsellor/Social Worker (if applicable)

Interventions and Actions:

- **Increased Structure:** Modified seating, structured routines.
- **Social Skills Groups:** Focus on self-regulation, cooperation.
- **Check-in/Check-out:** Daily monitoring and support system.
- **Parent Interviews:** Involve parents in developing strategies.
- **Behaviour Chart:** Visual reinforcement of positive behaviour.
- **Communication Book:** Track daily behaviour and communicate with parents.
- **Individual Learning Plans (ILPs):** Tailored learning support.

Consequences/Discipline Procedures:

- **Time-Out in Support Class:** Time to reflect on behaviour, with verbal debrief before re-entry classroom lesson.
- **Buddy Classroom:** More structured support than Tier 1, with reflective tasks and supervised time.
- **Restorative Meetings:** Conducted with parents and relevant staff to resolve ongoing issues.
- **Internal Referrals:** When needed, referrals to the school counsellor.

Tier 3: Intensive Supports

Target Group: Individual students (5-10%)

Specialised and Individual Intervention for Major Behaviour Offences

Sample Inappropriate Behaviours:

- Continued Tier 2 behaviours despite interventions.
- Physical aggression (kicking, biting).
- Threats of violence (minor or moderate).

- Bullying or harassment of peers.
- Property damage.
- Disrespect towards staff or refusal to comply with instructions.

Referral to:

- Student Management Coordinator for KG to Grade 5.
- Counsellor/Social Worker
- Head of Student Management and Wellbeing
- Vice Principal
- Principal

Interventions and Actions:

- **Student Interview/Warning:** Initial discussion to address behaviour and understand underlying causes.
- **Parent Contact/Interview:** Engage parents for a collaborative plan.
- **Restorative Discussion:** Conduct in-depth restorative circles or meetings to foster accountability.
- **Managed Attendance:** Implement a plan to ensure consistent school attendance.
- **Behaviour Support Services:** Access specialised support such as counselling or mentoring.
- **External Support Referrals:** Engage with external services when necessary.

Consequences/Discipline Procedures:

- **Restorative Reflection/Circle:** Focused discussion with the student during recess or lunch to reflect on major behaviour incidents.
- **Internal/External Suspension:** Depending on the severity of the offence.
- **Individual Behaviour Plan (IBP):** Tailored plan to address chronic behaviour issues.
- **Attendance/Engagement Support Plans:** Support re-engagement with the school environment.
- **External Referrals:** When needed, refer students to external services for further behavioural or emotional support.

12. DISCIPLINARY PROCEDURES AND MANAGEMENT OF MISCONDUCT FOR KG TO GRADE 5

ASAD is committed to fostering a positive learning culture by setting clear expectations for all students and promoting positive behaviour. To support this, the school implements strategies such as clearly articulating behaviour expectations, developing teaching, learning, and wellbeing programs focused on respectful relationships, and effectively communicating these expectations across the wider school community and in particular from KG to Grade 5. Positive behaviours are acknowledged in a variety of ways, ranging from informal verbal recognition to formal merit awards. ASAD also ensures accurate and up-to-date records of student behaviour are maintained, enabling effective monitoring and timely interventions. In instances of misconduct by KG – Grade 5 students a range of interventions and discipline procedures may be implemented to address the issue and maintain a safe and productive learning environment.

Circle Time

Circle Time at ASAD promotes respectful behaviour and builds a sense of community among students. This structured approach fosters open communication, allowing students to express themselves, listen to others, and develop empathy. Active listening is encouraged, with students refraining from interruptions and engaging attentively. Respect is reinforced by waiting for one's turn to speak, ensuring everyone is heard.

Through these practices, Circle Time supports interpersonal relationships, emotional intelligence, and a respectful classroom environment.

Behavioural Support Interventions

If a student accumulates multiple behavioural infractions or exhibits a consistent pattern of disruptive and unsafe behaviour that affects the normal functioning of the class, their parents and/or guardians will be contacted. The student will then be placed on a *Home Communication Book* (KG –Grade 2) or a *Positive Tracking Conduct Card* (Grade 3–5) for a specified period. This intervention facilitates structured communication between teachers and parents/carers to support the student in meeting the ASAD’s behavioural expectations. If necessary, the duration of the intervention may be extended to address ongoing concerns.

Positive Tracking Conduct Cards, Behaviour Contracts, and Home Communication Books

These tools serve to:

- Foster open communication between teachers and parents to address behavioural challenges collaboratively.
- Use the *Zones of Emotional Regulation* framework to develop students' self-awareness and coping strategies.
- Establish clear guidelines for respectful, professional, and effective communication between all parties, promoting mutual respect and constructive feedback.
- Encourage timely responses, open-mindedness, and a cooperative attitude when addressing behavioural matters.

Zones of Emotional Regulation

The *Zones of Emotional Regulation* underpin these strategies, fostering respect and empathy for the varying emotional states of others. This framework encourages:

- Developing self-awareness about personal emotions, recognise triggers, and applying strategies to maintain control.
- Adopting a non-judgmental attitude toward the emotions and behaviours of others.
- Using supportive and constructive language during interactions.

Students on a *Positive Tracking Conduct Card* must present it to their teacher at the start of each lesson, enabling the teacher to comment on and assess the student’s behaviour using the *Zones of Emotional Regulation* (e.g., *Red* – highly emotional, *Green* – highly regulated). The card is taken home daily for parents/guardians to review and sign, ensuring consistent monitoring and feedback.

Parents/guardians are also required to check the *Home Communication Book* daily and acknowledge its entries by signing it at the office. These tools are limited to a maximum of two (2) *Positive Tracking Conduct Cards* or *Home Communication Books* per year for any student, ensuring that the interventions are both meaningful and effective in addressing behavioural concerns.

13. LEVELS OF MISCONDUCT

The following levels of misconduct and disciplinary procedures that follow **apply only to students from Grade 6 to Grade 12**. The following is a categorisation of offences based on the designated levels, in accordance with *ADEK Student Behaviour Policy*, which the school adheres to:

Level One Offences	<ul style="list-style-type: none">▪ 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 bringing books and other resources for school 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., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).▪ 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).▪ Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.
Level Two Offences	<ul style="list-style-type: none">▪ Leaving or entering the classroom during class time without permission.▪ Not attending mandatory school activities and events without an acceptable excuse.▪ Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.▪ Acting or appearing in a manner that contradicts the <i>ADEK School Cultural Consideration Policy</i>.▪ Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).▪ Taking out and/or using mobile phones at school without permission or in the case of emergency.▪ 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,

	<p>e cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.</p> <ul style="list-style-type: none"> ▪ Refusing to follow any reasonable safety instructions in line with the <i>ADEK School Health and Safety Policy</i>. ▪ Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.
<p>Level Three Offences</p>	<ul style="list-style-type: none"> ▪ Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. ▪ Fabrication, falsification of documents, and Impersonation. 3) Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work). ▪ Leaving the school premises without permission. ▪ Seizure, destruction, and/or vandalism of school property. ▪ Setting off or activating the school’s fire alarm or fire extinguishers. ▪ Seizure, destruction, and/or vandalism of the school bus (including all 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. ▪ Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.
<p>Level Four Offences</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim. ▪ 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.

	<ul style="list-style-type: none"> ▪ Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural Consideration Policy. ▪ Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorised software). ▪ Trespassing on school premises after school hours. ▪ Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. ▪ Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.
--	---

Source: ADEK Student Behaviour Policy, September 2024

14. DISCIPLINARY PROCEDURE AND MANAGEMENT OF MISCONDUCT

ASAD maintains a strict zero-tolerance policy for any form of physical or verbal abuse, including rough play, wrestling, hitting, biting, bullying, teasing, name-calling, or the use of inappropriate language. Each incident is carefully assessed and addressed individually by the ASAD Administration, in accordance with the regulations set by ADEK Policy 50: Student Behaviour Policy. Minor incidents are immediately addressed by the classroom teacher and the Student Management Coordinator (SMC), ensuring that inappropriate behaviour is swiftly identified and corrected. The escalation of disciplinary measures will be determined by the level of the offence, with more serious or repeated infractions leading to further actions as outlined in the policy procedures.

We ensure that our policies outline clear and staged disciplinary procedures to address student misconduct. While ASAD may exercise leniency in issuing disciplinary measures, we also retain the right to implement procedures as outlined. When responding to incidents of misconduct, ASAD takes into consideration the individual circumstances and personalities of students, including the social, emotional, and psychological factors that may influence their behaviour.

The SMC will record ALL incidents on the student’s individual behaviour management record/card. Accurate record keeping is mandatory and remains the responsibility of the SMC.

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	<u>Verbal Warning</u> Teacher issues a verbal warning using restorative practices, discussing the expected change in behaviour with the student.	<u>Written Warning</u> Notify the parent in writing about the student’s misconduct. Send letter home or e-mail.	<u>Written Warning</u> 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	<u>Written Warning</u> 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

			to support the agreed strategy. Teacher involved writes an Incident Report and sends this to the relevant SMC and HoSMW.	aiming at reducing the negative behaviour. Student will be placed on a Conduct Card.
Level 2	<p><u>Written Warning</u></p> <p>Instruct the student to sign an undertaking not to repeat the offence. Summon the parent, who is required to sign an agreement to support their child in reforming their behaviour.</p> <p>Student will be placed on a Conduct Card.</p>	<p><u>Onsite Suspension</u></p> <p>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. 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.</p>	<p><u>Onsite Suspension</u></p> <p>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 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.</p>	<p><u>Expulsion</u></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, 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 offence, 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</p>

				as per their behaviour strategy.
Level 3	<p><u>Onsite Suspension</u></p> <p>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 undertaking to support the agreed strategy.</p>	<p><u>Offsite Suspension</u></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days 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 the Committee's decision.</p>	<p><u>Expulsion</u></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days 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 offence, 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 offence, 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.</p>	
Level 4	<p><u>Offsite Suspension</u></p> <p>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</p>	<p><u>Expulsion</u></p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days 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 offence, 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.</p>		

	agree on a set of disciplinary actions and a corrective plan.	
--	---	--

Source: ADEK Student Behaviour Policy, September 2024

At ASAD, we are committed to providing ongoing support for students throughout the disciplinary process. This includes monitoring, documenting, and offering support through the school social worker and in-school specialists to ensure that students stay focused and are provided with the necessary assistance during the process.

In cases of misconduct that involve maltreatment (e.g., physical abuse, bullying, sexual abuse), ASAD will follow the maltreatment reporting procedure outlined in the *Handling Student Maltreatment Concerns within Educational Institutions* (DAA Child Protection Committee, 2024). Where misconduct involves illegal activities, ASAD will involve law enforcement authorities as appropriate, in line with the latest applicable laws in the UAE.

When implementing disciplinary procedures for students with additional learning needs, the Head of Inclusion will be consulted to ensure that actions taken are appropriate, fair, and aligned with their individual support requirements. We will consider any underlying special educational needs that may affect behavioural regulation when determining the most suitable disciplinary measures. In such cases, ASAD will develop a Documented Learning Plan (DLP) and/or Risk Assessment to support students who may struggle to regulate their behaviour in the same way as their peers due to specific needs.

15. BEHAVIOURAL MANAGEMENT COMMITTEE

At ASAD, a Behavioural Management Committee is established to address behaviours of concern. The committee is comprised of a **minimum of four** members, including the Principal (or their delegate), a member of the teaching team (SMC), a representative from the social care team (Social Worker) and the Child Protection Officer (HoSMW). The committee's role is to review and discuss student behavioural issues, ensuring that all disciplinary actions are fair, equitable, and tailored to the student's age, ability, and the severity of the misconduct, in line with the identified levels of misconduct. Committee members are available to convene at any time to make decisions and resolutions, depending on the urgency of the situation.

16. APPEALS COMMITTEE

At ASAD, decisions made by the Behavioural Management Committee are subject to an appeals procedure, ensuring transparency and fairness in addressing concerns related to disciplinary actions. This process allows for a structured review of decisions and provides students and parents with the opportunity to appeal where necessary. Appeals are overseen by ASAD's Appeals Committee, which consists of members different from the Behavioural Management Committee, and excludes the Principal, Vice Principal, or any staff members who may have a conflict of interest. The procedure includes the following key components

1. **Timelines for the appeal:**
 - a. Parents have **1 (one) working day** to appeal a decision to suspend their child.
 - b. Parents have **10 (ten) working days** to appeal a decision to expel their child.
2. **Modes of appeal:** Appeals may be made via email, telephone, or through a face-to-face meeting.

3. **Decision of the appeal:** After reviewing the appeal with relevant staff members (such as teachers, social workers, and/or counsellors), the school will issue a final decision (accept or reject) within **2 (two) working days** for suspension cases and within **7 (seven) working days** for expulsion cases. This decision will be communicated to the parents.
4. If ASAD does not respond to the appeal within **3 (three) working days** or the parent rejects the school's final decision, the parent shall be entitled to make a complaint to ADEK within **5 (five) working days**.
5. ADEK reserves the right to investigate any complaint in conjunction with suspension and expulsion following the school's final decision, but not prior to it, unless the school has not issued its final decision within the timeframe stipulated.

17. POSITIVE HANDLING

At ASAD, staff are authorised, under certain circumstances, to physically intervene to maintain good order and prevent harm to students or others. The use of reasonable force is **only permitted** when necessary to protect individuals or ensure safety.

Restraint Consideration: Before deciding to restrain a student, all other options will be considered. Positive handling will be a last resort when managing difficult situations. ASAD staff are authorised to use positive handling in the following circumstances:

- a. *To prevent a student from leaving the classroom or school premises when their departure could jeopardise their safety or the safety of others.*
- b. *To prevent injury to the student or others.*
- c. *To prevent significant property damage.*

Once the situation is no longer dangerous, the student should be allowed to regain control and calm down.

Prohibition on Force as Punishment: ASAD strictly prohibits the use of force as a form of punishment.

18. SEARCHING, SCREENING AND CONFISCATION

Where staff and/or students are at immediate risk, Principals and staff delegated by the Principal are authorised to search, screen, and/or confiscate a student's possessions if they have reasonable grounds or cause to suspect that the student may be in possession of an illicit item. ASAD may also use metal detectors and mobile phone jammers, if required. School lockers and desks are considered the property of ASAD. If a teacher or school authority has valid concerns, lockers and desks may be searched without prior notice. Additionally, students may be instructed by school authorities to empty their pockets or open their bags for inspection. Failure to comply with such instructions will be treated as a disciplinary offence.

19. ANTI BULLYING

At ASAD, everyone has the right to learn, to be respected, and to feel safe. Students, parents, and staff are all integral parts of our school community. Together, we are committed to creating a welcoming, caring, and secure environment where students can thrive academically and emotionally. We all share the responsibility for nurturing a space that promotes respectful and healthy relationships. When behaviours do not align with our commitment to a positive and caring environment, students are encouraged to speak to an adult, knowing they will be supported. To ensure a safe and inclusive atmosphere, all incidents of behaviour that do not meet our school expectations will be addressed promptly and effectively. *Refer to the ASAD Anti Bullying Policy.*

20. UNIFORM ADHERENCE

All students are encouraged to take pride in being part of ASAD, and their uniform serves as a symbol of this affiliation. Students are expected to wear their uniforms correctly, and personal grooming should also meet appropriate standards. If a student's uniform is incomplete or inappropriate, parents will be contacted by a letter sent home, then via telephone if it has not been corrected. Repeated failure to adhere to uniform guidelines will lead to disciplinary action. *Refer to the ASAD Uniform Policy.*

21. ATTENDANCE AND PUNCTUALITY

Regular attendance is crucial for student success and engagement at ASAD. The school expects consistent and punctual attendance from all students, as it is essential for their academic development. In line with ADEK Policy, ASAD will identify students as "cause for concern" depending on absence rates. Students in compulsory grades (Grade 1 and above) with absences exceeding 5% of the total calendar days will be flagged as a "cause for concern," and the HoSMW will assess whether the student is at educational risk. If absences raise concerns of maltreatment, the Principal or delegate will report this as per the ADEK School Student Protection Policy. For KG students, absences above 10% will similarly be considered a concern. Persistent absences may affect a student's learning and progress, and parents will be notified accordingly. Students with additional learning needs must also adhere to attendance requirements. Medical or therapeutic leaves will be accommodated.

Students who are late due to weather or other valid reasons will be excused, but **must register at reception or with the HoSMW for a late pass**. After three or more tardiness in a term, disciplinary action will be taken. Attendance is recorded daily on eSIS and reported to ADEK, with Grade 6 to Grade 12 students' attendance taken during morning assembly and each class. *Refer to the ASAD Attendance Policy.*

22. LEAVING EARLY

At ASAD, we emphasise the importance of regular and consistent attendance throughout the school day to support students' academic success. While we understand that there are exceptional circumstances, such as medical appointments or family commitments, that may require students to miss class, we encourage families to schedule personal appointments outside of school hours whenever possible.

If a student needs to leave early, they must be signed out by a parent or guardian. Parents/guardians are required to notify the reception in person, and the student will be called from class. HoSWM and SMC needs to be notified daily of early student leave for monitoring of repeated early leave. A signed permission slip from the receptionist must be presented for the student to exit the school.

23. BUS BEHAVIOUR

ASAD provides a school bus service for student transportation, with each bus supervised by a bus monitor to ensure students' safety and well-being. Parents whose children use the bus service are required to download and register with the Salama Parent app, an initiative by the Integrated Transport Centre (ITC) of Abu Dhabi. The application enhances safety by tracking the bus location, monitoring student check-ins and check-outs, and offering a real-time view of the bus environment. *Refer to the ASAD Bus Policy.*

24. ACADEMIC INTEGRITY

At ASAD, academic integrity is a core value that aligns with the principles of the International Baccalaureate (IB) framework. We are committed to fostering an environment where students develop as principled

learners who demonstrate honesty, responsibility, and respect for the intellectual property of others. In line with the IB Learner Profile, students are expected to uphold the highest standards of academic honesty by properly citing sources, avoiding plagiarism, and refraining from cheating in any form. Any breaches of academic integrity will be addressed through a restorative approach, encouraging reflection, accountability, and a commitment to personal growth. This approach supports our mission to cultivate students who are honest, ethical, and responsible in all their academic endeavors.

Refer to the ASAD Academic Integrity Policy.

25. SUPPORT AND INTERVENTION

At ASAD, we recognise that each learner has unique needs that must be considered to help them achieve their academic and non-academic potential. To ensure all students have access to meaningful learning opportunities, we implement strategies and support systems that address the additional learning needs of students diagnosed with learning difficulties. Students with a formal diagnosis of additional learning needs are identified as Students of Determination. By embracing the diversity within our learning community, we are committed to supporting the development of global citizens.

To support diverse learning needs and encourage inclusion, we provide Documented Learning Plans (DLPs). In alignment with the IB framework, and ADEK's Inclusion Policy, ASAD ensures that all students with additional learning needs receive appropriate support. The types of DLPs include Individualised Education Plans (IEPs), Student Learning Profiles (SLPs), and Academic Support Plans (ASPs). ASPs are implemented for students receiving ongoing services from the inclusion team, even in the absence of a formal diagnosis, ensuring that all learners are provided with the necessary resources to thrive in a supportive and inclusive educational environment. *Refer to ASAD Inclusion Policy.*

26. MONITORING, EVALUATING AND RECORD KEEPING

Monitoring and evaluation of student behaviour at ASAD will be done through a structured approach that ensures the school to be systematic and that the policy is being followed, identifies areas for improvement, and assesses the effectiveness of interventions.

Documented Learning Plan

Documented Learning Plans (**DLP**) are designed to support the student as they transition back into the learning environment post suspension. Desired behaviour/goals of the student will be clearly described and agreed upon by all parties. The plan will outline changes and/or support required in the learning environment to enable the student to modify their behaviour. Probationary expectations will be clearly outlined if appropriate. The student, staff member responsible and the parent/carer is required to sign off on the DLP.

DLPs may be implemented in the following scenarios:

- i. Following a suspension.
- ii. Consistent misbehaviour.
- iii. Three incident reports.
- iv. Two conduct cards.

These plans will be negotiated between the student's teacher/s, students, school counsellor and parents/guardians, and will consider the student's age, developmental needs and behavioural context. The age and year level of the student will be taken into consideration. The school social worker/counsellor plays an essential role in having input into these plans.

Tracking Incident Reports

SMC and HoSMW will record and categorise behavioural incidents (e.g., bullying, tardiness, disrespect, etc.) on the student cards (manually or digitally) to monitor patterns over time. This helps in identifying recurrent issues or trends. The HoSMW and SMC will analyse the frequency and types of incidents, and assess whether behaviour is improving, staying the same, or worsening. This data can be compiled to determine if the interventions are effective or if further adjustments are needed.

Professional Development for Staff

HoSMW will track the amount of professional development provided to staff on implementing the behaviour management policy and its effectiveness in improving student behaviour. Teachers and school staff can provide feedback regarding the policy's impact in the classroom and overall school environment. Regular meetings or surveys can be used to gather this information. HoSMW and SMCs will assess whether training and support are helping staff feel confident in applying the policy. Gather feedback to understand what additional resources or training might be needed.

Review of Attendance and Behavioural Outcomes

Track behavioural changes and attendance to see if positive behavioural interventions are contributing to improved attendance. Compare students' attendance and behaviour before and after the implementation of the policy.

ASAD will implement a system to record keep and track all disciplinary actions and student behaviour-related incidents, ensuring consistent and transparent record-keeping. Incident documentation and behaviour tracking systems will be kept in a confidential manner. Clear guidelines will be set for retaining behaviour records for a set period, in line with ADEK regulations and school policies.

27. COMMUNICATION

This policy will be communicated to the ASAD community in the following ways:

- Induction of policy during staff meeting.
- SMC will brief students during set year-level assemblies.
- Available on Microsoft Teams. (read only)
- Included in staff/student induction/enrolment and transition processes.
- Included in Staff Professional Development workshops and sessions.
- Hard copy available from school administration, upon request.
- Bus supervisors will be addressed and informed about policy for bus behaviour expectations.
- Available on ASAD website for parental access.

This Policy is implemented by:

- Staff training and professional development opportunities in behaviour management.
- Communicating this policy to the school community.
- Monitoring the effectiveness of the Policy.
- Reviewing and evaluating the Policy annually.

28. RELATED DOCUMENTS

- ADEK School Digital Policy
- ADEK School Educational Risk Policy
- ADEK School Extracurricular Activities and Events Policy
- ADEK School Health and Safety Policy
- ADEK School Healthy Eating and Food Safety Policy
- ADEK School In-School Specialist Services Policy
- ADEK School Inclusion Policy
- ADEK School Physical Education and School Sports Policy
- ADEK School Safeguarding Policy
- ADEK School Staff Wellbeing Policy
- ADEK School Student Behaviour Policy
- ADEK School Student Mental Health Policy
- ADEK School Student Protection Policy
- ADEK School Sustainability Policy
- ADEK School Wellbeing Policy

29. RELATED LEGISLATION

- Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema).
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments.
- Ministry of Education (MOE). (2020). Ministerial Resolution No. (645) of 2020 on the Policy of Preventing Bullying in Private and Public Schools that Follow the Ministry's Curriculum.
- Ministry of Education (MoE). (2018). Ministerial Resolution No. (851) of 2018 Concerning the Regulations for Managing Student Behaviour in Public Education Institutions.
- Ministry of Education (MoE). (2020). Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behaviour for Children in Early Childhood in Educational Institutions.

30. RATIFICATION AND HISTORY

Document Title	Student Behaviour Management and Wellbeing Policy
Version	V.1
Ratification Date	January 2025
Next Review Date	September 2025
Ratified By	Director: Mr Adel Salman