Cranleigh Abu Dhabi

Management of Student Behaviour Policy

2024/2025

'Without morals, without good conduct and without education, nations cannot build their generations or fulfil their duties to them.'

HH Sheikh Zayed bin Sultan Al Nahyan
May His Soul Rest in Peace.

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MANAGEMENT OF STUDENT BEHAVIOUR POLICY

Cranleigh Abu Dhabi Behaviour Values

The Cranleigh Behavioural Values are focused on three important areas: High Expectations, Positive Relationships and Support. These form the basis of positive behaviour within the school.

High Expectations

Research shows that high expectations of students have positive effects on behaviour, progress, and attainment. This includes high expectations of behaviour throughout all areas of the school and whenever representing Cranleigh. We expect staff to role model and demonstrate the high expectations that they hold 'Cranleighans' to, as well as expecting our students to support each other in upholding these expectations. This behaviour policy, along with the behaviour levels below, are mechanisms to support in maintaining high expectations.

Positive Relationships

Positive relationships are at the core of not only behaviour management within Cranleigh, but all aspects of Cranleigh life. This is evidenced within the Cranleigh Classroom guidelines which bases 'Relationships' as one of its key corner stones for student success. We strive for positive relationships between all members of the Cranleigh community with a particular focus on staff and student relationships. This behaviour policy, along with the behaviour levels below, are mechanisms to support in building and maintaining positive relationships.

Support

Underpinning the Behaviour Values of Cranleigh is Support. Each area of the behaviour policy has a restorative element which is designed to support a student in understanding their mistakes, the impact it may have had and how to ensure these mistakes do not happen again. As the seriousness of negative behaviour increases, so do the sanctions. This is done to ensure our other values of High Expectations and Positive Relationships are supported. We also seek the support of our parent community in understanding that sanctions against students are applied consistently and fairly to uphold our values for all.

Rationale

This policy is aligned with ADEK's new Policy released in 2024 for Managing Student Behaviour in Abu Dhabi Schools' which believes that every student has the right to be educated in a safe, supportive and orderly school environment that is free from disruptions and obstacles that impede learning. This policy aims to provide a framework on which behaviour management systems and proactive strategies that reinforce positive behaviour at Cranleigh Abu Dhabi are based. Our aim is to change patterns of behaviour using a positive approach that develops self-discipline and promotes well-rounded, independent learners. As a school, we do not believe in sanctioning students who misbehave as an immediate response, however, repeated breaches of the school rules and expectations will not be tolerated and a graduated approach to consequences will be adopted.

Aims

1. To ensure that Cranleigh Abu Dhabi provides a safe and happy learning environment where students can grow socially, emotionally and academically.

2. To promote a culture of mutual respect between all members of the Cranleigh community and respect for the school environment.

3. To develop a sense of self-discipline in students and an acceptance of responsibility for their own actions.

4. To provide a fair and transparent set of procedures that ensure consistent application of rewards and consequences for dealing with unacceptable behaviour.

5. To encourage the growth of students social and emotional wellbeing through comprehensive support systems and tracking.

It is the aim of Cranleigh Abu Dhabi to ensure that every member of the schools' community feels valued and respected, and that each person is treated fairly and well. The behaviour policy is therefore designed to provide our students with guidance and set clear boundaries, whilst promoting positive behaviour.

Use of Positive Recognition and Rewards

Cranleigh Abu Dhabi recognises that praising students is important for promoting positive attitudes to school, learning and good behaviour. Staff can recognise students' positive contribution to their class or school community, their efforts with schoolwork, progress or attainment. Positive Recognition and Rewards may take the following forms:

Verbal Recognition

Verbal praise to the student(s) concerned
Public praise (in class, in assembly)
Arranging for the student and, in some cases parents, to meet the Principal

Written Recognition

Written comments in exercise books or on students' work
Positive comments in home-school communication books such as Student Planners
Issuing certificates or letters of appreciation
Students name/photograph on notice boards, e.g. 'Student of the Month', 'Star of the Week' 'Cranleighan of the Week'
Displays of student(s) work in the classroom or around the school
Publication of students' work in school newsletters, the school website or school's social media platforms
Work shown to Principal or Senior Leadership Team
Merit awards and praise postcards, or similar in line with the Cranleigh code and values
Letter/email from Form Tutor, Head of Year, Subject Teacher or Head of Department to the student and/or their parents
Principal's letter to the student and/or their parents
Awarding of House Points
Sticker Charts
Class based rewards schemes

Material/Financial Recognition

Academic awards and trophies
Certificates, Medals and trophies for competing or winning competitions
Prizes, e.g. books for winning entries in a writing competition
Book token or voucher for winning a competition or contribution to the school/wider community

Participation in a Special Event or Activity

Participation in a school trip, award ceremony, camp or expedition

It should be noted that wherever/whenever a student is involved in a representative role for the school, this should be acknowledged.

Behaviour for Learning

Certain principles and practices are pre-requisites of successful learning and good behaviour:

- Well planned lessons that are suitably adapted to take into account the age, ability and needs of the students and that plan for 'positive opportunities' to happen
- Lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty
- Students should be aware of the objective or journey of the lesson
- Clear routines of classroom practice that are familiar, agreed and understood, including a definite start to lessons, time to review and an orderly dismissal
- Regular and frequent assessment and feedback

All classrooms and learning environments should display a 'Cranleigh Classroom Rules' poster which has been shared and understood by all.

On occasion, some students will, for a variety of reasons, fail to meet the standards of Behaviour that we have at Cranleigh Abu Dhabi. Disruption to lessons cannot be tolerated since it denies other students their 'right to learn'.

Low level disruption in lessons may be the result of:

- Calling out – talking out of turn
- Lack of respect for students/staff/property
- Being off task and distracting others
- Arriving late for a lesson
- Not having the correct equipment for a lesson

Disruptive behaviour will be dealt with by the class teacher in the first instance and colleagues in phases/departments need to discuss how they will support each other. **Consistency** in the way disruption is dealt with is vital to ensuring students know the boundaries within which they can work and learn. **Communication** with parents early on is also necessary to help prevent low level disruption from escalating.

Practical subjects will have additional codes of conduct that focus on health and safety – Physical Education, Science, Art and Design Technology. At the start of each term, the teacher will make these codes clear to students and display them as appropriate.

It is an expectation that seating plans will be produced by class teachers for all Senior and Prep classes during learning walks, external inspections and formal observations as appropriate. We encourage staff to utilise seating plans and adjust these as necessary to maximise learning and encourage positive behaviour.

Strategies to promote and support positive behaviour in lessons

If a student disrupts learning, one of the following sanctions may be appropriate:

- **Using positive language** to achieve the behaviour you want *"Turn around please Kabir . . . thank you" "Looking this way and listening Aziza. . . thank you"*
- **Choice** *"You can choose to finish your work now, <u>or</u> you can choose to finish your work during 5 minutes of breaktime. Which would you prefer to do?"* The teacher should praise ta positive choice
- ***Incidents should be recorded*** *on CPOMs (our pastoral information system) under the relevant category to allow tracking of incidents and to offer intervention/support.*
- **Move** to a different place in the learning environment to help the child focus
- **Partial loss of play time/retention** – break time, lunch time, after-school
- **Contact with parents** by email or telephone
  Please note that parents should receive notice of a proposed after school retention
- **Referral to the Middle Leader** (Head of Year, Phase Leader, Head of Dept.) for further action
- **Report card/Positive Behaviour Chart**
- **Meeting with parents** to agree a collaborative, joined approach.
- **Team Around the Child meetings –** This may result in an Individual Behavioural Plan being created for the student with specific targets

All serious incidents should be referred to the appropriate Middle or Senior Leadership Team.

<u>It is important that strategies reflect a graduated response.</u>

Attendance / Authorised / Unauthorised Absences

Good attendance and punctuality is essential to help ensure students' acquisition of core skills and key areas of learning. Schools will use a range of age-appropriate rewards and sanctions to ensure high levels of attendance and good punctuality.

Students are expected to attend every school day as specified in the school calendar. Aligned to the UAE Federal Inspection Framework and ADEK guidance, the school sets a target of 95% for student good attendance, anything below this threshold would be considered a cause for concern. We have a graduated approach to addressing concerns with attendance starting with the Class Teacher/Form Tutor and progressing through the different layers of leadership.

We expect students to arrive at school and to lessons on time. Punctuality to morning registration, assembly and lessons is vital. Students who are late for registration will be monitored, supported and dealt with in accordance with the punctuality procedures. Where there are adverse weather conditions, there should be some flexibility in responding to each students' circumstances and their punctuality.

Unauthorised Absence/Truancy

The following absences are regarded as **unauthorised**:

- Shopping trips
- Unnecessary travel
- Family events (birthdays, visitors, etc.)
- Other non-essential reasons

Students are considered to be truant if they are absent from school without their Parents'/ Guardians' knowledge or consent, or if Parents/Guardians have colluded with the student so that they are absent without authorisation.

If a student is absent for one class or period during the day without authorisation, the student is considered as truant. The school must immediately inform the students' parents of incidents of truancy and shall, at an appropriate time and date, meet with the parents and student to address such behaviour. Following such incidents staff will closely monitor the students' attendance and implement the behaviour sanctions as stated in the policy below.

Unauthorised absence/truancy is strictly prohibited and considered a Level 2 violation:

- Any unauthorised absences of 10 consecutive days or more may ultimately result in the removal of a child's place from the school permanently.

- For repeated unauthorised absences of 15 days or more during the academic year, we may either permanently exclude a student or withdraw their place for the following academic year.

- Cranleigh Abu Dhabi will issue warning letters prior to any implementation of an exclusion. The notice of expulsion will be issued by the Principal, following approval by ADEK and after three prior warning letters to the parent of the student concerned.

- Chronology of this should be logged on CPOMS with all supporting documentation.

Authorised Absence

The following absences are regarded as **authorised**:

- Illness (supported by a medical certificate)

- Scheduled doctor appointments (supported by a doctor's confirmation)

- Death of a first or second degree relative

- Essential urgent family travel for matters such as medical treatment or the death of a family member (must not exceed one month during the academic year. Must be supported by medical certificate/other official documentation). *Note: any absence of more than one month duration must be approved by ADEK and, in addition to providing medical certificates or*

documents, ADEK also require a letter from the UAE embassy of the country they are visiting confirming the child is in their country)

- Participating in an official community task or event representing the UAE (i.e. sporting event) (supported by official documentation)

- Mandatory appearance before an official government body (supported by evidence of the appearance)

- Up to a maximum of 5 days for any reason that the school recognises and accepts upon the approval of the School Principal/Pastoral Leadership

For authorised absences, Parents/Guardians who plan to have their children miss several days of school are required to complete the absence request from at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence.

For further information, please see the Cranleigh Attendance and Punctuality Policy.

Behaviour In and Around the School

Cranleigh Abu Dhabi students are expected to demonstrate high standards of behaviour at all times. This includes moving around the school, in tutor time, lesson and assembly, in the social areas and on the way to and from school. Appropriate action will be taken by the school against any student whose behaviour is unacceptable and undermines the good discipline or reputation of the school.

Monitoring Student Behaviour

Behavioural incidents are logged on CPOMS. All behaviours classed at level 2 or above should be recorded and managed/tracked on CPOMS. The teacher who witnessed the event or who the event was reported to must add it to CPOMS, including what category the incident is with additional details. The CPOMs help guide [internal] explains logging behavioural incidents on CPOMS. It is important that this record is kept up to date, so the school have an accurate picture of any incidents that have taken place. Teachers are also expected to add actions when logging any incident and remember to assign to themselves, unless it is level 2 or above.

Bullying

Bullying is defined as "the wilful, conscious desire to hurt, threaten, upset or frighten someone". It is not a 'one-off incident' but a course of action that is sustained over a period of time - 2-3 days or 2-3 months.

Cranleigh Abu Dhabi takes a zero-tolerance approach to all forms of bullying. Any student(s) who victimises another student will be dealt with as per the school and ADEK Anti-Bullying procedures

Bullying could be:

- **Verbal** (e.g. comments intended to upset the receiver or the receiver's family)

- **Physical** (e.g. pushing or hitting another student)

- **Emotional** (e.g. excluding a student from a friendship group or not inviting someone to an outing/event)

- **Racist** (e.g. comments about ethnicity)

- **Cyber bullying** (e.g. inappropriate comments sent by text messaging, email or social networking sites such as Instagram/Tik Tok/Snap Chap/Whatsapp).

The following sanctions could apply depending on the nature of the bullying incident:

- **Verbal warning** and contact with parents

- **Loss of play time/retention** – break time, after-school

Please note that parents should receive notice of a proposed after school retention and Pre-Prep does not use retentions as a sanction.

- **Isolation or reflection time**

- **Restorative justice**

- **Temporary ban from attending school**

Mobile Phones

The use of mobile phones by students is strictly prohibited on school property during school time, as such mobile phones should not be visible. Any use will result in the phone being confiscated and the possibility of the phone only being returned to a parent. The only expectations to this are as follows:

- Sixth Form students in the designated areas in the sixth form building (C6)
- Students paying for food. If this is the case phones must me put away straight after paying.

Any student found to be using a mobile phone whilst on school property during school hours will be

in breach of the school behaviour policy (classified as a Level 2 violation). As a result, the following

actions will be taken:

- The mobile phone will be confiscated

- The incident will be recorded on the student file
- A formal letter will be sent to the parent from the school
- A further incident will result in the phone being confiscated and only returned directly to a parent/guardian
- Repeat violations will be escalated to a Level 3 violation and ultimately may result in a child being suspended or excluded from school

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the School Reception.

Serious Breaches of School Discipline

Serious breaches of school discipline will not be tolerated, and serious incidents will be dealt with by the Senior/Executive Leadership Team in accordance with Cranleigh Abu Dhabi discipline procedures. Examples of serious breaches of school discipline could include:

- Fighting/assault
- Serious and persistent cases of bullying
- Serious and persistent disruption to learning
- Deliberately setting off the fire alarm causing mass evacuation of the building, disruption to teaching and learning and potential harm to students with physical disabilities
- Any incidents in line with Level 3 and 4 violations as per the ADEK Private Schools Policy Guidelines, 2014 or updates as published
- Incidents of repeated Level 2 violations within an academic year
- Willful and persistent refusal to follow the schools code of conduct
- Any incidents deemed to be serious by the Principal

In such cases, the student may be suspended from lessons and placed in isolation for reflection time or to work under staff supervision.

Alternatively, depending on the severity of the incident, he/she may be temporarily prohibited from attending school for a fixed time. ADEK may be notified of any serious incident and/or decision to suspend a student from school.

In all cases, parents will be invited into school to discuss their son/daughter's behaviour.

Following isolation, the student may be placed on Report Card and/or their return to normal schooling managed on a 'phased return' basis.   In the case of fixed term exclusions, a managed return may include an Individual Behaviour Support Plan (IBSP) signed by the student and his/her parents.

In severe cases where, despite support from the school, a student's behaviour does not change, the case will be dealt with by Cranleigh Behavioural Management Committee and parents may be asked to remove their child from the school permanently. Alternatively, the school will seek ADEK approval and support to permanently expel the child.

People of Determination (PoD)

The school behaviour management committee shall liaise with the inclusion department at the school if any of the students categorised under the PoD violates the code of conduct. The inclusion team shall advise the committee in case the violation is caused because of the students' specific need and then decision is made in light of the following:

1. If the violation is not because of the student's specific need, the below levels shall apply, similar to mainstream students;

2. If the violation is because of the specific need of the student, the following shall apply:

   • Develop and implement a Behaviour Modification Plan (BMP) as per the level and type of the violation.

   • In case a BMP is existing, the school shall revise and modify that plan in accordance to managing the new behaviour that led to the violation.

3. If the behaviour continues, for those students who commit offences because of their specific needs, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

Searching, Screening and Confiscation

If a staff member identifies a serious risk to a student/students and/or staff. Designated staff members are able to search, screen and/or confiscate a student's possessions. This should be based on reasonable grounds or cause to suspect that the students may be in possession of an illicit and/or dangerous item(s). The school are also authorised to use metal detectors and mobile phone jammers if required.

Behaviour Levels and Sanctions

Behaviour Level	Examples of misbehaviour	Consequences at Cranleigh Abu Dhabi
Initial concern- 1st step **Level 1 (Simple Risk)** Behaviour that causes disruption of teaching and learning or is low risk (any other category)	Behaviours may include, but are not limited to: ▪ Tardiness/lateness to lessons ▪ Unexplained absences ▪ Incorrect school uniform ▪ Not bringing the necessary books, equipment, etc. ▪ Disruptive classroom and/or school behaviour ▪ Breaking classroom rules ▪ Defying school authority and staff members ▪ Entering class or going out of class without permission or not attending class or school activities without acceptable excuse. ▪ Sleeping during the class or school activities (medical case cleared) ▪ Unauthorised eating during the classes or the morning assembly (Medical case cleared) ▪ Failure to submit home learning and assignment on time ▪ Misuse of electronic digital devices that are not directed by teachers during the class ▪ All incidents that can be categorised under any of the above as decided by the Academic Committee	**First Occurrence** ▪ Teacher speaks to child about his/her behaviour ▪ Incident recorded ▪ Note in planner/Speak to parents if deemed necessary ▪ If in lesson, the teacher of the lesson follows up and speaks to the student ▪ If it is a pastoral/out of lesson time incident, the Form Tutor follows up and speaks to student ▪ Recorded on CPOMs **Repeated misbehaviour (x2)** ▪ Verbal warning ▪ Recorded on CPOMs ▪ Loss of play time or retention ▪ Parents contacted by teacher if via email or phone call (logged on CPOMs) **Continued Level 1 misbehaviour (x3)** ▪ Meeting with parents ▪ Report card through HoD if focused within a singular subject and Form tutor if it is across more than one subjects. ▪ Loss of CCAs ▪ Inclusion team involvement to identify any underlying issues

		(Support agreed and offered if needed) ▪ Meeting with MLT if needed ▪ Meeting with School Counsellor ▪ Move to Level 2 as behaviour causes significant disruption to teaching and learning
Level 2 (Medium Risk) Behaviour that causes greater disruption of teaching and learning than what is described in Level 1 behaviour. This level covers student behaviours that may lead to physical and mental harm to another person or may lead to property damage.	Any behaviour that results in increased or serious disruption of the teaching and learning environment or that may cause physical and/or mental injury to self or others. For Level 2 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage. Behaviours may include, but are not limited to: ▪ Fighting with and/or bullying other students ▪ Theft ▪ Trespassing ▪ Vandalism ▪ Smoking/vaping on campus ▪ Possessing or using cell phones during school time ▪ Leaving school without permission ▪ Truancy of lessons ▪ Cheating in exams or assignments ▪ Providing false documents (e.g. signing letters without the permission or knowledge of parents) ▪ All forms of discrimination ▪ Abusive or inappropriate language toward peers and teachers ▪ Provoking/ Instigation of fights, or threatening or frightening other students ▪ Any action that violates the general rules or directives of the school or the UAE Society such as acting in a	**First Occurrence** ▪ A first offence – contact made with home, outlining issues Warning letter sent (Level 2) ▪ Undertakings agreed and signed by all parties (upload to CPOMS) ▪ Child works in isolation, away from the group ▪ Incident logged on CPOMs ▪ In the case of vandalism or damage, parents are invoiced for the cost of the repair/ replacement ▪ Removal from exam **Repeated misbehaviour (x2)** ▪ Parents called into a meeting ▪ Removed and spoken to by MLT ▪ Report card- HOD or HOY ▪ Inclusion team involvement to identify any underlying issues (if needed) ▪ Review undertakings and support strategies agreed ▪ Modified timetable for reintegration or isolation **Continued Level 2 misbehaviour (x3)** ▪ Meeting with parents and a member of SMT

	gender conflicting manner in terms of haircuts, or attire or using make-ups, etc ▪ Photographing, keeping or publishing photographs of school staff or students without authorization ▪ Repetition of Level 1 incidents over an academic year. Such behaviours may be escalated to Level 2, at the discretion of the Principal or committee. ▪ Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.	▪ Behaviour Support Plan or PSP drawn up and undertakings are signed by all parties Senior Management Report card ▪ SLT informed and review case ▪ Reflection time/one day suspension ▪ Meeting School Counsellor ▪ Assessment by a Psychologist requested
Level 3 (High Risk) Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people. Behaviours in Level 3 are, at times, also violations of UAE Laws.	Any behaviour that results in physical endangerment of fellow students, school staff, and/or other people. Behaviours in Level 3 may, at times, be violating UAE laws. For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage. Behaviours may include, but are not limited to: ▪ Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. ▪ Fighting with other students which causes minor injury requiring medical treatment ▪ Unauthorised impersonating of others for any school transactions. ▪ Any form of fabrication, falsification of documents and impersonation relating to school. ▪ Academic Dishonesty/plagiarism (including copying and reproducing	**First Occurrence** ▪ Child is sent to the Principal/Committee ▪ Parents contacted and asked to come into school ▪ Written warning signed by all parties / one day suspension – professional judgement ▪ In the case of serious damage to property, parents are invoiced for the cost of the repair or replacement and students may carry out community service ▪ Social Police Involvement at the discretion of school **Repeated misbehaviour (x2)** ▪ Review meeting with parents ▪ Behaviour Support Plan drawn up and a Behaviour Contract is signed by all parties ▪ Temporary ban from attending school (up to 5 days) – ADEK informed

	assignments and falsely taking credit for them). ▪ Committing major actions contradictory to Islamic values and morality ▪ Deliberately setting off the fire alarm and so putting staff and students at risk ▪ Leaving the school premises without permission. ▪ Bringing, possessing, displaying and promoting in any type; physical, electronic or online media that are for unauthorised or are not culturally sensitive, conflict with the values and general rules of the society; ▪ Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent. ▪ Defaming of staff or other students on any of the social media applications/tools ▪ Physically assaulting other students or staff (Bullying) ▪ Vandalism of/ to or unauthorised acquisition of the school equipment or facilities ▪ Insult of/ to religions or instigating sectarianism at school ▪ Tampering or vandalism of school buses or causing harm to road users ▪ Repetition of Level 2 incidents over an academic year. Such behaviours may be escalated to Level 3, at the discretion of the Principal and Committee. ▪ Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.	**Continued Level 3 misbehaviour (x3)** ▪ 'Managed move' to another Aldar School ▪ 'Notice of Disciplinary Transfer' issued to parents

Level 4 (Very High Risk) This behaviour is considered the most high risk/dangerous that a student could display	This behaviour is considered the highest risk/most dangerous that a student could display and could consist of, yet not limited to: ▪ Third repetition of any level 3 offense ▪ Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media. ▪ 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. ▪ Sexual assaults inside the school premises or facilities or when representing the school on trips, CCAs or fixtures ▪ Physical assaults that may lead to physical injuries of another student or staff ▪ 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 exams/ tests or participating in it at any level ▪ Causing fires at school or setting school building or facilities on fire	**On Occurrence** ▪ Call the parent/s for an immediate meeting ▪ Take all immediate actions including calling for help of relevant entities ▪ Call the behaviour management committee to meet to issue a decision with a notification to relevant divisions at the education regulatory authority ▪ The student and parent/s shall bear all the responsibility, including financial cost, for any damages caused by the offence ▪ Communicate with ADEK for further actions including suspension from schools and enrolment in rehabilitation centres, etc.

- Disrespect to any of the UAE political, religious or social icons / idols - Possession, supply, promotion and/or use of substance (drugs/alcohol), narcotic drugs and psychotropic substances, or appearing under the influence of drugs, alcohol or narcotic drugs and psychotropic substances. - Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti-political or anti-social to the UAE - Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software). - Trespassing on school premises after school hours. - All incidents that can be categorised under any of the above as decided by the Behaviour Management Committee.	

Fixed Term and Permanent Exclusions

For Level 3 or Level 4 violations, it may be necessary to sanction a student with a temporary suspension or, for severe breaches in school discipline, there may be no other option but to permanently exclude the student from school.

Fixed Term Exclusions

The maximum duration of suspension for students is 5 days for level 2, 3 and 4 offences. This also includes the time used for investigation.

Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the School Behavioural Management Committee. The committee includes a member of Aldar Education, a member of the pastoral leadership team, the school counsellor and any other members of staff who witnessed/were involved in the event or work closely with the student. This investigation may involve students and witnesses and will include consultation with the parents.

Permanent Exclusions

Only the School Principal, in consultation with the Aldar Education Chief Education Officer, has the power to exclude a student.

Before any decision is made to suspend or exclude a student, a full investigation is undertaken by the Aldar Education Disciplinary Committee. The committee will include the Director of Education and may also involve a School Principal from another Aldar Education School. This investigation may involve students and witnesses and will include consultation with the parents.

Appeals Committee

Should a decision by the school Behavioural Committee be contested the case can be raised to the Appeals Committee which consists of different members to the Behavioural Committee, or any staff who may have a conflict of interest.

Sixth Form Privileges

In the Sixth form, students are afforded certain privileges within the Sixth Form Centre, such as use of mobile phones and café during free study periods. These are considered a reward for meeting the expected standards and behaviour of Cranleigh students. Where behaviour is not at the expected level, these privileges may be removed at the discretion of the Head of Sixth Form.

Restorative Processes

To support Cranleigh students in understanding their mistakes, the impact that poor decisions can make as well as how to make better decisions in the future we have a restorative behaviour process. The aim of this is to repair relationships, improve understanding and support in positive decision making. The below is a guide and is encouraged for the appropriate level of behaviour, however, the implementation remains at the discretion of the teacher with the best interests of the student(s) at the centre.

Type of Behaviour	Restorative Behaviour Processes suggestions
Level 1: Low Risk	- Restorative conversations: - Teacher(s) and student - Student and student (with teacher present) - Restorative Behaviour Form
Level 2: Medium Risk	- Restorative conversations: - Middle Leader, Teacher and student - Student and student (with Middle Leader present) - Middle Leader, Parent and Student - Restorative Behaviour Form - Apology letters - Restorative task (context based): - Presentation - Poster - Community Support

	• Involvement of other departments such as the inclusion team or the school counsellor (as deemed necessary by the school)

Level 3: High Risk	• Restorative conversations:
	    ○ Senior Management, Teacher and student
	    ○ Student and student (with Senior Management present)
	    ○ Senior Management, Parent and Student
	• Restorative Behaviour Form
	• Reflection letter
	• Restorative task (context based):
	    ○ Presentation
	    ○ Poster
	    ○ Community Support
	• Reintegration meeting with Senior Management, student, and parent
	• Behaviour Agreement with Senior Management, student, and parent
	• Involvement of other departments such as the inclusion team or the school counsellor (as deemed necessary by the school)
	Referral to external support agencies

Level 4: Very High Risk	• Referral to external agencies/rehabilitation centres/police/Family Care Authority Depending on the school decision, the opportunities for restorative action may be limited if it is decided • Reintegration meeting with Senior Leadership, student, and parent • Behaviour Agreement with Senior Management, student, and parent • Involvement of other departments such as the inclusion team or the school counsellor (as deemed necessary by the school) • Referral to external support agencies

The Role of Parents

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of Cranleigh Abu Dhabi's expectations regarding student behaviour both in and outside of school. Parents should support disciplinary actions deemed appropriate by school leadership. To facilitate this, parents and Prep and Senior students are required to sign a Home School Agreement on an annual basis which clearly outlines key requirements in relation to student behaviour, the use of mobile phones, our school uniform requirements, attendance and punctuality.

If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to inform the school of their request to appeal. Depending on the nature of the disciplinary action, the concern may be passed onto the Behavioural Management Committee, The Appeals Committee, School Principal, or with the Aldar Academies Director of Education who may conduct an investigation or request a meeting. If concerns remain, they may be invited to meet with a member of Aldar.

Appendix 1

The document "Abu Dhabi Education Council Guidelines for Managing Student Behaviour in Abu Dhabi Schools" provides additional details and guidance on all guiding principles mentioned in this policy.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review and approve the School's behaviour and discipline policy, and ensure that the Behaviour Policy is fully compliant with the requirements of the Council's regulations and policies.
- Monitor the School's implementation of its Behaviour Policy.
- Create a School Disciplinary Committee.

Principals will:

- Implement the School's behaviour and discipline policy and related procedures.
- Ensure, through regular review of the Behaviour Policy, involve students, Parents/Guardians, teachers and other staff, that the importance of the Behaviour Policy is understood and accepted by all members of the School community.
- Chair the School Disciplinary Committee.

Teachers will:

- Exert efforts to establish the motivation behind and the purpose of the student's misconduct, in order to respond to it with a suitable solution, rather than simply taking a punitive approach.

Cranleigh Abu Dhabi Behaviour Values Infographic
The Cranleigh Behavioural Values are focused on three important areas: High Expectations, Positive Relationships and Support. These form the basis of positive behaviour within the school.

High Expectations

Research shows that high expectations of students can have positive effects on behaviour, progress and attainment. This includes high expectations of behaviour throughout all areas of the school and whenever representing Cranleigh. We expect staff to role model and demonstrate the high expectations that they hold 'Cranleighans' to, as well as expecting our students to support each other in upholding these expectations. This behaviour policy, along with the behaviour levels below, are mechanisms to support in maintaining high expectations.

Positive Relationships

Positive relationships are at the core of not only behaviour management within Cranleigh, but all aspects of Cranleigh life. This is evidenced within the Cranleigh Classroom guidelines which bases 'Relationships' as one of its key corner stones for student success. We strive for positive relationships between all members of the Cranleigh community with a particular focus on staff and student relationships. This behaviour policy, along with the behaviour levels below, are mechanisms to support in building and maintaining positive relationships.

Support

Positive relationships are at the core of not only behaviour management within Cranleigh, but all aspects of Cranleigh life. This is evidenced within the Cranleigh Classroom guidelines which bases 'Relationships' as one of its key corner stones for student success. We strive for positive relationships between all members of the Cranleigh community with a particular focus on staff and student relationships. This behaviour policy, along with the behaviour levels below, are mechanisms to support in building and