

Policy Information

Policy Title	BWA Behaviour For Learning Policy
Section	
Policy Number	
Effective Date	1 st August 2024
Review Cycle	Annually
Author Modified	Matthew Smith

Implementation and Exemptions

BWA school is required to observe and implement this policy.

Exceptions will only be granted for legal (contravention of local and / or federal legislation), technological, cultural, or physical reasons. Sufficient supporting documentation is required in order to obtain an exemption.

Objective and/or Scope

"True education is not confined to books and classrooms; it extends beyond the boundaries of traditional learning. It encompasses values, character, and the development of a well-rounded individual. As students embrace integrity, humility, and compassion, these virtues will guide them towards a purposeful and meaningful life." - Sheikh Zayed bin Sultan Al Nahyan

This policy is designed to guide Bateen World Academy (BWA) in cultivating an environment that fosters IB Learner Profile traits and accompanying values in our students. Our effective behaviour management systems aim to actively reinforce positive behaviour and prevent behavioural issues through proactive strategies that promote traits such as being principled, caring, balanced, and reflective. We believe in nurturing patterns of positive behaviour rather than merely reacting to negative incidents, aspiring to instil the IB Learner Profile traits in our students, fostering a community of inquirers, knowledgeable thinkers, and open-minded communicators. However, it remains crucial that any repeated breaches of our community ethos be addressed through a graduated response.

Policy / Process

This policy aligns with Code of Conduct Levels Ministerial Decree 619/2017 and ADEK's 'Guidelines for Managing Student Behaviour in Abu Dhabi Schools.' We affirm the belief that every student deserves a

secure, supportive, and structured learning environment free from disruptions that hinder academic and personal growth.

Aims:

1. To foster student whole-being happiness and growth through promoting IB Learner Profile traits and accompanying character values.
2. To build a harmonious school community which respects all members and the school environment, allowing for effective learning and nurturing students' empathy, moral and ethical character, and sense of good citizenship.
3. To nurture a sense of self-discipline in students, encouraging them to take responsibility for their actions, mirroring the 'principled' trait of the IB Learner Profile.
4. To provide a fair and transparent set of procedures that ensure consistent management of behaviour.

IB Learner Profile:

The IB learner profile represents a set of character attributes we strive to develop in our students throughout their school journey. These attributes are essential for fostering holistic development and preparing students to become responsible global citizens. Our school aims to nurture students who embody the following qualities:

- **Inquirers:** Students are curious and show a keen interest in learning. They actively engage in the learning process and seek knowledge and understanding across a range of subjects.
- **Knowledgeable:** Students develop and apply their knowledge across various disciplines. They explore concepts, ideas, and issues to become well-informed individuals.
- **Thinkers:** Students exercise critical and creative thinking skills. They approach problems and challenges with an open mind, demonstrating the ability to analyze, evaluate, and synthesize information.
- **Communicators:** Students effectively express themselves and listen attentively to others. They can confidently articulate their ideas in multiple languages and modes of communication.
- **Principled:** Students act with integrity and honesty, demonstrating a strong sense of fairness and justice. They take responsibility for their actions and show respect for themselves and others.
- **Open-minded:** Students embrace and appreciate diverse perspectives and cultures. They demonstrate empathy and seek to understand others' viewpoints, valuing and celebrating differences.
- **Caring:** Students show compassion, empathy, and respect towards others. They actively contribute to the well-being of their community and strive to make a positive difference.
- **Risk-takers:** Students approach unfamiliar situations with confidence and enthusiasm. They are willing to take calculated risks, think creatively, and learn from both successes and failures.
- **Balanced:** Students lead a balanced lifestyle, recognizing the importance of intellectual, physical, and emotional well-being. They seek harmony between academic pursuits, extracurricular activities, and personal growth.
- **Reflective:** Students thoughtfully evaluate their strengths and weaknesses, seeking opportunities for growth. They learn from their experiences and actively consider the impact of their actions on themselves and others.

Positive Behavior Model:

Drawing on the work of Paul Dix, our behavior policy is rooted in the principle that the quickest way for a student to gain attention in a classroom should be through positive behavior. We aim to create a culture where students are celebrated for their adherence to the IB Learner Profile characteristics. As Dix emphasizes, "If the quickest way for a student to achieve celebrity in your classroom is by being the worst behaved, you have a culture problem." Therefore, at BWA, students should be praised for demonstrating any of the following IB Learner Profile Characteristics before any consequence guidance is implemented:

- **Inquirers:** Love for learning, self-starters, imaginative.
- **Risk-takers:** Brave, persistent, flexible.
- **Communicators:** Good listeners, clear speakers, team players.
- **Principled:** Honest, reliable, fair.
- **Open-minded:** Respectful, accepting, adaptable.
- **Knowledgeable:** Deep thinkers, wise, always learning.
- **Balanced:** Takes care of self, organized, finds time for work, play, and rest.
- **Caring:** Kind, helpful, environmentally conscious.
- **Reflective:** Self-aware, learns from mistakes, thoughtful.
- **Thinkers:** Problem solvers, question askers, innovative.

Positive Recognition:

- **Stage 1: Initial recognition:**
 - When the teacher sees a student demonstrating a learner profile well, they will write their name on the Positive Recognition Board to catch positive character.
 - Students should be encouraged to support others in getting their names on the board.
- **Stage 2: House Points:**
 - When students consistently demonstrate an IB Learner Profile character, they should be awarded a House Point through CPOMS (1-5 maximum awarded per lesson) or in their school planner if the good character is observed at break times.
- **Stage 3: Phone Home:**
 - When students consistently demonstrate an IB Learner Profile character over time, they should receive a positive phone call/email home and the success shared with their parents. The phone call should be logged on CPOMS by the class teacher. All teachers should complete one positive phone call per week.
- **Stage 4: Golden Ticket:**
 - Each teacher has one ticket per term to award to a student who consistently demonstrates an IB Learner Profile character over time, the ticket should be logged on CPOMS by the class teacher. All teachers will issue one Golden Ticket per term.

In addition to this, teachers can create a positive culture by also implementing the following.

Verbal Recognition:

- Frequent verbal feedback from teachers in the classroom, highlighting students' positive demonstration of the attributes of the International Baccalaureate (IB) learner profiles and Attitudes.

- Social and community recognition for students who have demonstrated an outstanding pattern consistent with the IB learner profiles, given by the homeroom/class teacher and recognised through weekly assemblies.

Written Recognition:

- Positive comments in home-school communication books such as Student Planners and class work books.
- Issuing certificates or letters of appreciation/commendation.
- Students' names/photographs on notice boards (e.g., 'Student of the Month').
- Displays of students' work in the classroom or around the school.
- Publication of students' work in school newsletters or on the school website.
- Work shown to the Principal or Senior Leadership Team.

Material/Financial Recognition:

- Academic awards and trophies.
- Sports medals and trophies for competing or winning competitions.
- Prizes, such as books for winning entries in a writing competition.
- Book tokens or vouchers for winning a competition.

Participation in a Special Event or Activity:

- Participation in school trips, award ceremonies, camps, or expeditions.
- Representative roles for the school acknowledged.

House Points:

At our school, we encourage a healthy sense of competition and foster a supportive community through our house points system. House points are awarded to students based on their achievements, contributions, and embodiment of the IB learner profile attributes. The house points guidance is as follows:

1. **Academic Excellence:** Students receive house points for outstanding academic performance, including achievements in assessments, projects, and competitions.
2. **Extracurricular Involvement:** Participation and accomplishments in extracurricular activities such as sports, arts, clubs, and community service contribute to earning house points.
3. **IB Learner Profile:** Students who consistently demonstrate the attributes of the IB learner profile in their actions, behavior, and interactions with others will be recognized and awarded house points.
4. **Positive Behavior:** Acts of kindness, respect, and responsible behavior towards peers, teachers, and the school environment are acknowledged with house points.
5. **Leadership and Service:** Taking on leadership roles and actively engaging in service initiatives that benefit the school or the broader community will earn house points.

6. **Attendance and Punctuality:** Regular attendance and punctuality are important qualities, and students who consistently demonstrate these will be rewarded with house points.

At regular intervals throughout the academic year, house points will be tallied, and the house with the highest number of points will be acknowledged and celebrated. Additionally, individual students who accumulate a significant number of house points will be recognized and awarded accordingly. The house points system serves to promote collaboration, motivation, and a sense of pride in students' accomplishments while reinforcing the values and principles of the IB learner profile.

House points are awarded through CPOMS and totals/rewards managed by the Heads of House.

Setting the Scene: Teaching and Learning expectations:

At BWA, we believe that successful learning and good behaviour are built on certain principles and practices. Therefore, all lessons at the school are expected to meet the standards outlined in the BWA Teaching and Learning Policy.

Despite well-planned lessons and appropriate encouragement, there may be instances where students do not meet the expected standards of behaviour. While we strive to understand and address the root causes of such behaviours, we firmly believe that every student has the 'right to learn.' Any disruption that infringes on this right cannot be tolerated. This stance promotes a balanced and caring environment, encouraging students to reflect on their behaviour and respect the learning needs of others. By fostering such a positive and proactive environment, we hope to see each student embody the traits of the IB Learner Profile, improving not only in academic pursuits but also in personal growth and character development.

Behaviour In and Around the School:

Bateen World Academy students are expected to demonstrate high standards of behaviour at all times. This includes moving around the school, in tutor time 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. This includes:

- Taking pride in wearing uniform correctly inside the school building.
- Making appropriate use of devices exclusively in lessons.
- Ensuring that safe footwear is worn on the pitch whilst playing football.
- Taking pride in the school building by cleaning up after ourselves in all areas, especially the canteen & bathrooms.

During non-structured times, staff should refer to and discuss the BWA character choices when they wish to resolve an issue outside of class. Serious incidents should be reported on CPOMS and referred to pastoral leaders.



BATEEN character choices



Always make a
principled choice...

Monitoring Student Behaviour:

Bateen World Academy will use CPOMS to monitor and record incidents of misbehaviour. CPOMS has been set up to allow teachers to use the C2-4 classroom consequences model as per the classroom guidance for both Primary and Secondary.

Pastoral leaders will monitor the incidents and issue the appropriate Warning letters at level 1-4 in line with ADEK policy and classroom guidance.

The aim is to have a structured approach to behaviour management which both staff and students understand and follow at all times. It is important that there is regular communication between staff where individual students are discussed and monitored. Students giving cause for concern should be discussed at pastoral meetings. The meeting is used also to identify students for intervention and support as well as those who may need to be referred to the Head of Inclusion for behaviour or learning support.

Overview of ADEK Violation Levels and Consequences:

Level 1 (Simple Risk): Behaviour that causes disruption of teaching and learning.

Examples:

- Attendance and punctuality
- Uniform
- Misuse of devices
- Disruptive behaviour
- Inappropriate behaviour

Consequences:

- Incident logged
- Verbal warnings
- Written warnings
- Detention
- Parents contacted
- Report card
- Change seating plan

Level 2 (Medium Risk): Behaviour that causes greater disruption of teaching and learning than what is described in Level 1 behaviour.

Examples:

- Increase in disruption
- Repetition of Level 1
- Vandalism
- Fighting
- Bullying
- Truancy (within or outside of school)

- Theft
- Inappropriate behaviour in other areas of the school (e.g., bathroom)
- Poor conduct on school trips
- Misconduct in tests and exams
- Discrimination
- Falsifying documents
- Inappropriate language
- Inappropriate behaviour that conflicts with the values of the UAE
- Having mobile phone out during school hours
- Taking pictures and/or videos of students or staff without permission

Consequences:

- Meeting with Parents
- Log incident
- Change seating plan
- Vandalism: parents requested to pay for replacement or fixing item
- Behaviour contract
- Report cards
- Reflection time
- Suspension

Level 3 (High Risk): Behaviour that endangers or otherwise threatens the safety of fellow students, school staff, and/or other people.

Examples:

- Increase an/or repetition of Level 2
- Assault or fighting that causes injury requiring medical treatment
- Smoking, vaping, or carrying equipment
- Possessing or selling illegal substances, weapons, items, or explosives
- Misuse of social media impacting staff, students, or school's reputation
- Online harassment, grooming, or exploitation
- Promoting extremist beliefs
- Defamation of staff or students
- Sharing inappropriate images or posting anything not culturally sensitive or in conflict with UAE values
- Dangerous behaviour on school buses or in school pick-up areas that puts others at risk

Consequences:

- Incident logged
- Meeting with parents
- Written warning letters issued
- Suspension and reintegration plan with risk assessment
- External authorities contacted
- Behaviour contract
- Report to Head of Year (HOY) or Senior Leadership Team (SLT)

- Reflection time
- Suspension from school trips or extracurricular activities (ECAs)
- Risk assessment for school trips and ECAs
- Removal from leadership positions

Level 4 (Very High Risk): Behaviour that endangers or otherwise threatens the safety of fellow students, school staff, and/or other people. Behaviours in Level 4 are at times also violations of UAE Laws.

Examples:

- Increase and repetition of similar behaviour
- Assault (physical and sexual)
- Extremist behaviour that conflicts with UAE values
- Disrespect of the UAE
- Impersonating others
- Forging school documents
- Causing a fire in school
- Cheating in tests or exams
- Possession, supply, or promotion and use of substances and being under the influence

Consequences:

- Immediate action required:
 - Incident logged
 - Meet parents
 - Written warning
 - External authorities contacted
 - External support required (e.g., full therapist evaluation)
 - Behaviour committee meeting
 - Suspension (up to 5 days). ADEK informed.
 - Re-enrolment withdrawn.
 - Meet school counsellor
 - Report to SLT
 - Behaviour contract and improvement plan
 - Withdrawn from ECAs, trips, and any leadership positions

Serious Breaches of School Discipline: Level 3 and 4

Serious breaches of school discipline will not be tolerated, and serious incidents will be dealt with by the Senior Leadership Team in accordance with Aldar Academies' discipline procedures. Examples of serious breaches of school discipline could include:

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

- Alternatively, depending on the severity of the incident, the student may be temporarily banned from attending school for a fixed time but not more than 5 days. ADEK must be notified of any serious incident and/or decision to suspend a student from school.
- In all cases, parents will be invited to the school to discuss their child's behaviour.
- Following internal intervention/suspension, the student may be placed on a 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 a Behaviour Agreement signed by the student and their parents.
- In severe cases, where despite support from the school, a student's behaviour does not change, the case will be dealt with by Aldar Academies Disciplinary 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.

Student of Determination (SoD):

The school behaviour management committee shall liaise with the Inclusion department at the school if any of the students categorized under the SoD 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 a 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 Support Plan (BSP) as per the level and type of the violation.
 - In case a BSP exists, 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, regardless of the BSP, 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.

Repeated Poor Behaviour:

Repeated poor behaviour will not be tolerated and will see students progressing through the violation levels and appropriate sanctions will be enforced. For example:

- As a consequence of two or more Level 1 violations, the school will meet with parents to inform them that their child has incurred a Level 2 violation. The student may receive a report card and may be placed in internal reflection, receive detention, and ECA privileges may be withdrawn.
- As a consequence of two or more Level 2 violations, the student may incur a Level 3 violation. This may incur a temporary suspension from school or in extreme cases could ultimately lead to a Level 4 and ultimately a permanent exclusion from the school.

Behaviour Probation:

Students with repeated incidents of inappropriate behaviour, who are involved in a serious behaviour incident, or who demonstrate an overall lack of respect for the rules of the school may be placed on Behaviour Probation by the behaviour committee. Students who are on probation continue to attend school under conditional enrolment. Towards the end of the school year, a decision is made about whether the student can continue to attend in the upcoming year.

Fixed Term and Permanent Exclusions:

For Level 3 or Level 4 violations, it may be necessary to punish 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:

Only the School Principal has the power to temporarily exclude a student. Fixed term exclusions can be for a period of up to 5 days. Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the School Disciplinary Committee. The committee may include the School Principal, the Deputy Principal, and/or other senior leaders of the school. 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 Academies Director of Education and ADEK has the power to exclude a student. Before any decision is made to permanently exclude a student, a full investigation is undertaken by the Aldar Academies Disciplinary Committee. The committee will include the Director of Education and may also involve a School Principal from another Aldar Academies school. This investigation may involve students and witnesses and will include consultation with the parents.

Guidance Regarding Transition:

Most students transferring from one Aldar Academy to Bateen World Academy at a time of transition will be offered a place in the school. However, where there are significant concerns regarding the behaviour of the student and comprehensive records indicating support and interventions over time, the principals should consult to review the allocation of a place at Bateen World Academy. In exceptional circumstances, concerns regarding a student's behaviour may result in a place being withdrawn from Bateen World Academy. Communication with parents will be central to such a process, with regular reviews in the year of transition. A decision to withdraw a place may be made by the receiving Principal following consultation with the Director of Education.

The Role of Parents:

Parents are encouraged to work collaboratively with the school to ensure that students have a full understanding of BWA 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 primary and secondary 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.

Responsibilities of Parents:

- Support school efforts in creating an optimal school environment.

- Reinforce school rules and policies: familiarize yourself with the school's code of conduct and disciplinary policies. Support and reinforce these rules at home, emphasizing the importance of following them and the consequences of violating them.
- Show appreciation and respect for all school staff.
- Discuss the importance of responsibility, respect, and integrity.
- Support your child's education: Actively engage in your child's learning journey and provide support both academically and emotionally. Encourage them to take ownership of their education and develop good study habits.
- Provide guidance and support: Be a supportive and positive role model for your child. Offer guidance on appropriate behaviour, conflict resolution, and problem-solving skills. Help them understand the consequences of their actions and encourage them to make responsible choices, learn from their mistakes, and make amends when necessary.
- Teach values and ethics: Instil in your child a strong moral compass and teach them about the importance of ethical behaviour, honesty, and empathy towards others. Encourage them to demonstrate these values both inside and outside the school.
- Foster open communication: Maintain open lines of communication with your child's teachers and school administrators. Stay informed about your child's behaviour, attendance, and any concerns raised by the school. Collaborate with the school to address any behavioural issues promptly and positively.
- Attend workshops and information sessions to gain insight into effective behavioural strategies.
- Ensure your child conforms to and abides by school guidelines, instructions, and corrective/disciplinary procedures applied by the school.
- Keep the school informed about any emergent or unexpected problems that their children may be facing.

Parents and schools share the responsibility of shaping a child's behaviour and character. By working in partnership with the school, maintaining open communication, and providing consistent guidance, parents can contribute significantly to their child's positive behaviour.

If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to complete the Parents' Appeal – Letter of Consideration template.

Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal or with a member of Aldar Academies education team who may conduct an investigation. If concerns remain, there may be an invitation to meet with a member of Aldar Academies Executive Management Team.

This policy and associated guidance will be reviewed and updated as necessary by the BWA behaviour Committee and pastoral team.

References

1. External Guidance

ADEK Student Behaviour Policy 24-25, Aldar Academies Behaviour Policy 23-24

2. Internal Guidance

BWA Antibullying Policy & BWA T&L Policy

Definitions / Responsibility

1. Definitions

BSP – Behaviour Support Plan – designed by pastoral/inclusion team to support students who are repeating ADEK violations.

2. Responsibilities

SLT	Implementation & Review
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School Staff	Implementation
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Policy History

1. Adopted – 1st August 2024
2. SLT Ratified – 1st August 2024
3. Revised – N/A
4. Updated – N/A