



**GARDEN CITY
BRITISH SCHOOL**

2017-2018

Policy: Student Behaviour

Student Behaviour Policy

Corresponding to Policy (50) and Article (55) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy **the School** refers to Garden City British School. Students' behaviour refers to students' responses to a number of daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions toward each other or toward the Teaching Faculty or other members of the wider School community.

PURPOSE(S):

- To promote positive student behaviour in the School.
- To satisfy the Council's requirement that all Schools regularly review a Behavior Policy which makes clear to all students and their Parents/Guardians the School's expectations of students' behavior and how the School will deal with any misconduct.

POLICY:

This policy is based on the Council's "Guidelines for Managing Student Behavior in Abu Dhabi Schools". With regard to student behavior and discipline, the School will herein issue and commit to implementing a procedure, which must be approved by the Council. This procedure includes details of the School's practices for promoting positive behavior and its guiding and disciplinary action to modify misconduct.

This procedure will be distributed to all students and their Parents/Guardians at the beginning of each school year and it must be discussed from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the School community. Below are the guiding principles of the school's student Behavior Policy:

Reinforcing Positive Student Behavior

The school will adopt strategies and frameworks that recognise, reward and reinforce positive behavior, and shall implement a reward system alongside a set of rules and sanctions for dealing with student misconduct. The school will consider the following important co-dependent factors for positive student behavior:

Heritage and culture: a sense of the behavioral values and principles that address the UAE's culture and traditions.

Positive School environment: a School environment that is welcoming, caring, safe, enriching, professional and respectful to students.

Management of student behavior: by using role models from students' families, teachers and all other staff and through maintaining an effective and consistent system for shaping and managing student behaviour appropriately based on age and gender.

Student Code of Conduct

All students must respect the school's main code of conduct which covers the Council's main rules plus aspects which are particular to the School's expectations.

The School expects that all students will comply with the following guiding principles:

Meet all School expectations and follow procedures.
Behave responsibly and do not endanger the safety and welfare of yourself or others.
Care for the facilities and property of the School and of others.
Arrive at School and lessons on time and justify any lateness and absences.
Participate in promoting a positive School image in the community.
Demonstrate a positive attitude and apply the very best effort toward learning.
Behave responsibly so as not to disrupt the classroom or the learning of others.
Respect the heritage and culture of the UAE.
Treat all members of the School, local and wider community with respect at all times regardless of race, nationality, disability, religion, gender or age.
Never physically or verbally intimidate any member of the school community.
Always treat others as you would like them to treat you.
Act honestly and honorably in all situations.

Bullying

Bullying is not tolerated at Garden City British School and is treated seriously at all times. Students are encouraged to report instances of verbal or physical intimidation to a teacher or member of the pastoral team and this is acted on by the pastoral team who maintain an overview of incidents. Bullying is a level 2 behavior and can result in a student being placed on level two report and parents being contacted. Through Islamic lessons and pastoral assemblies tolerance of other races, religions and nationalities is promoted.

Managing Students' Misconduct

School will use the appropriate disciplinary actions within ADEC guidance to encourage students to understand why their behavior is unacceptable and how to behave better in the future. In our response to incidents of student misconduct, School shall take into consideration the students' individual circumstances and personality, including the social, emotional, and psychological factors that may underlie a student's behavior. Managing students' misconduct will be consistent with the following ADEC guidance:

Disciplinary Actions

The school has adopted ADEC's guidance in determining the appropriate progression of discipline, by categorising students' misconduct into three levels, as follows:

Level One - Any behavior that results in disruption of the teaching and learning environment, which may include, for example:

- Tardiness (lateness/unpunctuality).
- Unexplained absences.
- Not bringing the necessary books and equipment to class.
- Incorrect School uniform (including sports uniforms).
- Disruptive behavior in classrooms and in School.
- Breaking School rules including in classrooms, hallways, playgrounds and buses.
- Defying instructions from School management and staff.
- Mocking others.
- Disruptive behavior on School buses (e.g. vandalising bus seats and treating bus supervisors disrespectfully).

Level Two - Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- Skipping classes or School.
- Sneaking into School after school hours without the presence of supervisors.
- Using abusive or inappropriate language toward peers and/or teachers.

- Fighting with other students and/or bullying them.
- Theft.
- Vandalising School property or the property of others.
- Using cell phones during School time without the School administration's permission.
- Possessing or viewing pornographic or other inappropriate material.
- Cheating in exams or assignments.
- Providing false documents (e.g. forging Parents'/Guardians' signatures).
- Misuse or abuse of the School's IT systems.

Level Three - Any behavior that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:

- Assaulting Teaching Faculty members, staff or members of the local community.
- Distributing (or participating in the distribution of) pornographic material.
- Wilful damage to, or destruction of, School and personal property.
- Possessing or selling weapons or explosives.
- Using or promoting illegal drugs or substances in violation of public order and morals.
- Exchanging any inappropriate materials, such as letters or photos.
- Committing major actions contradictory to public morals such as sexual assault.

Banned Disciplinary Actions – School will not adopt any of the following banned methods as disciplinary actions:

- All forms of physical punishment (see Policy (52)).
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct.
- Imposing more School work.
- Mocking or insulting the student in private or in public.
- Preventing the student of using washroom facilities or consuming food.

Staged Approach for Dealing with Wilful or Persistent Misconduct

The School operates a positive behavior management model details of the procedures are in the appended Garden City British School Behavior and Reward Procedures.

Students are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behavior before disciplinary action (e.g. warnings, written notices) is taken as detailed in the appended procedures.

The GCBS procedures are in line with the ADEC guiding principles detailed below.

Student misconduct shall be dealt with as follows:

- Firstly, the School shall provide counselling for the student, with a clear explanation, with reasons, of the changes in behavior that are required of the student by the School.
- Next, the School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behavior.
- If there is a need for further escalation of response, the School shall inform Parents/Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-School strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, the School may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning.
- In the final stage, if the student fails to modify his or her behavior in accordance with the requirements of the School, the School may apply to the Council to transfer the student to another School or to permanently exclude the student concerned. In making an application to the Council, the School shall include evidence that all these stages have been followed.

School Pastoral Team

The School Pastoral Team shall keep a record of the disciplinary offences of each student and the actions taken in response. They will make all necessary efforts to engage parents and students to reform behaviors involving psychologists and social workers where necessary. Mentoring, counselling, time out cards and other behavior modification techniques will be employed where appropriate.

Decisions made by the pastoral team and sanctions imposed must be fair and equitable to all pupils without exception within the constraints of age appropriateness and proportionality to the nature of the misconduct.

The pastoral team will aim to engage the support of parents at all stages in the process

School Disciplinary Committee

The School has a Disciplinary Committee which is a sub-committee of the Board of Governors to review and discuss the evidence gathered regarding a specific student's behavioral issues in the final stage, advising on whether to submit them to ADEC or whether they feel another course of action should be implemented first to attempt to reform the student's behavior further. They will set a time scale for review of the course of action and its impact when they shall again consider submitting the evidence to ADEC and requesting transfer or permanent exclusion. Courses of action prescribed by the committee will be fair and equitable to all students without exception. All disciplinary sanctions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy.

A transparent and fair appeals process for decisions will be available to students and Parents/Guardians.

The School, the Council and any supervisory authorities shall treat all information about students' behavior as strictly confidential.

Students with Special Educational Needs

- Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education need and the Individual Education Plan for that student.
- Students with special education needs will not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.
- The implementation of the School code of conduct does not generally differentiate between students with special education needs and other students.

The document "Abu Dhabi Education Council Guidelines for Managing Student Behavior in Abu Dhabi Schools" is used to provide additional details and guidance on all guiding principles mentioned in this policy.

ROLES AND RESPONSIBILITIES:

The School Owners and Board of Trustees will:

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

The Principal will:

- Implement the School's behavior and discipline policy and related procedures.
- Ensure, through regular review of the Behavior Policy, involve students, Parents/Guardians, teachers and other staff, that the importance of the Behavior 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.

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Approved By Board of Governors:	
Principal Approval:	<i>Caroline Peel.</i>
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