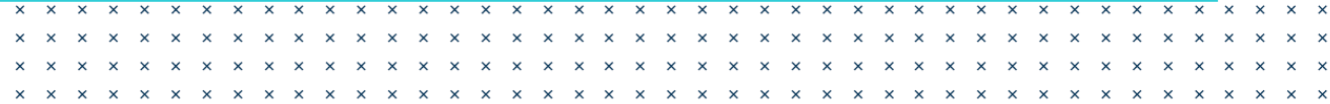




NORD ANGLIA INTERNATIONAL SCHOOL ABU DHABI WHOLE SCHOOL POLICY DOCUMENT ON: Behaviour for Learning

Name of the person(s) responsible: Liam Cullinan / Michael Connor



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Statement of purpose

Student behaviour and success in learning are inextricably linked. The NAS Abu Dhabi Behaviour Policy reflects this by focusing on the encouragement of student's attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning,

Underpinned by:

1. High quality teaching
2. Clear and consistent routines
3. Effective rewards and sanctions

learning and behaviour stem from quality teaching and effective management of the teaching space. Positive behaviour leads to positive learning while poor behaviour leads to disrupted and poor-quality learning.

Inherent in this policy are the following principles of good management of the teaching space:

1. Learning is structured and organised in such a way that high expectations of behaviour are made clear.
2. A positive climate for learning is established through the use of routines, rules, shared expectations and rewards.
3. Lessons are well planned, resulting in students who are engaged in learning.
4. Teachers display the high value in which they hold education through their own professional and positive attitudes to students. This can be clearly seen in the way that they model the language of mutual respect, their avoidance of over reaction and confrontation and their capacity to be proactive rather than reactive when dealing with behavioural issues.

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Parental Role in Behavioural Management

The parental role in behaviour management is vital as the first educators. In Secondary, parents sign the agreement in each student's passport. The pertinent section is reproduced below.

Home School Partnership Agreement

At NAS Abu Dhabi we want to work with students, parents and staff to create a school environment that ensures teaching and learning is of the highest quality, where students enjoy the classroom experience and feel intellectually challenged and stimulated.

We believe in the importance of equipping students with the values and skills that will help their development and learning for life.

We want to build self esteem and confidence and create opportunities where students, parents and staff know that they are valued. We are convinced that this can happen when parents, students and teachers agree to work together in a triangular partnership.

This Home School Agreement is an agreement to work together in the best interest of the children.

Agreement

The parents

I / We shall aim to: -

- Ensure my child attends school regularly, on time, properly equipped and in full school uniform.
- Make the school aware of any concerns which might affect my child's education and welfare.
- Support the school's policies and guidelines for behaviour.
- Attend parents' meetings and discussions about my child's progress.
- Become involved with my child's life in school by supporting hm/her in areas such as positive behaviour, homework tasks, talking about the school day and, where appropriate signing my child's passport.

This policy is underpinned by the NAS Abu Dhabi Classroom Expectations (see page 5), which should be consistently upheld by all staff.

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EXPECTATION

THE POLICY

HOW ACHIEVED

Before the lesson:

· All students enter the classroom in a quiet and orderly way. Any issues with uniform and/or jewellery are challenged in an appropriate manner.

At the start of the lesson the teacher:

· Students move to their allocated seat quietly and calmly, so they are ready to learn with equipment ready. Mobile phones are not permitted.

During the lesson teachers will:

· Provide activities which are varied and appropriate in terms of challenge and style impacting positively on student behaviour.
· Encourage and praise effort and good behaviour wherever possible, awarding house points where appropriate.
· Use a range of behaviour management techniques and a variety of strategies for challenging misbehaviour.

At the end of the lesson teachers

· Ensure students leave on time and in a calm and orderly way, with a note sent to receiving teacher in exceptional circumstances if students are late leaving the room.

Teacher stands at door to meet and greet. Any jewellery not in accordance with school policy should be removed, and confiscated until end of day (if not first time). Referral completed for information.

For Secondary:

Student equipment and passports on desks immediately. Students who repeatedly forget equipment are challenged and a referral completed for information. Mobile phones should be confiscated and returned at the end of the school day.

awarded and/or praise email sent home to acknowledge good conduct. Headteacher's Awards may also be used to recognise outstanding conduct.

Poor behaviour is challenged consistently in accordance with the NAS Classroom Expectations.

Where appropriate, a referral is completed for information.

Ending & exiting the lesson appropriately with teacher dismissing the class formally by standing at the door.

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NAS Abu Dhabi Classroom Expectations

1) **Respect:** Follow any instructions given by your teacher at the first request.

2) **Respect:** Do not talk or interrupt when someone else is speaking – listen to what they are saying.

3) **Respect:** Whenever you do speak, be kind with your words; whether that is face to face or online.

4) **Uniform:** Always wear the correct school uniform.

5) **Equipment:** Ensure you always have the correct equipment, including a passport in Years 6-8. This should be placed on your desk as soon as you arrive at the lesson. Mobile phones are not permitted at any time in school.

6) **Homework:** Should be submitted on time and completed to a high standard.

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A Staged Approach to Dealing with Poor Behaviour in the Secondary Classroom

The following process is intended to offer a clear, staged approach to tackling persistent low-level disruption that impacts the learning of themselves and others.
For dealing with more serious incidents, please refer to the separate policies on pages 9-13 of this document.

	Initial Teacher Challenge (Refer to behaviour policy)	Verbal Warning (Refer to Behaviour Policy)	Break/Lunch Detention (Refer to Behaviour Policy)	iSams Log (Details of action & outcome)	Phone Call Home	Complete Stage 3 Referral	Link Meeting with SLT and Class Teacher	After School Detention	Complete Stage 4 Referral	Meet with Parents
Phase 1 Class Teacher								Possible action after Link Meeting with SLT		
Phase 2 SLT / or Tutor										

Yellow – Link meeting with SLT and Class Teacher.

BIG Picture: THE ROLE OF THE PERSONAL TUTOR

Concerns will be received by the personal tutor, who should also follow up with a conversation. They may also wish to intervene if they are aware of a 'bigger picture' such as multiple concerns from different teachers in a short space of time.

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A Staged Approach to Dealing with Poor Behaviour in the Primary Classroom

The following process is intended to offer a clear, staged approach to tackling persistent low-level disruption that impacts the learning of themselves and others. For dealing with more serious incidents, please refer to the separate policies on pages 9-13 of this document.

STAGE ONE

CLASS/SPECIALIST TEACHER TAKES ACTION

Procedure to follow: Teacher address the poor behaviour by referring to the NAS Abu Dhabi classroom rules and expectations. If the poor behaviour persists a verbal warning is given. (Teacher uses the positive behaviour chart within class to give visual warning to student).

If the identified behaviour continues after a verbal warning, a second warning is given). At this point, the teacher can share this with the Head of Key Stage. Contacting home at level 1 is at the teacher's discretion.

STAGE TWO

HEAD OF DEPARTMENT TAKES ACTION

Procedure to follow: Teacher may escalate to Head of Key Stage. This must be done verbally and then followed up with a written log on CPOMS. Head of Key Stage will follow up with student in question and with parents where deemed appropriate.

STAGE THREE

ASSISTANT HEAD TAKES ACTION

Procedure to follow: Teacher and/or Phase Leader may escalate to Assistant Head Teacher. This must be done verbally and then followed up with a written log on CPOMS. Head of Key Stage / Assistant Head Teacher will follow up with student in question and with parents where deemed appropriate.

STAGE FOUR

Procedure to follow: Phase Leader and/or Assistant Head may escalate to Head of Primary. This must be done verbally and then followed up with a written log on CPOMS. Head of Primary will follow up with student in question and with parents.

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BIG Picture:

THE ROLE OF THE CLASS TEACHER

All behavioral concerns or incidents, as outlined in the Safeguarding Policy, must be recorded in CPOMS in accordance with the ADEK levels of behavior policy. Level 2 and Level 3 concerns are subject to review through CPOMS. Teachers, Phase Leaders, and Assistant Head Teachers should also monitor any emerging trends in lower-level behaviours that may be linked to safeguarding concerns and intervene as appropriate.

Appendix 5: ADEK Levels of Behaviour – Aligns with our policy

Level one – Any behaviour that results in disruption of the teaching and learning environment, which may include, for example:

- Tardiness.
- Unexplained absences.
- Not bringing the necessary books and equipment to class.
- Incorrect school uniform (including sports uniform).
- Low level disruptive behaviour in classrooms and in school.
- Breaking school rules including in classrooms, hallways, playgrounds, and busses.
- Defying orders from school management and staff.
- Mocking others.
- Disruptive behaviour on school buses.

Level Two – Any behaviour 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.
- Using abusive or inappropriate language toward peers and/or teachers including racial abuse.
- Vandalising school property or the property of others.
- Using mobile phones during school time without the school administration's permission.
- Possessing or viewing inappropriate material.
- Cheating in exams or assignments.
- Providing false documents (e.g forging parents/guardians signatures).
- Misuse or abuse of the schools IT systems.
- Bullying.

Level Three – Any behaviour that results in physical danger to others, or

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which violates applicable laws in the UAE, which may include:

- Assaulting members of the school community.
- Distributing inappropriate material.
- Willful damage to, or destruction of school and personal property.
- Theft.
- Committing major actions contradictory to public morals of the UAE.

Procedure for dealing with aggressive behaviour.

DEFINITION

Aggressive or threatening behaviour is defined as the verbal or physical abuse of another member of our school community.

POLICY

Any display of threatening behaviour in the form of verbal or physical abuse is strictly forbidden.

COMMUNICATION OF POLICY

- (a) Students will be reminded in assemblies, tutor periods and by class teachers about the rules governing their behaviour towards others.
- (b) The policy will be reviewed annually and adapted annually.

PROCEDURE TO BE FOLLOWED

- (a) Incidents of serious aggressive behaviour between students should be reported immediately to a member of SLT.
- (b) Certain minor incidents may be dealt with by

discussion with the students concerned.

(c) More serious or repeated incidents will require senior staff involvement and parental contact, with written records logged appropriately.

(d) Students who persistently display aggressive behaviour could face fixed term or permanent exclusion.

(e) In the case of a fixed term exclusion, parents will receive written confirmation of the school's decision, which should be signed in acknowledgement as per ADEK requirements.

(f) Parents have the right to make representations to the Principal in the event of an exclusion.

SANCTIONS

Whilst normal school sanctions such as detentions may be appropriate for some cases, students who display serious or persistent forms of physical or verbal intimidation will face internal isolation or a fixed term or permanent exclusion from school.

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Procedure for dealing with bullying.

DEFINITION

Bullying is the wilful and conscious desire to hurt, threaten, frighten or exclude someone. It can take the form of either verbal or physical abuse or intimidation, or social bullying, such as deliberately excluding others. Verbal abuse or intimidation may be in the form of cyber bullying.

POLICY

The bullying of students by other students either on school premises or on the way to and from school is strictly forbidden, and NAS Abu Dhabi has a zero-tolerance approach to bullying. Incidents of bullying will always be treated as a very serious matter and should be dealt with according to the guidelines listed below.

COMMUNICATION OF POLICY

(a) Students will be reminded in assemblies, tutor periods and classes about the rules governing their behaviour towards others.

(b) The policy will be reviewed annually and any changes will be reflected on the school website.

PROCEDURE TO BE FOLLOWED

(a) All staff are asked to watch for and report any signs of bullying such as deterioration of work, spurious illness, erratic attendance etc.

(b) Where incidents of bullying are detected:

- 1) All involved should be referred to a member of SLT
- 2) All those involved will be asked to record the events in writing (if age appropriate).
- 3) A discussion to resolve situation with individual and groups of students may take place.
- 4) Parents will be contacted, and interviews arranged where appropriate.
- 5) Appropriate counselling may need to be made available for victims of bullying.
- 6) A record will be placed in student's file.
- 7) Students who persistently display aggressive behaviour could face fixed term or permanent exclusion.
- 8) In the case of a fixed term exclusion, parents will receive written confirmation of the school's decision, which should be signed in acknowledgement as per ADEK requirements.
- 9) Parents have the right to make representations to the Principal in the event of an exclusion.

SANCTIONS

Whilst normal school sanctions such as detentions may be appropriate for some cases, students who display serious or persistent forms of bullying will face internal isolation or a fixed term or permanent exclusion from school.

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Procedure for dealing with discrimination.

DEFINITION

Discrimination is an action, practice or choice of language that excludes or disadvantages individuals or groups on the basis of an actual or perceived trait.

POLICY

Discrimination of any form towards any member of our school community, including on social media, is strictly forbidden in any circumstances and a zero-tolerance approach applies.

COMMUNICATION OF POLICY

(a) Students will be reminded in assemblies, tutor periods and classes about the rules governing their behaviour towards others.

(b) The policy will be reviewed annually and any changes will be reflected on the school website.

PROCEDURE TO BE FOLLOWED

All incidents of discrimination should be reported to a member of SLT who will then;

- 1) Liaise with the appropriate staff.
- 2) Require all involved to record the events in writing.
- 3) Keep a record of the discussions that take place and outcomes.
- 4) Contact parents and arrange interviews where appropriate.
- 5) Offer support to the victim.
- 6) Enter record in student files.
- 7) In the case of a fixed term exclusion, parents will receive written confirmation of the school's decision, which should be signed in acknowledgement as per ADEK requirements.
- 8) Parents have the right to make representations to the Principal in the event of an exclusion.

SANCTIONS

Whilst normal school sanctions such as detentions may be appropriate for some cases, students who display serious or persistent forms of discriminatory behaviour will face internal isolation or a fixed term or permanent exclusion from school.

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Procedure for students prohibited substances and Illegal / dangerous Items onto school grounds.

DEFINITION

Prohibited substances include, but are not limited to, cigarettes, e-cigs (vapes/ Juul), alcohol, drugs and 'Legal highs'. Dangerous/ illegal items include, but are not limited to, weapons and fireworks.

POLICY

- (a) The smoking, inhaling or swallowing of any prohibited substances by students, either on school premises or on the way to or from school, is not allowed under any circumstances.
- (b) The bringing of cigarettes, illegal and/ or dangerous items, alcohol and any other drugs, together with matches, fireworks or other dangerous items / weapons onto the school premises, or on the way to and from school is strictly forbidden.

COMMUNICATION OF POLICY

- (a) Students will be reminded in assemblies, tutor periods and in Moral Education lessons about the rules governing smoking, the taking of any other substances and bringing Illegal/dangerous items into school.
- (b) The policy will be reviewed annually and any changes will be reflected on the school website.

PROCEDURE TO BE FOLLOWED

- (a) Students caught in possession of any prohibited substances or illegal/ dangerous items should be referred immediately to a member of SLT.
- (b) The following action will then be taken:

- 1) Request made to hand over the prohibited

materials or substances.

- 2) If students are found to be in possession of illegal substances or illegal/dangerous items the Police will be notified.
- 3) Telephone call to parents informing them of incident and requesting that they collect their son or daughter's property from school. If appropriate in more serious cases parents will be interviewed by a senior teacher and the Police involved.
- 4) A record will also be kept in the student's file.
- 5) More serious or repeated incidents will require senior staff involvement and parental contact, with written records logged in student files.
- 6) Students could face fixed term or permanent exclusion.
- 7) In the case of a fixed term exclusion, parents will receive written confirmation of the school's decision, which should be signed in acknowledgement as per ADEK requirements.
- 8) In the case of prohibited substance use, the school will recommend seeking professional help. If caught more than once this will become mandatory before the student is allowed to return to school.
- 9) Parents have the right to make representations to the Principal in the event of an exclusion.

SANCTIONS

Whilst normal school sanctions such as detentions may be appropriate for some cases, students who bring prohibited substances and illegal dangerous items onto school grounds will face internal isolation or a fixed term or permanent exclusion from school.

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Procedure for dealing with academic dishonesty.

DEFINITION

Academic dishonesty is an attempt made by a student to gain unfair advantage in an examination, or through the submission of work that is not original and authentic.

POLICY

Any dishonest academic practices will not be tolerated at NAS Abu Dhabi. The School reserves the right to award a score of zero or leave the work ungraded.

COMMUNICATION OF POLICY

(a) Students will complete training in all subjects on academic honesty. They will be asked, including understanding what academic honesty is, plus methods to avoid it in research and study.

In Secondary students will be required to sign internal and external (exam board) documents, declaring work to be authentic.

(b) The policy will be reviewed annually and any changes will be reflected on the school website.

PROCEDURE TO BE FOLLOWED

1) Any suspected academic dishonesty should be reported to Head of Department and thoroughly investigated. This may include use of plagiarism detection sites such as Turnitin.

2) If dishonesty is proven, parents must be informed and a written record added to the student's file (please submit to the Headteacher's PA). A referral should also be completed for information purposes.

3) A day of internal isolation must be completed by the student.

4) If it is the student's first offence, they may be offered the opportunity to sit another paper or re-submit the piece of work in question. If it is a repeat offence, then the Head of Department reserves the right to award a score of zero or leave the work ungraded.

SANCTIONS

Please see points 3 and 4 above.

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