



**THE BRITISH INTERNATIONAL SCHOOL  
ABU DHABI**

A NORD ANGLIA EDUCATION SCHOOL

# **Secondary Behavioural Handbook**

<b>Prepared By</b>		<b>Approved By</b>
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Title	Heads of Secondary	School Principal
Date		

## **'Empowering and enriching lives for future success'**

### **School Mission**

Our mission is to create world class learning experiences that recognise and nurture empathetic, resilient, and talented individuals.

### **School Values**

Our students, staff and community follow the BISAD Values of **Kindness, Honesty, Respect.**

These values form the basis of our school culture.

### **Promoting Positive Behaviours:**

Students at BISAD are highly talented and capable young people. The purpose of our behaviour policy and procedures is to always promote the best standards of learning and behaviour. The following represents some of the strategies that are used to reward and promote positive behaviour.

- Positive conversations and interactions with students
- Contact home from class teachers
- BISAD Brilliance Praise Cards
- Invitation to act as an ambassador at school events
- Termly Awards Ceremonies for academics, sports and school contribution
- The Headteacher Commendation - BISAD 'B' & social media acknowledgement

The list above is not exhaustive, and teachers and school leaders may, from time to time, use other forms of reward and appreciation.

At BISAD, our behaviour policy emphasises the importance of intrinsic rewards in fostering a positive learning environment. Research indicates that intrinsic motivation driven by personal satisfaction and a sense of achievement can significantly enhance student engagement and academic performance. By creating opportunities for students to pursue their interests, set personal goals, and reflect on their progress, we aim to cultivate a love for learning that goes beyond external rewards. This approach not only encourages self-regulation and resilience but also promotes a sense of community and belonging, empowering students to take ownership of their educational journey.

### **Student Code of Conduct**

Our Student Code of Conduct outlines the expectations for all students to create a safe, inclusive, respectful, and positive learning environment. We expect all students to:

- Represent the school positively and act as an ambassador of our values: Honesty, Kindness and Respect
- Comply with school rules
- Behave safely and responsibly, considering the welfare of oneself and others
- Act responsibly, protecting others from bullying by intervening or reporting incidents
- Consider the impact of their words and actions on all students, staff, and parents
- Be good digital citizens. Use social media and all forms of technology responsibly.

### **Engagement with Learning**

- Attend school and classes on time and follow absence procedures.
- Behave in a way that supports and allows others to learn of others.
- Engage in class and extracurricular learning opportunities.

### **Personal Presentation and Cultural Respect**

- Dress modestly and appropriately, adhering to the uniform policy.
- Respect UAE national identity and cultural values.
- Value the diversity of the school and wider community and avoid all forms of discrimination.

### **Positive Behaviour Under School Supervision**

- Display positive behaviour, in line with the Behaviour Policy, while under the school's supervision, including when traveling to and from school, moving between activities, and participating in school-organized trips and events.

By adhering to these guidelines, we will all contribute to a positive, respectful, and inclusive school environment that benefits everyone in the BIS Abu Dhabi community.

## **Supporting Students transitioning to Secondary School**

To support Year 7 students in their transition from primary to a secondary learning environment, our approach is adjusted to reflect this change, particularly in the first time or for a first behaviour breach. We recognise that the shift to increased freedoms and independence can be challenging for some students, this is particularly true for peer conflict resolution and responsible device use. While our expectations for conduct remain exceptionally high, we may adjust sanctions during this crucial period to promote a positive learning experience. This approach aims to foster growth, trust, understanding, and resilience as students navigate their new surroundings.

## **Misconduct Policy and Procedures**

Students will inevitably make mistakes from time to time. Our aim is to focus on helping students learn from these choices, through reflection and discussion. We seek to address such situations by:

- Addressing issues promptly to prevent escalation and ensure consistency
- Encouraging students to understand the impact of their actions and to make amends
- Implementing appropriate consequences, which may range from warnings to more serious actions such as Reflection Moments, isolation, suspension or expulsion, depending on the severity of the behaviour
- Offering counsellor Support – through self or staff referral

## **Reflection Moments (see appendix 2)**

Reflection Moments (RMs) are issued to students when often, 'low-level' behaviours occur. These ensure that students have a timely opportunity to reflect on behaviour choices. They are supervised at lunchtime or after school by Heads of Year and Heads of Department. A Senior Leader is also present to speak with students and re-enforce positive behaviour expectations. Teachers who have issued an RM are encouraged to attend the RM to talk with the student and ensure that there is closure on the issue so that the student may return to the next lesson positively.

While severe behaviour breaches are rare at BISAD, when they do occur, the school will implement appropriate sanctions as determined by the Behaviour Management Committee. These sanctions are not just punitive; they play a crucial role in preparing students for real-life consequences. Our goal is to set and consistently maintain the highest standards of student conduct across the school, and for students to learn from their choices through reflection and accountability. To address such situations, we seek to:

- Support secondary students to understand that their actions have consequences.
- Guide students to reflect on their actions and understand the impact of their choices on themselves and others.
- Instill a sense of responsibility in students, preparing them for future challenges and decision making.

- Provide tailored support to help students develop better decision-making skills and coping strategies.

Through this approach, we aim to create a safe and supportive environment where students can learn from their experiences and emerge as responsible individuals ready to face the world.

Sanctions may include:

- Verbal warning, reinforcing positive behaviours
- Discussion with the student and/or parents
- Monitoring report cards
- Reflection Moments during the school day (informed the day before for an RM2)
- Reflection Moments after school (with 48 hours written notice to parents)
- Formal meeting to re-set expectations with the student and/or parents
- Removed from class to work in an additional room for a particular lesson
- Temporary isolation whilst a behaviour incident is being investigated
- Loss of school privileges (representing the school, trips, social times, etc.)
- Confiscation of inappropriate items (e.g., mobile phones, headphones)
- Supervised restorative community work
- Internal Exclusion (onsite suspension)
- Temporary exclusion from school premises (offsite suspension)
- Permanent exclusion from school.

### Mobile phones and Headphones

Our mobile phone policy prohibits personal device use during school hours to create a focused learning environment and enhance student engagement. Research indicates that limiting mobile phone distractions not only improves attention and academic performance but also strengthens safeguarding efforts. By reducing the potential for cyberbullying and inappropriate content access, we promote a safer school atmosphere. This policy supports deeper interactions with peers and teachers, fostering collaboration and essential skill development for our students' futures.

### Investigating an Incident

When a behavior incident occurs, the school will investigate, this may involve reviewing CCTV footage, collecting statements from students and staff, and meeting with parents. Our goal is to resolve issues as swiftly as possible, however, the complexity of the circumstances can extend this process. In our experience, temporarily removing a student or students from circulation during the investigation is beneficial for everyone involved and is standard practice at BISAD. This approach minimises the risk of further escalation, decreases student discussion about an incident and allows 'breathing space' for emotions to settle. During this time, the affected student(s) is supported in a supervised environment by a member of the pastoral team. They will receive academic work to ensure they don't miss valuable learning content. This period is not part of the sanction but a strategy that helps maintain a focused and safe learning environment for all students.

The school has leveled behaviour descriptors in place for guidance, and transparency around potential consequences. At each level there are examples of behaviours and likely sanctions, this is a guide for the Behaviour Management Committee, not a checklist. In all cases the school will use evidence, context and the professional judgement of the Behaviour Management Committee to decide on the most appropriate actions. Our aim is to work in partnership with parents and students throughout this process, we value the input of parents and appreciate that some parents can find it difficult when their child is issued with a sanction, it is important to remember that the Behaviour Management Committee must take a whole school view to ensure a level of consistency across the school and to maintain the highest standards and expectations.

## Appendix 1: Levels of behaviour and response

**Level 1 behaviours** are often described as 'low-level' behaviours. In most cases students modify their behaviour with a positive re-enforcement, reminder or 'warning'. Repeated low level behaviours have a significant impact on the learning of all students and overtime this can be highly detrimental.

Examples of Level One Behaviours:

- Repeatedly being late
- Disturbing the learning of others
- Non-compliance with the school uniform
- Not following aspects of the Student Code of Conduct
- Being unprepared for learning
- Using digital devices when not permitted\*
- Similar offences as per the discretion of the school leadership team.

*Guide for reference*

<b>Level 1</b>	First Incident	Repeated behaviour during the lesson	Persistent Issues or Refusal to follow instructions
	Remind the student of expectations and issue a warning with positive reinforcement of school expectations.	<i>An RM2 is issued and HoD supports the class teacher</i> <i>RM2 is recorded on CPOMS.</i> <i>Class Teacher informs parents, and a meeting is arranged.</i> <i>Student may go on a monitoring report.</i>	An RM3 is issued and SLT will remove the student from the lesson Behaviour discussed at Fr-HoDs for strategy review leading to appropriate intervention. If concerns persist SLT are involved with parent meetings alongside HoD for escalation. Persistent issues may result in suspension. For persistent issues please refer to appendix 4- RM Escalation procedures.
	Repeated Incident Any continuation following a warning will lead to an RM1 being issued. RM1 recorded on CPOMS.	Actions recorded on CPOMS	
	<p>Mobile Phones and headphones are not permitted during the school day unless the student is in the presence of a teacher and has permission to use them.</p> <ul style="list-style-type: none"> <li>• The first time a mobile phone or headphones are confiscated it is recorded on CPOMS and the student may collect it at the end of the school day.</li> <li>• The second time a mobile phone or headphones are confiscated the parent must collect them from Secondary Reception.</li> </ul> <p>Wearing the correct uniform, including appropriate school shoes, is a basic expectation and ensures fairness.</p> <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> Uniform expectations are discussed and concerns shared with parents</li> <li>○ 2<sup>nd</sup> incident or no reason provided by parents the students will be removed from circulation at break and lunch.</li> </ul>		

### Examples of Level Two Behaviours:

**Level 2** behaviours impact student safety within the school and significantly impact the school experience.

- Academic dishonesty.
- Using bad language towards peers
- Encouraging others to act inappropriately e.g. instigating a fight or supporting the poor choices of others.
- Actions contradicting the ADEK Cultural Consideration Policy.
- Refusing to follow instructions impeding the safety of oneself and others
- Similar offences as per the discretion of the school leadership team.

*Guide for reference*

	Level Two Behaviour	Repeated L2 Behaviours
<b>Level 2</b>	<ul style="list-style-type: none"><li>• Isolation with Pastoral team during the investigation</li><li>• Meeting with the students involved</li><li>• Evaluate the evidence and determine disciplinary actions.</li><li>• Notify the parent and hold meeting to share next steps</li><li>• Where required, devise a behaviour support plan. To be signed by the parents and school.</li><li>• <b>Internal</b> suspension of up to <b>1-3 days</b> assigning the student supervised study assignments inside the school.</li><li>• Actions recorded on CPOMS</li></ul>	<ul style="list-style-type: none"><li>• Isolation with Pastoral team during the investigation</li><li>• Meeting with the students involved</li><li>• Evaluate the evidence and determine disciplinary actions.</li><li>• Notify the parent and hold meeting to share next steps</li><li>• <b>External</b> suspension of <b>up to 3 days</b> with set study assignments.</li><li>• Following suspension create a behaviour support plan and where appropriate issue a final warning in writing to the student and the parent.</li></ul>



### Examples of Level Three Behaviours:

**Level 3** behaviours have a significantly negative impact on the school community and lead to physical and emotional harm.

- Bullying, intimidation, targeting others including abuse online/social media.
- Sharing photos of others without permission with a view to cause harm.
- Fighting / physical aggression towards another student
- Destruction or vandalism of other students' belongings
- Truancy from lessons
- Destruction or vandalism of school property or buses.
- Capturing, possessing, viewing, or distributing media of staff and students without consent.
- Similar offences as per the discretion of the school leadership team.

#### Guide for reference

	First Incident	Repeated Incident(s)
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Isolation with Pastoral team during the investigation</li> <li>• Meeting with the student involved</li> <li>• Evaluate the evidence and determine disciplinary actions.</li> <li>• Engage with the parents to discuss the concerns</li> <li>• The parent is required to sign an acknowledgement of the meeting, and the process followed.</li> <li>• <b>Suspension off-site for up to 2 days</b> with set study assignments.</li> <li>• Actions recorded on CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>• Isolation with Pastoral team during the investigation</li> <li>• Meeting with the student involved</li> <li>• Evaluate the evidence and determine disciplinary actions.</li> <li>• Engage with the parents to discuss the concerns</li> <li>• Inform parents of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.</li> <li>• <b>Suspension off-site for up to 3 days</b> with set study assignments.</li> </ul> <p><i>For repeated breaches:</i></p> <ul style="list-style-type: none"> <li>• If the student continues to demonstrate these behaviours despite support and prior sanctions, final disciplinary actions may include <b>permanent expulsion</b> if the school determines that this is in the best interests of the school community. In this instance the school will contact ADEK to initiate a permanent exclusion process.</li> <li>• The parent is required to sign an acknowledgement of the meeting, and the process followed.</li> <li>• Actions recorded on CPOMS</li> </ul>

### Examples of Level Four Behaviours:

**Level 4** behaviours not only breach school policies but also conflict with UAE laws, which are designed to ensure the safety and well-being of all members of the community. Engaging in such behaviours will likely have a severely negative impact on students within school and outside of school.

- Engaging in or promoting hateful language, including racism, misogyny, and sexism, towards any member of the school community, whether in person or online, is strictly prohibited under UAE anti-discrimination laws.
- Any form of communication that discredits the school and violates UAE cybercrime laws and can result in severe penalties.
- Any form of physical assault towards staff or students is a violation of UAE law, which strictly prohibits violence and assault.
- Capturing, possessing, viewing, or distributing illegal content is a serious offense under UAE law and is subject to prosecution.
- Insulting political, religious, or social figures in the UAE
- The use, promotion, possession, or distribution of alcohol or banned substances, including vapes, violates UAE drug laws, which are strictly enforced.
- Disseminating or promoting culturally inappropriate ideas or beliefs that contravene UAE laws and the ADEK Cultural Consideration Policy is prohibited, as it undermines the values and social harmony of the UAE.
- Similar offences as per the discretion of the school leadership team.

	First Behaviour	Repeated Behaviours
<b>Level 4</b>	<ul style="list-style-type: none"><li>• Isolation with Pastoral team during the investigation</li><li>• Meeting with the student involved</li><li>• Evaluate the evidence and determine disciplinary actions.</li><li>• Engage with the parents to discuss the concerns</li><li>• <b>External suspension for 4 days</b> with set study assignments.</li><li>• Provide the student and the parent with a written warning.</li><li>• Actions recorded on CPOMS</li></ul>	<ul style="list-style-type: none"><li>• Isolation with Pastoral team during the investigation</li><li>• Meeting with the student involved</li><li>• Evaluate the evidence and determine disciplinary actions.</li><li>• <b>External suspension for 5 days</b> with set study assignments.</li><li>• Final disciplinary actions may include <b>permanent expulsion</b> if the school determines that this is in the best interests of the school community. In this instance the school will contact ADEK to initiate a permanent exclusion process.</li><li>• The parent is required to sign an acknowledgement of the meeting, and the process followed.</li><li>• Actions recorded on CPOMS</li></ul>

### Appeals Procedure

The school has an established appeals procedure for internal suspension, external suspension and permanent exclusion from school. (See Appendix 3)

## Appendix 2 -Reflection Moment Policy Process at BISAD

### Teacher Action:

Add RM to CPOMS

Step 1: Teacher logs into CPOMS.

Step 2: Selects 'RM Referral'.

Step 3: Chooses RM1, RM2, or RM3.

Note: If RM2 is selected: Teacher sends an email to the student's parent or guardian.

### Form Tutor Action:

Condition: If a student receives 3 RMs within one week:

Step 1: Form tutor emails home, informing them and inviting them for a meeting.

Step 2: The student is placed on report.

Step 3: Tutor sets measurable targets for improvement.

Step 4: Tutor emails all the student's teachers about the report.

Step 5: Tutor schedules a review meeting after one week.

Step 6: Logs all steps on CPOMS.

### Outcome After 1 Week:

Condition A: If the student meets targets ( $\geq 90\%$ ): The student is removed from the report.

Condition B: If the student does not meet targets ( $< 90\%$ ): The report escalates to the Head of Year (HOY).

### Consequence for Repeated RMs:

**First Escalation:** 3 RMs in any 2 weeks of a half term:

Consequence: Serve one day in isolation.

Step 1: HOY contacts home, preferably one day in advance.

Step 2: HOY emails all teachers, requesting work for the student to complete during isolation.

Step 3: HOY CCs the Assistant Head for the relevant phase.

Additional Step: Place student on HOY report.

**Second Escalation:** Another 3 RMs in any 3 weeks of a half term:

Consequence: Serve one day in isolation (Second Time).

Step 1: HOY contacts home, preferably one day in advance.

Step 2: HOY emails all teachers for work during isolation.

Step 3: HOY CCs the Assistant Head for the relevant phase.

Additional Step: Place student on HOY report.

**Third Escalation:** Another 3 RMs in any 4 weeks of a half term:

Consequence: Externally suspended from school.

Step 1: HOY contacts home, preferably one day in advance using appendix 2.

Step 2: HOY emails all teachers for work during suspension.

Step 3: HOY CCs the Assistant Head for the relevant phase.

Additional Step: Place student on SLT report upon returning to school.

## Appendix 3 - Appeals process document

This outlines the procedures for parents/guardians wishing to appeal the school's decision to suspend or permanently exclude their child. It is designed to ensure that the appeal process is clear, efficient, and conducted in a timely manner to minimize any impact on the student.

### 1. Appeals Process for Suspension

If parents/guardians wish to appeal the school's decision to suspend their child, they must adhere to the following steps:

#### Step 1: Initial Appeal Notification

- Timeline: Parents/guardians must notify the school of their intention to appeal within 1 working day of being informed of the suspension.
- Method: This notification can be made via:
  - Email: Send a detailed email to [john.dibdin@bisad.ae](mailto:john.dibdin@bisad.ae) (Primary) [aine.mcglue@bisad.ae](mailto:aine.mcglue@bisad.ae) (Secondary)

#### Step 2: In-Person Meeting

- Timeline: An in-person meeting must be arranged and take place on the same day as the initial notification of the appeal. This is to ensure minimal disruption to the student's education.
- Participants: The meeting will include the parent/guardian, the student (if appropriate), and relevant school representatives.

### 2. Appeals Process for Permanent Exclusion

If parents/guardians wish to appeal the school's decision to permanently exclude their child, they must adhere to the following steps:

#### Step 1: Initial Appeal Notification

- Timeline: Parents/guardians must notify the school of their intention to appeal within 10 working days of being informed of the exclusion.
- Method: This notification can be made via:
- Email: Send a detailed email to Email: Send a detailed email to [john.dibdin@bisad.ae](mailto:john.dibdin@bisad.ae) (Primary) [aine.mcglue@bisad.ae](mailto:aine.mcglue@bisad.ae) (Secondary)
- Telephone: Call the school's office at 02500100

#### Step 2: In-Person Meeting

- Timeline: An in-person meeting should be arranged within the 10-working day period. The meeting date will be confirmed by the school.
- Participants: The meeting will include the parent/guardian, the student (if appropriate), and relevant school representatives.

### **3. Modes of Appeal Communication**

The following communication modes are recognised for the appeal process:

- Email: Appeals should be sent to the designated email address provided by the school. Emails should include the student's full name, year group, the reason for appeal, and any supporting evidence.
- Telephone: Parents/guardians can call the school office to express their intent to appeal. All calls will be documented by the school staff.
- In-Person Meeting: After the initial notification via email or telephone, an in-person meeting will be arranged. This meeting is an essential part of the appeal process and must occur within the specified timeframes.

### **4. Important Notes**

- Appeals submitted after the designated timeframes (1 working day for suspension or 10 working days for permanent exclusion) may not be considered.
- The appeal process is designed to ensure fairness and minimize any disruption to the student's education.

## Appendix 4 - Suspension Letter

DATE: xxxxxxxxxxxx

SUBJECT: Behaviour Sanction Formal Notification - Suspension from School

Dear Parent Name

I hope you are well. Following our conversation via telephone please see below an outline of what was discussed.

In summary, xxxxxxxxxxxxxxxxxxxxxxxxxxxx give brief details.

In line with our behaviour policy, the below sanction has been applied.

- \*\*\*\* day suspension from school on xxxinsert datex 2024.

When xxxxx returns to school on xxxxx the Pastoral Team will support a positive return to school.

Thank you for your understanding. Please sign the below and return to the school via email or in person.

Kind regards,

xxxxxxxxxxxxxxxxxxxx  
Assistant Head Teacher

BISAD Behaviour Management Committee

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Student Name: xxxxx

Signature:

Parent Name: xxxxx

Signature:

Head of Secondary: Aine McGlue

Signature: