



مدرسة كامبردج الثانوية
THE CAMBRIDGE HIGH SCHOOL, ABU DHABI

Behaviour for Learning Policy

Adopted: 1st September 2017

Updated: 28th August 2023

Review Period: Annually

Student Code of Conduct

With reference to ADEK Policy 50: Student Behaviour Policy
Corresponding to Article (55) of the Organising Regulations

With reference to ADEK Policy 51: Expelling Students
Corresponding to Article (55) of the Organising Regulations

With reference to ADEK Policy 52: Corporal Punishment
**Corresponding to Article (57) of the Organising
Regulations**

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PURPOSE:

Some of the main purposes of the Behaviour for Learning and Student Code of Conduct Policy are:

- To educate students and parents/carers on what good behaviour means and looks like;
- To encourage students to take responsibility for their own actions;
- To use constant positive reinforcement in the pursuit of high standards when working and in relation to their behaviour;
- To provide a clear set of rewards and sanctions which all students, parents/carers and staff understand and agree with;
- To reduce the number of fixed-term (internal) exclusions (suspensions), as well as any possibility of permanently excluding a child from the School.

AIMS:

To make all members of the School community feel valued and secure and to be successful in teaching and learning.

To encourage appropriate behaviour between all members of the School community.

Positive choices will result in **praise and rewards**.

Negative choices will result in **consequences**.

RATIONALE

The manner in which a School cares for its community; students, staff and families, contributes towards defining the quality of our School. Central to student wellbeing at CHS is the belief in the inherent value and worth of each individual and all children should be assisted in the development of behaviour patterns which lead to the development of self-discipline and thus the avoidance of negative choices.

This policy seeks to define a high-quality student wellbeing philosophy and system, based upon cultivating a culture of developing and nourishing positive VAAs (Values, Attributes and Attitudes) and pro-social behaviors.

At CHS this encompasses provisions for the physical, social, emotional and academic well-being of each student. In addition, the wellbeing of the teaching and non-teaching staff is addressed along with pastoral support for families via our inclusion and social care provision.

All children and staff must have the right and the opportunity to work in a safe environment without undue interference. Every staff member has the responsibility for the wellbeing of all students enrolled in the School.

CHS seeks to:

- **Guide the children in our care to become responsible for their own behaviour;**
- **Explain and apply consequences to inappropriate and/or anti-social behaviour;**
- **Discuss and clarify School rules at various points of the academic year to all stakeholders;**
- **Create School rules that are visible and concrete using child friendly vocabulary;**
- **Show consistency in implementing rules and routines;**
- **Follow the School procedure for Code of Conduct**

It has traditionally been a principal aim of the School to focus on assisting each child as she/he learns to strike a balance between his/her individual freedoms and his/her responsibilities as a member of the community.

Philosophy

CHS's overall aim is to provide a well-balanced education, nurturing the physical, social, emotional and academic well-being of the students, and assisting them to grow towards the full stature of a responsible citizen. As a central component of this aim, the School seeks to provide a supportive environment for boys and girls, where individual needs are recognised and the high-performance learning and VAAs are valued.

Student wellbeing at CHS focuses on the total development of each student and enhancement of the dignity of each person. It nurtures success and has a commitment to forgiveness, tolerance and reconciliation. As teachers we seek to motivate young people to be socially responsible and committed to building a better world through a partnership of the School community, teachers and parents.

To assist in facilitating a supportive, positive and affirming environment, it is important that expectations, both academic and behavioural, are clear through the rules set out by the School. Every member of the community has a responsibility to contribute to achieving such an environment. Therefore, an effective Student Code of Conduct Policy must be viewed as an essential component of a genuine approach to Student wellbeing. This works in conjunction with the CHS Anti Bullying Policy. As a School, one of our responsibilities is to help students make **positive behaviour choices** as part of their holistic development.

We accomplish this by reinforcing positive behaviours such as, but not limited to, the below:

- Expecting the students to arrive on time to School every day, fully equipped and wearing School uniform (see 'CHS Uniform Policy').
- Encouraging students to have a positive attitude at all times towards staff, students, other members of the wider-School community including visitors, the property of others and the School environment;
- Encouraging students to actively engage in their learning;
- Encouraging students to act as positive ambassadors for the School when off School premises;
- Creating a Never harm, put down or bully any member of the School community (see 'CHS Anti-Bullying Policy') where all members of the community are encouraged to speak out.
- Make it expected that we listen to and be respectful of the opinions, views and beliefs of all members of the School community;
- Encouraging a culture of co-operating with all members of the School community;
- Encouraging a culture of co-operating with systems in place designed to promote pro-social behaviours;
- Sharing and reminding the students, with the support of the parents, to follow School rules as aligned with our VAAs;
- Expecting and instructing students to not bring inappropriate or unlawful items to School including weapons of any type, illegal substances and anything not permitted as part of the laws of the U.A.E.

This policy covers expected behaviour during the School timings, during extra-curricular activities, on School buses, during School trips and students' participation in social-media forums.

Values

Valuing Individuals

At CHS, we acknowledge that people respond to genuine praise and positive recognition. We also recognise that learning best takes place in an environment that is supportive and caring, is encouraging of risk taking and where all are valued and individual needs are met. This positive approach greatly contributes to the enhancement of each child's self-esteem. Children who have a positive self-concept and sense of self-esteem feel worthy, valued and resilient and are ready to succeed.

All children should be actively encouraged to participate in the many opportunities that are provided both within the classroom and through our ECA program. The talents and capacity of each child should be nurtured and their efforts and achievements recognised. As students develop and mature, they should be guided towards becoming self-motivated and life-long learners.

Students are encouraged to understand and value others, work co-operatively and be guided towards stable and satisfying interpersonal relationships. As all children are unique they should be encouraged to be individuals and their uniqueness should be viewed as an asset.

Valuing each other

As a teaching community at CHS, we feel it is important to build positive relationships with our students based upon mutual respect and trust. We endeavour to provide students with a stimulating, challenging, enjoyable and supportive learning environment. As teachers, we believe that all students can learn and as such we have appropriately high expectations of students. We aim to support each individual within the classroom, academically and behaviourally, and encourage each student to take responsibility for his/her actions. The relationship between each teacher and each student is of great importance in achieving this aim. This is supported by recent research that suggests that one of the most significant aspects influencing students' learning is this relationship.

To encourage mutual respect, we believe it is essential to treat all members of our community with respect. This includes talking to others in an appropriate manner, listening to their concerns and dealing with them appropriately, be they students, staff or parents.

At CHS, there is a strong understanding that parents know their children best and have the right to be involved in their child's education. The development of a strong partnership between parents and teachers is an important aspect of the educational and pastoral process at CHS, which is embodied by our core value of 'knowing, liking and trusting' the School and it's staff who are entrusted to educate the children.

To this end, we seek to develop constructive relationships between School and home through a number of different ways, such as phone calls home, open house meeting and pulse engagements.

We believe that:

- All students should have the opportunity to develop to their fullest potential and that a positive academic and social climate is necessary for that success;
- The responsibility for establishing this climate is shared by students, staff and parents as we guide students to become progressively more self-disciplined and responsible, able to work independently and cooperatively

To reach that end, we will provide a positive learning environment that is developmentally responsive to the academic, social and emotional needs of students. Our School environment, both in and out of the classroom, encourages international mindedness and global integration.

Part of the learning process involves making decisions and mistakes, however we do expect students to learn from their mistakes and demonstrate growth. CHS staff uses a positive discipline approach that encourages students to make the right choice whilst eliminating the poor choices.

Behaviour Management

At CHS we use a range of strategies to support the students in managing their behaviour. Every teacher at CHS uses a range of strategies within the classroom as well as during the course of other activities. Teachers at CHS have high expectations of students academically and in terms of behaviour. Some of these strategies are outlined for the positive (pro-social) and negative (anti-social) behaviours and the *rewards* and *sanctions* for these behavioural choices.

Rewards

Our procedures to reward these 'pro-social behaviours' may include but are not limited to:

- Verbal praise
- Positive Phone calls home through our *Pulse Engagements*
- Awarding Positive Behaviour Points on *Phoenix Classrooms*
- Recognition of student achievements
- GEMS Jewels of Kindness Certificates
- Phase/Year group Certificates
- Displaying student work across the School and via Social Media
- Rewards/Prizes for Positive Behaviour Points and Attendance
- Celebration Assemblies.

We encourage all teachers to seek out positive achievements whenever possible and make frequent reference/comment to these and use Phoenix Classroom Achievement Points to reward students. Research tells us that effective positive feedback should be **delivered in a ratio of 5:1**.

When positive redirection fails, our staff may have to address and sanction anti-social behaviours that include but are not limited to the following:

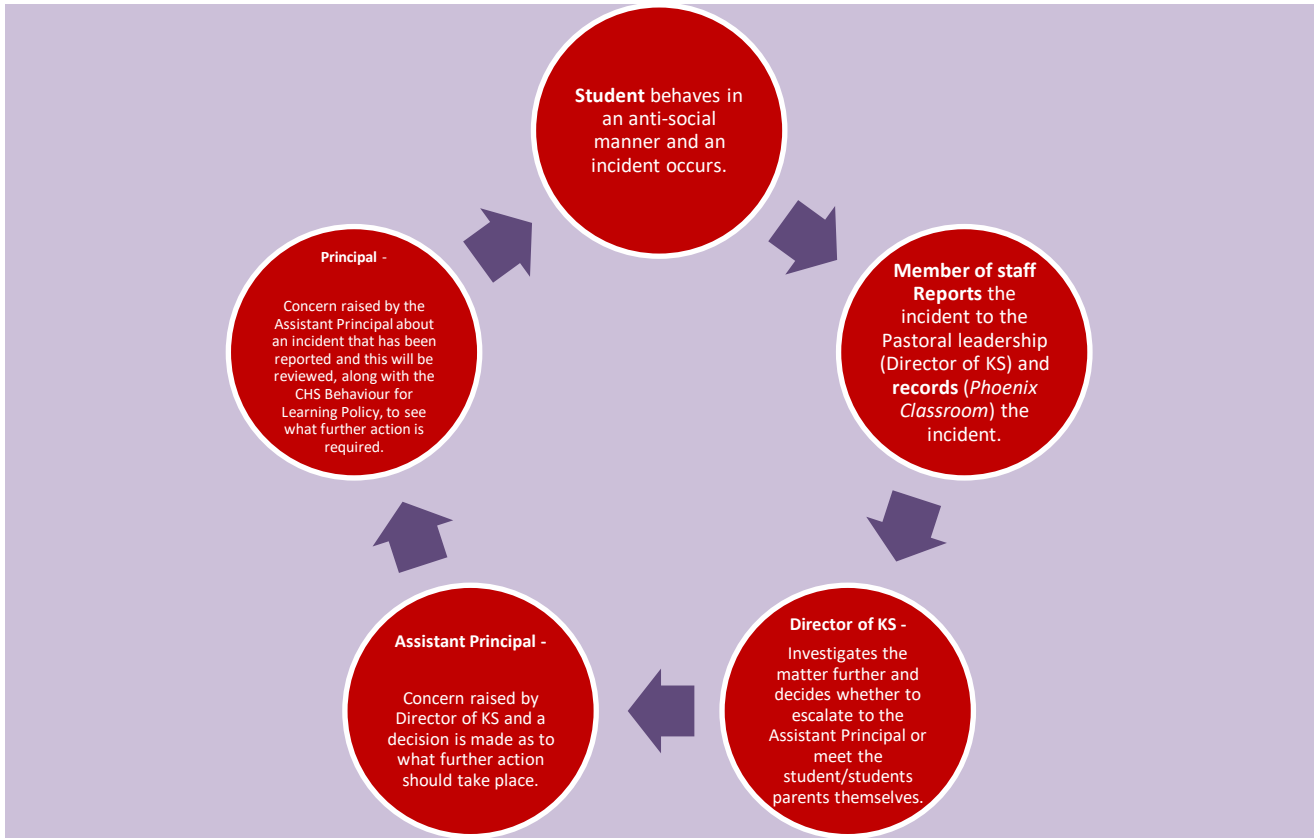
- Threatening behavior
- Fighting with another student
- Theft of another person's property
- Deliberate damage to School property
- Defiance
- Refusal to follow instructions from staff
- Disrupting the teaching and learning in a lesson and/or extra-curricular activity
- Use of foul and/or abusive language
- Use of banned substances or bringing inappropriate items into School.

At CHS we believe in encouraging staff, as they would with a safe-guarding matter, report and record any incident(s) of unacceptable and/or anti-social behaviours via our MIS (Phoenix Classrooms). A record of the incident may result in the behaviour points being awarded, which carry a higher allocation of – minus points dependent on the incident.

Further examples of Levels of misbehaviors that require consequences are set out in [ADEK Policy 50: Student Behaviour Policy](#) (Page 148 – 151)

Beyond this, we have a **Behaviour Management committee** to ensure effective and collaborative communication between staff, pastoral leaders and, where required, the parents/guardians of the student(s) involved. Additionally, our Inclusion team, School counsellor, social worker and/or PRE will be consulted on a case-by-case basis to determine what support needs to be provided for the student and/or family.

Behaviour Management committee



At CHS we believe in running a **TAC (Team Around the Child)** approach that involves professional dialogue beforehand and deciding on what the appropriate course of action should be to manage instances of anti-social behaviour at the School.

This could take place as follows initially but will likely follow the flow-chart model above as well:

- **Member of staff who witnessed the incident** - May be suitable to meet the parent/guardian if the issue is minor – the decision will be made by the **Director of Key Stage**.
The student(s) Form Tutor may be involved at this stage and could be recorded as a Pulse engagement.

OR

- **Director of Key Stage** – Upon reviewing the incident with the student(s) and their behaviour incidents and points recorded on Phoenix Classrooms, they will meet the parent/guardian if a pattern of misbehaviour is emerging or they have met with a member of staff/form tutor before.

The **Director of Key Stage** will meet with any student who has accrued **20 Behaviour points** and a behaviour action plan/report will be drawn up by the **Director of Key Stage** to closely monitor them. This report must be uploaded to Phoenix Classroom in the Behavior Tracking Section.

OR

- **Assistant Principal** – Upon reviewing the incident with the **Director of Key Stage**, a decision to meet the parents will be made as the matter is urgent and could be deemed as a serious offence that may result in the student being at risk of a being withdrawn from lessons internally or externally in the form of a fixed-term exclusion.

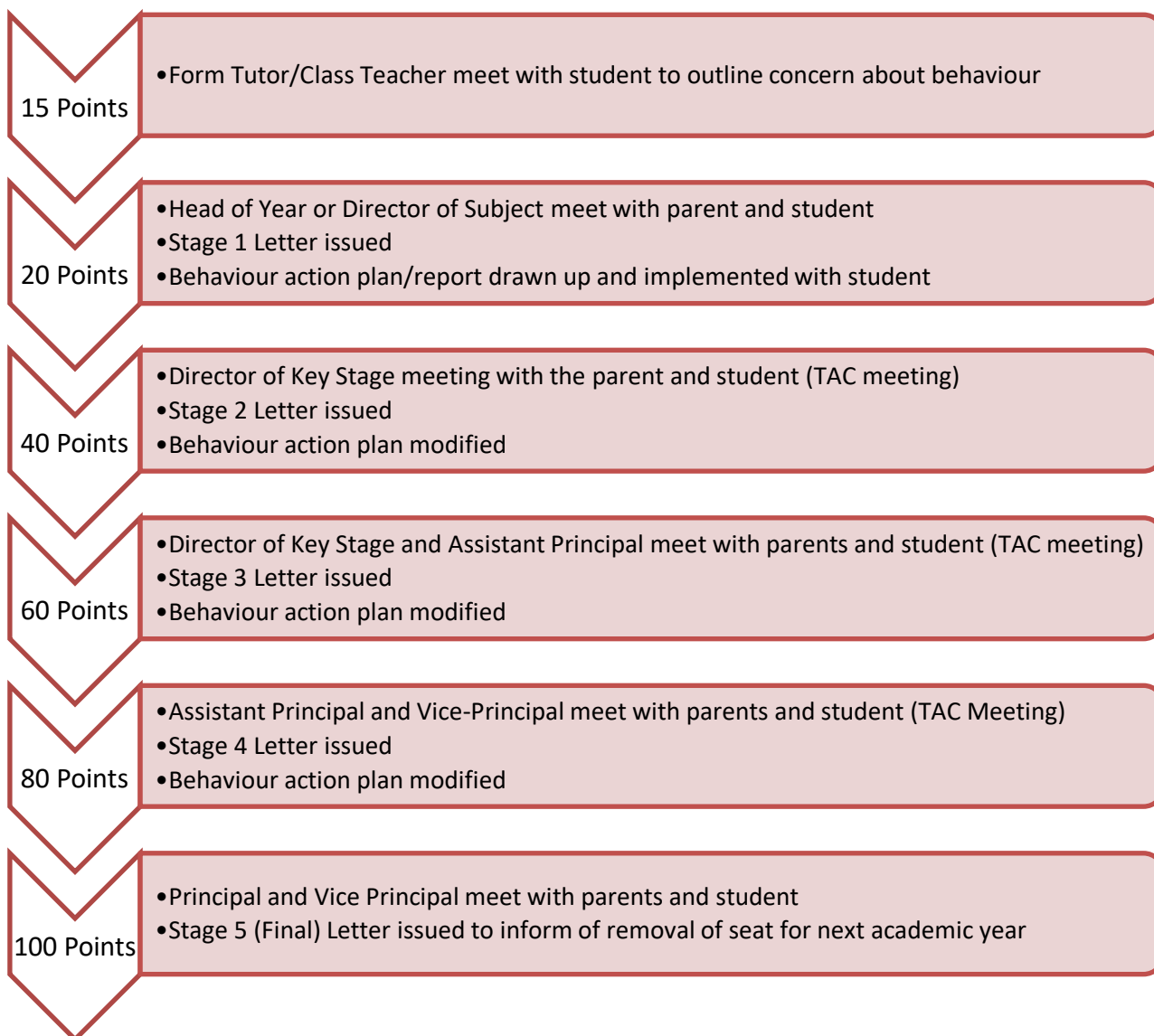
OR

- **Principal** – Upon reviewing the incident with the Assistant Principal and/or **Director of Key Stage**, a decision to meet the parents will be made as the matter is very urgent and could be deemed as a serious offence that may result in the student being at risk of permanent exclusion.



Behaviour Points Flow Chart

This is to be monitored by the Pastoral Leadership Team and Assistant Principal to ensure the below is followed:



Layer 1 - Form Tutor OR Class teacher if it is subject related behaviour

Layer 2 – Head of Year OR Director of Subject IF subject based

Layer 3 – Director of Key Stage

Layer 4 – Assistant Principal/SLT

Layer 5 – Vice-Principal

Layer 6 - Principal

Reflection Time is a programme of requesting time to discuss issues that have caused some disruption or concern. The teacher and student should reflect on the incident and identify different strategies to avoid a similar situation.

Behaviour for Learning - Reward and Consequence Systems



Research shows us that the most productive and powerful source of recognition/positive reinforcement is when rewards are varied and immediate (see above for example of rewards that are encouraged to be used at CHS).

Delayed recognition does not work for students as they do not see the connection between the award/recognition and when it took place.

Research suggests behaviour can be improved by 80% just reinforcing positive behaviour. It is important that reward programmes work for students that appreciate long term rewards as well as those that need immediate recognition. A variety of reward possibilities help keep a child motivated over a long period of time. Rewards are never a substitute for words of praise and encouragement.

Building an intrinsic reward mechanism will ultimately have a far greater value on our children.

We would also like the students to recognise that education is holistic and that all discipline connects with one another. Part way to achieving this recognition is giving students the same opportunities to gain Achievement points (connected with the awards/rewards – see above poster) in specialist areas as well as the classroom.

Teachers have individual student management programs conducted in their classrooms. These always focus on the reinforcement of positive behaviour. Children are also recognised during assemblies where awards are presented in a particular area of School life including academic, co-curricular and sport. Teachers make a point of acknowledging all students throughout the term.

Incident Logs (recorded on Phoenix Classrooms)

All achievements and incidents must be logged on Phoenix Classrooms. In the case where it is not possible to log the achievement/incidents at a particular time, the teacher should make a note of the event and log within 24 hours. This also allows teachers to monitor individual students and if needs be, escalate any incidents to the relevant staff member. All staff can view a student's conduct summary/report in order to gain a holistic picture of the child's behaviour across the School.

Tracking of Behaviour (Positive and Negative)

Both Tutors, Head of Year, Director of Key Stage and Assistant Principals are responsible for tracking the behaviour of every student in their respective area. Each week Heads of Years/Director of Key Stage will produce a behaviour report for their year group. This report will be made available to all relevant personnel (Form and/or Homeroom Tutors) and used to inform rewards and interventions.

Use of Phoenix Classrooms data to inform rewards and interventions

Heads of Year/Director of Key Stages will reward students who have been awarded the highest House Points during a set time period.

Achievement Certificates

House points (Phoenix Classrooms) awarded to students will be recognised by the School. If a child reaches a certain threshold within a School year they will receive the following recognition.

50 points	Bronze Certificate of Excellence – Head of Year
75 points	Silver Certificate of Excellence – Director of Key Stage
100 points	Gold Certificate of Excellence – Assistant Principal
Above 125 points	Exemplary Student Award - Principal

House Points

All achievement points awarded are added to House Points. Head of Subject/Teachers are encouraged to conduct Inter-House activities in order to create healthy competition amongst students. Such activities should assess prior learning and skills relevant to the subject. To ensure consistency, points need to be allocated as follows:

- 1st Place – 4 points**
- 2nd Place – 3 points**
- 3rd Place – 2 points**
- 4th Place – 1 point**

After any Inter-House activity/competition, team points are to be added to an overall League Table.



School Rules and Expectations

School Rules	School Expectations
<p>1. Everyone has the right to learn</p>	<p>This means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> You listen to the teacher and other students when they are talking <input type="checkbox"/> You do your best all the time and keep trying to improve <input type="checkbox"/> You concentrate, pay attention and do your best <input type="checkbox"/> You are organised <input type="checkbox"/> You have the responsibility to put 100% effort into everything you do <input type="checkbox"/> You apply yourself fully, avoid situations that will harm your learning or the learning of others <input type="checkbox"/> You are positive and participate fully in lessons <input type="checkbox"/> You are punctual; always arrive to School & class on time <input type="checkbox"/> You are ready for lessons & assessments, classwork & projects completed on time, having the necessary books & materials
<p>2. Everyone has the right to learn and play in a safe environment</p>	<p>This means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> You have the responsibility to look after your classroom/work space <input type="checkbox"/> You have the responsibility to be observant and report things that make you uncomfortable <input type="checkbox"/> You take responsibility for your actions <input type="checkbox"/> You are sensible when using School equipment <input type="checkbox"/> You are not rough with other students <input type="checkbox"/> You tell the teacher if you have a problem <input type="checkbox"/> You look out for other students in the playground – help them if they need it <input type="checkbox"/> You are safe and sensible; make sensible choices considering your own & others' safety & learning, move in an orderly way & walksafely in corridors <input type="checkbox"/> You negotiate to problem-solve with helpful words, not anger, fists or feet <input type="checkbox"/> You clear-up after lessons and breaks <input type="checkbox"/> You do not shout, use sarcasm, tease, insult, swear or use offensive language
<p>3. Everyone has the right to be treated with respect</p>	<p>This means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> You have the responsibility to listen to others and support your peers <input type="checkbox"/> You have the responsibility to respect authority, rights & property of others <input type="checkbox"/> You have the responsibility to contribute to School decisions <input type="checkbox"/> You have the responsibility to ensure you treat others how you hope to be treated <input type="checkbox"/> You include other students in games <input type="checkbox"/> You are honest and truthful <input type="checkbox"/> You respect others' right to a peaceful, dignified existence; making sure your words and actions do not disturb or offend others <input type="checkbox"/> You respect the differences, beliefs, culture, values and traditions of others

In School Suspension – Withdrawal from lessons

Before School Suspension a child can progress into an 'In School Suspension' that is negotiated with parents. This will require the student to continue School work, however be excluded from all contact from peers. An area will be set aside for this student so adequate supervision is provided. If the child disrupts during withdrawal from lessons and/or non-contact time, or manifests extreme misbehaviour the parents are to be informed immediately and asked to come to the School, collect their child and take him/her home as they will be externally suspended. In the event of the parent not being available then the child will remain at School under suitable supervision.

Following no improvement in behavior, the parents are to be informed that the student cannot come back to School until they agree to seek the assistance of a professional counsellor and/or agency that may assist them, their son/daughter and the School in dealing with their child's problem.

A meeting between student, parents, appropriate staff, the **Assistant Principal/Vice-Principal** and professional counsellor/agency will be arranged before the child can return to the School. When the School is made aware of these arrangements the child can return to School. The child's return to School shall not be considered until the above meeting has taken place. The outcome of this meeting will determine whether the child returns to the School and, if so, under what conditions.

Suspension – Fixed Term Exclusion

Temporary suspension shall only be considered in circumstances where it is necessary to provide respite from behaviour that is seriously disruptive to the normal life of the School, where the behaviour poses a threat to the safety and welfare of other members of the School

As outlined above, a student may be issued a fixed term exclusion until it is deemed appropriate for the child to return to the classroom and interact with their peers.

Expulsion – Permanent Exclusion

Expulsion must apply only to students who have been suspended from studying because of repeated disciplinary infractions and those who are above the mandatory School age. The School Disciplinary Committee must seek the Council's approval in order to expel a student from the School. Students have the right to seek out alternate education institutions.

Should a student choose to break his/her contract after having been suspended or should he/she choose to behave illegally or be deemed a threat to others or their behaviour brings the reputation of the School into question it is assumed that all of the strategies used so far to assist the child in the management of his/her behaviour have not worked and that this School, therefore, is not an appropriate environment for the student concerned.

Permanent expulsion may be used after previous suspension(s) (FTEs – Fixed Term Exclusions) have not been effective in modifying student behaviour. Expulsion (mandatory withdrawal from the School) may be the consequence for serious and/or repeated infractions. Expulsion excludes the student from ever being on the campus again.

The Principal, through the School Disciplinary Committee which he/she chairs, may only suspend the concerned student after following formal discipline measures. The Principal shall ensure that a staged approach is followed to correct the student's misconduct, shall review the documented history of misconduct incidents and shall notify Parents/Guardians and the Council of such. The period of suspension must not exceed five School days.

Positively when a student does understand expectations on his/her return to School, after a period of suspension, there should be a re-entry plan which includes the implementation of a Positive Behaviour Support Plan (PBSP).

MOE Expectations Suspension/ Expulsion

Before a suspension/expulsion is considered the School must have a documented history of incidents of misconduct and details of behavioural interventions that have been implemented. Before a suspension can be considered the School must have conducted a fair and documented investigation into the behaviour incident and made sure that ADEK have been fully briefed on the student and his/her behaviour.

1. *The School shall have documented evidence of the student's behaviour to support a recommendation of suspension.*
2. *The AP/VP/Principal shall notify the parents or guardian directly (by phone or in person) of the student(s) conduct*
3. *The AP/VP/Principal should arrange a meeting with the parents to discuss the outcomes of the documented evidence*
4. *The parents should be requested to sign the outcome of the documented evidence*
5. *If the School based educational committee recommends a suspension this will require the approval of the Behaviour Committee or other Educational Authority*
6. *MOE documents also in appendices need to be completed*

The following practices should never be used when rectifying the student's undesirable conduct:

- *Physical punishment in all its types, forms and manifestations*
- *Depriving the student from eating during break times*
- *Assigning extra homework as a punishment*
- *Provoking, ridiculing or taunting the student*
- *Prohibiting the student from using the toilet*
- *Deducting marks in the courses or threatening to do so*

Playground Student Management

As a staff we are committed to providing a caring, friendly and safe environment for all of our students so that they can learn and play in a relaxed and secure atmosphere. We are endeavouring to teach students what is appropriate playground behaviour through role play, positive reinforcement and the teaching of playground rules.

The playground management program entails a time-out space/bench. The purpose of this space is to allow children who have broken a playground rule to spend some time reflecting upon their actions and what they would do differently next time.

When children spend time in the time-out space/bench (time here is at teachers' discretion with age appropriate consequences), in consultation with a teacher they will discuss why their behaviour was inappropriate and identify ways that they could behave in the future. This will allow for a cooling-off period before returning to the playground. However, when children exhibit high level, inappropriate behaviour, the teacher on duty will record the incident and spend time with the students writing out what has occurred using the **School Incident Report Form (Form 2) also logged into Phoenix Classrooms**. Depending on the incident will depend on what action/consequence is taken next. The Teacher on duty will inform the relevant Phase Leader and/or Duty Lead in such cases.

In the time-out space/bench students should be quiet and not involved in play of any sort during this time. Should a student not conform to these simple rules the Dep. Phase Leader, Phase Leader or Assistant Principal will be called to remove the student to be isolated from lessons for the remainder of the day.

Refer to Professional Service

Other agencies that may be utilized to assist the child, at this level or earlier: **School Counsellor, Educational Psychologist, Family Therapist, Family Doctor**

School Counsellor Referral

The following procedures apply regarding referrals to the School Counsellor. Individual referrals are accepted for children where there are concerns regarding the academic progress of students or issues related to social/behavioural/emotional adjustment at School.

Procedures

1. Discuss or consult with School Counsellor if unsure about situation or in need of direction or guidance.
2. Discuss and obtain permission for counselling referral from parents or care givers if individual counselling sessions required.
3. Complete a School Counsellor Referral Form. This form helps you to pinpoint issues and target appropriate Counselling. There is also additional space for you to write more detailed information as needed. Once the form is filled out the most secure option is to send it attached to an email (marked CONFIDENTIAL) to the appropriate Counsellor. Please ensure that the Phase Leader has been alerted to the recommendation in advance. **Please remember, that although this information is highly confidential, under certain circumstances parents (and children) may have access to the form (eg. Privacy Legislation)**
4. Parents may refer their children personally for counselling. Information deemed necessary will be shared with School staff only with permission from parents.
5. Students may self-present for counselling assistance. This may be done with permission from classroom teachers during lesson time, if deemed appropriate, or by visiting the counselling office during breaks. An initial, introductory counselling session can be provided if the student requires immediate emotional support but permission from parents for ongoing counselling is required.
6. If the referral is in relation to academic progress and/or cognitive functioning, and an individual psychometric assessment is to occur, a parent consent form for an assessment will also need to be completed and returned prior to the assessment taking place.
7. The School Counsellor will respond to any referrals received in chronological order of receipt. At times, however, they may occur as prioritised by the Counsellor, Dep. Phase Leader, Phase Leader, Assistant Principal, Vice Principal or Principal.

UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT BE THREATENED OR ADMINISTERED.

Behaviour Committee – See Page 7 for an overview

The Behaviour Committee will consist of the **Heads of Year, Director of Key Stages, Assistant Principal, Vice Principal and Principal, and when necessary the School Counsellor and Head of Inclusion – the School Social worker may be required to support in certain cases as well.** This group will meet regularly to discuss student academic, behaviour, prevention, intervention or consequences that require attention. Depending on the circumstances will depend on this teams need to meet at undesignated times.

The following procedures are designed to help students and staff understand the steps involved when applying appropriate consequences to choices that have been made by students.

Extract taken from Article 5, 6, 7 & 8 UAE MOE Student Conduct Disciplinary By Law in Schools Community document.

Behaviour Improvement Plan

Description of behaviour	Possible Actions	By whom	Parental support
Level 1 Low Level Negative Behaviour <ul style="list-style-type: none"> Lack of attention in class/no effort in class - Not working to targets or potential Mild disruptive behaviour in public spaces, persistent defiance Refusal to clean up after themselves Failure to complete homework Not in uniform, late arrival to School or lessons No/incorrect equipment and/or PE kit Books not kept professionally 	<ul style="list-style-type: none"> Reminder Warning Reflection Time Meeting with parent & action plan re behaviour Form Tutor/Subject Report 	Layer 1 <ul style="list-style-type: none"> Teacher/Form Tutor 	Discuss the issue with your child <ul style="list-style-type: none"> Discuss/meet staff & agree action Ensure homework is completed Ensure your child is in the correct uniform Ensure your child has the correct equipment Ensure your child is at CHS on time
Level 2 Medium Level Negative Behaviour <ul style="list-style-type: none"> Repeated Level 1 behaviours Disruptive behaviour in public places and reflection spaces Walking out of lesson without permission Consistent lack of engagement Continued disruption - defiance Misuse of ICT, social networking, or cyber bullying Persistently not in uniform, late arrival to School or lessons Failed to attend Reflection Time 	<ul style="list-style-type: none"> Reflection Time Meeting with parent & action plan Head of Year Report Placed in alternative class for a set period Internal suspension External suspension Loss of privileges PBSP Reflection contract or/& weekly report Issue Stage 1 or 2 Letters 	Layer 2 <ul style="list-style-type: none"> Teacher/Form Tutor or Head of Dep./Year 	<ul style="list-style-type: none"> Discuss your child's behavior with them Discuss with staff & agree action Discuss action and expectations with your child Discuss with child and ensure your child adheres to CHS rules
Level 3 High Level Negative Behaviour <ul style="list-style-type: none"> Repeated Level 1 or 2 behaviours Fighting/bullying Persistent defiance Swearing, abusive language Cheating in exams/altering/tampering with School records Theft, smoking or damaging of School property 	<ul style="list-style-type: none"> Withdrawal & urgent meeting with parent SLT Report Internal suspension External suspension Loss of privileges PBSP Reflection contract or/& weekly report drawn up Issue Stage 3 or 4 Letters 	Layer 3 and 4 <ul style="list-style-type: none"> Director of Key Stage Assistant Principal/SLT 	<ul style="list-style-type: none"> Meet with staff; agree action. Support for restorative plan. Ensure child adheres to plan and CHS rules. To discuss action and expectations with your child To agree an action plan with the attendance service
Level 4 Extreme/Illegal Level Negative Behaviour <ul style="list-style-type: none"> Repeated Level 2 or 3 behaviours Assault or threatening a member of staff Constant disruption Continued and persistent defiance Abusive or threatening behaviour Violence, assault or sexual harassment Severe Bullying including Cyber Bullying Illicit / illegal substance, offensive weapons Severe misuse of ICT or social networking 	Layer 5 and 6 <ul style="list-style-type: none"> Principal/VP Fixed Term Suspension or permanent exclusion Loss of privileges Severe level sanctions can only be determined by the Principal/Vice Principal in line with guidance Parents are informed and engaged in PBSP/restorative plans in all cases except permanent exclusion PBSP/restorative plans will only be considered if there is a degree of contrition, honesty and a willingness to apologise in public if necessary 3-day suspension and meeting with parents to set a Pastoral Support Plan Permanent exclusion - MOE forms 5, 6, & 7 completed with evidence presented to Behavioural Committee Stage 5 Letters issued 		

The above is reflected within Article 6 - 19 of the UAE Ministry of Education Student Conduct Disciplinary By Law In Schools Community document.

Concerns, Grievances, Bullying and Online Behaviour

The School has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the School.

Aligned with the above, the School will not tolerate any form of defamation or intentional harm practiced through social media forums. This includes, but not be restricted to, the following:

- Parents and students in all Year levels using any social media forum must, at all times, demonstrate respect for the members of the School community (including all students and personnel)
- Parents and students must not breach confidentiality, defame or make threats to any person in the School community

UAE Schools Social Media and Online Behaviour Guidance Federal Decree-Law no. (5) of 2012 Issued 13th August 2012 ON COMBATING CYBERCRIMES:

http://ejustice.gov.ae/downloads/latest_laws/cybercrimes_5_2012_en.pdf

Key provisions relevant to Schools:

Article	Action	Penalty
21	Invasion of privacy, including photographing others, or creating, transferring, disclosing, copying or saving electronic photos (NOTE THAT PUBLICATION IS NOT REQUIRED TO FALL FOUL OF THIS PROVISION – just taking a photo or video of someone without their permission, or saving a photo they have posted, is enough). Note also that in some apps, media is automatically saved, e.g. WhatsApp.	Up to 6 months' imprisonment +/- fine of AED 150k – 500k
	Defamation. Publishing news, photos, scenes, comments, statements or information, even if true and correct. The fact that defamation in the UAE includes TRUE statements comes as a surprise to most people.	Up to 6 months' imprisonment +/- fine of AED 150k – 500k
	Amending or processing a record, photo or scene for the purpose of defamation of or offending another person or for attacking or invading their privacy.	Minimum of 1 year imprisonment +/- fine of AED 250k – 500k

These are the key areas most relevant to students, teachers and School communities, however, in addition, an **'offense' is defined widely as "Every deliberate expression against any person or entity deemed by an ordinary person as insulting or afflicts the dignity or honor of that person or entity"**.

Instances of proven and intentional breach of the above will result in sanctions that may include suspension or expulsion of students and/or parents from the School.

CHS is very keen to make sure all students are working and living in a safe environment. The School is also very keen to deal with issues that are of concern quickly, sensitively and honestly. Parents may deal with an issue so that the quickest possible resolution is able to be gained by all concerned. A problem that is classroom based, the Class Teacher is the first person of contact. If the problem is still of concern parents then can refer to the Head of Year/Department/Director of KS.

If the problem is still of concern, then parents may go to the Assistant Principal. If the concern still persists then parents can seek advice from the Vice Principal.

Finally, if parents find the problem is still of a concern, they may seek the advice from the Principal.

Uniform Policy

Purpose

GEMS The Cambridge High School, Abu Dhabi, believes in the importance of a school uniform. The uniform is the visible sign of belonging to GEMS CHS and it should be worn with pride.

The local community recognises the uniform and it is therefore extremely important that all members of the school present themselves in a positive and well-ordered way.

By requiring students to wear the school uniform it is intended to develop a sense of loyalty to the learning community to which they belong, as well as prepare students for life after school whereby professional attire and standards will be expected whatever sector they aspire to work in.

GEMS The Cambridge High School uniform is provided by *Threads* Uniform Supplier, located in Capital Mall, Mussafah.

For opening times and further information, please call **800-8473237**

GEMS The Cambridge High School, Abu Dhabi Uniform Expectations - *Threads* Visuals

School Uniform

THE CAMBRIDGE HIGH SCHOOL - CHS

<p>CORE UNIFORM FS1 - Y1</p> <p>UNISEX</p> <p>POLO SHIRTS: RED, GREEN, YELLOW, BLUE</p> <p>NAVY TRACK PANT, NAVY SHORTS</p> <p>HOUSE COLOURS: RED, GREEN, BLUE, YELLOW, HAWKS, KESTRELS, FALCONS, EAGLES</p> <p>SCHOOL BAGS WITH LOGO, LEGIONNAIRE CAP, BOOK BAG</p>	<p>CORE UNIFORM Y3 - Y9</p> <p>BOYS</p> <p>SHORT-LONG SLEEVES SHIRTS</p> <p>BURGUNDY TIES: Clip on Tie, Full Tie</p> <p>NAVY/BLACK SOCKS, GREY TROUSER</p> <p>SCHOOL BAGS WITH LOGO, BURGUNDY BAG</p>	<p>CORE UNIFORM Y10 - Y13</p> <p>BOYS</p> <p>SHORT-LONG SLEEVES SHIRTS</p> <p>BURGUNDY FULL TIE, STRIPED FULL TIE</p> <p>NAVY/BLACK SOCKS, GREY TROUSER</p> <p>SCHOOL BAGS WITH LOGO, BURGUNDY BAG</p>	<p>PE & WINTERWEAR ALL YEARS</p> <p>UNISEX</p> <p>POLO SHIRTS - ALL YEARS, NAVY TRACK PANT, NAVY SHORTS</p> <p>HOUSE COLOURS: RED, GREEN, BLUE, YELLOW, HAWKS, KESTRELS, FALCONS, EAGLES</p> <p>PULLOVER, JACKET, LEGIONNAIRE CAP & BASEBALL</p>
<p>CORE UNIFORM YEAR 2</p> <p>GIRLS</p> <p>STRIPED DRESS, BURGUNDY TIGHTS, WHITE SOCKS, HAIR BAND, BELT</p> <p>BOYS</p> <p>CREAM POLO SHIRT, GREY TROUSERS, NAVY/BLACK SOCKS</p> <p>SCHOOL BAGS WITH LOGO, LEGIONNAIRE CAP, BOOK BAG</p>	<p>CORE UNIFORM Y3 - Y9</p> <p>GIRLS</p> <p>SHORT-LONG SLEEVES BLOUSE, PAPPYRUS HEAD SCARF, BELT, TROUSER OPTIONAL, KNEE SKIRT, SCRUNCIE & HAIR BAND</p> <p>WHITE SOCKS, CROSSOVER TIE, SCRUNCIE & HAIR BAND</p> <p>SCHOOL BAGS WITH LOGO, BURGUNDY BAG</p>	<p>CORE UNIFORM Y10 - Y13</p> <p>GIRLS</p> <p>SHORT-LONG SLEEVES BLOUSE, PAPPYRUS HEAD SCARF, BELT, TROUSER OPTIONAL, KNEE SKIRT, BURGUNDY BAG</p> <p>WHITE SOCKS, NECK SCARF</p> <p>SCHOOL BAGS WITH LOGO, BURGUNDY BAG</p>	<p>SWIMWEAR BOYS & GIRLS</p> <p>SWIMSUIT BLACK: Front, Back</p> <p>JAMMER BLACK: Front, Back</p> <p>SHORTS BLACK: F81 and F82</p> <p>SILICON CAP: Red, Green, Blue, Yellow, Burgundy</p>

www.threadsme.com 800-THREADS(8473237)

GEMS The Cambridge High School, Abu Dhabi P.E Expectations - *Threads* Visuals

P.E Kit



THE CAMBRIDGE HIGH SCHOOL - CHS

CORE UNIFORM **FS1 - Y1**

UNISEX

POLO SHIRTS

RED GREEN

NAVY TRACK PANT

POLO SHIRTS

YELLOW BLUE

NAVY SHORTS

HOUSE COLOURS

RED	GREEN	BLUE	YELLOW
HAWKS	KESTRELS	FALCONS	EAGLES

WHITE SOCKS

SCHOOL BAGS WITH LOGO **LEGIONNAIRE CAP** **BOOK BAG**

12 INCHES BAG 12 x 15 inches

PE UNIFORM **ALL YEARS**

UNISEX

POLO SHIRTS - ALL YEARS

RED GREEN

NAVY TRACK PANT

POLO SHIRTS

YELLOW BLUE

NAVY SHORTS **WHITE SOCKS**

HOUSE COLOURS

RED	GREEN	BLUE	YELLOW
HAWKS	KESTRELS	FALCONS	EAGLES

www.threadsmc.com



800-THREADS(8473237)

Mobile Phone Policy

From the start of the Academic Year 2023-24, CHS will be implementing a Zero Tolerance Mobile Phone Policy.

- Zero tolerance on mobile phones and headphones during the School day, this includes break, lunch and lesson transition
- If we see it, it will be confiscated
- Phones and headphones must be switched off and in your bag
- Teachers will inform you if you are required to bring a device for a specific lesson, this should be a tablet or laptop
- Phones can be used to contact parents at the end of the day
- Phones can be used on the bus
- Non-Bus learners cannot use a phone until they are off the School grounds

Failure to follow the Mobile Phone Policy

1st Time: Phone will be switched off by the student and confiscated by the member of staff, however it can be collected at the end of the day by the student. Staff will keep a record on the central register.

2nd Time and beyond: Phone will be switched off by the student, confiscated by the member of staff and parents will be contacted. Parents will pick the phone up from School. Staff will keep a record on the central register.

Failure to hand over the phone will result in phone call home and the issuing of a Stage I Letter or the next Stage Letter.

'Privacy: UAE law recognizes an individual's right to privacy. Taking photographs or videos of someone without their consent, particularly in private spaces, may be considered an invasion of privacy and can lead to legal consequences'.

Bus Behaviour

We urge all bus users to remember that the bus service is a privilege and not a right, should problems arise a series of steps will be taken. Students will first be talked to by a staff member and if there are further issues, parent meetings and bus suspensions ranging from one day to indefinitely will be followed according to the nature of the incident. Student infractions and their consequences are at the discretion of the bus company and not CHS. However, CHS does expect students to behave in a manner in line with School rules when travelling on any bus. Bus service can be revoked at any time due to inappropriate behaviour. **Refer to BBT Bus Transport Code of Conduct.**

Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to the 'right to be heard' and the 'right to an unbiased decision'. The right to be heard includes the right of the person against whom an allegation has been made to:

- I. know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- II. know the process by which the matter will be considered
- III. respond to the allegations
- IV. know how to make an appeal

The right to an unbiased decision includes the right to:

- I. impartiality in an investigation and decision making
- II. an absence of bias by a decision maker

The Assistant Principal or Vice Principal of CHS will normally conduct interviews with students that have had major allegations made against them. The students' Phase Leader may be present. Appeals may be made through the Principal.

Finally

The above is the basic system for the application of all matters of discipline and can be discussed with the Senior Leadership Team. The students Learning Manager/Class teacher will be involved at all of the above stages in a pastoral capacity and strategies put in place to try and avoid more serious consequences. The School will be mindful of the fact that attempts to address most matters of continuing indiscipline stand a greater chance of success if the student's parents are on board with the process and supportive of the School's aims.

Generally speaking, the School aims to offer students the chance of a fresh start at the beginning of a term and previous misdemeanours will not be held as a 'starting point' for consequences imposed that term. However, there will be occasions when this will not be appropriate in terms of the student's overall education and what the School is aiming to achieve. For example, if the student has regularly received sanctions for the same misdemeanour time after time, particularly if that misdemeanour is in itself quite serious.



مدرسة كامبردج الثانوية
THE CAMBRIDGE HIGH SCHOOL, ABU DHABI