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## **Positive Engagement and Behaviour Policy**

Ratified by RAK Academy Board of Governors on 09.10.2026

### **1. Rationale**

RAK Academy exists to develop young people of strong character who make a positive difference to the communities they belong to and the world they will inherit. Positive engagement and behaviour are therefore not simply prerequisites for learning; they are essential outcomes of education itself. When students learn to take responsibility for their actions, show respect for others, contribute positively to their community, and repair relationships when harm occurs, they are developing qualities that are as important as any academic achievement.

This policy sets out how the Academy creates the conditions for every student to thrive. It outlines the expectations we teach, the values and behaviours we celebrate, the support we provide when difficulties arise, and the processes we use when behaviour falls short of expectations. While applied consistently across all three schools, it recognises that students' developmental needs differ and therefore allows for age-appropriate approaches within a shared Academy framework.

Our approach is grounded in four core commitments:

- Positive engagement is taught, modelled and reinforced, not simply expected.
- Relationships come first, and every response seeks to understand the reasons behind behaviour.
- Support and intervention accompany accountability, helping students develop the skills needed for future success.
- Every student is treated with dignity, respect and compassion, regardless of the choices they have made.

Through this approach, we aim to cultivate a culture where students feel safe, valued, connected and empowered to make positive contributions to their learning, their relationships and their wider community.

### **2. Purpose**

- Promote positive engagement, strong character and responsible behaviour.
- Establish clear expectations and shared responsibilities for students, staff and parents.
- Recognise, develop and celebrate positive contributions to the school community.
- Respond to behavioural concerns fairly, consistently and proportionately.
- Ensure support, inclusion and accountability remain central to all behavioural decisions.
- Safeguard the rights and dignity of all students.
- Comply with UAE legislation and DOK requirements.

### **3. Scope**

This policy applies to all students enrolled at any RAK Academy school, and to all staff, in the following circumstances:

- On any Academy campus, at any time
- On Academy transport, which is treated as an extension of the school environment
- On educational visits, trips, residentials, competitions and official representative activities, whether in the UAE or abroad
- During periods of distance or blended learning



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- Online, including social media, messaging groups and Academy communication platforms, where conduct involves or is directed at members of the Academy community, affects the wellbeing of a student or places a student at risk, or seriously damages the reputation of the Academy, whether or not it occurs on Academy systems or during Academy hours

- Anywhere, where conduct is of a degree of seriousness that engages UAE law or the Academy's safeguarding duty

Behaviour is a shared responsibility.

#### **4. Roles and Responsibilities**

##### **4.1 Students**

Students are expected to be self-disciplined and punctual; to take responsibility for their own conduct and learning; to respect others and their feelings; to participate in school life; to show understanding and appreciation of the culture, traditions and values of the UAE and of other countries; to make informed decisions about their own health and safety; and to respect the natural environment of their school.

##### **4.2 Parents**

Parents are expected to encourage positive behaviour at home; attend meetings and awareness events when invited; notify the Academy of any need affecting their child's behaviour; and cooperate with the Academy in addressing behavioural concerns. Where a student deliberately or negligently damages or loses Academy property, the Academy may seek reasonable reparation or recovery of documented repair or replacement costs in accordance with applicable procedures.

##### **4.3 Teachers**

Teachers apply this policy consistently; model the behaviour they expect; create a secure classroom environment; identify, respond to and record behaviour concerns using the Academy's agreed systems and procedures; review behaviour data and contribute to its analysis; and participate in the implementation of Individual Education Plans and Pastoral Support Plans for the students they teach.

##### **4.4 The Behaviour Committee**

The Behaviour Management Committee considers serious or repeated behaviour concerns, reviews the evidence, support and individual circumstances, and makes or recommends decisions within its delegated authority. Its detailed administrative arrangements are set out in the Committee's terms of reference.

##### **4.5 Deputy Head**

The Deputy Head leads the day-to-day implementation of this policy; oversees pastoral, behavioural and wellbeing systems; ensures behavioural concerns are identified and addressed at the earliest opportunity; coordinates interventions and support plans for students requiring additional assistance; monitors behaviour, attendance and wellbeing data to identify trends and priorities; supports staff in applying the policy consistently; liaises with parents and external agencies where appropriate; and reports regularly to the Head of School on behaviour, engagement and student wellbeing outcomes.



#### 4.6 The Head

The Head of School chairs the Behaviour Committee; provides a safe educational environment supporting this policy; orients students and guardians on it; establishes the internal system of staff roles for its application; oversees professional development in its use; receives guardians' complaints and refers them to the Committee; provides for students of determination; and leads the analysis of behaviour data and the planning that follows from it.

### 5. Promoting Positive Behaviour

#### 5.1 Academy expectations

The Academy holds one set of behaviour expectations across all schools and all curricula. These are the standards every student is expected to meet:

|                           |                                                                                                                                                     |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>We are respectful</b>  | We treat every member of our community with courtesy and consideration, including those whose beliefs, background or abilities differ from our own. |
| <b>We are honest</b>      | We tell the truth, we admit mistakes, and we do our own work.                                                                                       |
| <b>We are safe</b>        | We keep ourselves and others safe in what we do, where we go and how we use technology.                                                             |
| <b>We are ready</b>       | We arrive on time, properly equipped and in correct uniform, prepared to learn.                                                                     |
| <b>We are responsible</b> | We look after our school, our belongings and each other, and we put right the harm we cause.                                                        |
| <b>We belong</b>          | We contribute to our school and our community, and we show appreciation for the culture, heritage and values of the United Arab Emirates.           |

### 6. Universal provision

Most behaviour is secured by good teaching and consistent adult practice rather than by any system of consequences. Universal provision, corresponding to Tier 1 of the Academy's tiered model of support, comprises:

- Quality First Teaching, with differentiated instruction and classroom accommodations available to all students
- Explicitly taught and routinely practised classroom routines
- Positive relationships between staff and students as the primary behaviour strategy
- Consistent application of this policy by every adult, without exception
- Continuous monitoring to identify students not responding to universal strategies

### 7. Recognition and reward

Recognition is how the Academy teaches positive engagement, rather than simply expecting it. Each campus operates an age-appropriate recognition system within the shared framework below. As a principle, the Academy positively reinforces the behaviour it expects and seeks regular opportunities to celebrate it.



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### 7.1 Principles

The following principles apply to every recognition practice at every campus:

- **Focus on behaviour.** Recognition names what the student did, not what the student is.
- **Immediacy.** Exemplary behaviour is acknowledged as it occurs, not only at the end of a term.
- **Equal opportunity.** Every student has a genuine route to recognition, irrespective of starting point or attainment.
- **Proportionality.** Recognition is commensurate in type and degree with the behaviour recognised.
- **Recognition is not withdrawn.** Once awarded, house points, awards and other recognition are not removed or deducted in response to later behaviour. Sanctions and recognition operate separately.

### 7.2 Everyday Recognition

Most recognition happens in the moment, from the adult present. It is available to every member of staff and requires no referral:

- Specific verbal praise naming the behaviour
- House points
- A positive record on iSAMS, visible to the tutor, class teacher, phase or year leader and parents
- A postcard, note or certificate sent home
- A phone call or message to parents
- Referral to a phase, year or subject leader for further recognition

Staff are expected to use everyday recognition routinely and in far greater volume than sanctions.

### 7.3 The House System

Every student and every member of staff belongs to a house. The house system is the Academy's principal mechanism for connecting recognition across year groups, subjects and phases, and for building belonging beyond the classroom.

Houses operate through:

- House points awarded by any member of staff for conduct meeting Academy expectations, contribution to school life, service to others, and effort or improvement
- House events and competitions across academic, sporting, creative and service activities
- House leadership roles for students, where a campus operates them

House points are recorded so that individual, house and cohort totals can be reported. Recognition of a student's contribution to their house is reported to parents alongside academic reporting.

### 7.4 Formal awards

Beyond everyday recognition, each campus operates a formal awards structure. Formal awards are announced publicly, normally in assembly, and confirmed in writing to parents. They may include:

- Stars, badges or certificates recognising sustained conduct or contribution
- Termly and annual awards for character, citizenship, effort and improvement
- Recognition of contribution to the community beyond the Academy



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- Celebration events at the end of each term
- Trips and visits

Nominations may come from any member of staff, and from students where a campus operates peer nomination.

### **7.5 Recognising repair and improvement**

The Academy recognises honest reflection, taking responsibility and meaningful efforts to repair harm. Restorative action will be used only where it is safe, appropriate and accepted by those affected. Recognition of a student who has repaired harm carries the same weight as recognition of a student who caused none.

Improvement is, in itself, a ground for recognition. A student who moves from difficulty to sustained positive engagement should be recognised for that progress, and support plans include recognition of progress against agreed goals.

### **7.6 Recording and analysis**

Recognition is recorded on iSAMS alongside behaviour concerns. Pastoral leaders and the Deputy Head review recognition data each term to confirm that:

- The volume of positive records substantially exceeds the volume of concerns
- Recognition is distributed across year groups, houses, subjects and staff rather than concentrated
- Students on support plans, students of determination and students on the inclusion register are receiving recognition at a comparable rate to their peers
- No group of students is systematically under-recognised

### **7.7 Phase adaptations**

Primary recognition emphasises immediacy, visible classroom systems and frequent contact with parents. Secondary recognition emphasises house identity, formal awards and student leadership. The principles at 7.1 apply unchanged across both.

### **7.8 Behaviour escalation and oversight**

Behaviour is addressed at the lowest appropriate level, but repeated or unresolved concerns must trigger coordinated oversight. C1 remains the responsibility of the staff member present. C2 is recorded in iSAMS and becomes visible through pastoral monitoring. Heads of Department or curriculum leaders review repeated removals and department-specific patterns, while ownership of the wider intervention remains with the designated pastoral leader.

Where concerns repeat within one department or across several areas, the sequence is: classroom response; tutor or class-teacher monitoring; pastoral or phase/year-leader report; middle-leader and senior-leader review where required; and a time-bound Pastoral Support Plan when earlier intervention has not secured improvement. Serious incidents may enter the pathway directly at C3, C4 or C5. Further escalation may include a behaviour agreement, supervised reflection, internal reflection, fixed-term suspension or permanent exclusion, subject to the approved procedure and applicable requirements.



## 8. Using the C1–C5 Framework

RAK Academy uses C1–C5 as its operational classification framework. Each category connects the nature and impact of the behaviour to the available sanctions, the staff responsible for responding, the point at which parents are contacted, and the recording requirement. The framework applies across all campuses, age groups and school stages; responses must be developmentally appropriate and proportionate to the individual circumstances.

IMPORTANT: The behaviours and sanctions listed in these tables are examples and are not exhaustive. Behaviour that is not specifically listed may be placed in the category that most closely reflects its nature, impact, frequency, intent and risk. The Academy may select, combine or adapt sanctions where justified by the circumstances. Significant classification and sanction decisions must be recorded.

### Classification and decision-making principles

- The seriousness and actual or potential impact of the behaviour.
- Whether the behaviour is isolated, repeated, persistent, deliberate or planned.
- The student's age, developmental stage, communication needs and understanding.
- Relevant safeguarding, wellbeing, medical, inclusion or additional learning needs.
- Previous teaching, reasonable adjustments, support and interventions.
- Any coercion, intimidation, imbalance of power, abuse of trust or immediate risk.
- A serious incident may be classified directly at C3, C4 or C5 without progressing through lower categories.

### C1: Low-level behaviour concern

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Misbehaviour</b>                          | C1: Low-level behaviour concern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Sanction</b>                              | Verbal warning, redirection, or restorative reminder.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Escalation threshold</b>                  | Repeated C1 concerns are reviewed as a pattern. Three recorded C1 concerns within the monitoring period may lead to a C2 response and a short-term reflection, in accordance with campus procedure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Examples may include (not limited to)</b> | <ul style="list-style-type: none"><li>• Talking over classmates or while a member of staff is speaking.</li><li>• Calling out, shouting or interrupting teaching, learning or an assembly.</li><li>• Not paying attention or being briefly off task.</li><li>• Failure to complete classwork or homework to the expected standard after appropriate support.</li><li>• Not completing sufficient work during the available time.</li><li>• Not completing or submitting homework on time.</li><li>• Failure to bring the required books, resources or equipment.</li><li>• Wearing incorrect uniform, sports kit or required identification without an accepted reason.</li><li>• Running in corridors or moving unsafely around the campus.</li></ul> |

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|                             | <ul style="list-style-type: none"> <li>• Pushing into queues or failing to follow orderly queuing expectations.</li> <li>• Arriving late to a lesson, activity or school without a valid reason.</li> <li>• Persistent low-level talking.</li> <li>• Rough-and-tumble play or play fighting that stops when corrected.</li> <li>• Minor misuse of a personal or Academy device that stops when corrected.</li> </ul> |
| <b>Staff responsibility</b> | It is expected that C1 behaviour will be addressed by the member of staff who encounters it. The adult should restate the expectation, provide an opportunity to correct the behaviour and support the student to return successfully to learning or participation.                                                                                                                                                  |
| <b>Parent communication</b> | The student's class teacher, form tutor, phase/year leader and parents may be informed where a pattern is emerging or coordinated support would be helpful. Communication may be through the Academy's agreed digital platform, email or telephone.                                                                                                                                                                  |
| <b>Recording</b>            | C1 concerns are managed within the classroom by the class teacher and are communicated through agreed visual classroom systems, providing students with an immediate opportunity to recognise, reflect on, and self-correct their behaviour. Where a C1 concern persists, recurs, or requires escalation to a C2 concern, it must be formally recorded in iSAMS.                                                     |

## C2: Repeated or moderate behaviour concern

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| <b>Misbehaviour</b>                          | C2: Repeated or moderate behaviour concern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Sanction</b>                              | Lunchtime or departmental reflection, restorative task, completion of missed learning, temporary loss of relevant privileges, or short-term monitoring.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Escalation threshold</b>                  | A repeated or unresolved C1 pattern may be classified as C2. Repeated C2 concerns, failure to respond to agreed intervention, or a more serious single incident may result in a C3 referral and formal pastoral intervention.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Examples may include (not limited to)</b> | <ul style="list-style-type: none"> <li>• Repeated C1 behaviour after reminders, teaching and support.</li> <li>• Deliberate refusal to follow reasonable instructions.</li> <li>• Repeated disruption that has a noticeable effect on teaching or the learning of others.</li> <li>• Disrespectful language or conduct that causes offence but does not amount to serious abuse or intimidation.</li> <li>• Dishonesty, concealment or refusal to engage honestly with a routine enquiry.</li> <li>• Repeated or more significant misuse of technology, communications or Academy resources.</li> <li>• Careless or irresponsible behaviour.</li> <li>• Repeated lateness, uniform, equipment or responsibility concerns after intervention.</li> <li>• Inappropriate behaviour in a queue, shared area, transport setting or Academy activity that does not stop following an initial correction.</li> <li>• Deliberate lateness to lessons.</li> </ul> |



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| <b>Staff responsibility</b> | The member of staff records and responds to the incident. The class teacher, form tutor, curriculum leader or designated phase/year leader may coordinate the follow-up, apply the sanction and review whether additional pastoral support is required.        |
| <b>Parent communication</b> | Parents are informed when a C2 concern is recorded, where a sanction extends beyond the immediate lesson or activity, or where a pattern is developing. Direct contact should explain the concern, response, expected improvement and any review arrangements. |
| <b>Recording</b>            | The behaviour, classification, sanction, parent communication and any agreed follow-up are recorded in iSAMS.                                                                                                                                                  |

### C3: Serious behaviour concern

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| <b>Misbehaviour</b>                          | C3: Serious behaviour concern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Sanction</b>                              | Formal pastoral sanction, which may include a senior reflection, supervised reflection placement, removal from a lesson or activity, internal reflection, formal warning, behaviour agreement, Pastoral Support Plan or proportionate restriction from a related privilege or activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Escalation threshold</b>                  | A serious single incident may be classified directly as C3. Repeated C2 behaviour, significant harm or disruption, or failure to respond to a formal intervention may also lead to C3. Repetition, increased risk or further significant misconduct may result in C4 referral.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Examples may include (not limited to)</b> | <ul style="list-style-type: none"> <li>• Bullying or repeated harmful peer behaviour, including online behaviour.</li> <li>• Fighting, deliberate physical aggression or threatening behaviour below the C4 threshold.</li> <li>• Theft, deliberate damage or vandalism of meaningful seriousness.</li> <li>• Serious verbal abuse, harassment, discriminatory conduct or targeted humiliation.</li> <li>• Serious misuse of technology, images, communications or online platforms.</li> <li>• Leaving the Academy site or deliberately evading supervision.</li> <li>• Serious or repeated academic dishonesty, forgery or impersonation.</li> <li>• Persistent defiance where previous teaching, intervention and support have not secured improvement.</li> <li>• Behaviour causing significant distress, disruption, loss or damage.</li> <li>• Repeated harmful conduct involving an imbalance of power or breach of trust.</li> <li>• Leaving a lesson, activity or supervised area without permission.</li> <li>• Missing a lesson or required activity without an accepted reason.</li> </ul> |
| <b>Staff responsibility</b>                  | The relevant pastoral leader leads the response, secures initial safety, gathers available information, determines the provisional classification and consults the Deputy Head or other senior leader where required. The response must include accountability, support and a planned review.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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| <b>Parent communication</b> | Direct parent contact is required as soon as practicable, normally on the same school day. A formal meeting may be arranged. Parents should be informed of the concern, investigation status, classification, sanction, support, restorative action and review date. |
| <b>Recording</b>            | A formal iSAMS record is required, including the evidence considered, classification rationale, sanction, parent contact, support actions, responsible staff and review date.                                                                                        |

#### C4: Significant behaviour concern

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|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Misbehaviour</b>                          | C4: Significant behaviour concern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Sanction</b>                              | Immediate senior leadership intervention. Sanctions may include internal reflection, fixed-term suspension, final warning, formal behaviour agreement, managed timetable or supervision arrangements, risk-reduction measures, or proportionate restriction from specified activities or access.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Escalation threshold</b>                  | A behaviour is classified at C4 where it creates high risk, causes substantial harm, involves serious prohibited conduct or presents a major safeguarding or operational concern. Repeated or aggravated C3 behaviour may also result in C4 classification. Further critical risk or exceptionally serious conduct may be classified at C5.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Examples may include (not limited to)</b> | <ul style="list-style-type: none"> <li>• Serious physical assault or a credible and specific threat of serious violence.</li> <li>• Persistent or aggravated bullying, harassment or discriminatory abuse causing substantial harm.</li> <li>• Possession, use or transfer of a prohibited substance or dangerous item below the C5 threshold.</li> <li>• Serious online conduct exposing another person to substantial harm or risk.</li> <li>• Deliberate and substantial damage to property, systems, transport or safety equipment.</li> <li>• Serious conduct compromising an examination, official record, identity or Academy operation.</li> <li>• A major safeguarding breach requiring immediate protective action.</li> <li>• Serious coercion, intimidation or abuse of trust.</li> <li>• Potentially unlawful conduct requiring senior review or external consultation.</li> <li>• Vaping, smoking, or the possession or use of tobacco, nicotine or any other prohibited, illegal or harmful product or device, on Academy premises, on Academy transport, or during Academy-sponsored activities.</li> </ul> |
| <b>Staff responsibility</b>                  | A Deputy Head or Head of School leads the response. Immediate safety and safeguarding actions take priority. Evidence must be preserved, a formal investigation initiated and relevant safeguarding, regulatory and external notifications made where required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



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| <b>Parent communication</b> | Parents are contacted immediately once urgent safety actions are in place. They are informed of any removal from provision, investigation, safeguarding action, suspension consideration and the next decision point. Formal outcomes are confirmed in writing. |
| <b>Recording</b>            | A full senior leadership record is required in iSAMS. It must include the risk assessment, evidence, classification rationale, decisions, approvals, parent communication and review or reintegration arrangements.                                             |

### C5: Critical behaviour concern

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|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Misbehaviour</b>                          | C5: Critical behaviour concern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Sanction</b>                              | Critical incident response, which may include immediate protective measures, suspension pending investigation, fixed-term suspension, recommendation for permanent exclusion or transfer where the required threshold is met, restricted access or alternative provision, and referral to the appropriate external authority.                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Escalation threshold</b>                  | C5 applies where behaviour presents immediate or exceptional danger, involves suspected serious criminal conduct, causes or is intended to cause serious injury or widespread danger, or fundamentally compromises the safety or integrity of the Academy community.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Examples may include (not limited to)</b> | <ul style="list-style-type: none"> <li>• Use or threatened use of a weapon or another item to cause serious harm.</li> <li>• Use, supply or organised distribution of prohibited, illegal or harmful substances.</li> <li>• Deliberate serious violence or conduct causing serious injury.</li> <li>• Arson, deliberate creation of a major safety hazard or interference with critical safety systems.</li> <li>• Serious abuse, exploitation or safeguarding conduct requiring immediate statutory referral.</li> <li>• Organised or serious criminal activity connected to the Academy community.</li> <li>• Any comparably critical act presenting immediate and substantial risk to life, safety or rights.</li> </ul> |
| <b>Staff responsibility</b>                  | The Head of School leads the response with the designated safeguarding and incident leads. The first priority is protection of life, safety and wellbeing. Emergency procedures and referrals are activated where required, followed by a fair and formally documented investigation.                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Parent communication</b>                  | The Head of School or delegate contacts parents as soon as it is safe and appropriate. Communication is coordinated with safeguarding and external authorities where applicable. Decisions, conditions, educational provision, review arrangements and any available appeal route are confirmed in writing.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Recording</b>                             | All actions and decisions are formally recorded in iSAMS and the appropriate safeguarding, incident or regulatory record. Records must include approvals,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



referrals, evidence, communications, educational provision and the outcome of the investigation.

## **9. Inclusion, safeguarding and individual circumstances**

Where a student has an identified or suspected additional need, the relevant pastoral and inclusion leaders will consider whether the behaviour may be connected to that need, whether appropriate provision and reasonable adjustments were in place, and whether further assessment or support is required. This consideration will inform, but will not automatically prevent, a proportionate response. Immediate protective action may be taken where necessary to safeguard the student or others.

Before a significant sanction is confirmed, the Academy will consider the student's age, developmental stage, communication needs, disability-related needs, medical circumstances, wellbeing and any relevant safeguarding information. The rationale for the final decision, support and reasonable adjustments will be recorded.

## **10. Support planning**

### **10.1 The Pastoral Support Plan**

The Pastoral Support Plan is the Academy's behaviour support plan. It is owned by the pastoral team and agreed with the Behaviour Committee and the student's guardian. Every Pastoral Support Plan contains:

- Intervention goals
- Support strategies
- The staff responsible for each element
- A timeline for monitoring and review

A Pastoral Support Plan is opened when a student is identified as at educational risk by any route, or at any earlier point where the pastoral team judges it useful. The plan includes a defined monitoring period, regular review dates and an emergency review whenever circumstances require it.

### **10.2 Relationship to the Individual Education Plan**

Where a student holds both a Pastoral Support Plan and an Individual Education Plan under the Inclusion Policy, the IEP is the master document and the Pastoral Support Plan is annexed to it, so that a single review cycle operates and the two do not diverge. Ownership of the behaviour elements remains with the pastoral team. The Inclusion Lead is consulted and contributes to the plan, but does not own it.

### **10.3 Root cause and identification**

Support planning begins with root cause assessment: identifying the underlying academic, social, emotional or behavioural reasons contributing to the student being at risk. The Academy monitors the full range of at-risk indicators, not only those that disrupt learning. Behavioural indicators include aggression and rule violations, but also withdrawal, erratic conduct, and increased isolation or loneliness.

Guardians are informed when their child is identified as at risk. This is distinct from, and earlier than, notification of an individual incident.



## **11. Reflection, Suspension, Exclusion and Reintegration**

### **11.1 Definitions and threshold**

Suspension is the temporary removal of a student from regular classroom activities as a disciplinary measure for violating Academy policies. Exclusion is the permanent removal of a student from the Academy due to severe or repeated violations.

Suspension is the temporary removal of a student from all or part of their normal educational provision through the Academy's approved procedure. A brief supervised relocation within a lesson is not a suspension. Repeated or extended removal from provision must be reviewed to determine whether it constitutes a suspension under the applicable procedure.

### **11.2 In-school reflection**

In-school reflection is served on campus under supervision. The student is assigned academic work for the duration and completes it.

Where a reflection coincides with a formal assessment, the student sits the assessment in a designated location within the Academy.

### **11.3 Suspension pending investigation**

Where a behaviour concern is sufficiently serious to require immediate investigation and continued attendance would present a safeguarding, safety or operational risk, the Academy may suspend the student pending investigation through the approved procedure and subject to applicable approval and time limits.

### **11.4 Grounds for exclusion**

Exclusion may be considered for a C5 incident, an exceptionally serious C4 incident, or persistent behaviour where graduated intervention and support have not secured sufficient improvement and continued attendance presents an unacceptable risk to safety, wellbeing, learning or the orderly operation of the Academy. Exclusion is a last resort and may only be imposed through the approved procedure and in accordance with applicable UAE law and regulatory requirements.

### **11.5 Provision during suspension and exclusion**

A student serving a suspension continues to receive academic work and remains entitled to sit assessments. Counselling and support services are offered to any student facing suspension or exclusion, to address underlying issues and promote positive behaviour. The Academy provides or facilitates access to these services regardless of the outcome of the case.

### **11.6 Reintegration**

A reintegration meeting must take place where a student has been suspended, or otherwise removed from their normal educational provision under the sanctions set out in this policy, before that student resumes timetabled lessons.

The purpose of the meeting is to ensure the student returns successfully to learning, understands the expectations that apply, and receives the support needed to prevent a recurrence of the circumstances that led to the removal.



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Reintegration reflects the Academy's commitment to balancing accountability with support, and to giving every student the opportunity to rebuild relationships, restore trust, and re-engage positively with school life.

**Convening and timing.** The relevant Pastoral Leader is responsible for convening the meeting. It must be held no later than the student's first day back and before the student returns to timetabled lessons. Where this is not possible, the reason must be recorded and the meeting held within two further school days.

**Attendance.** The meeting will be attended by the student; at least one parent or guardian; the relevant Pastoral Leader, who chairs; and any other member of staff whose involvement is necessary to the support arrangements being agreed. A member of the Senior Leadership Team attends where the removal followed a third or fourth-degree matter.

**Conduct of the meeting.** The meeting will:

- review the circumstances that led to the removal;
- confirm the outcome of the investigation and the sanction applied;
- reinforce the Academy's expectations for conduct and engagement;
- identify the support, intervention or adjustments required;
- agree behaviour targets, monitoring arrangements and the level of support under the Academy's graduated response;
- establish review points and success criteria; and
- give the student the opportunity to reflect on the incident and to set out how they will move forward.

Targets must be specific, measurable, time-bound and reviewed at the agreed points.

**Written undertaking.** A written undertaking, signed by the student and by the parent or guardian, that the conduct will not be repeated, is a required outcome of the meeting. The Head of Positive Engagement is responsible for ensuring that the undertaking is signed and filed. The undertaking is not discretionary and is not replaced by the support plan.

**Students with additional needs.** Where the student is recorded as a student of determination or as having additional learning needs, the campus Inclusion Lead must be consulted before targets are set, to confirm whether the conduct was a manifestation of identified need and what adjustments apply. Targets set without that confirmation are not valid.

**Safeguarding.** Where the circumstances that led to the removal engage a safeguarding concern, the Designated Safeguarding Lead determines the sequencing of the safeguarding response and the reintegration meeting. The reintegration meeting does not substitute for, and does not conclude, any safeguarding process.

**Where a parent or guardian does not attend.** Non-attendance will not prevent the Academy from implementing reintegration arrangements. The Academy will make and record reasonable attempts to engage the family and will communicate the expectations and support arrangements in writing. *[Open — DOK clarification: the position where a parent declines to sign the required undertaking.]*



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**Recording.** A record of the meeting, the undertaking, the agreed targets and the review dates must be entered on iSAMS. Records are retained for a minimum of five years after the student graduates or leaves, in line with the RAK DOK Student Records Management Policy, and disposed of securely thereafter.

**Status of the meeting.** Completion of a reintegration meeting does not alter the sanction recorded against the student, nor any record submitted to RAK DOK. Reintegration arrangements exist to support the student's successful return and to promote sustained positive engagement, wellbeing and academic progress.

### 11.7 The Behaviour Committee

Each RAK Academy school maintains a Behaviour Management Committee in accordance with applicable regulatory requirements. The Committee considers serious or repeated behaviour concerns, reviews evidence, support and individual circumstances, and makes or recommends decisions within its delegated authority. Detailed membership, quorum, meeting and voting arrangements are maintained in the Committee's approved terms of reference.

## 12. Regulatory Framework

This policy is built on the instruments listed below.

| Instrument                                                                                                                  | Reference, date and provenance                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Part 1 — Federal legislation and ministerial instruments (United Arab Emirates)</b>                                      |                                                                                                              |
| <u>Ministerial Resolution No. 851 of 2018 — Code of Behaviour Management for Students in General Education Institutions</u> | UAE Ministry of Education, 2018. Primary regulatory spine for this policy. English translation held in full. |
| <b>Part 2 — RAK Department of Knowledge regulatory suite (all issued 1 August 2025)</b>                                     |                                                                                                              |
| <u>Student Suspension and Expulsion Policy</u>                                                                              | RAKDOK-POL-2025-08. Held in full.                                                                            |
| <u>Students At-Risk Policy</u>                                                                                              | RAKDOK-POL-2025-26. Held in full.                                                                            |
| <u>Inclusive Education Policy</u>                                                                                           | RAKDOK-POL-2025-27. Held in full.                                                                            |
| <b>Part 3 — RAK Academy policies</b>                                                                                        |                                                                                                              |
| <u>Child Protection and Safeguarding Policy</u>                                                                             | POL23.290420.B. Ratified 29 April 2020. Retained.                                                            |
| <u>e-Safety and Cybersecurity Policy</u>                                                                                    | POL25.110520.A-16. Released for implementation; not formally ratified by the Board of Governors. Retained.   |
| <u>Antibullying Policy</u>                                                                                                  | POL36.161120.A. Ratified 16 November 2020. Retained.                                                         |
| <u>Inclusion Policy</u>                                                                                                     | Ratified 12 March 2026. Retained.                                                                            |



## Annex A — The graduated response

### A (i) — Responding to an incident

The C1–C5 framework classifies what has happened and sets the response to the individual incident.

|                            | <b>C1</b><br>Low-level concern                                                                                                 | <b>C2</b><br>Repeated or moderate                                                                                                                                                                             | <b>C3</b><br>Serious                                                                                                                                                                         | <b>C4</b><br>Significant                                                                                                                                                                   | <b>C5</b><br>Critical                                                                                                                                                                                                           |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Led by</b>              | Class Teacher                                                                                                                  | Teacher, tutor, curriculum or phase/year leader                                                                                                                                                               | Pastoral leader, with Deputy Head oversight                                                                                                                                                  | Deputy Head or Head of School                                                                                                                                                              | Head of School/ External agency/ Safeguarding Team                                                                                                                                                                              |
| <b>First action</b>        | Re-teach the expectation, redirect, restore                                                                                    | Record, respond, review whether support is needed                                                                                                                                                             | Secure safety, gather information, provisional classification                                                                                                                                | Immediate safety and safeguarding action, preserve evidence, open formal investigation                                                                                                     | Protect life and safety, activate emergency procedures and referrals                                                                                                                                                            |
| <b>Sanctions available</b> | <ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Restorative reminder</li> <li>• Restorative task</li> </ul> | <ul style="list-style-type: none"> <li>• Lunchtime reflection</li> <li>• Departmental reflection</li> <li>• Completion of missed learning</li> <li>• Restorative task</li> <li>• Loss of privilege</li> </ul> | <ul style="list-style-type: none"> <li>• Senior reflection</li> <li>• Supervised reflection</li> <li>• Removal from lesson</li> <li>• Loss of privilege</li> <li>• Formal warning</li> </ul> | <ul style="list-style-type: none"> <li>• Managed timetable or supervision arrangement</li> <li>• In-school reflection</li> <li>• Fixed-term suspension</li> <li>• Final warning</li> </ul> | <ul style="list-style-type: none"> <li>• Suspension pending investigation</li> <li>• Fixed-term suspension</li> <li>• Restricted access or alternative provision</li> <li>• Recommendation for exclusion or transfer</li> </ul> |
| <b>Authorised by</b>       | Any staff member                                                                                                               | Class or subject teacher; pastoral leader for loss of privilege                                                                                                                                               | Pastoral leader; Deputy Head for reflection placement                                                                                                                                        | Head of School; fixed-term suspension subject to the approval requirements, Behaviour Committee recommendation                                                                             | Head of School; exclusion on Behaviour Committee recommendation, subject to regulatory approval                                                                                                                                 |



|                       |                                                                                                               |                                                                                                |                                                                                                        |                                                                                        |                                                                                                                       |
|-----------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Parent contact</b> | As required, normally where a pattern is emerging                                                             | Required when a concern is recorded or a sanction extends beyond the lesson                    | Direct contact as soon as practicable, normally the same school day, outcome confirmed in writing      | Immediately once urgent safety actions are in place; outcome confirmed in writing      | Immediate senior-led contact, coordinated with external authorities; all decisions confirmed in writing               |
| <b>Recording</b>      | Recorded visually in the classroom to provide the student with the opportunity to self-correct.               | Full iSAMS record: behaviour, classification, sanction, parent contact, follow-up              | Formal iSAMS record adding evidence considered, classification rationale, support actions, review date | Senior record adding risk assessment, decisions, approvals, reintegration arrangements | iSAMS plus the appropriate safeguarding, incident or regulatory record, including referrals and investigation outcome |
| <b>Escalates when</b> | Three recorded C1 concerns within the monitoring period, or a single concern of greater impact or intent → C2 | Repeated C2, failure to respond to agreed intervention, or a more serious single incident → C3 | Increased risk, substantial harm, or further significant misconduct → C4                               | Immediate or exceptional risk, serious injury, or suspected criminal conduct → C5      | Behaviour Committee and regulatory decision-making under section 11                                                   |

A serious incident may be classified directly at C3, C4 or C5 without progressing through the lower categories.

## A (ii) — Responding to a pattern: the graduated pathway

Where behaviour recurs, a sanction alone is not a sufficient response. The pathway runs alongside the C1–C5 framework, not instead of it.



| Stage                        | Led by                      | Duration | What happens                                                                                                                                                                                                                                                                | Moves to the next stage when                                             |
|------------------------------|-----------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>1 • Classroom support</b> | Class or subject teacher    | 2 weeks  | Opens on the first recorded C2. At least one adjustment is applied and recorded: re-teaching, seating or grouping change, private conversation, restorative conversation, or contact with parents. Inclusion Lead consulted where a need may be relevant.                   | Recorded classroom support has not secured improvement within two weeks. |
| <b>2 • Tutor report</b>      | Form tutor or class teacher | 2 weeks  | Report card carried to each lesson against two or three specific targets set with the student. Tutor or class teacher reviews daily and meets the student weekly. Parents informed at placement and review. Curriculum leader notified where concerns are subject-specific. | Targets not met at review, or behaviour has worsened.                    |
| <b>3 • Pastoral report</b>   | Phase, year or grade leader | 2 weeks  | Report card continues under pastoral leadership. Parent meeting held at placement. Academic, attendance and wellbeing data reviewed alongside behaviour. Root cause assessment begins.                                                                                      | Targets not met at review, or the concern is widening.                   |



|                                  |                                    |                           |                                                                                                                                                                                                          |                                                                                            |
|----------------------------------|------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>4 • Senior report</b>         | Deputy Head                        | 2 weeks                   | Report card under senior leadership. Formal meeting with parents required. Deputy Head determines whether a Pastoral Support Plan should open at the end of this stage or earlier.                       | Targets not met, or the Deputy Head determines a formal plan is needed.                    |
| <b>5 • Pastoral Support Plan</b> | Deputy Head with the pastoral team | Defined monitoring period | Plan opened under section 10 with intervention goals, support strategies, named staff and review dates. Agreed with the student and guardian. Annexed to the Individual Education Plan where one exists. | Referred to the Behaviour Committee where the plan has not secured sufficient improvement. |

*Report cards, behaviour agreements and Pastoral Support Plans are monitoring and support instruments, not sanctions. Placement on any of them does not in itself restrict a student's access to activities, representation or recognition.*

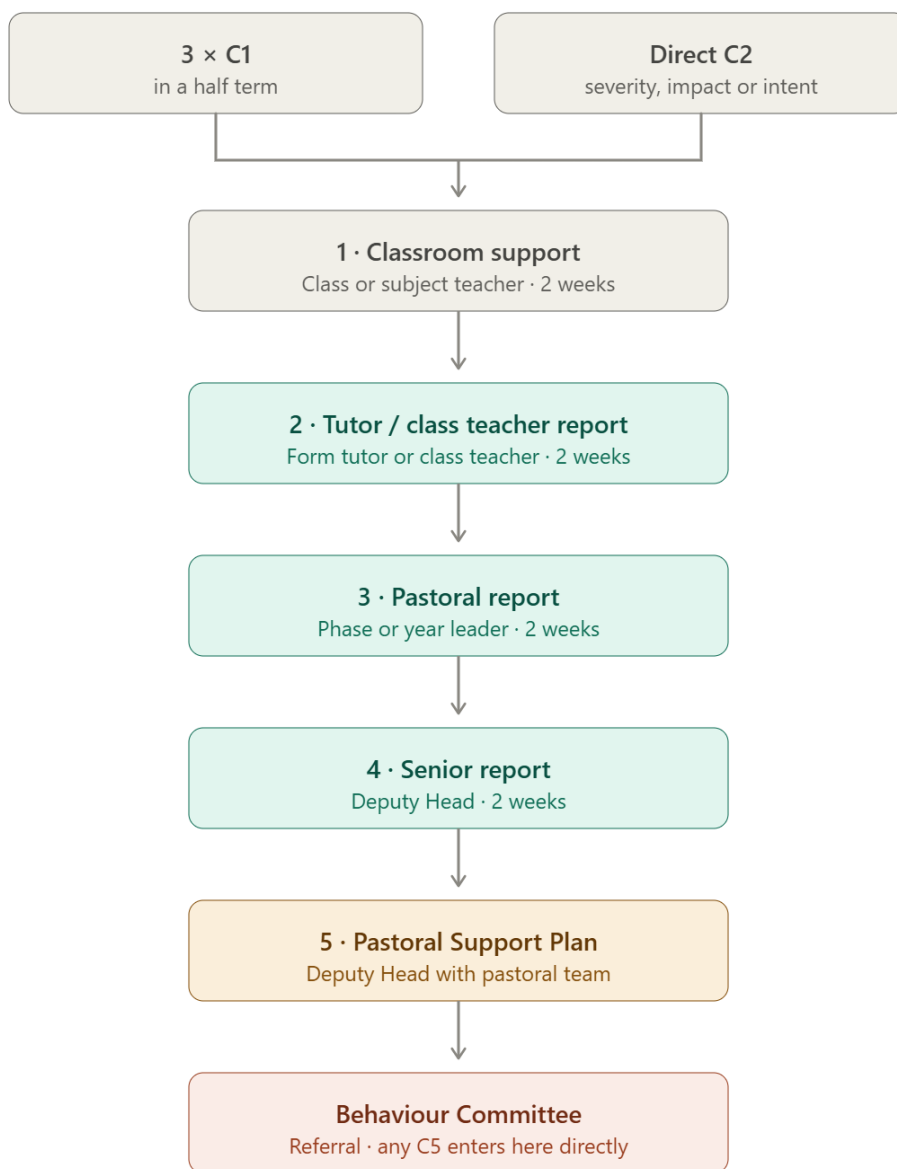
### Entry, exit and referral

- The pathway opens on a student's first recorded C2 — whether reached through three recorded C1 concerns within the monitoring period, or classified directly at C2 because of the severity, impact or intent of a single incident. The two-week clock at Stage 1 runs from that record.
- A student may be entered at any stage where the pattern warrants it, and may exit the pathway at any stage where targets are met. Exit is confirmed to the student and parents in writing.
- A stage may be extended once by a further two weeks where progress is evident but not yet sustained.
- A student who exits and re-enters within the same term returns at the stage above the one previously completed. The pathway does not delay the response to a serious incident: any C5 concern is referred to the Behaviour Committee immediately, regardless of stage.



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Grey = universal · Teal = monitoring · Amber = support plan · Coral = referral