

**School Vision**

Become an institution of innovative education for a society of knowledge and global pioneering.

**School Mission**

To equip its graduates with 21<sup>st</sup> century skills and a high awareness of themselves, their community and the world. It works to ensure they have the ability to make the right decisions, are actively responsible and have essential world-class skills that allow them to pursue their academic and professional goals.



مدرسة رويال الامريكية  
ROYAL AMERICAN SCHOOL

# STAFF AND STUDENT WELLBEING Policy 2021 - 2022

This policy will form part of all new staff induction

And appear on the school website

Review date September 2022

This policy has been read and adopted by the Royal American School Board of Governors and Principal.

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## Core values of education and moral obligation

Based on ADEK Private schools' Policy 1: The Core Values of Education and Moral Obligation  
Corresponding to Articles (2) and (6) of the Organising Regulations

DEFINITION(S): For the purposes of this policy, the core values of education are defined as follows:

- Teamwork: emphasising the values of cooperation with others.
- Integrity and honesty: commitment to the right behaviours under any circumstances.
- Transparency: dealing with others in a clear, sincere and honest manner.
- Respect: respect for students, colleagues, guardians and community.
- Accountability: the individual bears responsibility of his words and deeds.
- Care and compassion: caring for others and feeling of responsibility toward them. The moral obligation is defined as a set of ethical values and principles which are in accordance with the religion of Islam and the values, ethics, identity and culture prevalent in UAE society, and which respects other religions (see Policy (30)).

PURPOSE(S):

- To ensure that the core values of education are seen as integral to all aspects of a School's work, a task shared by all professionals responsible for it. These core values represent a common foundation for all School policies and, where necessary, should be strengthened through discussion at every level of the School's operation, and through staff professional development.
- To continuously promote and adhere to the moral principles in the educational practices of all Schools.
- To ensure a shared and clear understanding among School leaders, teachers, staff and students that allows them to differentiate between acceptable and unacceptable practices, within the framework of values, ethics and customs of UAE society, and to promote mutual respect and understanding of cultural diversity.

Royal American school POLICY:

- Schools must apply these core values in all day to day work consistently.
- They must share these core values actively among all in the School community. In this way, the core values become shared values that play a significant role in safeguarding the rights of individuals.
- Schools must establish and maintain a moral purpose and positive environment in all aspects of their work.
- Schools will also secure the rights of all students to an education that honours and follows the core values.
- Each School is required to emphasise the importance of these core values to all its students, staff and visitors.
- All educational practices and school operations shall be governed by a moral obligation.

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- School staff in the field of education shall exhibit good moral character, consistent with UAE society's morals, values, customs and traditions.
- Schools must develop a clear 17 statement of guiding moral principles and communicate it to staff.
- Schools should also take full account of the religion of Islam and the values, morals, customs and traditions of UAE society.
- The statement should be accessible to all members of the School community and should be sent to students, staff, Parents/Guardians and other stakeholders.
- School leaders, teachers and staff are required to take active steps to promote these principles during everyday life at Schools through curricula, activities, events and services, etc.
- All Schools must show respect to all religions and encourage respect, tolerance and understanding for cultural diversity.
- Schools must never allow staff or students to denigrate or abuse adherents of different religions, but must instead encourage students to be culturally sensitive toward other religions.

**ROLES AND RESPONSIBILITIES:**

Royal American School will...

- Comply with all aspects of this policy and related regulations, including those relating to curricula, extra-curricular activities, staff and students in daily operations and strategic planning.
- Effectively implement this policy through the creation of a positive environment engendering the spirit of teamwork.
- Incorporate into all of the School's policies and strategies the principles of the religion of Islam and the moral values of UAE society as prescribed by this policy.
- Convey a clear message that no educational activity can take place without having a moral basis, whether it concerns leadership, administration, counselling, curricula or extra-curricular activities.
- Afford respect to the religion of Islam and all religions, and ensure that students and staff behave in a way that does not offend other religions.
- Appoint staff who are in tune with the moral values of education, and provide leadership based on moral principles as stipulated by this policy.
- Create a positive environment that engenders teamwork, whether amongst staff or between staff and students, and facilitate the involvement of Parents / Guardians and the local community where possible.
- Promote the adoption of the values of integrity and honesty in all the School's operational, teaching and assessment aspects, and instil these values in students.
- Monitor the application of the principles of transparency in dealing with staff, teachers, students and Parents / Guardians in a manner that is clear, honest and trustworthy.
- Conduct all School affairs in a manner that ensures respect for students, Parents / Guardians and the community, and encourage students to treat others in the education process with respect as a core value.

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- Work within a monitoring and follow-up framework to exercise their authority in a manner in which people take responsibility for the consequences of their actions, and in which people are held accountable for any shortcomings, thereby enhancing accountability as a value associated with the exercise of rights and powers.
- Apply these policies in all School operations, with emphasis on empathy, caring and responsibility for others. This includes having School management showing care to staff, students and Parents/Guardians, and teachers showing care to students and their educational interests.
- Ensure that all contractors and service providers to the School, in particular those related to extra-curricular activities, abide by the core values of education. All contracts made with them should include an explicit commitment to consider and abide by the values, morals and traditions of UAE society.

## ETHICAL LEADERSHIP

Based on ADEK Private schools' Policy 2: Ethical Leadership Corresponding to Article (4) of the Organising Regulations.

**DEFINITION(S):** For the purposes of this policy, ethical leadership is exemplified by the adherence of Principals, Boards of Trustees and Operators as well as Owners to the moral principles and culture and heritage of the UAE, the core principles of education, and the Council's Professional Code of Ethics. In order to achieve this goal and to ensure that Schools engender solid and positive educational values, relations within Schools must be based on integrity, trust and mutual respect.

**PURPOSE(S):**

- To ensure that all School leaders adopt and apply the highest ethical standards at all times, at all levels and in all aspects of their professional roles, and lead by example in this regard.
- To make sure that School leaders deliver the most beneficial outcomes for their Schools and students rather than obtaining personal gains through improper use of position and abuse of power.
- To ensure that relationships in Schools are based on integrity, trust and mutual respect.

**POLICY:** School Leaders (including Principals, Boards of Trustees, Operators as well as Owners) shall adopt ethical principles in all their actions and implement the core values of education and the Council's Professional Code of Ethics (see Policies (1) and (30)).

- They must act at all times and at all levels with integrity, honesty and transparency.
- School Principals must demonstrate excellent leadership skills through professional practices and ethical values that are based on respecting the UAE's culture and heritage.
- School leaders and its Owners must not be conflicted between their business interests and the quality of education provided.
- Teachers are leaders in the classrooms must positively promote good ethics and values.

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- School leaders must create a healthy environment and must promote the Professional Code of Ethics through fairness, respect, equality and trust, and through standing firmly against oppression, discrimination, racism, prejudice and favouritism among staff, between staff and students or among students.
- School leaders must put in place a system to deal with oppression, discrimination, racism, abuse or any other improper behaviour, which includes dealing with job applicants and Parents/Guardians wishing to enrol their children at the School. For example, the leader shall ensure that all appointments or promotions of staff are done objectively without the influence of personal preferences, and based on the most suitable characteristics and personal skills that match the position's requirements.
- School Leaders must take individual rights into account as much as possible during the decision making processes and the exercise of authority.
- School leaders shall consider, as much as possible, the participation of members of the School community in its decision-making processes, discussion of ideas and exercise of authority.

#### ROLES AND RESPONSIBILITIES:

Royal American School will...

School's Owner and Board of Trustees will:

- Appoint Principals and Vice Principals who embody ethical principles as prescribed by this policy.
- Review the procedures necessary to bring their leadership fully in line with this policy.
- Provide training and development to School leaders and potential leaders to meet the expectations stated in this policy.
- School's Principal will: - Share a copy of the Professional Code of Ethics with all Educators, as written guidelines that will act as a reference and support in all day-to-day actions and decision-making processes.
- Ensure a consistent practice of ethical principles in the School and taking action when staff fail to adhere to such principles during the performance of their duties.
- Build ethical leadership capacity of potential leaders consistent with this policy.
- Carry out self-evaluation and gathering evidence about how others judge their leadership, for example through offering those in their teams the opportunity to participate in '360 degrees' feedback to assess their leadership.
- Put in place audits mechanisms to ensure that Schools are free of unethical practices.

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## CORPORAL PUNISHMENT

Policy 52: Corporal Punishment Corresponding to Article (57) of the Organising Regulations

**DEFINITION(S):** For the purposes of this policy, corporal punishment is defined as any physical chastisement that inflicts harm on a student and causes him/her pain or discomfort even if it is light, such as holding and shaking, slapping or hitting with a cane, by hand or any other object (see Policy (3)).

**PURPOSE(S):**

- To make it clear to all employees of Schools in the Emirate that all forms of corporal punishment of students are strictly prohibited and unacceptable.
- To create a safe and attractive learning environment, where students are adequately protected.

**POLICY:** Any form of corporal punishment of students is strictly prohibited in all Schools in the Emirate. While at School, students should feel secure from all types of physical punishment and abuse.

- Schools shall maintain an atmosphere of mutual respect, trust and courtesy between students, teachers, staff and administrators.
- Schools are required to promote positive student behaviour at all times including when applying disciplinary actions for student misconduct.
- All School based behaviour management systems must be aligned with the Council “Guidelines for Managing Student Behaviour in Abu Dhabi Schools” (see Policy (50)) and must follow all relevant UAE laws, regulations and policies set by the Ministry and the Council.
- All Schools shall take clear measures to ensure that all School staff understand and abide by this policy. If any incident of corporal punishment occurs, whether the incident is proven or suspected, it is the responsibility of the Principal (or in the case of the offence being carried out by the Principal, the Chair of Board of Trustees or School Owner) to:
  1. Take immediate action to safeguard all those involved, such as notifying relevant official entities, while complying with other laws that may be related to the incident such as the Penal Code.
  2. Report the incident immediately to PSQA Sector, Licensing and Accreditation Division, by telephone within a maximum of 24 hours of the incident.
  3. Report the incident immediately to concerned Parents/Guardians.
  4. Immediately suspend any member of staff who is accused of abusing any student, until the investigation is completed and a decision is made concerning the member of staff’s eligibility to continue to work.
  5. Carry out a formal investigation obtaining written statements from those involved.
  6. Provide the Council with a written report within 24 hours of the incident via official email (private.schools@adec.ac.ae) addressed to PSQA Sector, Licensing and Accreditation Division. 156

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7. Anyone found guilty of committing abuse will immediately be dismissed. Failure to Comply with this Policy Anyone who violates this policy is subject to legal accountability and is subject to penalties stated by regulations, policies and guidelines issued by the Council, notwithstanding any punishment of greater severity stated in the Penal Code or any other law.

**ROLES AND RESPONSIBILITIES:**

School Owners and Trustees will:

- Ensure that the School adopts a robust policy prohibiting all forms of corporal punishment, and is in full compliance with the Council's requirements. Principals will:
- Follow scrupulously the Council's required processes in response to alleged corporal punishment, reporting the incident to the Council immediately and presenting a report to the Council within 24 hours of the incident, knowing of the incident or suspecting it to have occurred inside the School.

Teachers will:

- Observe and reinforce student positive behaviour.
- Adopt positive behaviour at all times.
- Report known or suspected incidents of corporal punishment to the Principal or if the Principal is a party to the incident, to the Board of Trustees or Owner.

## Counselling services for students

Policy 53: Counselling Services Corresponding to Article (58) of the Organising Regulations

**DEFINITION(S):** For the purposes of this policy, counselling services encompass a range of procedures, often involving specialist staff, and which involve the provision of services designed to promote students' progress, engagement and emotional well-being, or guide students in their future academic or professional path.

**PURPOSE(S):**

- To set out the Council's requirement that Schools shall provide a range of advice, information and guidance for all students.
- To enable students to make good progress at School and to prepare them for successful futures.

**POLICY:**

- Schools shall provide for their students a range of counselling services as appropriate to the students' age and life stage.
- Schools shall consider the following guidelines to help them develop their practice of guidance services: Careers Guidance Careers guidance is intended to prepare students

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for the next stage of their lives, whether in advanced educational studies or in the world of employment.

- Traditionally, Schools have offered a library of books, pamphlets and other information sources, detailing the opportunities that may be available and the qualifications required for particular courses or jobs. Nowadays, such 'libraries' are increasingly IT-based, in particular enabling students to take web-based aptitude tests to identify possible career choices, and to search websites and other Internet sources.
- Schools are encouraged to take students or advise them to visit careers exhibitions to find out about the type of universities, as well as the type of majors and jobs in demand. Careers specialist advice is provided either by a dedicated careers teacher or adviser, or by a teacher who has added this area of expertise to their existing commitments.
- Students may need support in a number of ways, for example:
  - Making sense of what they are being told about the various options.
  - Matching courses realistically to their own abilities as well as to their aspirations (the two are not always aligned).
  - Preparing application forms, curricula vitae (CVs) or personal statements.
  - Getting ready for university and job interviews.
  - Preparing for a very different life, for example living away at university.
  - Dealing with emotional upheavals that often accompany key stages in life (leaving family, friends, and familiar environments).

**Personal Counselling** Many students undergo times when they feel lonely or insecure, lacking in self-esteem or self-confidence. Counselling offers a parallel but often connected set of support systems. Personal anxieties or even panic attacks are widespread throughout adolescence. Young people may often feel hesitant to confide in a Parent / Guardian or a teacher with whom they meet daily; and it may be easier for them to do so to a trusted professional counsellor or a social worker, depending on the nature of the concern.

**Academic Guidance** Academic guidance services are part of the curriculum, and mostly focus closely on the academic needs and concerns of individual students. Therefore, teachers are expected to offer guidance and support to students according to their ability and area of expertise within School working hours.

Schools must also employ dedicated professional specialists to offer additional academic guidance services to students.

**Support from Fellow Students** The role of the students themselves in providing support for each other should not be underestimated. Some Schools use peer mentorship programs, in which an older student befriends a younger one, to provide an introduction and guidance to the School when anything seems strange or uncomfortable, as is always the case for new students who join a large secondary school.

**ROLES AND RESPONSIBILITIES:**

School Owners and Board of Trustees will:

- Ensure that appropriate guidance services are offered to students and that these services are constantly reviewed for further improvement and development.

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Principals will:

- Plan and deliver guidance services effectively and appropriately, whether as part of the curriculum or via the School's other services.
- Ensure that members of staff with counselling responsibility make a strong and effective contribution to the provision of guidance services.
- Employ specialists to provide particular guidance and support, or add this area of expertise to the existing commitments of the Teaching Faculty at the School.