مدرسة رويال الأمريكية
ROYAL AMERICAN SCHOOL

STUDENT BEHAVIOR POLICY

Academic Year 2026-2027

This policy has been read and adopted by the Royal American School Board of Trustees and Principal:

Review date August 2026

Introduction

Royal American School (RAS) has a responsibility to be a positive and safe place to learn. By setting clear expectations for student behavior and actively addressing behaviors of concern, RAS fosters a secure, respectful, welcoming, and enriching environment. In setting standards for behavior and promoting UAE cultural values, RAS prepares its students to become positive citizens. This policy sets out RAS's Student Code of Conduct and the systems it uses to promote positive behavior, in line with the ADEK Student Behavior Policy.

Purpose

- To proactively encourage positive student behavior and to prevent and address behaviors of concern.
- To clarify behavioral expectations through a Code of Conduct with a unified set of minimum requirements.
- To prevent bullying through a targeted, school-level approach.
- To support students who find it challenging to meet behavioral expectations through appropriate intervention.
- To outline requirements for addressing student misconduct through a staged approach.

Scope

This policy applies to all RAS students from Kindergarten through Cycle 3, all RAS staff, the Behavioral Management Committee, the Appeals Committee, and parents.

Definitions

Absence	The state of not being physically present in class or at school.
Additional Learning Needs	Individual requirements for support, modification, or accommodation for students of determination or those with special educational needs.
Behaviors of Concern	A significant change in behavior, or a repeated pattern of behavior, with the potential to negatively affect a student's wellbeing or that of others, including risky or illegal habits.
Bullying	Repeated physical, social, or verbal aggression by a person in a perceived position of power against another perceived as different, weaker, or powerless, whether in person or online.
Code of Conduct	RAS's principles, standards, and expectations for student behavior at school and during school-related activities, including what constitutes positive behavior and misconduct.
Documented Learning Plan (DLP)	A plan outlining personalized learning targets, modifications, or support agreed by school staff, parents, and students, such as an IEP, ISP, ILP, or BSP.
Misconduct	Conduct not in line with behavioral expectations or RAS's Student Code of Conduct.
Tiered Model of Support	An approach recognizing that most student needs can be met by the teacher (Tier 1), some require targeted intervention (Tier 2), and a few require intensive, individualized support (Tier 3).

Parent	The person legally liable for a child or entrusted with their care, as defined by Federal Law No. (3) of 2016 Concerning Child Rights (Wadeema).
Positive Behavior	The expected standards of student behavior set out in RAS's Student Code of Conduct.
Positive Handling	The use of the least intrusive physical contact, with reasonable force as a last resort, to prevent harm to a student or others.
Student Behavior	A student's responses to situations and stimuli, including the appropriateness of their words, mannerisms, attitudes, and actions.

Policy Statement

Student Behavior Policy

- RAS's Student Behavior Policy comprises an overarching Positive Behavior Model, its Student Code of Conduct, its Misconduct Policy and Procedures, its Bullying Prevention approach, and its Support and Interventions framework.
- RAS reviews this policy annually, based on a review of behavioral incident data, and communicates it clearly to the school community, including publication on the RAS website, the Parent Handbook, and acknowledgment as part of the Parent-School Agreement.

Positive Behavior Model

- RAS's approach is grounded in respect for UAE national identity, culture, and values (in line with the RAS Values and Ethics Policy and Cultural Consideration Policy), and in fostering a welcoming, safe, and respectful environment for all, regardless of background.
- RAS delivers school-wide strategies on social-emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention, and trains educators on positive behavior management. RAS communicates parents' role in promoting positive behavior (per the RAS Parent Engagement Policy), and maintains mechanisms to identify students at risk of misconduct or behaviors of concern.

Student Code of Conduct

- RAS's Student Code of Conduct sets minimum expectations for positive behavior, including: respect for the school, its people, and property; positively representing RAS in public; engaging with learning through punctuality, effort, and honesty; and showing consideration, civility, and respect for diversity, cultural values, and the school dress code.
- The Code of Conduct applies whenever students are under RAS's supervision, including on RAS transport and during school activities on or off premises, and may be extended (at RAS's discretion) to situations where a student represents RAS indirectly (e.g. wearing the uniform in public).

Misconduct Policy and Procedures

- RAS applies a positive-behavior-first approach to misconduct: reviewing the incident with the student, understanding root causes, engaging the student in developing their own behavior strategies, and providing social, emotional, and educational support before resorting to disciplinary measures.

- This Misconduct Policy applies to students from Grade 5/Year 6 upward; younger students are managed under Ministerial Resolution No. (206) of 2020 on Positive Behavior for Early Childhood.
- RAS distinguishes four levels of misconduct, per Ministerial Resolution No. (851) of 2018: Level 1 (e.g. repeated lateness, uniform non-compliance, minor disruption, digital device misuse); Level 2 (e.g. leaving class without permission, physical altercations, minor property damage, unauthorized phone use); Level 3 (e.g. bullying/harassment, academic dishonesty, leaving premises without permission, vandalism, assault without injury); and Level 4 (e.g. possession of weapons, sexual assault, assault causing injury, theft, possession of illegal substances, exam leaks). RAS's full Code of Conduct sets out the complete list of examples for each level.

Behavioral Management Committee

- RAS's Behavioral Management Committee consists of the Principal, a member of the teaching team, the Social Worker (as Child Protection Coordinator), and the School Counselor. The Committee reviews behavioral concerns and applies disciplinary actions that are fair, equitable, age-appropriate, and proportionate to the severity of the misconduct, and members are available to convene according to the urgency of the situation.

Disciplinary Actions

- RAS may use the following disciplinary actions, proportionate to the misconduct: discussion with the student and/or parents; formal recorded meetings; verbal or written warnings; temporary/permanent removal from class (onsite suspension); loss of privileges; confiscation of inappropriate items via Committee resolution; supervised detention (with parental consent); supervised restorative community work; offsite suspension; and expulsion.
- RAS never uses: corporal punishment; disclosure of personal student information without consent; psychological punishment; locking a student inside the premises; seizing belongings without a Committee resolution; lowering or threatening to lower grades; group punishment for individual misconduct; additional schoolwork as punishment; mocking, insulting, or demeaning a student; denying washroom, food, or water access; or detention outside school hours without parental consent.

Staging of Disciplinary Procedures

Level	First Time	Second Time	Third Time	More Than Three Times
Level 1	Verbal warning; discuss expected change with student.	Written warning to parent.	Written warning; meeting with parents to agree a joint home-school strategy; parent signs an undertaking.	Written warning; parents summoned with the Behavioral Management Committee to agree reduction strategies.
Level 2	Written warning; student signs an undertaking; parent summoned to agree a supporting agreement.	Onsite suspension (up to 2 days) with supervised work; second written warning; Committee agrees reform strategies; parent signs an undertaking.	Onsite suspension (up to 3 days); final written warning; Committee agrees a final set of actions; parent signs an undertaking.	Offsite suspension pending investigation (max 5 days); Committee may apply to ADEK for expulsion with evidence all prior stages were followed.
Level 3	Immediate onsite suspension; Committee evaluates evidence and	Offsite suspension pending investigation (max 5 days); final	Offsite suspension pending investigation (max 5 days);	Offsite suspension pending investigation (max 5 days);

	determines action; parent summoned to sign an undertaking.	written warning; parent and student presented with the Committee's decision.	Committee may apply to ADEK for expulsion with evidence all prior stages were followed.	Committee may apply to ADEK for expulsion with evidence all prior stages were followed.
Level 4	Offsite suspension pending investigation; Committee agrees disciplinary actions and a corrective plan.	Offsite suspension pending investigation (max 5 days); Committee may apply to ADEK for expulsion with evidence all prior stages were followed.	(as above)	(as above)

Positive Handling

- RAS staff may use positive handling only as a last resort, to prevent a student from leaving in a way that risks safety, injuring themselves or others, or damaging property, using the minimum force necessary and considering the student's vulnerabilities. Positive handling is never used as a form of punishment, which would constitute maltreatment.

Records

- Level 1 misconduct is recorded at class level by the teacher (added to the student's file if repeated). Level 2, 3, and 4 misconduct is recorded at school level and reported to ADEK. All behavioral information is treated as strictly confidential.

Approval for Expulsion

- RAS seeks ADEK's approval before expelling a student, providing evidence that all prior disciplinary stages were followed, and shares a list of students at risk of expulsion (with their misconduct history and interventions used) with ADEK at the end of each academic year. Failing to re-enroll a previously disciplined student is treated as expulsion and requires the same ADEK approval; receiving schools may not deny admission based on behavioral history, and parental misconduct is never grounds for disciplinary action against a student.

Appeals Procedure

- Parents have 1 working day to appeal a suspension decision and 10 working days to appeal an expulsion decision, via email, phone, or in-person meeting.
- RAS's Appeals Committee consists of Grade/Phase Supervisors, distinct from the Behavioral Management Committee and excluding the Principal, Vice Principal, or anyone with a conflict of interest.
- RAS issues its decision within 2 working days for suspension appeals and 7 working days for expulsion appeals. If RAS does not respond within 3 working days, or the parent rejects the decision, the parent may log a complaint with ADEK within 5 working days.

Bullying Prevention

- RAS's Bullying Prevention approach, aligned with Ministerial Resolution No. (645) of 2020 and the RAS Student Protection Policy, educates the community on identifying bullying, runs a school-wide anti-bullying program (considering the vulnerabilities of students with additional learning needs), clarifies the steps for students who are bullied, who bully, or who witness bullying, sets out staff procedures for handling bullying, and describes the support provided to those involved.

- RAS tracks and monitors instances of bullying, including frequency and severity.

Absence

- RAS identifies students as a 'cause for concern' based on absence rates, assessing whether they may be at educational risk or a potential subject of neglect, and escalates action and intervention plans accordingly.

Support and Interventions

- RAS provides focused, student-centric interventions for students engaging in, or at risk of, behaviors of concern or misconduct: a needs analysis using the tiered model of support; professional support including counseling (per the RAS Student Mental Health Policy), with parent and teacher engagement and ongoing progress monitoring; and referral to external specialists for intensive, long-term support where needed.
- Any support or intervention never reduces or replaces the support set out in a student's Documented Learning Plan. RAS encourages students and teachers to identify and report behaviors of concern, informing parents unless doing so is not in the student's best interest.

Searching, Screening, and Confiscation

- Where staff or students are at immediate risk, the Principal or a delegated staff member may search, screen, or confiscate a student's possessions on reasonable grounds of suspecting an illicit item, and RAS may use metal detectors or mobile phone jammers if required.

Procedures

- The class teacher addresses Level 1 misconduct directly with the student, recording it at class level and escalating to the student's file if it is repeated.
- For Level 2-4 misconduct, staff report the incident to the school administration, who refer it to the Behavioral Management Committee (Principal, a teacher, the Social Worker, and the School Counselor).
- The Committee reviews the incident, applies the staged disciplinary procedure appropriate to the level and occurrence count, and documents the root-cause analysis, meetings, and actions taken.
- A parent wishing to appeal a suspension or expulsion decision submits their appeal (by email, phone, or in person) within 1 working day (suspension) or 10 working days (expulsion) to the Appeals Committee (Grade/Phase Supervisors, excluding the Principal, Vice Principal, and Behavioral Management Committee members).
- The Appeals Committee reviews the case and issues its decision within 2 working days (suspension) or 7 working days (expulsion); if RAS does not respond in time or the parent rejects the outcome, the parent may escalate the matter to ADEK within 5 working days.
- Where expulsion is being considered, the administration compiles evidence that all prior disciplinary stages were followed and submits an application to ADEK for approval before proceeding.
- The Head of Inclusion is consulted whenever disciplinary action involves a student with additional learning needs, and a DLP or Risk Assessment is developed as needed.
- The administration reports all Level 2-4 misconduct, and any maltreatment-related concerns, to ADEK and, where relevant, to law enforcement or the Social Worker (Child Protection Coordinator).

Responsibilities

- **Behavioral Management Committee (Principal, teacher, Social Worker, School Counselor):** reviews behavioral concerns, applies staged disciplinary actions fairly, and manages expulsion recommendations.
- **Appeals Committee (Grade Supervisors):** independently reviews appealed disciplinary decisions.
- **Social Worker (Child Protection Coordinator):** receives and escalates maltreatment-related misconduct concerns.
- **Class Teachers:** manage Level 1 misconduct directly, model and reinforce the Positive Behavior Model, and report behaviors of concern.
- **Head of Inclusion:** is consulted on disciplinary matters involving students with additional learning needs.
- **Parents:** support RAS's behavior strategies, sign undertakings where required, and engage with the appeals process as needed.

Compliance

This policy has been effective since the start of Academic Year 2024/25 (Fall term), and RAS has been fully compliant since the start of Academic Year 2025/26 (Fall term). Failure to comply with this policy may result in legal accountability and penalties in accordance with ADEK's regulations, policies, and requirements, in addition to any penalties under Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments, or any other relevant law. ADEK reserves the right to intervene where RAS is found to be in violation of its obligations.

Related Policies and References

- ADEK School Student Behavior Policy
- RAS Student Protection Policy
- RAS Inclusion Policy
- RAS Student Mental Health Policy
- RAS Educational Risk Policy
- RAS Student Administrative Affairs Policy
- RAS Values and Ethics Policy
- RAS Cultural Consideration Policy
- RAS Parent Engagement Policy