

POLICY OWNER	Universal Private School
EFFECTIVE DATE:	
NEXT REVIEW DATE	
APPROVAL	School Governing Body & ADEK (if applicable)

UNIVERSAL PRIVATE SCHOOL

BEHAVIOUR POLICY AND GUIDE (Adapted from ADEK Policy)

Introduction

At **Universal Private School (UPS)**, we are committed to building a safe, inclusive, and respectful learning environment where all individuals are valued and treated with dignity. We expect and promote respectful behaviour across our school community, irrespective of age, gender, nationality, cultural background, ability, or religious belief.

This policy defines the principles, aims, and approaches for fostering and maintaining positive behaviour at UPS. It serves as a foundation for promoting mutual respect, student responsibility, and a culture of excellence throughout the school. It is rooted in the belief that every student has the right to learn, and every teacher has the right to teach in a supportive and disruption-free environment.

This document should be read in full and in conjunction with the following related policies and frameworks, which together support the school's behavioural standards:

- **Anti-Bullying Policy**
- **Cyber-Bullying Policy**
- **Rewards and Sanctions Ladder**
- **Learning and Teaching Policy**
- **Moral Education Framework**
- **Attendance and Punctuality Policy**
- **Safeguarding and Child Protection Policy**

Purpose

This policy provides the philosophical and practical basis for managing student behaviour at UPS. It outlines clear expectations for behaviour and sets consistent, fair, and constructive procedures for addressing both positive conduct and behavioural concerns. Implementation of this policy is the shared responsibility of all staff, supported by students and parents.

Aims

The UPS Behaviour Policy aims to:

- Promote and reinforce positive behaviour and citizenship among all students.
- Boost self-confidence and self-esteem through recognition and encouragement.
- Manage disruptive or challenging behaviour using non-confrontational and proactive strategies.
- Ensure consistency and fairness in the application of behavioural expectations.

- Promote early intervention to prevent escalation of issues.
- Enhance teaching and learning conditions by maintaining a respectful learning climate.
- Develop student self-discipline and ownership of personal choices and conduct.
- Ensure every member of the UPS community feels safe, respected, and supported.
- Encourage a shared understanding of responsibilities, including consequences of misconduct.
- Foster a collaborative environment where students, staff, and parents uphold shared behavioural standards.

Scope of Application

This policy applies to all UPS students:

- On school premises and in classrooms
- During arrival, dismissal, and transportation to/from school
- While participating in school events, trips, and extra-curricular activities
- When representing the school in any formal or informal capacity
- During distance or hybrid learning sessions

Zero Tolerance for Bullying

UPS maintains a **zero-tolerance policy** for bullying of any kind — whether verbal, physical, cyber, emotional, or indirect. All incidents of bullying are formally recorded by the UPS or designated pastoral lead and addressed in accordance with the UPS Anti-Bullying Policy. Staff and students are trained to identify, prevent, and report bullying behaviour.

Shared Responsibility

UPS believes that behaviour management is most effective when students, staff, and parents work in partnership. The school community collectively contributes to a culture of respect, responsibility, and high expectations. Teachers and staff serve as role models, while students are empowered to make positive choices. Parents are encouraged to support the school's behavioural goals through open communication and collaboration.

We expect every member of the UPS community to actively promote and model positive behaviour — within school, during off-site events, and in any context where they represent the school.

Positive Behaviours and Recognition

UPS fosters a learning environment where positive behaviours, academic excellence, and character development are recognised and celebrated. We embrace the **High Performance Learning (HPL)** framework, which guides the development of learner competencies through specific **Values, Attitudes and Attributes (VAAs)** and **Advanced Cognitive Performance Characteristics (ACPs)**.

HPL Values, Attitudes, and Attributes (VAAs) Recognised at UPS:

- **Agility** – adaptability in learning and problem-solving
- **Hard Work** – perseverance and sustained effort
- **Empathy** – compassion and understanding for others
- **Respect** – for peers, adults, cultures, and environments

HPL Advanced Cognitive Performance Characteristics (ACPs):

- **Meta-Thinking** – reflecting on one’s own thinking
- **Linking** – making connections across subjects and experiences
- **Analysing** – breaking down and examining information critically
- **Creating** – using knowledge to generate new ideas and solutions
- **Realising** – applying knowledge meaningfully and with purpose

Additional Recognised Contributions:

- Sporting Excellence
- Service to the Community
- Civic Engagement and Leadership

Celebrating Positive Behaviour at UPS

Recognised behaviours are celebrated weekly across form classes, subject lessons, and school-wide assemblies. Achievements are visually displayed across digital noticeboards and school screens to inspire and affirm success.

Forms of recognition include:

- Verbal praise and encouragement
- Informal recognition shared with parents
- Digital Praise Cards (emailed to parents)
- Positive phone calls home
- Displays of student work

- Certificates and achievement awards
- “UPS Stars” and “Writers of the Week”
- Principal’s Commendation for exceptional conduct or achievement

Whole School Expectations

At UPS, we model and promote a culture of kindness, professionalism, and responsibility. All students, staff, and families are expected to uphold our shared values at all times.

All students are expected to:

- Greet and acknowledge peers and adults respectfully
- Be kind, polite, and supportive to others
- Celebrate the success of peers and classmates
- Embrace and respect all cultures, faiths, and nationalities
- Speak courteously—even in challenging situations
- Maintain a smart, neat appearance and wear the uniform with pride
- Represent the school with integrity and pride in all settings

Movement and Conduct in School

UPS students shall move around the school:

- Walking **quietly and respectfully**
- **On the left side** of corridors and stairways
- In an **orderly, purposeful** manner
- With **consideration** for others in all shared spaces

Learner Code of Conduct (ADEK Policy 50 Aligned)

All UPS students are expected to comply with the following expectations at all times:

- Follow all school rules and instructions from staff
- Behave in a way that ensures the safety and wellbeing of all
- Respect and care for school property and the belongings of others
- Attend school punctually and justify any absence
- Uphold the reputation of UPS positively in public and online
- Engage in learning with focus, effort, and a growth mindset
- Refrain from disrupting others' learning
- Show respect for the UAE’s heritage and culture

- Respect all members of the community, including peers, staff, parents, and guests

Sanctions and Consequences

When behavioural expectations are not met, the school will respond with graduated and proportionate sanctions, including:

- Non-verbal cues
- Verbal warnings
- Detention (break, lunch, or after school)
- Behavioural discussions with staff or mentors
- Parental contact and meetings
- Individual Behaviour Reports (Form Tutor/HOD/SLT monitoring)
- Suspension from educational visits or extra-curricular activities
- Internal or external isolation (as a last resort)

Determining Consequences

Behavioural matters will be investigated fairly and impartially. Written statements may be collected. To preserve fairness and reduce peer influence, involved students may be temporarily separated. Parents will be contacted after investigations conclude, unless immediate safety intervention is required.

Intervention and Support Strategies

To support behaviour improvement and student wellbeing, UPS may implement the following interventions, alongside or in place of sanctions:

- Subject Teacher/Middle Leader mentoring
- Referral to the School Counsellor or Support Team
- Attendance or Behaviour Monitoring Reports
- Parental meetings and support plans
- Multi-agency collaboration (if required)

Record Keeping and Monitoring

All incidents—positive and negative—are logged via the school's Student Information Management System. The following staff have access and oversight:

- Class Teachers
- Subject Teachers

- Middle Leaders
- Social Workers
- Senior Leadership Team

Teachers are expected to maintain accurate and professional documentation, with clear, respectful, and grammatically correct entries. These records are used in student evaluations and reports and are accessible for parent-teacher meetings and behaviour reviews.

1. Positive Behavior and Core Expectations

UPS promotes a values-based environment aligned with our UAE heritage and global outlook. We encourage and reward behaviors that reflect:

- **Respect** for oneself, others, and the school environment
- **Integrity** in actions and academic honesty
- **Responsibility** and accountability
- **Empathy** and kindness
- **Commitment** to excellence and the UAE's national identity

All Students Are Expected To:

- Attend school regularly and on time
- Follow all school rules, including uniform, technology use, and academic expectations
- Treat others with kindness and respect, embracing diversity and inclusion
- Demonstrate honesty, especially in academic work
- Represent the school positively both on and off campus

These behaviors are reinforced through regular assemblies, form time discussions, values education, and recognition initiatives such as:

- House points and e-cards
- “UPS Stars” of the week
- Principal’s awards
- Certificates and celebratory displays

2. Tiered Behavior Levels and Responses

Level 1: Low-Level Misconduct

Examples:

- Tardiness
- Incorrect uniform

- Disruption in class or common areas
- Defiance or minor disrespect
- Lack of preparation for lessons

Responses:

- Verbal/non-verbal warnings
- Reflection time or detention
- Communication with parents
- Loss of privileges

Level 2: Moderate Infractions

Examples:

- Repeated L1 behaviors
- Skipping lessons
- Inappropriate language
- Fighting or bullying
- Cheating or dishonesty
- Misuse of IT resources
- Damage to property

Responses:

- Formal written warning
- Behavior monitoring plan/report
- Suspension from activities/trips
- Parent meeting
- Short-term suspension (1–3 days)

Level 3: Serious Violations

Examples:

- Physical aggression
- Possession of illegal or harmful items
- Severe or repeated bullying
- Vandalism or arson
- Sexual harassment or misconduct
- Actions violating UAE law or public morals

Responses:

- Immediate suspension
- Reporting to ADEK or legal authorities (where applicable)
- Behavior intervention contract
- Recommendation for permanent exclusion (in line with ADEK procedures)

3. Restorative and Supportive Interventions

UPS believes in guiding students toward self-awareness and accountability. Prior to formal sanctions, students will receive:

- **Counseling and conflict resolution sessions**
- **Pastoral or academic mentoring**
- **Home-school behavior plans**
- **Progressive intervention tracking**

If behavior does not improve after support strategies, more formal actions such as suspension or referral to ADEK will be implemented.

4. Anti-Bullying and Cyber Safety Policy

UPS maintains a **zero-tolerance policy** on bullying, harassment, and cyberbullying. This includes:

Bullying Types:

- Physical (e.g., hitting, pushing)
- Verbal (e.g., name-calling, threats)
- Emotional (e.g., exclusion, rumor-spreading)
- Cyber (e.g., harassment via social media, messaging apps)

Cyberbullying Examples:

- Threats or abuse via text/social media
- Sharing harmful photos/videos
- Online impersonation
- Spreading rumors digitally

All students, staff, and parents are expected to report any concerns immediately.

UPS will:

- Investigate all reports promptly and confidentially
- Offer support to victims
- Hold aggressors accountable through restorative or disciplinary action

- Educate the community through assemblies, digital citizenship curriculum, and workshops

5. Transport Behavior Policy

Students using school buses must adhere to high standards of behavior to ensure safety:

Unacceptable Behavior Includes:

- Moving while the bus is in motion
- Loud or aggressive behavior
- Damaging bus property
- Ignoring safety rules
- Bullying or disrespecting others
- Eating/drinking on the bus

Sanctions:

1. **First Offense** – Warning and detention; parent contact
2. **Second Offense** – Detention with UPS; final warning
3. **Third Offense** – 3-day bus suspension
4. **Fourth Offense** – 1-week suspension with Head of School intervention

All incidents are logged in the School Information System (SIMS).

6. Technology Use and Digital Responsibility

Students may use devices under staff supervision for educational purposes only. UPS prohibits:

- Taking photos or videos without permission
- Accessing or distributing inappropriate content
- Using devices during assessments unless approved
- Cyber misconduct of any kind

7. Exclusion and Isolation Procedures

In rare and serious cases, students may be isolated or excluded:

- **Isolation:** Temporary, in-school separation with assigned work and supervision
- **Exclusion:** Temporary removal from school premises (1–5 days)
- **Permanent exclusion:** Initiated only after all interventions have been exhausted and with ADEK approval

Parents are involved at every stage, and documentation is retained in the student file.

Upon reintegration, the student's behavior will be monitored through a behavior report managed by the

UPS.

8. Pupils of Determination (SEND)

UPS is fully inclusive. Disciplinary procedures involving **Students of Determination** consider the student's individual needs and their **Individualized Education Plan (IEP)**.

Students with special needs will not receive harsher consequences than peers for comparable behavior.

9. Record Keeping and Confidentiality

All behavior-related incidents, interventions, and parent communications are recorded securely within the school's **SIMS** platform and handled in accordance with data protection and child safeguarding policies.

10. Policy Review and Implementation

This policy is reviewed annually and will be updated in line with:

- **ADEK's latest directives and circulars**
- **UAE federal law**
- **Feedback from the school community**

All stakeholders—students, staff, and parents—will receive updates and relevant training where necessary.

Isolation & Exclusion Policy If a learner fails to improve their behaviour or commits one of the offenses listed above, they could face isolation, exclusion or permanent exclusion. In such cases the Head of School is required to divulge the full investigation to the Principal, if they believe that an exclusion or isolation is required. All isolations, exclusions and permanent exclusions are at the Principal's discretion only and can only be actioned once the Principal gives approval. The Principal may be required to present information relating to the case to the ADEK and/or UPS Office for full review. If the isolation or exclusion is approved then the Head of School or Heads of Year have to contact the parents of all learners and notify them of the exclusion. Upon their return to school, the behaviour of the learner is reviewed (either as a standalone incident or their full behaviour file) with the parent and the stage letter (see Appendix B), outlining the reasons for the disciplinary, is signed by all parties (Head of School, Parents and Learner). This documentation is then stored in the learner's file and could be passed on to schools or colleges that they may attend in the future. If a parent refuses to sign the document, then this is written on the form but it is still stored in the learners' file. If a learner is isolated, work is set for them to complete during their day in isolation. Any work that they do not complete is to be completed for homework. Subject teachers are responsible for marking this work. Learners are then able to return to their first lesson the day after their

final isolation day. If a learner is excluded, work is set for them to take home with them (or can be collected by parents in extreme circumstances) and must be completed at home. After the learner has completed their exclusion then the parents are invited into the school, along with their child, for a reintegration meeting. Once this is conducted and expectations have been reiterated on behaviours moving forward, the learner can return to their classes. Any learner returning from exclusion will be placed on behaviour report, which is monitored by the Head on a daily basis. The Head of Department will contact the parents with updates on behaviour during the following weeks. Update regarding access to work using MS Teams. Learners can access work using MS Teams whilst isolated / suspended, however the ability to chat will be disabled

APPENDIX A

Stage 1 Behaviour Letter

To: Guardian of the student:

NAME Class:

FORM GROUP

Date:

Present: Name of attendees.

Further to our meeting/phone call, the school has placed NAME on Form Tutor report. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME. Violations of the school behaviour policy have

included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

Key points discussed

- NAME's repeated incidents of unacceptable behaviour.
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

Key points agreed in the meeting

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the

student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which will include a

Stage 2 behaviour meeting, UPS report and/or internal exclusion.

Declaration (please complete and return as acknowledgment of this letter):

I _____ parent of _____ agree to fully adhere

to the

agreement above.

Signature of the parent: _____

Signature of the Head of Secondary School / Senior Leader : _____ Date: _____

Stage 2 Behaviour Letter

To: Guardian of the student:

NAME Class:

Date:

Present: Name of attendees.

Further to our meeting/phone call, the school has placed NAME on UPS report. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME.-----Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

Key points discussed

- NAME's repeated incidents of unacceptable behaviour. (ADD NUMBER OF SIMS BEHAVIOUR POINTS – can send the Behaviour incident report template).
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

Key points agreed in the meeting

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which is likely to include internal exclusion from lessons or fixed-term exclusion from school as they move to Stage 3 of the school's behaviour process.

Declaration (please complete and return as acknowledgment of this letter):

I _____ parent of _____ agree to fully adhere to the agreement above.

Signature of the parent: _____

Signature of the Head of Secondary School / Senior Leader : _____ Date: _____

Stage 3 Behaviour Letter

To: Guardian of the student:

NAME Class:

Date:

Present: Name of attendees.

We are disappointed to report that NAME _____ has not improved their behaviour since we wrote to you with a Stage 2 behaviour letter. Further to our meeting, the school has now issued NAME with a X day internal exclusion / fixed term exclusion. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME. Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

Key points discussed

- NAME's repeated incidents of unacceptable behaviour. (ADD NUMBER OF SIMS BEHAVIOUR POINTS – can send the Behaviour incident report template).
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

Key points agreed in the meeting

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which is likely to include a longer exclusion as they move to Stage 4 of the school's behaviour process.

Declaration (please complete and return as acknowledgment of this letter):

I _____ parent of _____ agree to fully adhere to the agreement above.

Signature of the parent: _____

Signature of the Head of Secondary School / Senior Leader : _____ Date: _____

Stage 4 Behaviour Letter

To: Guardian of the student: NAME Class:

Date:

Present: Name of attendees.

We are disappointed to report that NAME has not improved their behaviour since the Stage 3 behaviour meeting,

held on DATE. Further to our meeting, the school has now issued NAME with a X day fixed-term exclusion. This is

due to the repeated undisciplined and unacceptable behaviour shown by NAME.

Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

Key points discussed

- NAME's repeated incidents of unacceptable behaviour. (ADD NUMBER OF SIMS BEHAVIOUR POINTS – can

send the Behaviour incident report template).

- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

Key points agreed in the meeting

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.
-

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the

student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which could

involve

permanent exclusion from the school since they will have reached Stage 5 – the highest level of the school's

behaviour process.

Declaration (please complete and return as acknowledgment of this letter):

I _____ parent of _____ agree to fully adhere to the

agreement above.

Signature of the parent: _____

Signature of the Head of Secondary School / Senior Leader : _____ Date: _____

Stage 5 Blocking Letter

To: Guardian of the student: NAME

Class:

Date:

Present: Name of attendees.

Further to our meeting today on -----, the school has now blocked re-enrolment of NAME at UPS for the reasons listed below:

Repeated failure to meet the school's Code of Conduct and behavioural expectations. Examples of this include:

- Rudeness and aggressive behaviour towards staff.
- Truancy.
- Threatening staff.
- Smoking at school.
- Defiance.
- Persistent disruption of lessons etc. (more detail is provided in the behaviour report attached to this letter).
- Lateness to lessons.
- Fighting.
- Inadequate work.
- Missed detention.
- Failing to bring equipment or books to school.
- Repeatedly falling asleep in lessons.

Should NAME significantly improve HIS/HER behaviour and meet the conditions listed below they will be allowed

to re-enroll for the next academic year. Unfortunately, if this improvement in both attitude and behaviour does

not occur HE/SHE will not be allowed to continue their studies at UPS Cambridge International School – Abu

Dhabi. It will then be HIS/HER parent(s)' responsibility to find another school for HIM/HER for the following academic year.

NAME must adhere to the following conditions:

- They will behave at all times in line with the school's behaviour policy.

- They must have a minimum of 96% attendance, unless a medical note has been provided to state any unforeseen circumstance in which he cannot attend school.
- All of school work must be completed to a good standard. This includes classwork and homework.
- NAME must turn up to school and lessons on time.

The School will:

- Place NAME on report to help monitor his/her targets.
- Provide weekly review meetings with HIS/HER Head of Department, to discuss their progress

NAME's parent(s) must attend the following meetings to discuss and review HIS/HER progress. A failure to attend these meetings will enforce the blocking decision. • Meeting dates to be provided – (ONCE A

MONTH). Declaration: I _____ parent of _____

agree to fully adhere to the agreement above. I understand and accept that if my SON/DAUGHTER does not abide to the conditions set out by the school, HE/SHE will not be permitted to re-enrol at the school

for the next academic year. Signature of the parent: _____ Signature of the Head of

School / Senior Leader : _____ Date: _____

Remote Learning Behavioural Policy

Staff should follow the following steps in any of their contact with learners during periods of remote learning or where a learner is Distance Learning. This is inclusive of both form time and subject lessons, you do.

Warning 1 & 2

From Time or lesson time

Issued by: By class teacher.

These warnings would be issued in such circumstances when a learner is demonstrating persistent misbehavior, such as:

- 1) Inappropriate use of Teams (chat/social use)
- 2) Inappropriate comments
- 3) Off topic conversations (social use)
- 4) Overuse of emoji 2) Interrupting over a live session

Action: Warning 1 or 2 e-postcards would be sent to the parents by the teacher

Warning 3

From Time or lesson time

Issued by: HoY (Form Time), HoD (Lesson time)

Action: Contact home would be made with parents by the HoY or HoD via email (Record on school information management system (SIMS))

Warning 4

Form Time or lesson time

Issued by: HoD

Action: Contact home would be made with parents by the HoD via email

(Record on school information management system (SIMS))

Warning 5

Form Time or lesson time

Issued by: SLT

Action: A member of SLT would contact home for a meeting

(Record on school information management system (SIMS))

Any behaviour that violates UAE cultural sensitivity or is seen as an act of bullying will automatically move to Warning 4

Staff Expectations for Remote Learning and Digital Engagement

At United Private Schools, staff are expected to uphold the highest standards of professionalism, digital responsibility, and learner support in all remote and hybrid learning environments. The following expectations outline the roles and responsibilities of staff during remote learning.

General Staff Expectations

All UPS staff are expected to:

- Act as digital role models, demonstrating respectful, responsible, and professional online conduct at all times
- Moderate all Microsoft Teams groups they own, ensuring a safe, inclusive, and productive learning environment
- Set and communicate clear academic and behavioral expectations, as would be done in physical classrooms
- Implement and adhere to the UPS Remote Learning Behavior Policy, ensuring students understand and follow digital learning guidelines

Form Tutors

Form Tutors are central to student engagement and wellbeing. During remote learning, tutors are expected to:

- Be online and available between 7:45 AM and 8:15 AM, Sunday through Thursday
- Post the Head of Department's daily message to their tutor group each morning
- Remind students to complete daily attendance using the SurveyMonkey attendance platform
- Monitor daily attendance and escalate concerns to the Head of Year in line with the UPS Remote Learning Attendance Policy
- Share school-wide initiatives and actively encourage student participation (e.g., daily PE workouts, wellbeing challenges)
- Engage with their tutor group through planned virtual activities, which may include collaboration with student form representatives

Class Teachers

Classroom teachers are responsible for delivering high-quality learning experiences online. They are expected to:

- Monitor learner attendance, engagement, and completion of assignments during all remote lessons
- Follow the UPS Remote Learning Engagement Policy and communicate learner concerns to their Head of Department

- Deliver innovative, interactive, and differentiated lessons that cater to varied learning needs
- Provide regular, timely, and meaningful feedback to students in line with the UPS Remote Learning Assessment and Feedback Policy

Learner Engagement Remote Learning Policy

Stage 1

Purpose: learner did not submit first assignment

To be sent by: First day after deadline

E-POSTCARD TO BE SENT BY CLASS TEACHER

(To keep a record of this)

Stage 2

Purpose: learner not submitted two (or more) assignments

To be sent by: After deadline for second assignment

E-POSTCARD TO BE SENT BY CLASS TEACHER

(To keep a record of this)

Stage 3

Purpose: Continued non-submission of assignments

Head of Department to send E-mail home (Use school template)

Head of Department records this on to the excel spreadsheet

(_Remote Learning)

Stage 4

Purpose: Lack of engagement across subjects

Head of Department records this on (Remote Learning)

SENT BY Head of Department (HoD)

(Relevant Senior Leader to be cc'd in)

E Reward Cards and examples of rewards (Primary and Secondary)

