



1. Policy Statement

Brighton College seeks to encourage and reward good behaviour by creating a respectful, well-ordered, tolerant, and compassionate environment in which pupils take responsibility for their actions as well as those of others, so as to develop their self-knowledge, self-esteem and self-confidence. The behaviour policy is instrumental to this ethos. Good behaviour is actively modelled by a caring and supportive professional body of staff, whose actions set the tone for discipline in the College and who strive to encourage and reward pupils regularly and openly. The celebration of achievements as a community forms an essential part of the policy. Poor behaviour is dealt with constructively according to a clear range of hierarchical sanctions and discussed in a reasonable way between pupil, parents and teachers wherever possible. The College seeks to explore the reasons that cause poor behaviour. Pupils are engaged in discussions that support them to reflect on their behaviours and identify strategies that support positive behaviour. It goes without saying that we expect pupils, parents and teachers to take an equally active role in the encouragement and enforcement of good behaviour.

2. Aims

To identify agreed procedures for promoting positive behaviour and good learning environments. For the pupils to maintain good discipline and behaviour in classes and around the College. To develop the pupil's sense of community, self-discipline and an acceptance of responsibility for their own actions.

Brighton College Abu Dhabi believes that developing a culture where positive behaviour is rewarded has the desirable and effective result on behaviour.

It is the responsibility of all members of academic and non-teaching staff to set high expectations and uphold and enforce, with the use of sanctions where necessary, the Code of Conduct. Pupils from Brighton College Abu Dhabi are ambassadors for the College at all times and their behaviour should reflect the standards that are expected.

3 Practice and Procedure

3.1 Pupil Code of Conduct

At Brighton College Abu Dhabi:

- We are kind
- We are passionate learners
- We are respectful
- We are first class versions of ourselves
- We make sensible choices.



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4. EYFS to Year 5

4.1 Choice

At BCAD, we encourage pupils to take personal responsibility for their behaviour and support them in managing and understanding their choices. We encourage empathy and that they think of others and the wider world. We offer them lots of opportunities to collaborate in order to encourage tolerance, acceptance of others' opinions and a sense of community and belonging. We never humiliate or shame a pupil. We encourage pupils to make positive choices and to reflect and make amends when they have failed to do so. This supports William Glasser's Choice Theory.

"The universal system for empowering individuals and improving relationships. Choice Theory is based on the simple premise that every individual only has the power to control themselves and has limited power to control others. Applying Choice Theory allows one to take responsibility for one's own life and at the same time, withdraw from attempting to direct other people's decisions and lives. Individuals are empowered to take responsibility for their choices and support others in taking ownership of their choices. Negative behaviours reduce in frequency and intensity, relationships strengthen and satisfaction in life increases."

Language to support Choice:

- Good choice
- Wrong choice
- Consequences of your choices

Strategies to support Choice:

Restorative Conversations (example, adapt and use your own words)

- What happened?
- How did it make you feel/What did you need/want?
- Who has been affected by what you have chosen to do?
- What has been the hardest thing for you?
- What do you think needs to be done to make it right?
- What have you learnt and what will you do differently next time?



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4.2 Pupil Expectations and Code of Conduct

The Pelican values as well as our whole school values of Curiosity, Confidence and Kindness, outline the highest expectations of all pupils and staff. These should be contentiously modelled, praised and rewarded throughout the year.

All classrooms are required to have a display of these Pelican values including the pictures which go with them.

Pelican:

- Perseverance
- Enthusiasm
- Leadership
- Improvement
- Creative
- Achievement
- Nurture

4.2.1 Rewards

Recognition is given to children who follow the Code of Conduct and Expectations of the school. There are various forms of rewards. Teachers are expected to keep a track of the pupils they are rewarding and to ensure every child gets an opportunity.

EYFS

EYFS may use a visual to manage behaviour e.g. sun and cloud transition, good choice poor choice interactive displays.

Pelican Pathway

The pupils from FS2 – Year 5 have an individual Pelican Pathway map which will take them on a journey of rewards throughout the year. Pupils are rewarded with a sticker on their map for showing the Pelican values. There is different milestone awards rewarded throughout the year. Bronze – 30, Silver – 70, Gold – 120, Crest – 156.

House Points

House Points are rewarded for displaying acts of kindness during house events.

Informal Rewards

Teachers are encouraged to remember the importance of various forms of rewards which encourage children such as:

- Verbal praise
- Displaying work
- Email to parents
- Written praise in workbooks
- Giving of additional responsibilities



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4.2.2 Sanctions

Positive reinforcement is always encouraged to be used before resorting to sanctions. Teachers are encouraged to model good behaviour, praise and reward the expected behaviour repeatedly, make specific reference to their class rules and discuss these with the pupil(s) before resorting to sanctions.

Please note that a pupil should not be excluded from class for poor behaviour choices. They should have some time to think in a calm corner or a sensory break if needed before a restorative conversation. If necessary, they can be brought to their YGL for a restorative conversation but must then return to class.

Restorative conversation

If an incident occurs, teachers are encouraged to engage the child in a restorative conversation. This should be done immediately if time permits, and if not, it should be done before the end of the day.

*See paragraph re. restorative conversation in the Choices section.

Reflection during social time

If repeated misbehaviour occurs despite engaging in a restorative conversation and it is impacting a pupil's ability to complete classwork, pupils may complete these activities with the help of a teacher during their social time.

Calm Time/Area

If an incident occurs and the teacher cannot engage in a restorative conversation at the time, the child will remove themselves (or be encouraged by a CA) from the situation and will engage in a calm time practice. *EYFS may use a visual e.g., a cloud and a sand timer.

Teachers are to have designated resources to be used by a child during Calm Time such as emotion cards, sensory objects, a feeling check in – sheet etc. These can be collected by the pupil and used in an area of their choice. Please be aware that we do not do the following to manage behaviour:

- Shout or use an aggressive tone with children.
- Place children at a table by themselves as a sanction unless this is for health and safety of themselves or others. Please refer with your HOY or DHP if you feel you need to take this step.
- Threaten to take away break times, play times or PE times.
- Use Stop and Think frequently and without implementing other steps.

Escalation

If a pupil(s) behaviour has not improved, please refer to the flowchart and levels of behaviour outlined in order to determine what action is to be taken next.

Level 1: General Support

Teacher intervention and parent engagement



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Teacher input including restorative conversations, reflection during social time, calm time, individual behaviour chart. Teacher's may communicate to parents any behavioural difficulties their child is facing. The teacher may explain to parents the interventions they are putting in place to support the child and may require the support of the parents e.g. talking about the school expectations with them at home.

Level 2: Targeted Support

Pastoral Action

In Pre-Prep, DHP will engage with the pupil if there is ongoing behavioural concerns. DHP may complete social stories, restorative conversations or use the Zones of Regulation toolbox. These practices can be done during a period of a child's break. DHP will also engage with parents.

In Prep, the Pastoral Team (YGLs, AHs, DHP) will engage with the pupil if there is ongoing behavioural concerns. Please see Prep Communication Flowchart.

Level 3: Intensive Support

An Individual Behaviour Plan that sets measurable goals should be created with the parents, DHP, class teacher and inclusion teacher (if applicable). These goals should be reviewed regularly.

Level 4: Exclusionary Measures

If the pupil's behaviour has not improved following intensive support, the Head of School should consider whether allowing the pupil to remain in the college will or may cause harm to the education and wellbeing of the pupil themselves or other pupils. In this case, a report should be written and submitted to the relevant MOE authority. This report should be written with the knowledge and input of the parents, teacher, DHP and DSL and Head of Inclusion (if applicable).

4.2.3 Reporting Behavioural Issues

Teachers will log behavioural incidents onto CPOMS. Behaviour should be logged for repeated green behaviours or for any instances of yellow or red behaviour (see behaviour descriptions below).

- Behaviour incidents should be linked to ALL students involved whether they are the perceived perpetrator or not.
- Initial and date any follow up comments.
- Entries should be factual and avoid judgements or opinions i.e., “? didn't seem sorry”, “? is manipulative”, “That's typical of children from...”
- Be clear on the consequences for behaviour, any contact with parents and add any relevant follow up information.



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Low – level green behaviour: Teacher input incl restorative conversation, reflection during social time, calm time.

- 1 Unkindness: Name calling/unkind words/ostracising/not sharing (Not EYFS – severe)
 - 2 Poor behaviour: Class / Toilets / Assembly / Bistro / Breaks
 - 4 Disruption; not doing what has been asked / unwilling to follow an instruction/rudeness
 - 5 Accidentally hurting another child (significant)
 - 6 Writing/Drawing on school/another child's property (Not EYFS)
 - 7 Not telling the truth. (KS1)
 - 8 Misuse of digital devices in school (e.g., playing games without justification or permission) (Prep)
- Inappropriate behaviour: HOY – Follow flow chart.

- 8 Physical aggression with the intent to cause harm
- 9 Taking property from school/other pupils.
- 10 Graffiti / Damage to school/ another person's property (significant)
- 11 Breaking School Rules: Boundaries / Not returning from toilets.
- 12 Confrontation with a member of staff.
- 13 Refusing to co – operate with an adult
- 14 Behaviour which is potentially identified as bullying
- 15 Continued or significant disruption to learning.
- 16 Inciting quarrels, threatening, or intimidating peers in the school. (Prep)

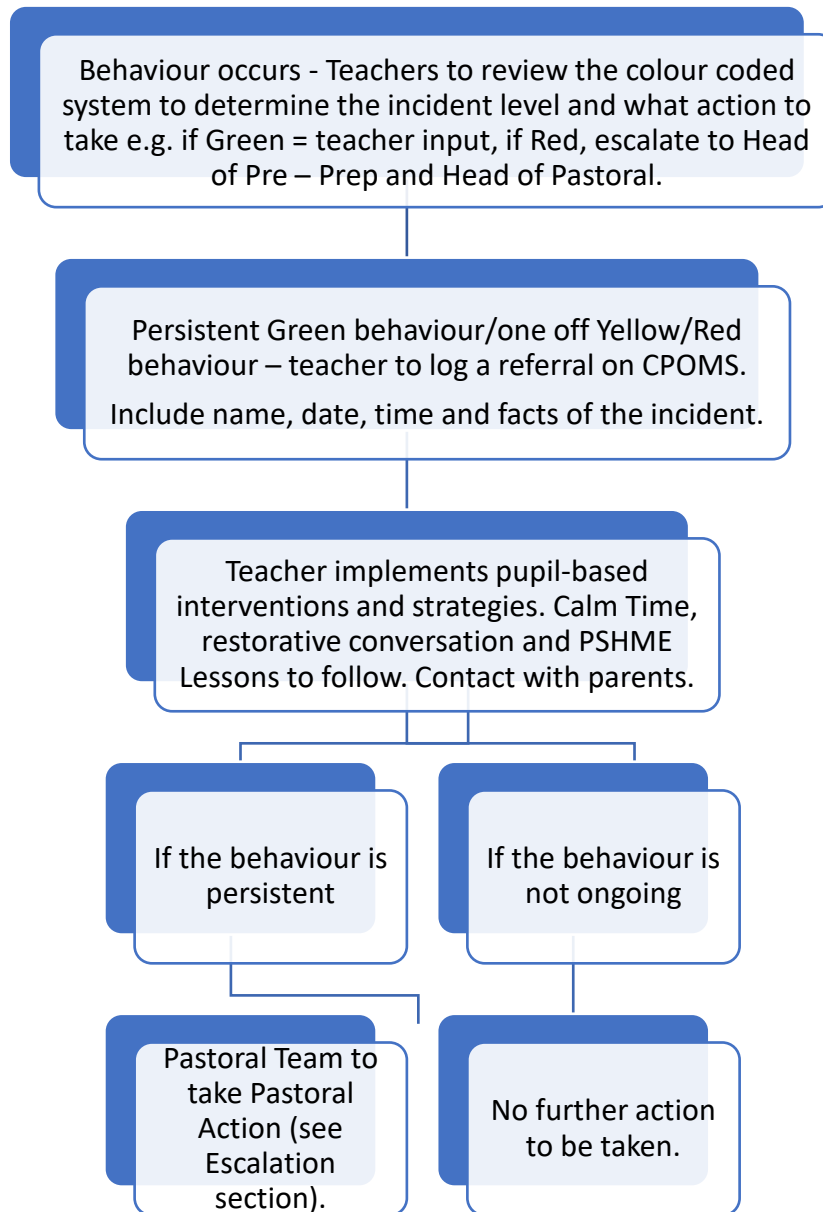
To be reported immediately to DHP.

- 16 Extreme behaviour which causing significant alarm.
- 17 Racism
- 18 Swearing/Verbal Abuse



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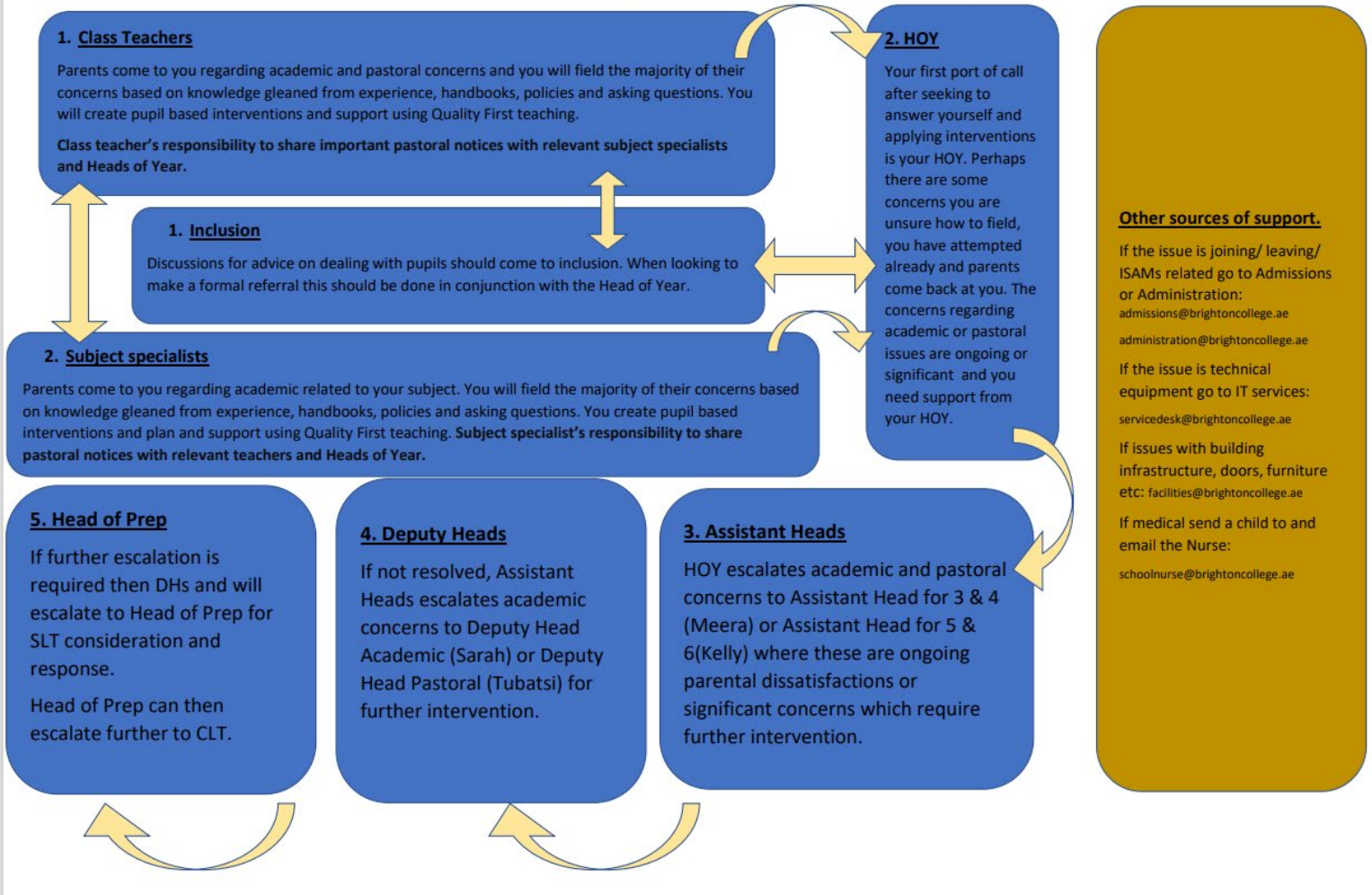


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Prep Communication Flowchart

Flowchart of dealing with concerns and seeking support





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5. Senior School

Pupil Code of Conduct: Schools shall encourage positive behavior amongst their pupil body by establishing a Pupil Code of Conduct that comprises the following, at a minimum:

A clear statement of actions defining positive student behavior, which includes:

Showing due care and respect for the school, its staff, students, and the wider community by:

- Complying with all school rules.
- Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
- Caring for the school's property and facilities as well as the property of others.

Representing the school on public occasions and promoting a positive school image.

Demonstrating a positive mindset and engagement with learning by:

- Attending school and classes on time and providing an explanation for lateness and absences.
- Fulfilling all responsibilities as a pupil (e.g., completing classwork) with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- Engaging in extracurricular learning opportunities.

Demonstrating consideration, respect, and civility to others, including staff, pupil, parents, and the wider community, by taking actions such as:

- Speaking politely and behaving courteously with others (e.g., using "please", and "thank you" in speech, holding doors open for others, etc.).
- Queuing in an orderly way and respecting others' positions in queues.
- Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
- Taking personal initiative to act as a "responsible citizen" of the school by not engaging in misconduct and protecting other pupils from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- Showing sportsmanship in winning and losing.
- Considering the impact of words and actions on all students, staff, and parents.
- Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odours from oneself).
- Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice



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- Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow pupils, particularly those who may feel marginalized (new pupils, pupils frequently bullied, etc.).
- Dressing modestly and appropriately and following the school's dress code and grooming rules.
- Respecting UAE national identity and cultural values
- Recognising the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, race, nationality, culture, language, religion, gender, or ability/ disability.

The expectation for pupils to exhibit positive behavior when under the school's supervision.

- This includes periods when pupils are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.
- Schools are authorized to extend the applicability of the pupil Code of Conduct to situations where students are representing the school indirectly when not under the school's supervision, such as when wearing a school uniform in public settings.

A clear statement of actions considered to be misconduct and the associated disciplinary actions, as defined in [Section 4. Misconduct Policy and Procedures](#).

6. Misconduct Policy and Procedures

The school strives to create a culture of applying positive behavior approaches when dealing with pupil misconduct. This includes reviewing the incident with the pupil and giving them a chance to explain, understand, and take ownership and accountability for their misconduct. The school will equally analyse possible root causes for the pupil's behavior, engage the student in coming up with their own behavior management strategies, and provide pupil with the necessary social, emotional, and educational support to encourage positive behavior as much as possible prior to resorting to any disciplinary measures.

Please note that a pupil should not be excluded from class for poor behaviour choices. If necessary, they can be counselled by the class teacher/House staff/Head of Dept tutor for a restorative conversation but must then return to class.

The following shall be applicable to students starting in Year 6 through to and including Year 13.

The schools align its Levels of Misconduct directly to that of ADEK: We further ensure that our procedures distinguish between the different levels of misconduct outlined in Article 7 of Ministerial Resolution No. (851) of 2018 Concerning the Code of Behavior Management for Students in General Education Institutions (MoE, 2018):



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Level One Offenses:

- Being repeatedly late to the morning registration or failing to participate without an acceptable excuse.
- Failing to attend classes on time repeatedly without an acceptable excuse.
- Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
- Not bringing books and other resources for school without an acceptable excuse.
- Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
- Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the pupil's health status).
- Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.
- Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Two Offenses:

- Leaving or entering the classroom during class time without permission.
- Not attending mandatory school activities and events without an acceptable excuse.
- Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.
- Acting or appearing in a manner that contradicts the [ADEK School Cultural Consideration Policy](#).
- Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).
- Taking out and/or using mobile phones at school without permission or in the case of emergency.
- Verbally abusing or insulting any member of the school community (including visitors).
- Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e- cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
- Refusing to follow any reasonable safety instructions in line with the [ADEK School Health and Safety Policy](#).



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- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Three Offenses:

- Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- Fabrication, falsification of documents, and Impersonation.
- Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).
- Leaving the school premises without permission.
- Seizure, destruction, and/or vandalism of school property.
- Setting off or activating the school's fire alarm or fire extinguishers.
- Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
- Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Four Offenses:

- Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
- Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
- Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- Theft and/or engaging in its cover-up.
- Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- Leaking exam questions or engaging in related activities.
- Setting fire to the school premises.



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- Insulting political, religious, or social figures in the UAE.
- Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
- Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the [ADEK School Cultural Consideration Policy](#).
- Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- Trespassing on school premises after school hours.
- Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- Any other forms of misconduct like the above as per the discretion of the Behavioral Management Committee.

The Senior School has a Behavioral Management Committee, it consists of a minimum of 4 members, including at least the following:

- a. Deputy Head Pastoral
- b. A member of the teaching team.
- c. A member of the social care team or any other member at the school's discretion.
- d. A DSL/Child Protection Coordinator.

The committee reviews and discusses pupil behavioral concerns, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the pupil's age and ability and the severity of the misconduct as per the levels identified. The committee members are able to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

Disciplinary Actions: We ensure that their student behavior policy outlines acceptable disciplinary actions, with descriptions of how each action is to be carried out, the stakeholders involved, and the internal escalation process.

As a school we are permitted to use any of the following disciplinary actions, provided they are proportionate, age-appropriate, and in line with [Figure 1. Staging of Disciplinary Procedures](#):

- Discussion with the pupil and/or parents
- Formal and recorded meetings with the student and/or parents
- Verbal warning
- Written warning to parents
- Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension)
- Loss of school privileges



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- Temporary or permanent confiscation of personal items belonging to the student if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioral Management Committee
- Supervised detention during break, lunch, and/or after school (with parental consent)
- Supervised restorative community work
- Temporary exclusion of the student from school premises (offsite suspension)
- Permanent exclusion of the pupil from school via the withdrawal/cancellation of their enrolment (expulsion)

As a school we are forbidden and would not use any of the following methods as disciplinary actions:

- Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort, however slight; in line with the [ADEK School Student Protection Policy](#))
- Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
- Psychological punishment (e.g., verbal abuse, issuing threats)
- Locking a pupil inside the school premises with the exception of a 'Lockdown' security issue.
- Seizing the pupil's personal belongings without having a resolution by the Behavioral Management Committee
- Lowering or threatening to lower the pupil's academic grade/score
- Punishing a group for an individual's misconduct
- Imposing additional schoolwork
- Mocking, insulting, or demeaning the student in private or in public
- Preventing the student from using washroom facilities or consuming water and food
- Detention outside of official school hours without parental consent

Disciplinary Procedures: The following outlines clear and staged disciplinary procedures to address pupil misconduct, in line with ADEK Student Behaviour Policy. We aim to practice leniency in issuing disciplinary measures but have a right to implement procedures as per the below [Staging of Disciplinary Procedures](#).

The school makes use of the appropriate guidance and disciplinary actions to encourage pupils to understand why their behavior is unacceptable and how to behave better in the future. In their response to incidents of pupil misconduct, schools shall take into consideration the pupil's individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behavior. Managing pupils' misconduct must be consistent with the following. In all cases of misconduct, the first approach shall always be focused on understanding possible factors contributing to the pupil's behavior providing related support where possible and reinforcing positive behavior to encourage pupil to take ownership of their actions. We firmly believe our role



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is to educate and protect all pupils, that said we will make use of the Staging of Disciplinary when necessary to ensure a safe and calm school environment.

Figure 1. Staging of Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	Verbal Warning Discuss the expected change in behavior with the student.	Written Warning Notify the parent in writing about the student's misconduct.	Written Warning Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy.	Written Warning Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.



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Level 2	Written Warning	Onsite Suspension	Onsite Suspension	Expulsion
	<p>Instruct the student to sign an undertaking not to repeat the offense.</p> <p>Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.</p>	<p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent.</p> <p>Notify both the student and the parent of a second written warning.</p> <p>Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Temporarily suspend the <u>student</u> up to 3 days and assign the student supervised study assignments inside the school.</p> <p>Issue a final warning in writing to the student and the parent.</p> <p>Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p>



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Level 3	Onsite Suspension <p>Immediately suspend the student inside the school.</p> <p>The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions.</p> <p>The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.</p>	Offsite Suspension <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.</p> <p>Provide the student and the parent with a final written warning.</p> <p>Summon the student and the parent to the school to present the Committee's decision.</p>	Expulsion <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p>
Level 4	Offsite Suspension <p>Immediately suspend the student offsite until the end of the <u>investigation with</u> a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p>	Expulsion <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy.</p>	



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Throughout the disciplinary process, we monitor, document, and provide pupils with ongoing support to focus (whether through the school counselor or the in-school specialist) and other forms of support (e.g., social worker), as required, throughout the disciplinary process.

We deal with misconduct that can be categorized as maltreatment (e.g., physical abuse, bullying, sexual abuse) in line with the maltreatment reporting procedure in the *Handling Student Maltreatment Concerns within Educational Institutions* (DAA Child Protection Committee, 2024).

We will always involve law enforcement authorities as appropriate where misconduct is illegal as per the latest applicable laws in the UAE.

Further, we ensure that, where disciplinary procedures are being exercised in relation to pupils with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action. As such, we ensure that any underlying special educational needs affecting behavioral regulation are considered in determining appropriate disciplinary action.

Where necessary we develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behavior in a similar manner to their peers due to an underlying need.

Where applicable we provide sufficient guidance to pupils to ensure continued learning during supervised detention and/or suspension periods.

Appeals Procedure: Where an external suspension is applied, parents can appeal the Behavioral Management Committee's decision.

Timelines for the appeal:

To appeal a school's decision to externally suspend their child, parents have 1 working day.

To appeal a school's decision to expel their child, parents have 10 working days.

Modes of appeal can take any of the following forms; email, telephone, or face-to-face meeting.

BCAD has an appeals Committee, this consists of different members from the Behavior Management Committee, and which does not involve the Principal, Vice Principal, or any staff who may have a conflict of interest. Where an appeal has been made and following a review by the persons concerned, the school shall issue a final decision (accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases and share the decision with the parent.

Should the school does not respond to the appeal within 3 working days or the parent rejects the school's final decision, the parent shall be entitled to log a complaint to ADEK within 5 working days. ADEK reserves the right to investigate any complaint in conjunction with suspension and expulsion



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following the school's final decision, but not prior to it, unless the school has not issued its final decision within the timeframe stipulated.

Positive Handling:

We are authorized, by ADEK, in certain circumstances, to maintain good order, to physically intervene to prevent pupils from harming themselves or others and allow staff to use reasonable force.

When choosing to restrain a pupil, all other options shall initially be considered, and positive handling shall be the last resort in managing situations. Schools are authorized to use positive handling to protect students, in circumstances such as to prevent pupils from:

- Leaving the classroom or school premises, where allowing the pupil to leave would risk their safety and/or that of others.
- Injuring themselves and/or others.
- Damaging property.

Any response to extreme behavior should be reasonable and proportionate, and conducted with minimal usage of physical force and staff should consider the risks and carefully consider any vulnerabilities of the student. Such conduct shall only be in accordance with the following:

- The pupil should be in immediate danger of harming themselves and/or others.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses.
- Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control.



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7. Monitoring and Review

Policy to be reviewed and checked annually by the Head Master.

Head Master on behalf of the College:

Rhoyne

Chair on behalf of the Governors:

C. Hamshed

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Adjusted wording of BFL policy	LWI	January 2023
2.0	Change from Head Mistress to Head Master	LWI	September 2023
3.0	Updated and formatted	RF	January 2023
4.0	Behaviour sanctions updated to align with ADEK 2024 policy	RF	November 2024

Brighton College Abu Dhabi Policies and Guidelines

DOWNLOADED AND/OR HARD COPIES ARE UNCONTROLLED



BRIGHTON COLLEGE

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Policy Statement

Brighton College Abu Dhabi policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.