



1.0 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 and, by reasonable discussion in which pupils take an active part and are encouraged to confront their actions, be reflective and find strategies to encourage all pupils to behave well. 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.

2.0 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.

3.0 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



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- We make sensible choices.

3.2 Rewards

Brighton College is strongly committed to a policy of encouragement of all types of endeavour and the reward of both success and commitment. Much of this is communicated by praise and appreciation, in writing and orally.

3.2.2 House Points/Pelican Points

Pupils are awarded House Points in the Senior School and Pelican Points in the Prep and Pre-Prep School for following the Code of Conduct and for their positive effort and achievement. In Prep class teachers record pupils' Pelican Points in their planners under the three pillars of participation progress and partnership. In Pre-Prep, the pupils from FS2 – Year 2 have an individual Pelican Pathway map which will take them on a journey of rewards throughout the year. Pupils individual points are accumulated and rewarded with a tiered structure of certificates, pins and badges. House Point scores are collated weekly and announced in assemblies, with the presentation of the House cup to the relevant House Captain/House Vice-Captain at the end of each term.

In addition to the on-going appreciation of pupil effort, a system of formal rewards and responsibilities are in place to publicly celebrate pupil achievement and provide leadership roles.

4.0 Consequences

Consequences are applied in instances where the College Code of Conduct is broken. Consequences are applied incrementally, based on the extent to which the rules haven't been followed. Whenever practicable, the pupil should:

- Have a clear understanding of the mistake they have made
- Reduce the impact of their mistake (for instance, cleaning up a messy area, completing work to a higher standard, through an apology etc)
- Have an opportunity to reflect on their mistake and consider a better response in the future.

At no time should a pupil be belittled or treated with disrespect, even if they have made a significant mistake. There must be no physical contact (except in line with the College's policy on restraining). No pupil should be sent out of the classroom unsupervised.



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The College has a clear set of consequences and discipline measures, outlined below. All consequences are designed to be constructive and provide opportunities for reflection, discussion and resolution of concerns which are to the benefit of the pupil and the College community. Misdemeanours in school may be met with meetings with pupils where a reflection sheet is completed, letters to parents or detentions/suspensions depending on the severity and frequency of the offence. Occasionally, in addition to consequence, a pastoral referral may also be appropriate, in order to support a pupil and or family with a particular issue – either within the College’s own pastoral system, or in very particular cases, through liaison with external agencies. To ensure consistency, the following guidance is given, but staff are always encouraged to refer to the Year Leaders and the Deputy or Assistant Head Pastoral in the Pre-Prep and Preparatory School and the Housemistress/Housemaster, Deputy Head Pastoral or Head of School in the Senior School for further clarity.

4.1 Verbal Warnings

Any minor infringement of the pupil’s code of conduct, poor behaviour in class/around the College or failure to do work promptly may incur a verbal warning. The purpose of this intervention is to allow early intervention without the need for extensive use of reflections. In addition to day-to-day feedback on pupils, class teachers or the Housemistress/Housemaster will analyse the interim and report data on effort and achievement on a regular basis for each year group. A cause for concern list’ for both effort and attainment is generated and action plans suggested for pupils in specific need of assistance. This cause for concern list may also result in reflections if deemed appropriate by the Housemistress/Housemaster. (The analysis will also reward excellent effort and achievement through House point rewards.) In Prep ‘Community Lunch’ is space for pupils to reflect on their poor choices and receive guidance using the restorative approach to improve their behaviour.

4.2 Removal from the Classroom and Pupil-Teacher Interviews

In cases where a member of staff feels that a pupil needs to be removed from a classroom in order to restore a harmonious atmosphere conducive to learning (for example, in the case of bullying) an interview with a senior teacher should be arranged. This may be with the Housemistress/Housemaster, Deputy/Assistant Head (Pastoral) or Head of School and can include the teacher involved. Poor behaviour is reported to the Deputy Head (Pastoral) or Head of School after the lesson and an interview including the pupil is arranged to happen later the same day (where possible) to reflect on the behaviour and discuss how it can be prevented in future.

If a teacher feels unable to keep the pupil in their classroom without major disruption being caused to the rest of the class, the pupil should be sent directly to a senior teacher, who will interview the pupil as soon as possible.

4.3 Behaviour Overview



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At Brighton College Abu Dhabi we want our pupils to enjoy school, be safe and happy. We are committed to securing outstanding behaviour; we believe that behaviour is everybody's responsibility and a collective, whole College approach can ensure this happens.

If and when pupils display negative behaviour, sanctions will and must follow. Listed below are the sanctions for negative behaviour.

4.4 Reflections

Reflections are one of the first steps on the sanction hierarchy; they are used in conjunction with verbal warnings and constructive academic guidance to encourage pupils to take responsibility for their work and actions. We believe in constructive use of reflections, which are used to give pupils time to reflect on actions which led to poor behaviour and explore ways of changing these in the future or to redo work to a higher standard. In cases of first offences and minor infringements it is generally better practice for a teacher to conduct their own reflection with the pupil rather than send a pupil to the central reflection area. However, the teacher's discretion allows for reflections to be given in a range of circumstances, both behavioural and academic. Reflections are shared with parents and their input is sought so that there is a common understanding of the situation and consistent message to the pupil.

4.5 Letters Home and Parental Meetings

The main point of contact for many parents will be the class teacher/form tutor or HMM. If there is a cause for concern about any pupil due to a high number of verbal warnings or staff complaints or reflections, these members of staff will communicate with home by telephone or email.

It is anticipated that parents and teachers will meet about pupil behaviour and progress if there is any cause for concern on either side, even if relatively mild. These meetings will not prevent other minor sanctions being used (such as reflections) but will allow good communication between school and home that may address the major issues causing poor behaviour. The school believes that it acts in partnership with parents and we encourage parents to support the pupil Code of Conduct at home as well as school.

If a pupils behaviour deems such, a warning letter will be sent to parents, outlining their behaviour as level 1, 2 or 3 based upon the Brighton College Abu Dhabi behaviour policy. Level 3 behaviour or repeated level 2 behaviour can result in suspension or expulsion depending on the severity.



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4.6 Internal Suspensions

These are imposed by Deputy Head or Head Master for serious breaches of the pupil Code of Conduct. Suspensions can be imposed for up to three days and are served in school under supervision of staff.

A letter informing parents of an internal suspension will be sent and parents invited to attend a formal conference meeting with their child and relevant teachers to discuss the problems in more depth. The pupil will be encouraged to take full responsibility for his or her actions and to actively seek to understand and explain the consequences, as well as how he or she can avoid a recurrence of the incident. The College will make available a counsellor if necessary, to enable full and productive considerations of the issues causing poor behaviour. A pupil/parent/school contract may be signed as a result of this meeting. All suspensions will be placed on the pupil's school record.

4.7 Suspensions and Exclusions

There are five key things which will lead to a pupil being asked to leave the school:

- Persistent bullying
- Theft
- Involvement with drugs
- Sexual activity on the College grounds, including sexting
- Illegal activity.

This applies even if the action takes place out of College hours or away from the College site. The above is not a definitive list and other misdemeanours may lead to suspension.

Additionally, any other serious misconduct which affects the welfare of a member or members of the College community or which brings the College into disrepute (single or repeated episodes).

A pupil may be required to leave if the Head Master is satisfied that it is not in the best interests of the pupil, or of the College, that he/she remains at the College.

In all cases, the Head Master reserves the right to use his discretion when deciding on the most appropriate sanction.

5.0 Senior School



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	Pupil action	Examples of behaviour	Consequences	Escalation
Level 1	Negative behaviour which doesn't meet the Brighton College Abu Dhabi standards.	<ul style="list-style-type: none"> Tardiness to tutor time or to lessons; not bringing correct equipment (incl. not bringing fully charged device AND no charger); incorrect or scruffy uniform disruptive behaviour in lessons/break times/school/transport; repeated interruptions/talking in lessons; shouting /running in corridors; unkindness, e.g. name calling; breaking rules (e.g. using lift); 	Your teacher will speak to you, issuing a 1 st warning.	<p>If the behaviour continues after warning Teacher will give you 1x <i>demerit</i> issued (parent can view on portal)</p> <p>If the behaviour continues in one subject only If you receive 2x <i>demerits</i> in <u>1 subject</u>, your teacher emails home and the Head of Department will meet with you to put a support plan in place so you can make progress in this subject.</p> <p>If the behaviour continues in more than 1 subject If you receive 2x <i>demerits</i> in more than 1 subject your Tutor/HMM leads a meeting with you and your parents.</p>
Level 2	Behaviour which has a 'greater' disruption to teaching and learning or may cause any harm to you, others or property	<ul style="list-style-type: none"> Continued or repeated high-level Level 1 incidents misuse of technology (incl. having phone out in class/corridor, wearing headphones, etc.), abuse towards another pupil including bullying, mocking, or online abuse abusive/racist language to pupils/staff Inappropriate phone use (e.g. filming or use of social media) Theft or vandalism Academic dishonesty forgery/fraudulent documents misuse of school IT system possession of inappropriate images deliberate truanting Non-compliance with staff instructions (major) Racially/culturally disrespectful language/behaviour 	<ol style="list-style-type: none"> 1. Your teacher logs a demerit on iSAMS 2. Your HMM or relevant HOD will contact home 3. You will have to do a Supervision Mon/Thurs lunch (30mins) OR Thurs 3-4pm dependant on behaviour. 	<p>HMM/HOD to decide next steps:</p> <ol style="list-style-type: none"> 1. Internal inclusion 2. Behaviour contract/behaviour support report 3. Immediate internal inclusion with HOS 4. Intervention with parents 5. Continued/repeated level 2 behaviour can lead to an ADEK warning letter.
Level 3	Repeated poor behaviour, behaviour that results in physical danger to others, or which violates laws of the UAE	<ul style="list-style-type: none"> Repeated Level 2 incidents assaulting a teacher or pupil distribution inappropriate images, wilful destruction of school property, possession of weapons/explosives, using or promoting illegal substances bringing school or UAE into disrepute Possession of vaping or smoking equipment on school premises Inappropriate use of Fire Alarm Contravention of ICT 'Acceptable Use Policy' (major) Damage to school property (major) Possession of weapon Endangering another student's safety and/or wellbeing 	<ul style="list-style-type: none"> Parental contact Internal Supervision Suspension if necessary The incident is added to 'Serious Incident' Register Head of School sends a letter re: suspension Parent meeting takes place 	<ul style="list-style-type: none"> Internal supervision Meeting with parents and Pastoral/SLT team to input support and issuing of level 3 warning letter.



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6.0 Prep School

In Prep, 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.

- Good choice
- Wrong choice
- Consequence of your choices.

Strategies to support choice:

Restorative Conversations

- 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?

The Deputy Head (Pastoral) oversees pastoral care and liaises closely with the Heads of Year to oversee the wellbeing of all pupils in the Prep School.

Class teachers are specifically responsible for the welfare of their own form. Two-way communication with parents is encouraged and, although there are several parents' evenings during the course of the year, most communication takes place on an informal basis before and after school, in Prep Planners or via email. Where necessary, staff will always make formal appointments with parents. More serious matters are referred to the relevant pastoral leader. They will interview pupils, liaise with other class teachers and contact parents where necessary.

The class teachers are also supported by the College nurses. The class teacher should be the first line of contact for parents as they know the pupils well and can often correct any misunderstandings in a tactful way. The bond between pupil and teacher enables excellent pastoral care.



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The class teachers are supported and overseen by the Heads of Year (HOYs). Although most communication among the staff takes place informally, part of HOY staff meetings is dedicated to the sharing of specific concerns about pupils. This includes the dissemination of any important information stored on ISAMs about any behavioural, medical or familial concerns. Urgent pastoral information about children is emailed to staff to ensure that all teachers are kept fully informed of each situation.

The prefects and house captains, as senior pupils in the Prep School, are also an important part of our pastoral care system and will often refer incidents or concerns to class teachers or Heads of Year e.g. when pupils are upset at break-time. The prefects are monitored by the Head of Year 6 and the Deputy Head (Pastoral).

6.1 Types of Behavioural Incidents

Behaviour Incident – behaviour entry for a specific incident. Recorded by the member of staff who is initially involved or observes behaviour. Staff subsequently involved, record any follow up. Behaviour incidents have 3 sub-headings to choose from which are outlined in our levels of behaviour chart:

- Primary Behaviour Green - In order to log green level behaviour, it must be persistent behaviour that the teacher has previously addressed and has implemented strategies for
- Primary Behaviour Amber – (see behaviour levels description)
- Primary Behaviour Red - (see behaviour levels description)

6.1.1 Pastoral Concern

Ongoing behaviour record from multiple sources. Initially recorded by the member of staff who has observed a pattern of negative behaviour or has ongoing behaviour concerns. May list multiple types of ongoing negative or concerning behaviour. All staff can add to this including the strategies that they are applying to tackle negative behaviour. The Deputy Head, Pastoral will monitor these pupils through ISAMS.

6.1.2 Pastoral Action Record

Behaviour intervention involving the pupil, parents, class teacher and the Deputy Head, Pastoral. This outlines key concerns, strategies and consequences of ongoing concerns.



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S1 1BP	Poor organisation	Uniform, Chewing Gum
S2 1BP	Lack of correct kit for lesson	PE kit, iPad, Textbooks (Arabic)
S3 1BP	No Prep	All subject areas
S4 1BP	Late to lessons +3 mins	All subject areas
S5 1BP	Breaking School Rules	Running in corridor, using incorrect stairways, the school lift, in a room without permission, poorbehaviour in Assembly
S6 1BP	Poor Behaviour (Break)	Breaktime (wrong place), Toilets, Dining Hall, Lunchtime (wrong place)
S7 1BP	Disruption (Class)	Unwilling/ not following instructions; rudeness; lowlevel disruption (talking etc – SPECIFY in ISAMs notes)
S8 2BP	Unkindness	Name calling, unkind words, ostracising, not sharing
S9 2BP	Physical aggression	With intent to cause harm
S10 2BP	Damage (significant/ deliberate)	To school property, another person's property and graffiti
S11 2BP	Taking property	From school / other pupils
S12 2BP	Mobile phone in school	Not permitted in Prep School
S13 2BP	Breach of BYOD contract	Using iPad in corridor, misuse in class
S14 2BP	Poor behaviour on trips	Sporting, Field trips and Bus to and from school
S15 3BP	Continual unkindness	Potentially identified as Bullying/ Racism
S16 3BP	Banned substance in school	Including Vape
S17 3BP	Leaving School without permission	All areas of school
S18 3BP	Extreme Behaviour	Swearing/ Verbal abuse/ Physical Abuse
S19 3BP	MDM removal	A continual misuse of IT

7.0 Pre- Prep

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, making specific reference to their class rules and discuss these with the pupils before resorting to sanctions.

Restorative Conversations - 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.

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



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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) from the situation and will engage in a calm time practice. *EYFS may use a visual e.g a cloud and a sand timer.

Please be aware that in Pre-Prep, we do not want the following actions used 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 to your HOP or HOY 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.

7.1 Escalation

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

- Teacher intervention and engagement
- Teacher's may communicate to parents regarding 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.

7.2 Pastoral Action

The Deputy Head, Pastoral will engage with the pupil if there are ongoing behavioural concerns. They 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 the Deputy Head, Pastoral will also engage with the parents.

Head of School - The head of School will engage with the pupil if deemed necessary.



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7.3 Reporting Behavioural Issues

Teachers will log behavioural incidents onto ISAMS. Incidents should be logged if they fall under the following categories:

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)

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.

To be reported immediately to Head of Pre – Prep and Deputy Head of Pastoral.

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



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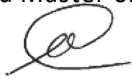
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8.0 Monitoring and review

Monitoring and review

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

Head Master on behalf of the College:



Chair on behalf of the Governors:



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

Brighton College Abu Dhabi Policies and Guidelines

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.



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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.