BRIGHTON COLLEGE
AL AIN

# *Behaviour and*
# Anti-Bullying Policy

Academic Year 2026/27

*curiosity • confidence • kindness*

# Document control

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|---|---|
| Document | Behaviour and Anti-Bullying Policy (including the Student Code of Conduct, Misconduct Procedures and Bullying Prevention Policy) |
| Academic year | 2026/27 |
| Applies to | Brighton College Al Ain, whole College (FS1 to Year 13) |
| Policy owner | Deputy Head Whole College |
| Version | 5.0 |
| Approval | Headmistress and Governing Board |
| Review cycle | Annually, informed by a review of pupils' behaviour and bullying incidents, and sooner where legislation, ADEK requirements or College arrangements change |

**Where there is any difference between this policy and a mandatory UAE or ADEK requirement, the UAE/ADEK requirement takes precedence and the College will update this policy accordingly.**

# 1. Policy statement

Brighton College Al Ain is a happy, kind and inclusive community. We expect high standards of behaviour because good behaviour allows everyone to learn, feel safe and flourish. Our values of curiosity, confidence and kindness guide how we treat each other, in lessons, around the College, on College transport, on trips and online.

We promote good behaviour actively. We teach it, model it, notice it and celebrate it. When pupils make the wrong choices, our first response is to understand why and to help them put things right. Where disciplinary action is needed, it is fair, proportionate and consistent with the ADEK School Student Behavior Policy.

Bullying, in any form, is never acceptable. Bullying that causes, or risks causing, significant harm is treated as maltreatment and managed under the College Safeguarding and Child Protection Policy.

# 2. Purpose and scope

This policy is the College's Student Behaviour Policy, as required by the ADEK School Student Behavior Policy (v1.3, November 2025). In line with Section 1.1 of that policy, it sets out:

- the College's Positive Behaviour Model (Section 6)
- the Student Code of Conduct (Section 7)
- the Misconduct Policy and Procedures for pupils in Year 6 (Grade 5) and above (Section 8)
- the Prep School Positive Behaviour Policy for pupils in FS1 to Year 5 (Section 9)
- the Bullying Prevention Policy (Section 10)
- how the College identifies pupils whose absence is a cause for concern (Section 11)
- how the College supports pupils through interventions (Section 12)

The policy applies to all pupils from FS1 to Year 13 while they are under the College's supervision: on College premises, travelling on College transport, waiting for and taking part in any College activity on or off site, and online where behaviour affects pupils or the College community. The College also applies the Code of Conduct when pupils represent the College indirectly, for example when wearing College uniform in public.

**The Misconduct Policy and Procedures in Section 8, including the four levels of misconduct, suspension and expulsion, apply ONLY to pupils in Year 6 (Grade 5) and above, as required by Section 4.2 of the ADEK School Student Behavior Policy. Behaviour of pupils in FS1 to Year 5 is managed under the Prep School Positive Behaviour Policy in Section 9, in line with Ministerial Resolution No. (206) of 2020.**

# 3. Regulatory framework

| Source | College application |
|---|---|
| ADEK School Student Behavior Policy, November 2025, v1.3 | Primary framework: positive behaviour model, Code of Conduct, misconduct levels, staged procedures, Behavioural Management Committee, appeals, records, bullying prevention and support. |
| Ministerial Resolution No. (851) of 2018 Concerning the Code of Behavior Management for Students | Defines the four levels of misconduct. |
| Ministerial Resolution No. (645) of 2020 on the Policy of Preventing Bullying in Private and Public Schools | National framework for preventing and responding to bullying. |
| Ministerial Resolution No. (206) of 2020 on Managing Positive Behaviour for Children in Early Childhood | Positive behaviour approach for pupils below Year 6 (Grade 5). |
| ADEK School Student Protection Policy (v1.1) and DAA Handling Student Maltreatment Concerns (2024) | Maltreatment, including serious bullying, is referred through student protection procedures. |
| ADEK School Student Administrative Affairs Policy | Attendance, absence as a cause for concern, and re-enrolment. |
| ADEK School Inclusion, Educational Risk and Student Mental Health Policies | Tiered support, Documented Learning Plans and referral structures. |
| ADEK School Cultural Consideration Policy and Values and Ethics Policy | Respect for UAE national identity, culture and values. |
| Federal Decree Law No. 3 of 2016 Concerning Child Rights (Wadeema) | Every child's right to dignity and protection from all forms of abuse. |

# 4. Key definitions

| Term | Meaning |
|---|---|
| Positive behaviour | Behaviour that meets the expectations in the Student Code of Conduct and supports the learning, wellbeing and safety of everyone in the College community. |
| Behaviours of concern | A significant change in behaviour, or a repeated pattern of behaviour, that affects or risks affecting a pupil's learning, wellbeing, safety or relationships, including risky or illegal habits. |
| Misconduct | Behaviour that does not meet the expectations in the Student Code of Conduct. |
| Bullying | Repeated physical, social or verbal aggression by a person who feels they are in a position of power, against another person who is perceived as different, weaker or powerless, in a way that hurts them physically and/or emotionally. It can be carried out by individuals or groups, in person or online (cyberbullying). |
| Documented Learning Plan (DLP) | A plan agreed with staff, parents and, where appropriate, the pupil, setting out additional support, including Individual Education Plans and Behaviour Support Plans. |
| Tiered model of support | Tier 1 (universal support in class), Tier 2 (targeted interventions) and Tier 3 (intensive, individual and possibly specialist support). |
| Positive handling | The least intrusive physical contact, using reasonable force only as the last resort, to prevent a pupil harming themselves or others. |
| Parent | The person legally responsible for, or entrusted with the care of, the pupil, as defined in Federal Law No. 3 of 2016 (Wadeema). |

# 5. Roles and responsibilities

| Role | Responsibilities |
|---|---|
| Governing Board | • Holds overall responsibility for this policy and its annual review.<br>• Receives anonymised behaviour and bullying data each term and challenges the College on trends. |
| Headmistress | • Ensures the policy is implemented, resourced and communicated to the whole community.<br>• Delegates the leadership of the Behavioural Management Committee and ensures it meets ADEK requirements.<br>• Approves applications to ADEK for expulsion. |
| Deputy Head Whole College | • Owns this policy and leads its annual review.<br>• Chairs the Behavioural Management Committee as the Headmistress's delegate.<br>• Is the Designated Safeguarding Lead and Child Protection Coordinator. |
| Anti-Bullying Lead: [name, role] | • Leads the anti-bullying programme and the annual Anti-Bullying Action Plan.<br>• Has completed the mandatory ADEK anti-bullying workshop for senior leaders.<br>• Analyses the Bullying Log and reports to the College Leadership Team and Board each term. |
| Behavioural Management Committee | • Members: the Headmistress's delegate (Chair), a member of the teaching team, a member of the social care team (counsellor, psychologist or social worker) and the Child Protection Coordinator.<br>• Meets as part of the pastoral team meeting, and at short notice when a case is urgent.<br>• Reviews Level 2 to 4 misconduct by pupils in Year 6 and above, and decides fair, proportionate and age-appropriate actions. |
| Heads of School, Assistant Heads Pastoral and Heads of House | • Lead behaviour and pastoral care in their school or House.<br>• Investigate incidents, meet pupils and parents, and agree support and sanctions within this policy.<br>• Make sure incidents and outcomes are recorded accurately. |
| Heads of Inclusion (Prep and Senior) | • Are consulted before any disciplinary action involving a pupil with additional learning needs.<br>• Ensure Documented Learning Plans and risk assessments address behaviour where needed. |
| Counsellor, School Psychologist and Social Worker | • Provide counselling, assessment and support for pupils with behaviours of concern and pupils involved in bullying.<br>• Contribute to the Behavioural Management Committee and to prevention work. |
| All staff | • Model courteous, respectful behaviour and apply this policy consistently.<br>• Recognise and reward positive behaviour.<br>• Respond to misconduct calmly, record it and report it in line with Section 8. |
| Pupils | • Follow the Student Code of Conduct.<br>• Treat others with kindness, in person and online.<br>• Tell a trusted adult about bullying or any behaviour that worries them. |
| Parents | • Support the College's values and this policy, as acknowledged in the parent-school agreement.<br>• Work in partnership with the College when concerns arise, and attend meetings when asked.<br>• Tell the College promptly about anything that may affect their child's behaviour or wellbeing. |

# 6. Positive Behaviour Model

In line with Section 2 of the ADEK School Student Behavior Policy, the College promotes, recognises, rewards and reinforces positive behaviour.

## 6.1 Our principles

- **Our values.** Curiosity, confidence and kindness are at the heart of College life and are taught, discussed and celebrated.
- **UAE national identity and culture.** Pupils show respect for religion, local culture, values and traditions, in line with the ADEK School Values and Ethics Policy and the ADEK School Cultural Consideration Policy.
- **A positive College environment** that is welcoming, caring, safe and respectful to everyone, whatever their background, nationality, religion, ability, race or gender.

## 6.2 Teaching positive behaviour

Positive behaviour is taught through PSHE, Moral Education, tutor time, assemblies and the House system. Pupils learn about social and emotional development, self-management, emotional regulation, respect for diversity and preventing bullying.

## 6.3 Recognising and rewarding positive behaviour

Staff notice and praise positive behaviour every day. College recognition includes [House points, commendations, praise postcards and certificates, recognition in assemblies, and Headmistress's awards]. Pupils who consistently show the College values may be invited to join the **Colour Guard**, which raises the UAE, ADEK and Brighton College flags each morning.

## 6.4 Training, parents and early identification

- All staff are trained on this policy and on positive behaviour management at induction and every year.
- Parents are informed of their role in promoting positive behaviour, in line with the ADEK School Parent Engagement Policy, through the parent-school agreement, parent workshops and regular communication.
- Tutors, Heads of House and the pastoral team monitor behaviour, attendance and wellbeing data to identify early any pupil at risk of misconduct or behaviours of concern, and provide support in line with Section 12.

# 7. Student Code of Conduct

Every pupil at Brighton College Al Ain is expected to:

| Expectation | What this means |
|---|---|
| Show care and respect for the College and its community | • Follow all College rules.<br>• Behave safely and responsibly, with regard for their own safety and the safety of others.<br>• Look after College property and the property of others. |
| Represent the College positively | • Promote a positive image of the College in public and online. |
| Show a positive attitude to learning | • Attend school and lessons on time, and give a reason for any lateness or absence.<br>• Complete their work with effort, honesty and a willingness to learn.<br>• Behave in a way that allows others to learn.<br>• Take part in co-curricular opportunities. |

| Expectation | What this means |
|---|---|
| Show consideration and respect to others | • Speak politely, use "please" and "thank you", and hold doors for others.<br>• Queue in an orderly way.<br>• Respect personal space and ask before touching or using other people's belongings.<br>• Act as a responsible citizen by reporting or, where safe, stopping bullying and misconduct.<br>• Show good sportsmanship in winning and losing.<br>• Think about the impact of their words and actions.<br>• Follow good hygiene practices.<br>• Care for and support younger pupils.<br>• Promote environmental awareness and sustainable practice.<br>• Welcome and include others, especially new pupils or those who may feel left out. |
| Respect UAE culture and the diversity of our community | • Dress modestly and follow the College uniform and grooming rules.<br>• Respect UAE national identity and cultural values.<br>• Never discriminate against anyone because of their ethnic origin, race, nationality, culture, language, religion, gender or ability. |

The Code of Conduct applies whenever pupils are under the College's supervision, as set out in Section 2. For pupils in Year 6 and above, misconduct and its consequences are set out in Section 8. In the Prep School, the Code of Conduct is taught through simple class and College rules, as set out in Section 9.

# 8. Misconduct policy and procedures (Year 6 to Year 13)

> **This section applies only to pupils in Year 6 (Grade 5) to Year 13. It does not apply to pupils in FS1 to Year 5, whose behaviour is managed under Section 9.**

## 8.1 Our approach

In line with Section 4.1 of the ADEK School Student Behavior Policy, the College's first response to misconduct is always to understand it. Staff review the incident with the pupil, give them the chance to explain and take ownership, consider possible root causes, involve the pupil in agreeing how to improve, and provide social, emotional and educational support before using disciplinary measures. The College takes into account each pupil's individual circumstances, including any social, emotional or psychological factors.

## 8.2 Levels of misconduct

Misconduct by pupils in Year 6 and above is grouped into four levels, in line with Article 7 of Ministerial Resolution No. (851) of 2018 and Section 4.2 of the ADEK School Student Behavior Policy. The full list for each level is set out below.

| Level | Misconduct |
|---|---|
| Level 1 | • Repeatedly failing to attend lessons on time without an acceptable reason.<br>• Not following the College uniform (regular or PE) without an acceptable reason.<br>• Not bringing books and other resources to school without an acceptable reason.<br>• Not following the College rules in the Student Code of Conduct, inside or outside the classroom (for example, eating during a lesson or assembly without permission, not staying calm and disciplined during lessons, making inappropriate noises, not dressing modestly, or inappropriate haircuts).<br>• Sleeping or eating during lessons or morning assembly without reason or permission (after checking the pupil's health).<br>• Not completing homework and assignments on time.<br>• Misusing digital devices in school (for example, playing games, using social media, messaging, or using headphones in lessons without reason or permission).<br>• Any other misconduct similar to the above, at the discretion of the Behavioural Management Committee. |

| Level | Misconduct |
|---|---|
| Level 2 | • Leaving or entering a lesson without permission.<br>• Not attending compulsory College activities and events without an acceptable reason.<br>• Fighting, starting quarrels, threatening or intimidating other pupils.<br>• Behaving or appearing in a way that goes against the ADEK School Cultural Consideration Policy.<br>• Causing minor damage to College property (for example, writing on or sticking gum under desks or bus seats, or minor tampering with the alarm bell or lifts).<br>• Taking out and/or using a mobile phone in school without permission, except in an emergency.<br>• Verbally abusing or insulting any member of the College community, including visitors.<br>• Using, promoting, possessing and/or distributing tobacco and tobacco-derived products and items, such as shisha, e-cigarettes, vapes, lighters and pipes, on College premises, on the bus or during College activities off site.<br>• Refusing to follow reasonable safety instructions, in line with the ADEK School Health and Safety Policy.<br>• Any other misconduct similar to the above, at the discretion of the Behavioural Management Committee. |
| Level 3 | • **Bullying, intimidation, harassment and/or abuse** of members of the College community, including defaming them on social media.<br>• Forging or falsifying documents, and impersonation.<br>• Academic dishonesty or plagiarism, including cheating in examinations or falsely taking credit for work.<br>• Leaving College premises without permission.<br>• Taking, destroying and/or vandalising College property.<br>• Setting off the College fire alarm or fire extinguishers.<br>• Taking, destroying and/or vandalising the College bus or its furnishings, including causing harm to the driver, supervisor and/or other road users.<br>• Assaulting others in school, on the bus or during College activities off site, without causing injury.<br>• Driving a vehicle recklessly in or around College premises, and not following security and safety instructions.<br>• Capturing, possessing, viewing or sharing media (audio, images, videos, etc.) of staff and pupils taken without consent.<br>• Any other misconduct similar to the above, at the discretion of the Behavioural Management Committee. |
| Level 4 | • Using forms of communication (for example, social media or digital devices) for unlawful or immoral purposes, or in a way that discredits the College and members of its community.<br>• Possessing, using or distributing weapons or objects used as weapons (for example, arms or blades), or their equivalent, on College premises, on the bus or during College activities off site.<br>• Committing sexual assault, including sexual harassment, in school, on the bus or during College activities off site.<br>• Assaulting others in school, on the bus or during College activities off site, and causing injury.<br>• Theft and/or covering it up.<br>• Capturing, possessing, viewing or sharing information or media (audio, images, videos, etc.) with unlawful content (for example, pornography or terrorist or extremist videos).<br>• Leaking examination questions or taking part in related activities.<br>• Setting fire to College premises.<br>• Insulting political, religious or social figures in the UAE.<br>• Using, promoting, possessing and/or distributing alcohol, narcotics, medical drugs or psychotropic substances on College premises, on the bus or during College activities off site.<br>• Spreading or promoting culturally inappropriate ideas or beliefs that go against UAE law with malicious intent, in line with the ADEK School Cultural Consideration Policy.<br>• Intrusive and/or illegal digital activity on College IT systems (for example, hacking into accounts or installing unauthorised software).<br>• Trespassing on College premises after College hours.<br>• **Persistent bullying, intimidation, harassment and/or abuse** of members of the College community, including defaming them on social media.<br>• Any other misconduct similar to the above, at the discretion of the Behavioural Management Committee. |

## 8.3 Staged disciplinary procedures (Year 6 to Year 13)

The College follows the staging set out in Figure 1 of the ADEK School Student Behavior Policy. The College may show leniency where appropriate, but will never apply procedures stricter than those set by ADEK.

| Level | First time | Second time | Third time | More than three times |
|---|---|---|---|---|
| Level 1 | **Verbal warning.** Discuss the expected change in behaviour with the pupil. | **Written warning.** Parents are notified in writing. | **Written warning.** Parents are notified and meet the College to agree a joint home and school strategy. Parents sign an undertaking to support it. | **Written warning.** Parents meet the Behavioural Management Committee to agree strategies to reduce the behaviour. |
| Level 2 | **Written warning.** The pupil signs an undertaking not to repeat the behaviour. Parents are called in and sign an agreement to support their child. | **Onsite suspension** for up to 2 days with supervised study. Second written warning. The Committee agrees strategies. Parents sign an undertaking. | **Onsite suspension** for up to 3 days with supervised study. Final written warning. The Committee agrees a final set of actions. Parents sign an undertaking. | **Offsite suspension** until the end of the investigation, for up to 5 days. The Committee agrees final actions, which may include expulsion. The College may apply to ADEK for expulsion. |
| Level 3 | **Onsite suspension.** The Committee reviews the evidence and decides actions. Parents are called in immediately and sign an undertaking. | **Offsite suspension** for up to 5 days. The Committee agrees final actions. Final written warning. Pupil and parents attend to hear the decision. | **Offsite suspension** for up to 5 days. The Committee agrees final actions, which may include expulsion. If the behaviour continues after all prior steps and support, the College may apply to ADEK for expulsion. | As for the third time. |
| Level 4 | **Offsite suspension** until the end of the investigation. The Committee agrees actions and a corrective plan. | **Offsite suspension** for up to 5 days. The Committee agrees final actions, which may include expulsion. If the behaviour continues, the College may apply to ADEK for expulsion. | As for the second time. | As for the second time. |

Throughout any disciplinary process, the College monitors, documents and provides ongoing support for the pupil through the Counsellor, School Psychologist, Social Worker or in-school specialists, as needed.

## 8.4 Behavioural Management Committee

The Committee is formed in line with Section 4.3 of the ADEK School Student Behavior Policy, with the membership set out in Section 5. Its decisions must be fair and equitable to all pupils without exception, and appropriate to the pupil's age, ability and the seriousness of the misconduct. Members are available to meet at any time when a case is urgent.

## 8.5 Permitted disciplinary actions

Actions are proportionate, age-appropriate and in line with the staging above. They may include: a discussion with the pupil and/or parents; a formal recorded meeting; a verbal warning; a written warning to parents; temporary or permanent removal from a class or group under supervision (onsite suspension); loss of privileges; temporary or permanent confiscation of an inappropriate personal item, with a Committee resolution; supervised detention at break, lunch or after school, with parental consent; supervised restorative community work; temporary exclusion from College premises (offsite suspension); and, only with ADEK approval, expulsion. The College provides work so that learning continues during any detention or suspension.

## 8.6 Prohibited actions

The College **never** uses: corporal punishment; psychological punishment, such as verbal abuse or threats; mocking, insulting or demeaning a pupil; disclosing a pupil's personal information without consent; locking a pupil in any room or area; confiscating belongings without a Committee resolution; lowering or threatening to lower grades; punishing a group for one pupil's behaviour; extra schoolwork as a punishment; preventing a pupil from using the toilet or having food or water; or detention outside College hours without parental consent.

## 8.7 Pupils with additional learning needs

The relevant Head of Inclusion is consulted before any disciplinary action involving a pupil with additional learning needs. Any underlying need that affects the pupil's ability to regulate their behaviour is taken into account. Where a pupil cannot regulate their behaviour in the same way as their peers because of an underlying need, the College uses a Documented Learning Plan and/or risk assessment to manage this.

## 8.8 Maltreatment and illegal behaviour

Misconduct that may also be maltreatment, such as physical abuse, sexual harm or serious bullying, is referred immediately to the Designated Safeguarding Lead and managed under the College Safeguarding and Child Protection Policy and the DAA procedure for Handling Student Maltreatment Concerns, including referral to the ADEK Child Protection Unit within 24 hours. Where behaviour is illegal under UAE law, the College involves law enforcement authorities as appropriate.

## 8.9 Expulsion and re-enrolment

The College may only expel a pupil with ADEK's approval. Any application includes evidence that every prior stage of this policy was followed and that the pupil received sufficient support and counselling. Not re-enrolling a pupil because of their behaviour in the previous year counts as expulsion and also needs ADEK approval. At the end of each academic year, the College shares with ADEK a list of pupils at risk of expulsion, with their history of misconduct and the interventions used. The College never takes disciplinary action against a pupil because of their parents' behaviour.

## 8.10 Appeals

Parents may appeal a decision of the Behavioural Management Committee by email, by telephone or in person.

- To appeal a **suspension**, parents have **1 working day**. The College issues its final decision within **2 working days**.
- To appeal an **expulsion** decision, parents have **10 working days**. The College issues its final decision within **7 working days**.
- Appeals are heard by an **Appeals Committee** made up of different members from the Behavioural Management Committee. It does not include the Headmistress, a Vice Principal or anyone with a conflict of interest.
- If the College does not respond within 3 working days, or the parent does not accept the final decision, the parent may complain to ADEK within 5 working days.

## 8.11 Positive handling

Staff may use reasonable force, as a last resort, to prevent a pupil from injuring themselves or others, damaging property, or leaving a room or the premises where this would put them or others at risk. All other options are considered first. Staff use only the minimum force necessary, consider the pupil's vulnerabilities, seek another adult's presence where possible, and allow the pupil to regain self-control as soon as it is safe. Force is never used as a punishment. Every use of positive handling is recorded and reported to the Head of School and the DSL.

## 8.12 Searching, screening and confiscation

Where pupils or staff are at immediate risk, the Headmistress and staff delegated by her may search, screen or confiscate a pupil's belongings if there are reasonable grounds to suspect the pupil has an illicit item. Searches are carried out respectfully, by a member of staff of the same gender, with another adult present, and are recorded.

# 9. Prep School Positive Behaviour Policy (FS1 to Year 5)

**This section applies to all pupils in FS1 to Year 5 (KG to Grade 4), in line with Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behaviour for Children in Early Childhood. The misconduct levels, suspension and expulsion procedures in Section 8 do not apply to these pupils.**

## 9.1 Our approach

Young children are still learning how to manage their feelings, share, take turns and get along with others. In the Prep School, behaviour is something we teach, just like reading or mathematics. We understand that a child's behaviour is often a way of communicating a need, so adults stay calm, notice what is happening and help the child to make a better choice. Our approach is warm, consistent and built on strong relationships between pupils, staff and parents.

## 9.2 Teaching and modelling good behaviour

- **Clear, simple expectations.** Each class agrees a small number of positive class rules, linked to the College values of curiosity, confidence and kindness, and displays them with pictures for younger children.
- **Consistent routines** so that children know what to expect throughout the day.
- **Adults as role models**, who speak calmly and kindly and show the behaviour they expect.
- **Teaching social and emotional skills** through PSHE, circle time and stories, including naming feelings, calming down, sharing, taking turns and being a good friend.
- **Co-regulation in the Early Years.** In FS1, FS2 and Year 1, adults help children to calm down and manage strong feelings, rather than expecting them to do this alone.

## 9.3 Recognising and rewarding good choices

Adults notice and praise good behaviour much more often than they correct poor behaviour. Recognition in the Prep School includes [specific praise, stickers, class reward charts, House points, Star of the Week, certificates in assembly and positive notes or messages home]. Rewards focus on effort, kindness and good choices, not only on achievement.

## 9.4 When things go wrong

When a child makes a poor choice, adults respond calmly and use the least intrusive step that works. Each step gives the child a chance to put things right.

| Step | What the adult does |
|---|---|
| 1. Reminder | A quiet reminder of the class rule, a look, or praise for a child nearby who is making a good choice. |
| 2. Redirection | A clear, calm warning and help to make a better choice, for example moving to a different activity or seat. |
| 3. Time to calm and reflect | A short time in a calm space within the classroom or nearby, always in sight of an adult, followed by a short conversation about what happened and how to make it better. In the Early Years, an adult stays with the child. |
| 4. Putting it right | A restorative conversation, for example saying sorry in a way that is meaningful to the child, repairing something or helping someone. This may include missing a short part of break time, with an adult, to talk things through. |
| 5. Talking with parents | The class teacher speaks to parents on the same day to agree how home and school will work together. |
| 6. Further support | If the behaviour continues, the [Head of Year / Phase Leader] or Assistant Head Pastoral meets the parents and agrees a Behaviour Support Plan. The Head of Inclusion is involved where a child may have additional learning needs. |

### 9.5 Serious incidents

If a child hurts someone on purpose, behaves in an unsafe way or is very distressed, an adult makes everyone safe first. The child is supported to calm down, the class teacher and Assistant Head Pastoral are informed, and parents are contacted on the same day. The Head of Prep, with the Head of Inclusion and, where needed, the DSL, agrees a support plan and risk assessment with the parents. Any concern that a child may be at risk of harm is reported to the DSL or a Deputy DSL immediately. Suspension and the staged procedures in Section 8 are not used for Prep School pupils. In exceptional cases where a child's behaviour poses a serious and continuing risk to themselves or others, the College seeks advice from ADEK.

### 9.6 What we never do

Adults in the Prep School **never** use physical punishment, shouting, shaming or humiliating a child, threats, punishing a whole class for one child's behaviour, leaving a child alone or unsupervised as a consequence, or taking away food, water or access to the toilet. Physical intervention is used only to keep a child or others safe, in line with Section 8.11.

### 9.7 Bullying in the Prep School

Bullying is explained to younger children in simple language, such as "being unkind to someone on purpose, again and again". Concerns are handled using the steps in Section 10.4, with consequences and support following this section rather than Section 8.

### 9.8 Records and working with parents

Teachers record significant incidents and the actions taken on [iSAMS / the Prep behaviour log]. The Assistant Heads Pastoral review patterns each half term to identify children who may need extra support, including through the Intervention Team. Parents are kept informed and are partners in agreeing how to support their child.

## 10. Bullying Prevention Policy

This section forms the College's Bullying Prevention Policy, in line with Section 5 of the ADEK School Student Behavior Policy, Ministerial Resolution No. (645) of 2020 and the ADEK School Student Protection Policy.

### 10.1 What bullying is

Bullying is defined in Section 4. This section applies to all pupils from FS1 to Year 13, with consequences following Section 8 or Section 9 according to the pupil's year group. It is usually **repeated**, **intentional** and involves an **imbalance of power**. A single falling-out or one-off unkind act is not usually bullying, but it is still dealt with under this policy, and staff watch for patterns.

| Form | Examples |
|---|---|
| Physical | Hitting, kicking, pushing, tripping, spitting or other physical intimidation. |
| Verbal | Name-calling, insults, threats, mocking or offensive nicknames. |
| Social or relational | Deliberately excluding or isolating someone, spreading rumours, or encouraging others to ignore a pupil. |
| Cyberbullying | Hurtful messages, sharing images or videos without consent, online exclusion, threats or impersonation on phones, gaming or social media. One post can be shared many times, so the harm spreads quickly. |
| Damage to property | Taking, hiding or damaging another pupil's belongings, including books, bags, devices, clothing, food or drink. |
| Sexual bullying and harassment | Sexual comments, gestures, unwanted touching, or sharing sexual images or messages. Always treated as a safeguarding matter. |
| Prejudice-based bullying | Bullying because of nationality, ethnicity, culture, language, religion, gender, appearance, additional learning needs or family circumstances. |

## 10.2 Preventing bullying

- **Teaching pupils to identify bullying** through PSHE, tutor time and assemblies, revisited every year at an age-appropriate level.
- **Online safety education** on cyberbullying, sharing images, privacy and reporting.
- **Anti-Bullying Week and Safeguarding Week** across the Prep and Senior Schools.
- **Pupil voice and leadership**, including surveys and pupil roles that help shape the anti-bullying programme.
- **Supervision** of areas where bullying is more likely, including corridors, playgrounds, toilets, changing rooms, the canteen and College buses.
- **Recognising vulnerability.** Pupils with additional learning needs, new pupils and isolated pupils may be more at risk. Heads of Inclusion and tutors monitor these pupils and plan support.
- **Staff training** every year on recognising and responding to bullying.
- **Parent workshops** and regular communication.

## 10.3 What to do about bullying

| If… | What to do |
|---|---|
| You are being bullied | • Tell a trusted adult as soon as you can: your tutor, Head of House, any teacher, the Counsellor or a member of the safeguarding team.<br>• You can also use the QR code on the safeguarding posters, or ask your parents to tell the College.<br>• If it is online, do not reply. Take a screenshot, then block and report the person.<br>• It is never your fault, and you will never be in trouble for asking for help. |
| You see bullying happen | • Do not join in, laugh, or share messages or images.<br>• If it is safe, show the pupil you are on their side.<br>• Tell an adult straight away. Telling is the kind and right thing to do. |
| You have been unkind or bullying others | • Stop, and talk to a trusted adult.<br>• Adults will help you understand what happened and put things right. |
| You are a parent with a concern | • Contact your child's tutor, Head of House or Head of School as soon as possible.<br>• Share any evidence, such as screenshots, and avoid contacting the other pupil or their family directly.<br>• The College will listen, investigate and keep you informed, while protecting other pupils' confidentiality. |

## 10.4 How staff respond to bullying

1. **Make safe.** Stop the bullying and protect the pupils involved.
2. **Listen.** Reassure the pupil they were right to tell. Never promise secrecy.
3. **Record** the facts and the pupil's words the same day on [iSAMS / the Bullying Log].
4. **Report** to the Head of House or Head of School. If there is any risk of harm, report to the DSL or a Deputy DSL immediately and record on CPOMS.
5. **Safeguarding check.** The DSL decides whether the concern is maltreatment. If so, student protection procedures apply, including referral to the ADEK Child Protection Unit within 24 hours.
6. **Investigate.** Speak to each pupil and any witnesses separately and gather evidence.
7. **Inform the parents** of all pupils involved, unless this would put a pupil at risk.
8. **Respond** with support and, where needed, consequences. For pupils in Year 6 and above, this follows Section 8: bullying is a Level 3 offence and persistent bullying is a Level 4 offence. For pupils in FS1 to Year 5, it follows the Prep School approach in Section 9.
9. **Record the outcome** on the Bullying Log.

10. **Follow up** with the pupils and parents after two weeks and after six weeks.

### 10.5 Monitoring bullying

Every bullying incident is recorded on the Bullying Log, showing the date, pupils involved, form of bullying, location, frequency, severity, actions and outcome. The Anti-Bullying Lead analyses the log each term and reports anonymised trends to the College Leadership Team and the Governing Board.

## 11. Absence as a cause for concern

In line with Section 6 of the ADEK School Student Behavior Policy, the College identifies pupils whose absence is a cause for concern, using the thresholds in the ADEK School Student Administrative Affairs Policy. The College then decides whether the pupil is at educational risk, under the ADEK School Educational Risk Policy, or may be experiencing neglect, under the ADEK School Student Protection Policy, and puts an intervention plan in place through the Intervention Team or the safeguarding team.

## 12. Support and interventions

The College provides focused, pupil-centred support to any pupil showing behaviours of concern, involved in misconduct, or at risk of either. This follows the tiered model of support in the ADEK School Inclusion Policy and the ADEK School Educational Risk Policy, and includes:

- **Needs analysis** to understand the causes and extent of the pupil's needs.
- **Tier 1:** consistent classroom routines, positive relationships and adaptive teaching.
- **Tier 2:** targeted support such as mentoring, small-group social and emotional programmes, check-ins with a named adult, and restorative work.
- **Tier 3:** individual counselling, a Behaviour Support Plan, Intervention Team support, and referral to external specialists for intensive support. Where external support is in place, parents keep a named member of staff updated on progress.
- **Support for pupils involved in bullying**, both pupils who have been bullied and pupils who have bullied others, as set out in Section 10.

Pupils, parents and staff can raise concerns about a pupil's behaviour or wellbeing with the tutor, Head of House or pastoral team. Parents are informed, except where this would not be in the pupil's best interests, such as suspected maltreatment at home. Support for behaviour never reduces or replaces the support in a pupil's Documented Learning Plan.

## 13. Records, monitoring and review

- **Level 1** misconduct is recorded at class level by the teacher, and added to the pupil's record if it is repeated or needs escalation.
- **Level 2, 3 and 4** misconduct is recorded at College level, with root causes, meetings, interventions, progress, actions and communications. All Level 2 suspensions and expulsions, and all Level 3 and 4 misconduct, are **reported to ADEK**.
- Safeguarding information is recorded separately on CPOMS.
- All information about pupils' behaviour is treated as strictly confidential.
- The Deputy Head Whole College reviews behaviour and bullying data with the pastoral team each half term and reports to the College Leadership Team and Governing Board each term.
- This policy is reviewed annually, based on a review of pupils' behavioural incidents and feedback from pupils, parents and staff.

# 14. Communicating this policy

- The policy is published on the College website and parent portal.
- Parents acknowledge this policy when signing the annual parent-school agreement.
- Pupils learn about the Code of Conduct and the anti-bullying expectations through tutor time, assemblies and PSHE, using age-appropriate versions.
- All staff are trained on this policy at induction and every year.

# 15. Related policies

Safeguarding and Child Protection Policy; Inclusion Policy; Attendance Policy; Digital and E-Safety Policy; Acceptable Use Policy; Uniform Policy; Transport Policy; Educational Risk and Intervention procedures; Complaints Policy.

# Appendix 1: Staff quick guide to bullying

| Step | Action |
|---|---|
| 1. SAFE | Stop the bullying and make sure everyone is safe. |
| 2. LISTEN | Listen calmly and reassure the pupil. Never promise secrecy. |
| 3. RECORD | Record the facts and the pupil's words the same day. |
| 4. REPORT | Tell the Head of House or Head of School. Any risk of harm: tell the DSL or a Deputy DSL immediately and record on CPOMS. |
| 5. RESPOND | Investigate, inform parents and agree support and any action under Section 8 (Year 6 and above) or Section 9 (FS1 to Year 5). |
| 6. FOLLOW UP | Check in with the pupils and parents after 2 weeks and 6 weeks. Update the Bullying Log. |

# Change history

| Version | Summary | Owner | Date |
|---|---|---|---|
| 1.0 | Anti-Bullying Policy created | Oliver Bromley-Hall and Melanie Rackham | Sep 2022 |
| 2.0 | Updated staff names and procedures | Melanie Rackham and Victoria Shillingford | Sep 2023 |
| 3.0 | New template; ADEK processes added | Melanie Rackham and Alex Stagogianis | Oct 2024 |
| 4.0 | Added UAE anti-bullying senior leader workshop | Victoria Shillingford | Jun 2025 |
| 5.0 | Behaviour and Anti-Bullying policies combined into one Student Behaviour Policy in Brighton College format, with a separate Prep School Positive Behaviour Policy (FS1 to Year 5) and misconduct procedures applying from Year 6. Fully aligned with the ADEK School Student Behavior Policy v1.3, including the Positive Behaviour Model, Code of Conduct, ADEK misconduct levels and staging, Behavioural Management Committee, appeals, absence, support, records and ADEK reporting. | Melanie Black | Nov 2026 |

# Approval and sign-off

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|---|---|
| Policy owner | Melanie Black, Deputy Head Whole College |

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|---|---|
| Approved by Headmistress | Sarah Weaver |
| Approved by Governing Board | Pending: for approval at the Governing Board meeting, December 2026 |
| Approval date | |