



BRIGHTON COLLEGE
AL AIN



**Parent
Handbook**
2025 - 2026

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Section 1: Introductions

1.1 Head Master's Welcome

Brighton College Al Ain is regarded as one of the leading private schools in the UAE and has consistently been awarded an 'Outstanding' rating from the ADEK inspection team since its inception in 2013.

Within a year of opening, we already had a reputation for being the leading school in Al Ain – something endorsed by our first ever ADEK outcome. The College received the highest grade ever awarded to a school in Al Ain, and the highest grade ever awarded to a new school in the Abu Dhabi Emirate. In April 2016 we went further and were graded Outstanding yet again, both overall and in all six performance standards, one of only six schools in the Emirate to gain that top rating. This trend has continued since then, and we are confident that we will continue to provide nothing but the very best education for our children.

In 2025, we were also awarded an 'Outstanding' rating by BSO.



So, what makes the College so successful?

At the heart of a Brighton education are three very simple yet remarkably powerful values.

Curiosity, confidence and, perhaps most importantly of all, kindness. We strive to instil these values in everything we do. It is through these shared values that our wonderfully diverse community is bound together.

As a sister school to the UK School of the Decade, we are proud of our long and illustrious British independent school heritage. Yet our own character is unique, blending the very best of British with the deep and profound heritage, history and visionary aspiration of the UAE. Our pupils follow the UK curriculum, enriched by and adapted to our local context. Our boys and girls achieve results in examinations that compare with the best schools globally and go on to secure university places at the best universities and most competitive courses in the world.

Beyond the academics, we find the interests and passions of every individual, recognising that our pupils must be nurtured to be the best version of themselves rather than a poor version of somebody else. That is why we place so much emphasis on life beyond the classroom, from sports to performing arts, leadership opportunities to charitable events. Our children have opportunities that will prepare them to take their rightful place in their communities as leaders, capable of effecting change for the good of others, as a central part of society, rather than apart from it.

You are warmly invited to explore our website and, even better, visit us to see for yourselves our stunning campus and community.

This Parent Handbook is designed to be an easy-to-read information source: something that you can dip into when you have a spare moment or find yourself asking the question, 'How is that done at the College?'. If you do not find the answer here, then please do not hesitate to contact us. It is very important that after reading our handbook that you complete the Microsoft Form attached at the end. This is required by ADEK within their new policy framework and ensures that there is consistency and collaboration between parents and the College.



1.2 Vision, Mission and Aims

1.2.1 Vision Statement

Our vision is to become the 'first choice' British curriculum school in Al Ain for children aged 3-18 and be internationally recognised as a leading British Curriculum school in the Middle East and indeed the world.

1.2.2 Our Mission

We strive to turn out well-educated, tolerant and intellectually curious men and women who are ready to take a full, active and positive role in the life of Al Ain, the United Arab Emirates and of our world. We support children to achieve their very best by creating an ethos of excellence in all that we do through a traditional yet innovative curriculum and outstanding pastoral provision.

1.3.3 Our Aims and ethos

We aim to create a family-orientated, tolerant and vibrant community, which will impart or provide: a love of learning for its own sake; a foundation of knowledge and body of skills with which to understand and question the world we live in and to prepare us, through an innovative approach to education, for the world we are likely to inhabit in the future; an awareness of, and appreciation of, the spiritual dimension in our lives; an enthusiasm for the world beyond the classroom – in particular, sport, music and the performing arts; a respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally.



1.3 Brighton College, UK

Brighton College is now regarded as the top co-educational school in the UK and has won The Sunday Times prestigious title of 'School of the Decade'. Its GCSE and A Level results regularly place it in the top 25 schools in the UK and it is often found as the number one co-ed school in school league tables.

Great emphasis is placed on developing every child, treating everyone as an individual, nurturing talent and offering everyone as many opportunities as possible to achieve. Outside the academic arena two areas where Brighton's pupils have flourished in recent years are the Sports and the Arts.

The links between the UK Brighton College and Al Ain are well developed. Members of the Brighton College UK and International team visit Brighton College several times per year and there are a variety of team meetings on a fortnightly basis between senior and middle leaders.

1.3.1 Sport

Brighton College has an established reputation for sporting excellence and continues to be one of the country's leading sporting schools. Pupils both past and present have enjoyed success at the highest level, and many have gone on to represent their country after leaving the College.

The philosophy for Sport is based on participation and enjoyment. When pupils are involved and happy, they are more likely to achieve their potential whether as an elite performer aspiring to represent their country, or as an individual who just wants to play for their school.

1.3.2 The Arts

The pursuit of the arts at Brighton College is considered as an activity worthy of great dedication, but also as a vitally important vehicle to nurture the creativity, passion and individuality of each child at the school. Artistic endeavour encourages our pupil body to be curious, courageous and original and in doing so enlivens and complements the academic life of the school in a very special way.

There are several College productions throughout the year including drama and musical performances. Through the year, there are also music recitals, performance assemblies, art exhibitions and presentations, informal evenings of plays directed by pupils and more. All aim to provide opportunities for pupils to grow as artists. Pupils of the arts at Brighton College work with professional artists, composers, musicians, actors, directors, choreographers and dancers and through this they gain a view of artistic development in the wider world and the heig





1.4 Structure of the College

The College is divided in two ways:

- Educationally
- Geographically

The College provides an education for pupils from the ages of 3 to 18:

Mr. Oliver Bromley-Hall	- Head Master
Mrs. Victoria Shillingford	- Deputy Head Whole College / Acting Head of Senior School
Mr. Philip Allman	- Head of Prep School

The Prep School is for children aged 3-10 years old. There are seven-year groups as shown in the table below, which are divided into three phases: Pre-Prep (FS1 - Year 2) and Prep (Years 3, 4 & 5).

Mr. Phillip Allman	- Head of Prep School
Mr. Matthew Brant	- Deputy Head Prep School
Mrs. Tessa Wilde	- Deputy Head Pre-Prep School
Mr. Richard Brashier	- Assistant Head Teaching and Learning
Mr. Edward Hawkins	- Assistant Head Pastoral
Mrs. Marwa Abu Daya	- Head of Arabic

The Senior School comprises a separate Boys' School and Girls' School, for pupils in Years 6-13.

Mrs Victoria Shillingford	- Acting Head of Senior School and Deputy Head Whole College
Mrs. Catriona Long	- Deputy Head Academic
Mr. Alex Stagogiannis	- Deputy Head Pastoral
Mr. Andrew Kenning	- Assistant Head of Sixth Form and Futures
Mrs. Lissa Fothergil	- Assistant Head of Learning, Teaching and Innovation
Mr Anas Jrab	- Head of MOE Subjects

Phase	Year Group	School	Usual age _{st} range on 1 September
Early Years	FS1	Prep	3-4
	FS2	Prep	4-5
Pre-Prep	1	Prep	5-6
	2	Prep	6-7
Prep	3	Prep	7-8
	4	Prep	8-9
	5	Prep	9-10

Phase	Year Group	School	Usual age _{st} range on 1 September
Middle School	6	Senior	10-11
	7	Senior	11-12
	8	Senior	12-13
Upper School	9	Senior	13-14
	10	Senior	14-15
	11	Senior	15-16
Sixth Form	12	Senior	16-17
	13	Senior	17-18

The College campus is a beautifully open and curated 28-acre site with four main buildings along with outdoor learning and play facilities.

The Prep School occupies its own dedicated building surrounded by play spaces. The building houses: classrooms, Early Years reception and the main Prep School Reception, offices, science and art rooms, music rooms, an ICT lab, dining room and a library. It also houses a large and impressive Sports Hall and Arts Room, with Forest School set-up in its own dedicated area.

The Senior Girls' and Boys' Schools are mirror images of each other and house classrooms, science labs, ICT labs, art rooms, drama and music rooms, offices and libraries.

The Reception block houses offices, the College Reception, Boys' and Girls' Dining Halls, the College Theatre, catering facilities, changing facilities and the sports hall and swimming pool.

Outdoor spaces are varied from small shaded learning spaces with seating for a class to large climbing frames and slides for the younger children. There are also two multi-purpose tennis/basketball/netball courts and the 400m eight lane College athletics track enclosing a football pitch.





1.5 Timing and Structure of the School Day

Within the **Prep School**, the day is divided into structured daily periods or lessons of 20-40 minutes. Break and lunch times are staggered as seen in the table below.

Within the **Senior School**, the day is divided into lessons of 40 minutes, with a 5-minute transition time between lessons.

Period	Times	Details
Soft Start arrival Prep School	7:30 to 7:50	
Registration Senior School	7:30 to 7:50	
Period 1	07:55 to 08:35	
Period 2	08:40 to 09:20	
Period 3	09:25 to 10:05	Y1 - Y3 break & snack
Period 3a	10:05 to 10:35	Y4 - Y13 break & snack
Period 4	10:35 to 11:15	
Period 5	11:20 to 12:00	
Period 6	12:05 to 12:45	
Period 6a	12:45 to 13:35	Y1 - Y13 Break & lunch
Period 7	13:35 to 14:15	
Period 8	14:20 to 15:00	

Co - Curricula clubs take place from Monday – Wednesday for both Prep and Senior School.

- 3.00pm - 4.00pm for Senior School
- 3.00pm - 3.45pm for Prep School



1.6 Contact us

1.6.1 Telephone

Brighton College Al Ain is an open school and all staff welcome visitors, parents and enquiries. However, to allow us to best manage the College resources we ask that all telephone communication with the College is directed through the main College Reception. The receptionists will be able to then handle your enquiry and direct your call to the most appropriate person. Wherever possible, please try to call outside of the break timings, as these can be very busy times for our receptionists. All missed phone messages will be returned. The College Reception number is shown below:

03 713 3999

1.6.2 Email

We welcome and encourage correspondence via email. College policy states that we attempt, wherever possible, to reply to all parental email enquiries within 24 hours.

1.6.3 Meetings

If you wish to arrange a meeting with an individual member of staff, then we ask that you email the member of staff (or their PA as appropriate) requesting a meeting. It is very difficult for a teacher to commit to a meeting over the telephone when they are unlikely to have their diary in front of them.

1.6.4 At the beginning and end of the school day

Members of the College staff will be on duty at the front of the College buildings every morning and afternoon. Please use this time as an opportunity to stop and have a quick conversation if you feel the need. Prep School teachers will also be available to pass on messages etc. at the beginning and end of the day.

1.6.5 In case of pupil absence

If your son or daughter is going to be absent from school due to illness, then it is important that you let the College know. Please telephone the College Reception or email absence@brightoncollegealain.ae stating the name of your child, year group, reason for absence and any other details you feel are important. You are also required to submit a valid medical certificate in order for the absence to be classed as authorised.

For more detailed information on pupil absence and the ADEK instances that are classed as authorised or unauthorised absence, please see the BCAA Attendance and Punctuality Policy.

Section 2: The Role of the Parent

2.1 Parent Engagement

Parents are the main enablers in improving the quality of education outcomes for their children as they provide the primary support, resources, and social emotional context for their child's development. The parent partnership with our College and teachers is indispensable, and it is crucial that we provide an open and collaborative setting for parents to engage with their child's learning and the College community at large.

Throughout the course of the academic year, you will have a wide variety of communication with and from the College. It is vitally important that we work in partnership and that the College staff and parents' model appropriate behaviour in all communications.

2.2 Parent School Agreement and Code of Conduct

As part of the new ADEK policies and guidelines, parents are required to agree to a parental code of conduct on an annual basis. The agreement will outline the obligations of each party and require parents to accept the full set of school policies. On the part of the parent, the agreement will include information on guidelines when interacting with the College community and acknowledging the pupil Code of Conduct, which parents are expected to ensure their children adhere to.

The school-parent agreement will be shared with parents at the start of each academic year in the way of a Microsoft Form – available at the end of the handbook. Parents will be given a reasonable timeframe to read and digest the agreement and to ask any questions of the College.

Failure to collaborate with the College and complete the agreement could jeopardise your child's progress at the College and may lead to the College informing ADEK.

2.3 Safeguarding and visiting the site

Brighton College Al Ain takes the welfare and safety of all its pupils seriously and attempts to create an environment where pupils feel both secure and valued as well listened to and taken seriously.

Our Safeguarding policy provides all staff working within the College the necessary guidance for ensuring all pupils are safe whilst in the care of the College. It also informs parents and guardians how the College will safeguard pupils.

As part of our Safeguarding policy, it is imperative that all visitors to the College sign in with the main security gates and receive a visitor lanyard. They will then be escorted to the relevant main reception to meet member of staff that they have an appointment with.

When accessing the site at drop off and pick up times, all adults require a Buzzin identity card to access the sites so that they can tap in and out of the College.

It is not permitted for parents to be unaccompanied by a member of staff during the College day. The only time this is permitted is during the drop off and pick up times at the start and end of the day.

Section 3: Admissions and Fees

3.1 Admissions

How To Apply:

If you have any specific questions about how to apply to Brighton College Al Ain, we are happy to personally guide you through the process. Please contact our Admissions Team by calling 037133999 or email admissions@brightoncollegealain.ae

A child's point of entry into the College is based on their date of birth. Year group entry ages can be found in the [Entry Ages](#). We would kindly ask that you refer to this document before completing the Online Application Form.

For a detailed step-by-step guide on our application process, please visit our website.

[How to Apply | Brighton College \(brightoncollegealain.ae\)](#)



3.2 Scholarships 2025-2026 (Years 6-10 and Year 12 entry)

At Brighton College Al Ain, we believe that every child should benefit from the highest quality of education. With this in mind, we are delighted to be offering our means-tested scholarship programme to pupils in the city of Al Ain. The aim of this programme is to identify the most talented pupils in the Garden City and to nurture their talents through the outstanding educational offering available at Brighton College. Scholarships are offered for Senior School and Sixth Form admission entry points and recognise talented pupils who show great promise in a particular area of school life including Academics, Sport and Music. 50% scholarships are available for pupils in Y4 to 7 who have a CAT4 of 120+, taken within the last 6 months. If the CAT4 is not within 6 months, it can be taken at the College. This will require proof of a previous CAT4 of 120+, or at least 117 in the last CAT4 taken, must be provided if a CAT4 is to be taken at the College

Fee concessions up to and including **75% of the school's published fees** will be available to successful applicants.

For more information, please refer to the College Website.

3.3 Fees

At Brighton College Al Ain, we aim to make world-class education affordable and attainable, with part funded places available to successful applicants.

Entrance Bursaries: are now available for 2025 and 2026 applicants. Entrance Bursaries are based on an assessment of your financial needs at the time of pupil registration and range from 5% to 25% off full fees.

Referral Discounts: We are pleased to offer referral discounts for Brighton College families. Each family is entitled to refer three parents and will receive 5% discount per family referral. For terms and conditions please email our admissions department at admissions@brightoncollegeain.ae.

For children who successfully gain entry to the College, a 5% registration fee will be applicable and will be offset against the Tuition Fees for the first term.

*Tuition Fees do not include individual use laptops/tablets/computers, uniform, food services, transport, examination fees. All fees must be settled before the first day of term

<u>Year</u>	<u>ADEK Approved Fees 25/26</u>	<u>School Discounted Fees 25/25</u>
FS1	AED 55,090	52,689
FS2	AED 57,310	52,689
Y1	AED 67,800	62,366
Y2	AED 67,800	62,366
Y3	AED 71,160	65,456
Y4	AED 71,160	65,456
Y5	AED 74,300	65,456

<u>Year</u>	<u>ADEK Approved Fees 25/26</u>	<u>School Discounted Fees 25/26</u>
Y6	AED 74,300	68,330
Y7	AED 74,300	68,330
Y8	AED 74,300	68,330
Y9	AED 87,490	76,731
Y10	AED 87,490	80,568
Y11	AED 87,490	80,568
Y12	AED 90,630	80,568
Y13	AED 90,630	83,404

3.4 Term Dates 2025 /6

Winter Term 2025	
Monday, 25th August	First Day of Term
Monday, 13 th October to Friday 17 th October (inclusive)	Half Term Break
Friday, 12th December	Last Day of Term (12pm)

Spring Term 2026	
Monday, 5th January	First Day of Term
Monday, 16 th February and Tuesday 17 th February	Half Term Break (2 days only)
Friday, 20 th March	Last Day of Term (12pm)

Summer Term 2026	
Monday, 6th April	First Day of Term
Friday, 3rd July	Last Day of Term (12pm)



Section 4: Day to Day

4.1 Prep

The amount and nature of prep (or homework) your child will receive will depend on their age. The Brighton College curriculum is rigorous, and your child will receive outstanding teaching from highly qualified professionals. It is important that any prep your child is set is completed by your child. Brighton College does not recommend intensive tutoring of its pupils outside the College environment. If your child struggles with a particular task - we would ask you to alert your child's class or subject teacher.

4.1.1 Prep in the Prep School

In Early Years (FS1 and FS2) and Pre-Prep (Years 1 and 2), prep focuses on parents helping their children develop their initial skills at home. Teachers guide parents, so they can best help their child as they learn to read, write and develop basic number skills. Prep tasks focus on high quality talk and play at home, as well as reading. We ask parents to read College library books to their children. Pupils are given books to read at home from the College reading schemes. Reading record books provide the home/school dialogue to record children's reading journeys.

As pupils enter Prep (Years 3, 4 & 5), they continue to focus on reading, writing and number at home. Teachers also aim to develop children's independence, by setting engaging prep tasks, which develop thinking and investigative skills, creativity and improve pupils' research and presentation skills.

High quality prep tasks reflect Brighton College standards of excellence. Prep is never *busy work*; we are always mindful of children's entitlement to a family life and a rich childhood, which is enhanced, not obstructed, by the tasks we send home.

4.1.2 Prep in the Senior School

The regular setting and marking of prep constitutes an important part of the curriculum. Prep is beneficial for several reasons:

- To help our pupils develop the key skills of organization, time management and independent learning
- To provide opportunities for consolidation of classwork, particularly through repetition or extension

Prep is set in a regular timetabled manner and it is essential that our pupils do not feel overburdened or exhausted by the quantity of prep set and have sufficient time to rest and pursue other interests and therefore, not every subject will be setting work each term. Prep is set on Teams by teachers, but pupils in years 6, 7 and 8 are also given planners to support their organisation. We expect parents to support their children in checking Teams and planners each week to ensure that they are completing work set. Further guidelines and a timetable will be issued at the beginning of each academic year.

4.2 Reporting

Reporting is a fundamental communicative tool between Brighton College and parents. It is very important that you carefully read all the reports that you receive which will detail your child's progress at school. If you have any questions or queries about the reports, we encourage you to contact the College

You will receive 3 reports on your child's progress during the academic year. These reports will include a wide range of information related to your child's progress, achievements, attitude to learning and targets on how to improve.



4.3 Parent Consultation Meetings

Parent Consultation Meetings play an integral role in the healthy communication between the College and our Parent Community. These meetings give you an opportunity to hear about your child's academic and pastoral progress from their class teacher, form tutor and subject teachers. The College will hold 3 Parent Consultation meetings throughout the year for each year group. The focus of the meetings can be either academic or pastoral. You will be given more information about the scheduling for these meetings upon the start of the new academic year. It is important that you attend these meetings to be able to fully support your child / children at home on how to improve.

4.4 Special Events

At Brighton College, we pride ourselves on a holistic and innovative approach to Learning. Pupils enjoy a range of special learning days and weeks, where they experience exciting and creative activities based around a particular theme. These events rigorously challenge the pupils and help them to focus on a particular curriculum area in more depth, as well as helping them to make links in their learning.

Examples include special subject days or weeks, Make a Difference Week, World Book Day, National Day, International Day, inter-House events, swimming galas and much more! Some of these events are specific to either the Prep or Senior School, whilst others involve participation by the whole College.

Parents may be asked to help with preparation for an event. Parents are also invited to some of these events, to participate or to be part of an appreciative audience (in the case of some events involving sports or the performing arts).

The Parent Portal, The College Calendar and direct contact with the College will be able to guide you around the dates for these events. Details of special events are also published in The Brighton Bulletin which is emailed to parents each week.



4.5 Uniform and appearance

4.5.1 Uniform

We are very proud of the College uniform which shares a lot of similarities with Brighton College UK. Pupils are expected to wear their uniform for all normal school days with only a few exceptions, such as National Day or a charity 'dressing up' day. When travelling to and from the College we ask that pupils are smart and in full College uniform, including their tie (Senior School), since they are representing the College in public.

The College uniform supplier is Zaks who have a uniform shop in Al Ain which is now located in Hili Mall.

4.5.2 Prep School Uniform (FS1 – Year 5)



Boys

PE Kit (FS1)

Blue quick dry t-shirt and grey shorts (FS2)
White button up shirts with collar [for Years 1-5 inclusive]
Grey shorts (full length grey trousers optional)
Navy V-neck pullover
Plain grey ankle socks
Regulation black leather shoes
A legionnaire-style school hat with the College crest

Girls

PE Kit (FS1)

Summer dress (Tartan) [FS2-Year 5 inclusive]
Navy V-neck pullover
Plain white ankle or knee-length socks
Regulation black leather shoes
A legionnaire-style school hat with the College crest

Sports Wear and Accessories for Boys and Girls - Prep and Senior

Navy shorts (Micro Fibre)
House colour T-shirts
Short white socks
Navy PE/swimming bag [optional]
Navy book bag [optional]
Navy backpack [optional]
Branded swimming hat
Swimming costume [girls]
Swimming trunks [boys]
Brighton Tracksuit now available from August 2024



4.5.3 Senior School Uniform (Years 6-11)



Boys

Navy blazer with Brighton College patch pocket
Full length grey trousers
School tie
White short sleeved shirt with Brighton Crest
Navy V-neck pullover
Plain grey ankle socks
Regulation black leather shoes - not trainers
A Brighton College cap

Girls

Navy blazer with Brighton College patch pocket
Tartan skirt, which must be below the knee
Grey school trouser with Brighton logo
School tie
White short sleeved blouse with Brighton Crest
Navy V-neck pullover
Plain grey ankle or knee-length socks
Regulation black leather shoes – no trainers
A Brighton College cap

The health and wellbeing of our pupils is paramount when moving around the College. To this end, wheelie bags are not allowed and as per ADEK requirements, pupil bags must adhere to the weights below.

Are you carrying too much?

To protect the health and safety of our community and to comply with the latest ADEK guidelines, please ensure that backpacks do not exceed the specified weight limit recommended for each year group.



*Maximum bag weight calculated based on the American Chiropractic Association (ACA) recommendations



4.5.4 Sixth Form Uniform

Sixth Form pupils may either dress in Emirati/Gulf formal wear (kandura/abaya) or must adhere to the following guidelines:

Boys:

- Suit in dark shades of blue, grey, brown or black
- Smart shirt
- Tie
- Smart black or dark brown shoes
- Hair should be off the collar, and should not be excessively styled
- Hair dyed in unnatural colours or in 'two-tone' styles is not permitted
- Boys should be clean shaven/neatly groomed with cultural sensitivity
- Boys may not wear earrings

Girls:

- Skirts/dresses must be business-like, midi or maxi length, with no revealing splits or uneven hems. Tight fitting clothing is not allowed.
- Smart jacket or blazer
- Shirt/blouse must be of modest design with sleeves
- Skirt suit, suit, dress suit or trouser suit or dress/ skirt and jacket
- Trousers must be full length, tailored and of classic design
- Plain round or V-neck sweater or cardigan (smart knit effect, not fleece)
- Smart leather shoes in a dark colour – no more than one inch high and no stilettos
- Hair dyed in unnatural colours or in 'two-tone' styles is not permitted
- Jewellery and make up should be discreet. Only one piercing allowed.

4.6 Hair, Make-up and Nails

Brighton College respects every pupil as an individual and nurtures this individuality: be a first-rate version of yourself, not a second-rate version of someone else. However, we do ask that every pupil attends school with a smart appearance, and this includes hair. Below is a list of points intended to give parents guidance:

Boys' hair should be 'off the collar'. When worn to school their hair should not cover the collar of their shirt or blazer. If their hair is longer than this then they will need to have it tied in a discreet small pony-tail or bun. If their hair is of a length that precludes this then they will need to have their hair cut.

- All pupils' hair should be 'off the face'. When worn normally, no pupils' hair should conceal their face especially their eyes in any way. Girls with longer hair should have their hair always tied back.
- Hair colouring that is, in the opinion of the College, overt or of a non-natural colour, is strictly forbidden. This includes excessive bleaching of hair or the dipping of hair tips in a starkly contrasting colour. The use of subtle natural-tone colouring is acceptable.
- No hair should be shorter than a grade 4 razor cut on the top or grade 2 at the sides. The art of shaving patterns into hair is forbidden in school
- Make-up, nail polish or fake nails and lashes are not allowed

Please note that what is and is not acceptable with regards to hair will ultimately be the decision of the Head of Prep or Senior School as appropriate. They may seek further guidance from other members of the College Leadership Team but any decision they make is final. We reserve the right to ask that your son or daughter have their hair cut, re-coloured etc. within 72 hours, if we believe that their hair is not in keeping with Brighton College's expectations.

4.7 Jewellery

No pupil may wear more than one pair of stud earrings. Hoop or dangling earrings are not permitted. Nose piercings are not allowed. For PE and swimming lessons, all jewellery must be removed, for health and safety reasons.

At Brighton College we have very high expectations of pupils' behaviour and all staff at the College work hard to model high professional standards to their pupils. We encourage parents to go through this information with their children to support and reinforce the policy's philosophy and aims.

4.8 Organisation and Equipment

Brighton College expects pupils to be well-equipped and organised. The College will seek support from parents of younger pupils to ensure that they are bringing the right equipment into school on the correct days and to ensure that they are organised with the completion of prep and special events in school. As pupils get older, the College will expect pupils to take responsibility for organising and equipping themselves.

4.8.1 Prep School Equipment List

- A small school bag which fits into your child's locker. The Brighton College backpack is the correct size.
- A named and fully equipped pencil case for older pupils in Prep: Years 3, 4 & 5, (with two HB pencils, a pencil sharpener, two black pens an eraser, a ruler, a rubber and a set of colouring pencils);
- A named, filled water bottle;
- A named lunch box, as necessary;
- Named items of clothing, including a named College hat (the Prep School operates a no hat, no play policy, due to the hot, sunny climate);
- A plastic bag containing a named change of clothing in Early Years (FS1 and 2), for any accidents, which is left in school (it does not need to be uniform);
- Reading books and reading record books (complete with comments and signature from parents, within the College book bag);
- Teachers will inform parents about the day they need to pack their child's named PE kit/named swimming kit and library book;
- Any completed prep work;
- From time to time, class teachers may ask parents to help with some items from home (e.g. egg boxes and cereal packets for junk modelling).

4.8.2 Senior School Equipment List

- A named and fully equipped pencil case (with two pencils, a pencil sharpener, two black pens, a purple pen, an eraser, a rubber, a set of colouring pencils, set of highlighters, a scientific calculator, a protractor and ruler);
- A refillable water bottle;
- The relevant exercise and textbooks for that day;
- The correct PE kit on the correct day;
- Any completed prep work;
- A College planner (for year 6 – 9);
- A reading book.

4.9 Attendance and Absence

Parents should email the class teacher (Prep School) / tutor (Senior School) and absence@brightoncollegealain.ae, as soon as possible, to inform them of their child's absence. Parents are required to notify the College if their child has contracted a contagious disease, since this needs to be communicated to the parent body (e.g. measles, mumps, hepatitis, scarlet-fever, rubella, meningitis, chicken pox). The College does not provide work to complete at home for a pupil who is absent from school. On return to College, teachers will give the pupil any prep work which has been set in his/her absence. The teacher will advise whether this prep work is optional.

When pupils are absent from school, they miss important opportunities to study. Therefore, please do not take your child out of College, over and above the holidays already scheduled. The Brighton College policy on attendance, viewable on our website, requires 98% attendance during any academic year, failing which the pupil might be required to be deemed at Educational Risk and repeat the academic year, or Brighton College may require withdrawal of the pupil from the school.

The impact of poor attendance on academic progress if a pupil misses school on a regular basis is that they are damaging their future life choices. Nationally, it has been proven that children with poor attendance in Prep school miss out on making the expected progress in vital literacy and numeracy skills and find it difficult to catch up. In secondary school, 19 days' absence correlates, on average, to a grade at GCSE in all subjects. For more details please see the College Attendance and Punctuality Policy on the website.

4.10 Punctuality

Parents should ensure their child arrives at College in time to be in their class or tutor room by 7.30am for the beginning of the registration period. Pupils need the full registration time to organise their belongings and lockers, prepare themselves for their lessons and listen to important notices from their teachers. We also ask parents to arrive punctually for any meetings or special events that the College organises. Please note that if a parent is late for a meeting with a member of staff, this meeting may need to be re-scheduled for another day.

In the Prep School, parents and carers of late children are asked to report to the Prep School receptionist, to receive a Late Card, which needs to be handed to the class or subject teacher, allowing us to update our records accordingly.

In the Senior School, pupils who arrive after 7.50am are required to sign into the College via the main reception to receive a late slip that they will hand to their class teacher. Please read the BCAA Attendance and Punctuality Policy for more details.

4.11.1 Safe driving

Please ensure that driving and parking outside and within the College campus is safe and is considerate towards other members of the College community. Drivers are asked to be always mindful that there may be children in the vicinity of the College and travel at no more than 10km/h.

Please ensure children sit in the back of cars and that they are suitably restrained with either a child-seat or seat belt, as appropriate. Parents and drivers are asked to respect any instructions given by our Security Team or College staff, acting upon them swiftly.



4.11.2 Pick-up

Pupils may only be collected by parents and nominated adult carers. Brighton College ID is required to enter the College campus. Please note that any parent or carer may be asked by security, or another member of staff, to show their ID at any time whilst entering the College or whilst on site. Please see the BCAA Safeguarding Policy for more details.

At the end of the school day, children in the Prep School are collected directly from their classrooms by parents or carers or they are taken to the bus departure area by a member of staff. The classroom door will be opened by the teacher at the end of the school day (1.00pm in Early Years and 3.00pm in Pre-Prep and Prep). Parents are respectfully asked not to enter the classroom beforehand, since the lesson is still in progress until this time.

Pupils in the Senior School are dismissed directly from their classrooms by their subject teacher, and they make their own way to these pick-up areas.

Please be prompt in collecting your child. We expect pupils to go directly to whoever is collecting them and leave the campus promptly. Once pupils have been collected, parents are kindly asked to actively supervise their children on the campus. We ask parents to support the College in ensuring that the pupil collection area is not used for play.

Pupils who are not collected on time are escorted to the late room to await collection. If you anticipate that you are going to be late collecting your child, please telephone the College reception, as soon as possible.

Senior School pupils **should not enter the Prep School building and are not permitted to collect Prep School pupils.**

4.11.3 Drop-off

The College gates open at 7.15am. Pupils must be dropped off at College to arrive in time for registration in their class or form room at the very latest by 7.30am. This includes both Prep and Senior School.

Pupils in the Prep School who arrive by bus, are escorted to their classrooms by the bus supervisors.

From Year 3 upwards, pupils may make their own way from the Prep School entrance to their classrooms.

4.11.4 Procedures for Changes to Collection Arrangements

Parents must notify the College personally about collection arrangement changes. This should be in writing, via email or letter, a day in advance. If necessary, a later arrangement, in writing, may be made before 10am on the day affected.

Bus pupils are not allowed to switch buses on any day. Bus pupils may switch from bus to car if the College is notified in advance, as above.

A parent of a car pupil may authorise another parent or carer to pick up their child if the College is notified in advance, as above. Car pupils are not permitted or insured to travel on a College bus.

Section 5: Curriculum

5.1 Introduction

Brighton College is very proud of its reputation for providing pupils with a stimulating and enriching curriculum which challenges the most able and provides the necessary support for everyone to achieve their potential.

Pupils in the Prep School are mainly taught by class teachers but do also benefit from subject specialist teaching. Pupils in Year 6 and above are taught all their lessons by subject specialists.

5.2 Philosophy behind our Curriculum

Our Curriculum is designed with two key concepts firmly in mind. Firstly, our commitment to creating an environment that adheres to the principles of the British Education system, specifically that of Brighton College UK. A holistic education, where the core subjects, such as the Sciences, Mathematics and Languages, are held in equal esteem as the Arts and PE is paramount and underpins all Brighton College Al Ain lessons. Also, the balance of tradition and innovation, alongside providing opportunities for character development, are integral to our curriculum design. Secondly, the Abu Dhabi Economics Vision 2030, as well as the values and expectations outlined in the National Identity Mark, Moral Education and ADEK/MOE requirements, are intertwined around our Brighton College vision and values, providing an important platform and point of reference..

5.3 Timetables

Within the Prep School, many lessons are taught in the mainstream classroom by the pupil's Class Teacher, except for Arabic (for native and non-native speakers), Islamic studies (for Muslim pupils), social studies, music and physical education. Within the Senior Schools, lessons are taught by subject specialists. Individual rooms within the Senior Schools are allocated to each lesson, and at the end of the lesson, pupils usually move to a different classroom.





5.4 Assessment

5.4.1 Prep School Feedback and Assessment

In the Prep School we do not wish to create a *test culture* for our young children. Teachers will use a variety of continuous assessment methods throughout the year to help them understand the progress being made by pupils. Any internal assessments are *low key* and are used to help teachers identify further areas for their development. Teachers will not usually ask your child to revise for a test (except for, perhaps, short spelling/number quizzes).

5.4.2 Early Years Feedback and Assessment

Our youngest children, in the Early Years (FS1 and FS2), are assessed continually in a variety of different ways, but particularly through classroom observation. Teachers' observation notes are used to monitor pupil progress and to help plan subsequent lessons. Feedback for this age range is usually verbal. You may sometimes notice comments written on the back of some of your child's work and you may see phrases, such as *emerging*, *expected* and *exceeding* used to describe how your child's skills are developing. You will also notice these phrases used sometimes in your child's reports, particularly at the end of Foundation Stage 2.

5.4.3 Pre-Prep and Prep Feedback and Assessment

As the Prep School curriculum evolves, children from Year 1 onwards make best progress when they clearly understand what they are learning and what is expected of them. Teachers therefore undertake careful and deliberate *Assessment for Learning* techniques, including the pupils in the learning and assessment process. For example, they share the lesson objectives (LO) and success criteria (SC) with the children. When you walk around the Prep School and look at displays and whiteboards, or when you look at your child's work in their portfolios or exercise books, you will see learning objectives clearly recorded and sometimes the success criteria too.

Children also perform better when they receive specific, personalised feedback, so that they clearly understand the next steps in their learning. Feedback to children in Years 1-5 is still often verbal. In addition, when your child's work is marked, clear feedback is given to the pupils, and they are given time to act on this feedback.

5.5 Subjects

5.5.1 Early Years

There are seven areas of learning and development in Early Years. All areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



5.5.2 Pre-Prep (Years 1 and 2) and Prep (Years 3, 4 & 5)

The UK's National Curriculum provides a rigorous, balanced and creative curriculum for Years 1-5 in the Prep School and is enhanced by a broad, rich Extra-Curricular Activities programme. Home/school partnerships continue to play a critically important role in children's experiences and the contribution of adults in and out of school has a significant impact on their early education.

Learning at this age is focused on the following subject areas:

- English;
- Arabic (for native and non-native speakers);
- Islamic Studies (for Muslim pupils);
- Social Studies;
- Mathematics;
- Science;
- Computing;
- Humanities (History and Geography);
- Personal Social Health and Citizenship Education (PSHCE) & Moral Education;
- Physical Education (PE);
- Art and Design (A&D)/Design and Technology (D&T);
- Music;
- Modern Foreign Language (MFL: French, Spanish): In Upper Prep

In line with the UAE Student Competency Framework, we also ensure pupils gain broader 21st Century learner skills, such as problem-solving, critical thinking and use of initiative.

5.5.3 Senior School (Years 6-13)

The curriculum in the Senior School builds on the solid foundations established in the Prep School. The UK's National Curriculum is taken as a starting point for the design of the curriculum in Years 6-9. In Year 10 pupils begin their (I)GCSE studies which culminate in public examinations at the end of Year 11. There are several compulsory subjects, including English, Mathematics and the Sciences, as well as MOE Arabic, Islamic Studies (for Muslim pupils only) and non-examined PE. Pupils in Years 12-13 usually study a combination of three A-levels of their choice, culminating in public examinations at the end of Year 13. The curriculum within all year groups in the Senior School is enhanced by a bespoke Extra-Curricular Activities programme.

Subjects	Subjects	Subjects
English (English Literature and Language in Year 9 and above)	Business Studies (Year 10 and above)	Positive Education
Mathematics	Arabic (for native and non-native speakers)	Higher and Extended Project Qualifications;
Science (Biology, Physics and Chemistry in Year 9 and above);	Islamic Studies (for Muslim native and non-native speakers of Arabic);	Humanities (Year 6)
Information & Communication Technology	Social Studies (for native and non-native speakers of Arabic)	Spanish
Economics (Sixth Form);	History	French
Psychology (Year 10 and above)	Geography	Art and Design
Physical Education	Drama	Music

5.6 Inclusion Support

The College is committed to ensuring all pupils learn extremely well and be the best that they can be, regardless of language challenges, gaps in academic skills and/or learning difficulties. For some pupils, they may need additional help, or the curriculum may need to be further adapted to suit their needs.

5.6.1 Inclusion Department Learning Support

The Inclusion Department offers learning support to pupils who may require additional assistance in various domains such as academics, social- emotional, and personal development ensuring that every pupil can achieve their full potential. The Inclusion department's ethos is a holistic approach to supporting pupils, therefore they work with pupils, their teachers, parents, external agencies and Individual Assistants where appropriate

5.6.2 Inclusion Department – Language Support (EAL)

The College welcomes pupils from a wide range of backgrounds, some of whom speak English as an additional language. Teachers therefore consider the needs of pupils with English as an Additional Language (EAL) when they plan their lessons.

There is a particular focus at the College in developing literacy across the curriculum. High quality speaking, listening, reading and writing opportunities are integrated within lessons and extra-curricular activities, where appropriate.

5.6.3 Pupils with Higher Learning Potential

Higher Learning Potential (HLP) describes pupils with a learning disposition or ability to develop to a level significantly ahead of their year group:

- 'Able' learners are those functioning at the upper end of the ability range or above that normally associated with their year group, who easily learning new skills, ideas and concepts and able to quickly apply these to new situations with minimal support.
- 'Gifted' learners are those who have abilities in one or more academic subjects, such as maths and English
- "Talented" learners are those who have practical skills in areas, such as sport, music, design or creative and performing arts;

Please refer to the BCAA Inclusion Policy for more detailed information on our Inclusion support and procedures.





5.7 Extra-Curricular Activities: Prep and Senior School CCAs (3-4pm Senior , 3-3.45pm Prep)

Brighton College prides itself on the breadth of education it provides. CCAs (optional after the College day) are one example of this breadth. The College aims for all extra-curricular activities to:

- Be a positive, enriching and enjoyable experience for pupils
- Provide opportunities for pupils to try new activities
- Give pupils opportunities to engage in activities which they are familiar with and wish to develop further
- Make a significant contribution towards the development of each pupil's unique potential, especially in sport, music and the performing arts

Co-Curricular Activities run on a termly cycle, many of which enhance different areas of the curriculum. CCAs are offered to all pupils from Year 1 onwards. CCA information and sign-up opportunities are shared with parents during the first week of every term in the way of an interactive dashboard. This includes opportunities to sign up your children to peripatetic music lessons and weekend sports.

We consider the College day long enough for our very youngest children. Pupils in Early Years (Foundation Stage 1 and 2), therefore, do not participate in regular ECAs. Instead, the Head of Early Years organises a range of less frequent after-school activity sessions throughout the year, where parents and carers are invited to attend.



Section 6: Pupil Wellbeing

5.1 Safeguarding

Your child's safety and well-being are of paramount importance to us. Brighton College Al Ain's safeguarding policies adhere to the very highest of standards and are fully compliant with the Department of Education and Knowledge (ADEK) and with the Independent Schools Inspectorate (ISI) in the UK.

If, at any time, you have a concern with regards to any Brighton College pupil's safety or well-being then please speak with a member of the College Leadership Team immediately.

Our dedicated Safeguarding team consists of the following members of staff:

- Mrs Victoria Shillingford – Whole College Safeguarding Lead
- Vshillingford@brightoncollegealain.ae
- Alex Stagogiannis – Senior School Safeguarding Lead
- Astagogiannis@brightoncollegealain.ae
- Mrs.Tessa Wilde – Pre- Prep School Safeguarding Lead
- Twilde@brightoncollegealain.ae
- Mr. Matt Brant –Prep School Safeguarding Lead
- MBrant@brightoncollegealain.ae
- Mr.Edward Hawkins – Pre-Prep and Prep Safeguarding Lead
- Ehawkins@brightoncollegealain.ae

6.2 Registration

Registration takes place at 7.30am in the Prep and Senior Schools and is an important pastoral time in the College day, where class teachers and House Tutors help pupils prepare for the day ahead. Pupils are also given important details about upcoming events in the school during this time. Parents are, therefore, reminded to ensure their child arrives at the College, with sufficient time to arrive at their class/tutor rooms, by the beginning of registration at 7.30am.

There is a soft start to the Early Years (FS1 and FS2) day, where there is an extended drop-off period, from 7.30- 7.50am, at the beginning of each new academic year. Parents and carers are welcome to stay in the classrooms and settle their children during this period and talk briefly with Early Years staff about matters regarding their child. To facilitate this process, the children in the class will be engaged in child-directed play during this time.

Within the Prep and Senior Schools, registration is a key part of the morning. Within the Prep School we have





6.3 House System



At the heart of our pastoral care is the House System - small communities within the larger College community, and places where each child can build friendships with pupils of all ages. The pupils are organised into four Houses: Chichester, Fenwick, Hampden and Ryle. Each House has its own base, identity and ethos, but with a common framework for the pastoral support of the pupils.

In the Senior School pupils are grouped in their Houses for their morning registration and tutor time. The group is a vertical tutor group, which will contain pupils from years 6 – 11 within the same House.

In the Sixth Form pupils are grouped within their year groups to enable a bespoke careers and university preparation pastoral programme to be delivered. There are also weekly opportunities to join with their Houses and lead House initiatives.

In the Prep School pupils are allocated to a House, however, their registration and tutor time will be with their year group class and not with all of their House peers.

Each House is also allocated a UAE and College initiative to promote throughout the year:

Chichester - Community
Hampden - Sustainability

Fenwick - Innovation and Entrepreneurship
Ryle - Wellbeing

The four Houses are led by Housemasters or Housemistresses who organise a wide range of community, social and competitive events throughout the year, as well as a variety of trips and House fundraising opportunities.



6.4 Role of the Class teacher/ House Tutor

6.4.1 Prep School

All children in the Prep School are assigned a class, a classroom and a class teacher at the beginning of each academic year. Your child's class teacher will register the class every morning and will teach the class for most subjects. The class teacher, therefore, has overall responsibility for, and oversight of, your child's academic progress and pastoral welfare.

If you have a question or a concern regarding your child's safety, welfare, learning or progress, then you should contact your child's class teacher, who is usually your first point of contact with the College. You are more than welcome to email them, and they will endeavour to send you a response as soon as possible.

6.4.2 Senior School

Each House in the Senior School is led by a House Master or House Mistress who oversees a team of House Tutors in their work with each of the tutor groups. The relationship between the House Tutor and tutees is the most important pastoral relationship within the Senior School. The House Tutor is the first point of contact for the pupil: any concerns that the pupil has – or that the pupil's teachers have – are, in the first instance, addressed through the House Tutor, although it is greatly appreciated if the House Master or House Mistress remains informed of communications.

6.5 Pupil Council

Our Prep and Senior Schools pride themselves on the power of our pupil voice, and particularly the work of our Pupil Councils.

At the start of each academic year, our leadership roles are shared with the pupils, and they are encouraged to apply for either House Captain or Vice Captains for their Houses. Following an application and selection process, we nominate our council for the year.

Throughout the year our council representatives work hard on initiatives that are important to the pupil community and work to strengthen pupil voice. Recent examples include the introduction of school trousers for girls, organising fundraising events for Red Crescent, supporting younger pupils in transition and developing healthy eating initiatives.





6.6 Celebrating Achievement

There are numerous opportunities at Brighton College to celebrate and showcase individual and collective achievement, including but not limited to:

- The presentation of awards and other accolades in assemblies
- The celebration of achievement in House time
- The showcasing of pupil work in displays/on noticeboards
- Celebration of achievement evenings
- The awarding of badges via house point and pelican points
- The showcasing of pupil work and achievement in College bulletins, newsletters and on the internet

6.6.1 Assemblies

There are weekly assemblies in both the Prep and Senior Schools which ordinarily take place in the College Theatre. These are often class/House-led events. Assemblies usually reflect personal, social, spiritual, health and citizenship themes, although there is no specific religious worship. In addition, there are assemblies led by the Senior Leadership Teams. Parents may be invited to attend some assemblies that may include prize giving and, when this is the case, will be notified by the class teacher/tutor in advance.

6.7 Nurse and First Aid

The main College Clinic is located adjacent to the reception area of the Prep School. There is a second satellite clinic in the Senior Boys' School Building. The College employs three full time nurses who are fully trained and registered with Department of Health (DOH). The clinics are fully equipped school clinics licenced by DOH. All pupils have free access to the Clinic and nurses during normal school hours.

The procedure with regards to dealing with a pupil visit to the clinic is well documented and ensures that a written record is kept of attendance and any medical notes are filed.

If your son or daughter has visited the clinic during the day you will be contacted via telephone for more serious cases or by a note home (and email) for minor cases. If the College nurse decides your son or daughter is too ill to remain at school, you will be contacted and asked to pick up your child as soon as is possible. Please note that we only have limited space in our clinics, and we therefore cannot accommodate children for a prolonged period who require a bed due to their illness.

Please note that the College cannot provide wheelchairs for regular or ongoing use. If a pupil requires the use of a wheelchair, this must be supported by formal medical documentation from a qualified healthcare professional, and the wheelchair must be provided from home.

In such cases, we are also required to complete a Personal Emergency Evacuation Plan (PEEP), which must be signed off by our Health and Safety Officer. This ensures that all necessary safety arrangements are in place, particularly in the event of an emergency.

Additionally, the College must carefully manage who is responsible for pushing the wheelchair during the day. It is not appropriate for pupils to push other pupils in wheelchairs, and we will work with families to agree on a suitable and safe arrangement.

Please be aware that the College has a limited number of wheelchairs located in each nurse's station. These are strictly for emergency use only and are intended for the immediate transport of a pupil or staff member in need. They are not available for regular or planned use.

Under no circumstance should your child take it upon themselves to contact you directly and without authority from the College nurse.

6.8 Trips

6.8.1 Non-residential/Day trips

As part of the broad curriculum that Brighton offers, your child will have the opportunity throughout the year to attend a variety of trips. Examples of day trips might include:

- a cultural visit to Al Ain Museum;
- an art trip to The Grand Mosque in Abu Dhabi;
- a Maths trip to Ferrari World;
- a Biology trip to the Mangroves in Abu Dhabi;
- a theatre trip to Dubai or Abu Dhabi;
- a geography and science trip to Al Ain Zoo.

We will always notify parents in advance in writing of any trip and parents will have to complete and return a form to the organising member of staff to confirm their child's attendance. Any cost, special clothing or other relevant information will always be included in the original notification. If a parent does not wish their child to take part in the trip, then we will still expect the child to attend school. Please note that all trips are subject to ADEK approval and will have a qualified First Aider accompany the trip.

Due to the cost of most trips normally depending on the number of pupils attending (to cover costs of buses etc), trip payments are non-refundable in the event of non-attendance.

6.8.2 Residential trips in the UAE or abroad

The College also offers pupils the opportunity to take part in a variety of residential trips and trips abroad. We encourage pupils to take advantage of these trips that aim to stimulate and broaden pupil experiences. Trips that we have offered in the past have included volunteering in Nepal, a ski trip to Azerbaijan and a RAK adventure residential.

As a starting point for all trips abroad or residential, a letter will be sent to parents in advance to express initial interest. Unfortunately, if there is not sufficient interest then the trip will not run.



6.9 Rewards and Behaviour

Brighton College has very high expectations of pupil behaviour. The objectives of the College Behaviour for Learning Policy and Code of Conduct are to:

- promote positive pupil well-being and happiness;
- ensure optimum learning conditions within all classrooms;
- provide a clear and transparent set of procedures that are easily understood by all members of the College community;
- place an emphasis on positive behaviour and relationships between teachers and pupils;
- encourage the use of clear, firm, polite and positive statements that communicate to pupils how they are expected to behave;
- ensure a fair and consistent application of rewards and sanctions;
- instil in pupils the importance of accepting the responsibility for their own behaviour.

As a minimum, the College follows the guidelines published by ADEK with regards to levels of misconduct, appropriate disciplinary actions and the processes to ensure pupils are fully supported throughout any concerns.

For more detailed information on our procedures, please refer to the BCAA Behaviour Policy and Code of Conduct.

6.9.1 Encouraging positive behaviour

The College implements strategies and frameworks that educate all pupils and staff on positive behaviour such as social-emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention.

We aim to emphasise a positive behaviour model to promote, recognise, reward and reinforce positive behaviour.

Rewards

Rewards are given in line with the College Behaviour for Learning Policy. On-going rewards include but are not limited to:

- Stickers
- House points
- Badges
- Certificates
- Notes and emails home,
- Star of the week
- Golden Book award
- Trips
- Non-uniform days





BRIGHTON COLLEGE AL AIN

CODE OF CONDUCT



Be kind

Show care and respect for everyone in our school community.

- Comply with all school rules.
- Behave safely and act respectfully and responsibly by intervening or reporting acts of unkindness when appropriate.
- Celebrate diversity and refrain from discrimination based on ethnic origin, nationality, culture, language, religion, gender or ability/disability.

Be helpful

Represent the College positively in all situations.

- Act as a school ambassador on public occasions.
- Speak to everyone politely, eg. say "please" and "thank you" and behave courteously to everyone in our school community.
- Queue in an orderly manner, respecting others' positions in line.
- Respect personal space and boundaries.

Be polite

Engage positively with learning and support others.

- Complete all assignments with honesty and effort.
- Participate in class and extra-curricular activities.
- Foster teamwork and have an open attitude toward fellow pupils, especially those that may feel marginalised/isolated.
- Be inclusive with our language and include everyone in conversations.

Try our best

Demonstrate a positive mindset in every situation.

- Attend school and classes on time.
- Complete all class and homework with excellent work ethic, effort, honesty and willingness to learn.
- Contribute to a respectful and conducive learning environment.
- Show humility and integrity in all activities by being gracious when you win or lose.
- Support and mentor younger students.
- Think carefully about the impact of your words and actions on all members of our school community before you use them.
- Be vigilant in mentoring and caring for younger pupils where appropriate.

Take care of our school

Act responsibly and promote the College values as well as those of the UAE.

- Encourage environmental awareness and sustainability.
- Dress appropriately, following the College's school dress code.
- Respect UAE national identity as well as the College's cultural values and those of the UAE (aligned with ADEK Cultural Consideration Policy).
- Care for school property and others' belongings.
- Follow good hygiene practices, eg. Wash hands, cover mouth when sneezing/coughing.
- Promote environmental awareness and sustainability (aligned with ADEK Sustainability Policy).

6.11 Induction

New pupils are provided with a welcoming, yet robust induction procedure.

6.11.1 Pupil Induction

On a pupil's first day, they are greeted by a member of the Prep School Leadership Team/Senior School House Master or Mistress who accompanies them to their classroom (Prep School) or tutor room (Senior School). The class teacher or House Tutor then nominates a responsible class buddy from that pupil's year group. The role of the class buddy is to support and mentor the new pupil throughout the first few weeks of the term. The class teacher or House Tutor takes an active interest in how the new pupil has settled in they are available to speak to the new pupil at various points throughout the day and contact the pupil's parents to reassure, support and feedback to them.

6.12 Transportation

DOT approved our operated by trained drivers and female attendants. Each seat is equipped with appropriate seatbelts, and the buses are fitted with CCTV cameras and GPS tracking systems to ensure the safety and monitoring of pupils' journeys to and from college.

Bus routes are designed to offer a door-to-door service, aiming to pick up and drop off pupils as to their homes.

Allocation of bus places is on a first-come, first-served basis, considering home location and seat availability. Reservations require completion of the Bus Service Request Form, attached for convenience.



6.13 Nutrition

We place a lot of importance in our pupils eating regularly and having a balanced healthy diet. All food served in the dining rooms is cooked on site by our College caterers. They try to source as much of their food as is possible from organic providers. All food served at the College is produced fresh daily on site in our fully equipped HAAD approved kitchens.

When eating in the dining rooms pupils are expected to clear away their own trays and plates and leave their table and chair in an orderly fashion. We encourage our pupils to show good table manners and courtesy and enjoy the social aspects of dining together. Some of our College staff also take their lunch in the dining rooms. Staff to supervise the pupils at lunchtime and help support a positive and collegiate ambience. For more information see the College Healthy Eating Policy

Section 7: Policies and Parent Agreement

7.1 College Policies

The College ensures that we have rigorous and detailed policies that align with both ADEK and UAE compliance, as well as our College Values. Many of our policies are available on our College website. If there is a policy you would like access to, please either call the main reception, or email Victoria Shillingford on vshillingford@brightoncollegealain.ae. All policies are reviewed on an annual basis.

7.2 Parental Agreement

As per ADEK guidance, it is now mandatory for parents to sign a parent-College agreement prior to their child's enrolment in the College and annually upon re-enrolment. This will be in the way of a Microsoft Form that will include all of the relevant detail and the requirement for the parents electronically accept.

1. The agreement will outline the obligations of each party and require parents to accept the full set of school policies.
2. The agreement will include a code of conduct for parents when interacting with the school community, and an acknowledgment of the Pupil Code of Conduct that parents are expected to ensure their children adhere to.

Failure to acknowledge and sign the agreement may lead to a delay in the enrolment / re-enrolment of your child/children

[LINK TO FORM](#)





Table 1: Useful Contacts

Whole College

<u>Name</u>	<u>Position</u>	<u>Email</u>
Oliver Bromley-Hall	Head Master	obromleyhall@brightoncollegealain.ae
Victoria Shillingford	Deputy Head (Whole College) and Acting Head of Senior School	vshillingford@brightoncollegealain.ae

Karen Roberts	Director of Inclusion (Whole College)	kroberts@brightoncollegealain.ae
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Senior School

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Linda Stagogiannis	House Master Ryle Boys & TLA	lstagogiannis@brightoncollegealain.ae
Lisa Bromley-Hall	House Mistress Chichester Girls & Teacher of English	lbromleyhall@brightoncollegealain.ae
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Shuaib Ahmed	House Master Hampden Girls & Teacher of Science	Sahmed@brightoncollegealain.ae
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Confidence - Curiosity - Kindness

