



Rewards and Behaviour Policy

June 2025

1. Policy Statement

The College has a responsibility to ensure that we are positive and safe places to learn. By setting clear expectations for pupil behaviour and actively addressing behaviours of concern, the College can foster secure, respectful, welcoming, and enriching environments. In setting standards for individual and collective behaviour and promoting the cultural values of the UAE. The College aims for our pupils to become positive citizens within the wider community. This policy sets out the basic requirements for Brighton College Al Ain in defining and implementing a Pupil Code of Conduct, and in establishing systems to promote positive behaviour.

In setting the highest standards for individual and collective behaviour, whilst also promoting the cultural values of the UAE, and fundamental British Values, we teach our pupils to become positive global citizens within the wider community.

2. Aims and purpose

- Set out measures to proactively encourage positive pupil behaviours and to prevent and address behaviours of concern.
- Our Code of Conduct is established through our values systems. (Appendix 5)
- Instigate bullying prevention through a targeted school-level anti-bullying policy.
- Support pupils who are finding it challenging to meet behavioural expectations through appropriate tiered intervention.
- Outline requirements for dealing with pupil misconduct through a staged approach.



3. Definitions

Absence	The state of not being physically present in class/at school.
Absence rate	The proportion of absences to school days as per the approved school calendar. If the student was admitted mid-year, the absence rate is calculated from their joining date.
Additional Learning Needs	<p>Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.</p>
ADEK Wellbeing Policies	<p>The group of ADEK policies that relate to student and/or staff wellbeing includes the following policies:</p> <ul style="list-style-type: none"> • ADEK School Digital Policy • ADEK School Educational Risk Policy • ADEK School Extracurricular Activities and Events Policy • ADEK School Health and Safety Policy • ADEK School Healthy Eating and Food Safety Policy • ADEK School In-School Specialist Services Policy • ADEK School Inclusion Policy • ADEK School Physical Education and School Sports Policy • ADEK School Safeguarding Policy • ADEK School Staff Wellbeing Policy • ADEK School Student Behavior Policy • ADEK School Student Mental Health Policy • ADEK School Student Protection Policy • ADEK School Sustainability Policy • ADEK School Wellbeing Policy
Behaviors of Concern	A significant change in behavior (observed in relation to academic performance, interests, social activities, or ability to perform familiar tasks) with the potential to negatively affect an individual's wellbeing or that of others. This also includes “any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical

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	safety, and/or engagement in pro-social interaction with peers and adults” (Smith & Fox, 2003) and includes risky or illegal habits.
Bullying	Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (cyberbullying). The <i>National Bullying Policy for the Prevention of Bullying in Educational Institutions</i> (MoE, n.d.) provides a complete framework for bullying and cyberbullying.
Code of Conduct	A school’s principles, standards, and expectations for student behavior at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behavior and what constitutes misconduct.
Documented Learning Plan (DLP)	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Extracurricular Activities	Organized activities that students can participate in that are external to the school. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature.
Misconduct	Conduct that is not in line with behavioral expectations or the school’s Student Code of Conduct.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.
Parent	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Law No. 3 of 2016 Concerning Child Rights (Wadeema).
Positive Behavior	The expected standards of student behavior as set out in the school’s Student Code of Conduct. Such behavior is conducive to

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	the learning, wellbeing, and safety of the student and others in the school community.
Positive Handling	An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer.
Student Behavior	A student’s responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward other students, staff, or members of the wider school community.

3. The policy

- 3.1 The College has developed and implemented a Pupil Behaviour Policy, in line with the ADEK wellbeing policies and the National Policy for the Prevention of Bullying. The policy includes the following:
- a. An overarching positive behaviour model.
 - b. The school’s Pupil Code of Conduct.
 - c. Misconduct Policy and Procedures.
 - d. A policy on the prevention of bullying
 - e. How the College provides support and interventions for pupils.
- 3.2 Annual Review: The College will review their Pupil Behaviour Policy and the effectiveness of its implementation annually based on a review of pupil’s behavioural incidents.
- 3.3 Communication: The College takes active measures to ensure that the policy is clear and understood throughout the College community. The College shares the policy with parents (e.g., on the College website) and ensures they acknowledge the policy when signing the parent-school agreement.

4. The Positive Behaviour Model

- 4.1 The College implements a Positive Behaviour Model to promote, recognise, reward, and reinforce positive behaviour that consists of the following:
1. The College’s underlying approach and principles is creating a culture of promoting high standards of behaviour in alignment with the values of the school, including:
 - a **UAE National Identity and Culture:** Respect for religion, local culture and values, and traditions in line with the ADEK School Values and Ethics Policy and the ADEK School Cultural Consideration Policy.
 - b. **Positive College Environment:** A College environment that is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, gender, etc.

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4.2 Restorative Justice

Restorative justice at Brighton College Al Ain focuses on fostering a supportive and inclusive community where conflicts and wrongdoing are approached through dialogue, empathy, and accountability. It emphasises repairing harm and restoring relationships rather than just punishing offenders. In practice, this approach encourages pupils to take responsibility for their actions, understand the impact on others, and work together to find solutions that promote understanding and learning. It aims to create a safe and respectful environment where all members feel heard and valued, promoting personal growth and positive social interactions among pupils.

4.3 Restorative sanctions

All staff are accountable for dealing with incidents of poor behaviour or unkindness. The staff member identifying the issue or concern needs to respond to it. The response needs to be swift, proportionate, visible and clear, using a shared and consistent language. The response needs to be restorative, rather than simply punitive, in order for the relationship to be maintained between the staff member and child, ensure that the loop is closed by reporting back to those harmed by the behaviour what actions were taken to look after them and address the issue. Then inform those who need to be made aware, including the parents of both sides. This may be through an incident report depending on the severity of the behaviour.

Sanctions are applied incrementally, based on the extent to which the rules have not been followed. Whenever practicable, the pupil should follow restorative justice:

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

At no time should a child be belittled or treated with disrespect, even if they have made a significant mistake. There must be no physical contact. No child should be sent out of the classroom unsupervised.

As outlined by ADEK, **Appendix 1** outlines the offences of the 4 levels of misconduct, the internal escalation process and possible acceptable disciplinary actions.

4.4 College wide strategies and frameworks

The College aims to educate all pupils on positive behaviour such as social-emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention. Through our bespoke PSHE curriculum, anti-bullying action plan, tutor time, assemblies and workshops, pupils are continually educated on positive behaviours.

4.5 Staff training

All staff undergo annual training during the Inset week that goes through the College behaviour policy and the College expectations. During the academic year, our CPD programme includes training on Warm/Strict management of pupil behaviour, as well as restorative justice and safeguarding pupils.

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4.6 Role of the parent

As outlined in the ADEK Parental Agreement. The role of parents in relation to the school behaviour policy is significant and involves several responsibilities. Here are the key points regarding parental involvement

1. Support Positive Behaviour: Parents are encouraged to support the school's efforts in promoting positive behaviour among pupils, reinforcing the values and expectations communicated by the school
2. Engagements in Policy Communication: Schools must communicate the behaviour policy clearly to parents, ensuring they understand the expectations, rules, and consequences involved.
3. Involvements in Disciplinary Process: In cases of pupil misconduct, parents play a role in the disciplinary process, which may involve discussions with school staff to understand the situation and cooperate in addressing behavioural issues
4. Participation Reviews: Parents may be invited to provide feedback during annual reviews of the behaviour policy, contributing to the ongoing development and effectiveness of the school's approach to behaviour management.

4.7 Pupils at risk

The College will monitor the behaviour of pupils and any pupils who are at educational risk due to their behaviour. The College will provide appropriate interventions in order to support the pupil. This can include conducting a needs analysis and referrals to external specialists via parents.

4.8 Inclusion

The College ensures that, where disciplinary procedures are being exercised in relation to pupils with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.

- a) The College ensures that any underlying special educational needs affecting behavioural regulation are considered in determining appropriate disciplinary action.
- b) The College will develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where pupils with additional learning needs cannot regulate their behaviour in a similar manner to their peers due to an underlying need. c. Schools shall provide sufficient guidance to pupils to ensure continued learning during supervised detention and/or suspension periods.

4.9 Re-enrolment

As there is an obligation to re-enrol all pupils as per the ADEK School Pupil Administrative Affairs Policy, where the College fails to re-enrol a pupil who has faced disciplinary action in the previous year, this is classified as expulsion. The College will seek approval from ADEK.

- a) The College shall not deny admission on the grounds of a pupil's behavioural history.
- b) The College will support pupils in exercising their right to seek advice and support during suspension or supervised detention.
- c) The College is not permitted to use misconduct by parents as grounds for disciplinary action against a pupil.

4.10 Behavioural Management Committee

The Head Master, a member of the teaching team, a member of the Pastoral team and the child protection lead will review and discuss pupil behavioural concerns and provide disciplinary consequences that are appropriate to the child's age, ability and the severity of the misconduct as per the levels identified above. Committee members convene at different times and issue decisions and resolutions in accordance with the urgency of the situation.

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If there are occasions where a staff child is involved in any behavioural incidents, the parent member of staff will not be involved in any of the investigation / decisions relating to the incident. Their role will be only as a parent.

4.11 Behaviour processes

Usually, sanctions will start at Level 1, then move to Level 2 and, if the undesirable behaviour persists, move to Level 3. In extreme cases of undesirable behaviour (for instance, aggression towards another pupil causing injury), then this process would be accelerated to Level 4.

If there is an extreme behaviour incident, the member of staff witnessing the behaviour needs to complete an incident report form on iSAMs, as soon as possible. The Head of Year/ HoD/ HMMs will gain any pupil or staff witness reports to further support context and outline details. They will follow the stages of managing behaviour, including policies and documents, as a guidance, taking into consideration proportionality. Action points from Stage 4 are varied, according to each individual case. A significant act of undesirable behaviour will be discussed and decided upon at the discretion of the behaviour committee.

a. Repeated undesirable behaviour

It is most likely that children who are repeatedly breaking the rules are being adversely affected by identifiable factors (e.g., home life, additional learning needs). In this situation, the relevant teacher(s) should be in regular contact with parents, to update them on the child's behaviour and explain applied sanctions. For Stages 1 and 2, as soon as a repeated pattern of undesirable behaviour is identified, the child's name should be added to the individual support plan document. The child's name may also be added to the SEMH profile which records time frames, behaviour, sanctions and who was informed. The teacher needs to identify the category for concern linked to factors in the child's life.

b. Temporary Suspension

Temporary suspension shall be considered according to the ADEK framework and in circumstances where it is necessary to provide respite from behaviour that is seriously disruptive to the normal life of the College, where the behaviour poses a threat to the safety and welfare of other members of the College, and where all other attempts to correct the disruptive behaviour have been unsuccessful. Any temporary suspension will be discussed and decided by the Behavioural Management Committee and Head Master.

c. Appeals

Appeals Procedure: The College has an appeals procedure, based on the Behavioural Management Committee's decisions, which includes the following:

1. Timelines for the appeal:
 - a. To appeal the College's decision to suspend their child, parents have 1 working day.
 - b. To appeal the College's decision to expel their child, parents have 10 working days.
2. Modes of appeal (e.g., via email, telephone, or face-to-face meeting).
3. Appeals Committee: The College has an Appeals Committee consisting of different members from the Behaviour Management Committee and which does not involve the Principal, Vice Principal, or any staff who may have a conflict of interest.
4. Decision of the appeal: Where an appeal has been made and following a review by the persons concerned (e.g., teacher, social worker, and/or counsellor), the school shall issue a final decision

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(accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases and share the decision with the parent.

5. If the College does not respond to the appeal within 3 working days or the parent rejects the College's final decision, the parent shall be entitled to log a complaint to ADEK within 5 working days.
6. ADEK reserves the right to investigate any complaint in conjunction with suspension and expulsion following the school's final decision, but not prior to it, unless the College has not issued its final decision within the timeframe stipulated.

d. Positive Handling

The College is authorised in certain circumstances, in order to maintain good order, to physically intervene to prevent pupils from harming themselves or others and allow staff to use reasonable force.

1. When choosing to restrain a pupil, all other options shall initially be considered, and positive handling shall be the last resort in managing situations. The College is authorised to use positive handling to protect pupils, in circumstances such as to prevent pupils from:
 - i. Leaving the classroom or school premises, where allowing the pupil to leave would risk their safety and/or that of others.
 - ii. Injuring themselves and/or others.
 - iii. Damaging property.
2. Any response to extreme behaviour should be reasonable and proportionate, and conducted with minimal usage of physical force and staff shall consider the risks and carefully consider any vulnerabilities of the pupil (e.g., vision and hearing impairment, mobility restrictions, mental health needs, medical conditions). Such conduct shall only be in accordance with the following:
 - i. The pupil should be in immediate danger of harming themselves and/or others.
 - ii. The member of staff should have good grounds for believing this.
 - iii. Only the minimum force necessary to prevent injury or damage should be applied.

Every effort should be made to secure the presence of other staff before positively handling a pupil, for the purpose of securing assistance or witnesses. Once the situation is deemed to be no longer dangerous, the pupil should be allowed to regain self-control.

e. Searching, Screening and Confiscation

Where staff and/or pupils are at immediate risk, principals and staff delegated by the principal are authorized to search, screen, and/or confiscate a pupil's possessions if they have reasonable grounds or cause to suspect that the pupil may be in possession of an illicit item. The College is authorised to use metal detectors and mobile phone jammers, if required.



f. Tracking and Monitoring: Using Go4Schools

It will be the collective responsibility of the class teacher, HOY, Heads of House, HMMs and Deputy Heads of Pastoral to track and monitor the various points given to members of each class. The DHT Pastoral will have bi-weekly meetings with the HOYs/HMMs to review the following:

- Pelican Points/ House Point totals
- Attendance and Punctuality data for the year, by pupil and class
- Behaviour Marks/Pastoral Notes/ parental contact and Report Cards issued on Go4Schools, by pupil year group

HOYs/HMMs/ HODs will feedback to teachers in their year groups about agreed actions and interventions for each pupil discussed. There is no preferred method of data storage; however, excel is useful due to the number of functions it can perform.

The Pastoral Team, along with members of SLT form part of the College Behaviour Committee, where bi-weekly meetings are held to discuss the behaviour and rewards of pupils. These are during line manager meetings and through the Safeguarding and Pastoral meetings. As part of HOY/HMM/ HOD line management meetings with SLT, they will be expected to discuss the data in detail, describing how they are managing individual cases in the year group. It is the HOY/HMM/HOD responsibility to fully engage with the teaching team in this process to distribute pastoral leadership, thus providing the absolute best care and experience for our pupils.

g. Data and reporting

College keeps a record of any pupil misconduct and actions taken by the school including root cause analyses, meetings with concerned stakeholders, intervention measures, observations of pupil behavioural progress, disciplinary procedures, communications (e.g., written warnings, appeals), etc.

1. Level 1 misconduct shall be recorded only at the class level by the teacher (unless systems are impacted, such as lateness). The misconduct may be added to the pupil's file or performance report where it is repeated, or where escalation is required.
2. Level 2, 3, and 4 misconduct shall be recorded at the College level by the administration. All level 2 (on/offsite suspensions and expulsions), 3, and 4 misconduct shall be reported to ADEK.
3. The College, ADEK, and any social care support providers (e.g., social workers, and counsellors) shall treat all information about pupils' behaviour as strictly confidential

h. Attendance and Punctuality

At Brighton College Al Ain, and in alignment with ADEK, maintaining high school attendance and punctuality is crucial. Poor attendance and punctuality are a cause for concern and potentially may indicate that a child could be at are classified as level 1 or 2 offences, educational risk. Pupils with consistently low attendance or punctuality issues will be placed on a Pupil Performance Plan, which includes follow up with parents and serious consequences aimed at improving attendance and punctuality. For more details please see the BCAA Attendance and Punctuality Policy.

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i. Mental Health and Wellbeing

As set out in the ADEK and Pupil Mental Health Policy, wellbeing is fundamental to pupil progression and success. At BCAA we nurture and sustain the mental wellbeing of the pupil community and identify and support pupils at risk of poor mental health.

j. Anti-Bullying

The College aims to produce a safe and secure environment where all pupils can learn without anxiety, by making all of those connected with the school aware of our opposition to bullying and by having consistent and robust approaches to behavioural management, specifically bullying. A focus on recognising positive behaviours and role-modelling is employed by staff, however, if bullying has been identified, then an incident report must be completed. An investigation will be conducted, and all incidents will be recorded on the anti-bullying log.

k. Expulsion

The College will seek ADEK's approval to expel a pupil. In making an application to ADEK, the College will provide evidence that their internal procedures have been adhered to, and these procedures are no stricter than those set out in this policy.

At the end of each academic year, schools shall share a list of pupils at risk of expulsion with ADEK, along with the history of misconduct and all intervention strategies used to deal with the misconduct

5. Prep School

We aim to create a culture of kindness within the school by teaching our College and Pelican Values. Through collegiate collaboration, all staff are responsible for positive and supportive behaviour management which teaches young children how to recognise and respond to their emotions, self-regulate and support social skills, problem solving and critical thinking. Teachers ensure engaging personalised and adapted learning, plan the whole day (transitions, trigger points, preparation and modification.) and instil behaviour management systems and a nurturing, language rich environment. All staff will consistently establish high expectations, rules, routines and systems, and share them in partnership with parents.

The developmental age of each child is carefully considered as they grow, make connections, develop executive functions and build a growth mind-set. We provide teachable moments that become stepping stones that help them socially and emotionally navigate their school pathway.

Having a shared language for promoting positive behaviour in children is crucial at BCAA, as it allows for clear and consistent communication between adults and children, creating structure and predictability to reduce challenging behaviour. Part of that shared language is emotional regulation, naming emotions so the children can understand their feelings and respond to the feelings of others in a positive way. So, if they start to feel that way, they can ask for help through the Zones of Regulation. It helps children respond to challenges and adversity in a more effective and constructive manner, build resilience and adaptability, and develop healthier relationships with others.

Following the Behaviour Flowchart, Heads of Year lead teachers in the effective management of wider pastoral matters in the Prep School. They celebrate and support behaviour issues, support teachers in identifying patterns in behaviour and providing additional support. Undesirable behaviour is responded to immediately, restorative discussions held, and sanctions provided, with the involvement of parents. Prep School Behaviour Protocols are followed to solve issues and rebuild positive behaviours. Heads of Year help to support the training and empowerment of their teams to consistently reinforce **'The Brighton**

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Basics’ of Respect, Responsibility, Preparedness, Safety and Consistency. This may include proportionality, how to fully investigate through the restorative process, and have difficult conversations with parents or staff.

The Assistant Head of Pastoral and Deputy Heads of Pre-Prep and Prep provides overarching leadership, guidance and structure of the operational behaviour management in the Prep School, supported by the Head of Prep School.

5.1 Positive rewards

Pupils are encouraged to take responsibility for their behaviour and not be motivated by physical rewards but intrinsically, because it is the right thing to do. Teachers should choose to use a collective reward as a motivational tool for the whole class to achieve a class goal.

There are multiple ways of providing positive rewards:

- Verbal praise, positive noticing, positive feedback and encouragement
- Kindness Ambassador
- Positive recognition in assemblies and rewards systems (Pelican, House, in-class)
- Brighton Excellence Award for curiosity, confidence and kindness
- Parent communication - through the pelican pages, notes, email or class dojo, phone call or face to face
- Top Table, Star of the Week, silent cheer, secret pupil, class table points resulting in additional play time

5.2 Pelican Pathway

The Pelican Pathway is our rewards system and Code of Conduct from FS1 to Year 5 and inspires and encourages pupils to reach their full potential, wherever their strengths lie. It celebrates pupils who uphold our college and pelican values by rewarding them across each of the three pillars of Progress, Participation and Partnership. Pelican points are encouraged to foster rounded, confident children and are awarded regularly across the College for achieving the pelican values under the three pillars.

- **PROGRESS:** Reward for positive learning within the classroom resulting in strong academic progress.
- **PARTICIPATION:** Reward for ECA contribution encompassing sporting achievement and performance in the arts.
- **PARTNERSHIP:** Reward for working in partnership with peers, staff and our wider community, recognising all aspects of pastoral contribution.

A pelican point is added to the child’s pelican pages sticker chart for one of the following pelican values: **P**erseverance, **E**nthusiasm, **L**eadership, **I**mprovement, **C**reativity, **A**chievement and **N**urture.

Bronze award	30 pelican points	Pelican pin	180 points
Silver award	70 points	Pelican plaque	250 points
Gold award	120 points		

5.3 The House System and Pelican Points

The House System at Brighton College Al Ain Prep School is a core element of the College’s pastoral and co-curricular provision, promoting participation, teamwork, leadership, and a sense of belonging across all year groups. Through regular competitions, assemblies, and shared events, pupils are encouraged to contribute positively to their House, to live the Brighton Basics values of Respect, Responsibility, Safety, Preparedness, and Consistency, and to develop pride in collective achievement. The system directly

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supports ADEK Theme 2 (Student Personal and Social Development) by fostering cooperation, self-esteem, and responsibility within a supportive community. Each year group includes staff representation from every House, with FS1 and FS2 integrated under the guidance of the Head of Early Years. Heads of House coordinate events, support staff organisers, and track point totals, while the Head of Prep (Pastoral and Houses) oversees consistency and implementation. One House competition is held per half term)

5.4 Behaviour Marks

Behaviour Mark - A Behaviour Mark at Brighton College Al Ain is a constructive record of a pupil's behaviour that falls short of the Brighton Basics. It provides a framework for restorative reflection, consistency in expectations, and early partnership with parents where patterns emerge. Behaviour Marks form part of a positive, developmental approach to behaviour management that emphasises reflection, learning and community values rather than punishment.

5.5 Case Conferences

A Case Conference for Pupil Behaviour at Brighton College Al Ain is a restorative and collaborative process that ensures all adults supporting a pupil share evidence, agree consistent strategies, and communicate unified expectations to both the pupil and their parents.

The Case Conference process is designed to be developmentally appropriate, with slightly different procedures for Pre-Prep (FS1–Year 2) and Upper Prep (Years 3–5).

In Pre-Prep, the process focuses on early intervention, nurturing self-regulation, and building positive routines through close home–school partnership before a Report Card is introduced.

In Upper Prep, the process becomes more data-driven and reflective, emphasising pupil ownership, consistent staff practice across subjects, and accountability through the Behaviour Report Card or Inclusion Register where necessary.

In all cases, the aim is to ensure that staff, pupils and parents work together to uphold the Brighton Basics - Responsibility, Safety, Respect, Preparedness, and Consistency, and to live out the College values of Participation, Partnership and Progress through shared understanding, fairness and restorative practice.

5.6 Behaviour systems adhered to (and displayed)

- Whole class contract, agreed criteria, signed by all and displayed.
- Pelican Pathway – reward system, pelican stickers and stamps, linked to values
- Children's behaviour flowchart - outlines the steps needed to be taken to ensure consistency and continuity of progression for behaviour across the Prep School.
- Incident reports
- Pastoral Support Plan
- Target Cards
- Bullying log/ racism log

5.7 Target Cards

A Behaviour Report Card at Brighton College Al Ain is a restorative and developmental tool, not a punitive measure. While the principles remain consistent across the College, there are slightly different processes for Pre-Prep (FS1–Year 2) and Upper Prep (Years 3–5):

In Pre-Prep, the Report Card is introduced after early parental partnership meetings and focuses on simple, visual targets (e.g. following instructions, safe hands, kind words) to help children build routines and self-control through encouragement and repetition.

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In Upper Prep, the Report Card includes specific, subject-linked targets drawn from Brighton Basics behaviours, with greater emphasis on self-reflection, accountability, and restorative dialogue to prepare pupils for Senior School expectations.

In both phases, the purpose is to guide each pupil towards success through fairness, consistency, and collaboration, ensuring that behaviour improvement is understood as part of learning and character development, not as punishment.

6. Senior School

Within lessons, each teacher is responsible for ensuring appropriate behaviour management, in line with our Code of Conduct, the 5 R's of Restorative Behaviour, our values and this policy. House Mistresses/Masters will lead tutors in the effective management of wider pastoral matters in the Senior School, particularly where there are patterns of behaviour of pupils in their House.

Heads of Departments and class teachers will assume initial responsibility for any inappropriate behaviour in lessons. They will follow the Senior School Behaviour Protocols to strive to solve the issue and rebuild positive behaviours.

As much as possible, House Masters/Mistresses should train and empower tutors to feel comfortable in dealing with most issues that occur for their tutees. The Deputy Head Pastoral will assume overall leadership of operational behaviour management in the Senior School, led and managed by the Head of Senior School and ultimately the Head Master

6.1 House Points

House Points are awarded by teachers and tutors for anything that they feel worthy of praise. A House Point should not be awarded for pupils simply meeting our basic expectations, such as bringing the correct equipment or completing prep. House Points are awarded in the Senior School for pupils displaying any of the BCAA values of Curiosity, Confidence and Kindness. Please see Appendix 4 for full details.

House Points must be logged by teachers and tutors on iSAMS/Go4Schools so that they can be tracked for every pupil. House Masters/Mistresses should monitor the number of House Points each pupil in their House is receiving by running reports on iSAMS/Go4Schools and sharing this report with pupils and tutors, on a weekly basis.

House Masters/Mistresses should encourage their House Tutors to discuss with pupils if and where they are receiving House Points. Tutors should encourage pupils to be proactive in prompting teachers to award House Points. House Mistresses/Masters should communicate with SSLT regarding excellent or troubling practice in terms of issuing House Points.

6.2 Brighton Excellence Award Senior School

Each term, House teams will nominate pupils to SSLT to receive the Brighton Head of SS and Head Master Excellence Awards. The nominations will be based on the pupil's demonstration of the College Values:

- There will be no limit to the number of nominations a House team can make and all nominations will be shared with the College community.
- SSLT will meet to discuss all nominations and to make a final decision as to who will receive the Brighton Award.
- The awards will be given to pupils in a dedicated assembly at the end of each term.
- The Head of Senior School and SSLT will then contact the parents of each recipient by telephone to offer congratulations and praise.

6.3 Poor behaviour and consequences

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It is the College's intention for all teachers to foster positive relationships with all pupils. This is achieved through consistent, warm/strict interactions, which encourage self-control and self-awareness in both pupils and teachers and that reflect the College's Code of Conduct. Within lessons, we aim to be clear and consistent in administering the following procedure when pupils display poor and/or disruptive behaviour.

House Mistress/Masters will receive email notifications of every Behaviour Point that is issued to members of their House. House Mistresses/Masters should encourage House Tutors to have restorative, detailed discussions with their tutees about these incidents, as soon as is convenient and timely. House Masters/Mistresses may also wish to speak with the pupil, but will allow the tutor to be the first point of call.

Disciplinary Actions:

The College, in line with ADEK policy outlines below the acceptable disciplinary actions, with descriptions of how each action is to be carried out, the stakeholders involved, and the internal escalation process. The College is permitted to use any of the following disciplinary actions, provided they are proportionate, age-appropriate, and in line with Figure 1. Staging of Disciplinary Procedures:

- a. Discussion with the pupil and/or parents
- b. Formal and recorded meetings with the pupil and/or parents
- c. Verbal warning
- d. Written warning to parents
- e. Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension)
- f. Loss of school privileges
- g. Temporary or permanent confiscation of personal items belonging to the pupil if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioural Management Committee
- h. Supervised detention during break, lunch, and/or after school (with parental consent)
- i. Supervised restorative community work
- j. Temporary exclusion of the pupil from school premises (offsite suspension)
- k. Permanent exclusion of the pupil from school via the withdrawal/cancellation of their enrolment (expulsion)

The College will follow the ADEK behaviour stages as outlined in Appendix 1.

The College will not use any of the following methods as disciplinary actions:

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

6.4 On-Call

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A member of SSLT will be 'on-call' each lesson, every day. If a pupil presents a significant disturbance to learning and/or demonstrates extreme defiance or violence, the class teacher must telephone the SSLT member 'on-call' at that time so that the pupil may be removed from the lesson. Pupils should be asked to wait outside the classroom but within sight of the teacher until the SSLT member arrives. Mobile numbers will be shared at the beginning of the year for all staff to save.

6.5 Outside of lessons

Proper conduct around the College is vital in instilling in our pupils the values that we hope to foster. We monitor punctuality, conduct and uniform in our shared spaces. House Mistresses/Master track pupil standards using iSAMS/Go4Schools. Subject teachers should adhere to the following guidelines:

- If a pupil is acting inappropriately inside the College buildings at free/transition times, a warning should be issued by the teacher witnessing it.
- If this becomes repeated behaviour for an identified pupil, a log will be created on iSAMS/Go4Schools and the relevant House Master/Mistress made aware.
- A pupil's failure to correct inappropriate behaviour immediately will result in the witnessing teacher issuing a Behaviour Point and the pupil sitting a restorative lunchtime detention with the reporting teacher, as above.
- If a teacher deems a pupil's behaviour in the corridors to be extremely disruptive and/or anti-social, a teacher may immediately issue a Behaviour Point, or request On-call from SSLT.
- House Teams will use their monitoring to gauge if a pupil's behaviour is limited to a subject area, or if there are wider and/or more general concerns. Pastoral interventions will be catered to the individual, based on their circumstances.

6.6 Tracking and monitoring using iSams

It will be the collective responsibility of House Teams to track and monitor the various points given to members of each House. House Masters/Mistresses will lead on using iSAMS/Go4Schools to generate weekly reports for the following data sets:

- House Points totals, by pupil and the entire House
- Behaviour Points total, by pupil
- Average attendance for the year, by pupil and tutor group
- Negative logs issued on iSAMS/Go4Schools, by pupil and House

All data sets should be shared with the tutor team each week, with agreed actions and interventions for each pupil discussed. There is no preferred method of data storage; however, excel is useful due to the number of functions it can perform.

As part of House Master/Mistress Line Management meetings with SSLT, they will be expected to discuss the data in detail, describing how they are managing individual cases in the House. It is the House Mistress/Master's responsibility to fully engage with the House Tutor team in this process to distribute pastoral leadership, thus providing the very best care and experience for our pupils.

6.7 Interventions based on report data

After each data set is published and shared following pupil reports, House Tutors and House Masters/Mistresses should identify those pupils in their Houses who have concerning levels of effort. Investigation of which subjects are of particular concern and why:

- Discussions with subject teachers regarding specific poor behaviours exhibited.
- Lesson drop-ins to observe pupil behaviour.
- Parental contact via telephone or email.
- House Tutor/House Mistress/Master meeting with parents.

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- Effort report for a set period with effort and/or attitude to learning being a key focus.
- On-going discussions with the pupil.
- Peer Mentoring.

Based on other information that House teams have regarding individual pupils, a decision may be taken to enact any of the interventions listed above. Conversations should take place between the relevant pastoral and academic staff to make this judgement.

6.8 Escalated response for severe or repeated poor behaviour

Pupils committing any behaviours categorised as Levels 2-4 within the ADEK guidelines will be dealt with on a case-by-case basis, however, the ADEK stages will be followed. The course of action for each pupil will be decided upon in liaison between all necessary parties, including parents, House Tutor, House Master/Mistress, College Counsellor, SSLT, Head of Senior School and Head Master. Where there are mitigating circumstances, action may be postponed until the next day.

Some of our responses include, but are not limited to, the following:

- Case conferences for challenging pupils
- Mentoring
- Counselling
- Referral to outside bodies for specialist help/care e.g. Maudsley
- HoSS/DHoSS restorative discussion
- Internal suspension for one day
- Suspension/s

The College Pastoral Team, along with members of the SSLT form part of the College Behaviour Management Committee, where bi-weekly meetings are held to discuss the behaviour and rewards of pupils in the Senior School. These are during line manager meetings and through Safeguarding, Inclusion and Pastoral meetings.

The College will involve law enforcement authorities as appropriate where misconduct is illegal as per the latest applicable laws in the UAE

Approved by

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

On behalf of the College Oliver Bromley-Hall –Head Master

On behalf of the Board of Governors Craig Lamshed – General Manager Bloom Education

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Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Policy creation	VSH/MRA	August 2022
2.0	Adaptation to processes	VSH/MRA	August 2023
3.0	Adaptation to stages and outcomes based on new ADEK policy	MRA/AST	August 2024
4.0	Further adaptation regarding ADEK policy	VSH	July 2025

Related Policies

Safeguarding Policy, E-Safety Policy, Pupil Mental Health Policy, Inclusion Policy.

Brighton College Al Ain's Policies and Guidelines

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

Policies reflect current best practice. At the time of writing, policies aligned with the following:

- ADEK
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

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

Policy Structure

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

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Appendix 1

ADEK Stages Senior School

Level One Offenses:

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

Level Two Offenses:

1. Leaving or entering the classroom during class time without permission.
2. Not attending mandatory school activities and events without an acceptable excuse.
3. Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.
4. Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy.
5. Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).
6. Taking out and/or using mobile phones at school without permission or in the case of emergency.
7. Verbally abusing or insulting any member of the school community (including visitors).
8. Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, ecigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
9. Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.
10. Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee. – Continual refusal to follow staff instructions and guidance.

Level Three Offenses:

1. Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
2. Fabrication, falsification of documents, and Impersonation.
3. Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).
4. Leaving the school premises without permission.
5. Seizure, destruction, and/or vandalism of school property.
6. Setting off or activating the school's fire alarm or fire extinguishers.

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7. Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
8. Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
9. Driving a vehicle recklessly inside or around the school premises and not following the security and safety instructions.
10. Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and pupils taken without consent.
11. Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee. - Continual refusal to follow staff instructions and guidance, leading to a potential safeguarding concern.

Level Four Offenses:

1. Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
2. Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
3. Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
4. Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
5. Theft and/or engaging in its cover-up.
6. Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
7. Leaking exam questions or engaging in related activities.
8. Setting fire to the school premises.
9. Insulting political, religious, or social figures in the UAE.
10. Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
11. Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural Consideration Policy.
12. Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
13. Trespassing on school premises after school hours.
14. Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
15. Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.

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Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	<p>Verbal Warning</p> <p>Discuss the expected change in behavior with the student.</p>	<p>Written Warning</p> <p>Notify the parent in writing about the student's misconduct.</p>	<p>Written Warning</p> <p>Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Written Warning</p> <p>Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.</p>
Level 2	<p>Written Warning</p> <p>Instruct the student to sign an undertaking not to repeat the offense.</p> <p>Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent.</p> <p>Notify both the student and the parent of a second written warning.</p> <p>Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.</p> <p>Issue a final warning in writing to the student and the parent.</p> <p>Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p>

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



Prep School Processes

Brighton College Al Ain Behaviour Flowchart

The classroom			
Stage	Behaviours	Action in lesson	Response
1 	*Not respecting all the teachers. *Poor choices during teaching and learning *Breaking equipment *Being unkind to others *Not finishing work	Warning 1 Reminder of our values and the consequences for continued behaviour. Warning 2 move space.	Teacher will talk to you. Warning 3 teacher will talk to parent about poor choices. Level 1 and 2 on behaviour policy, IR not required.
2 	Poor choices in the next lesson	Warning 1 Reminder of our values and the consequences for continued behaviour. Warning 2 move space. Warning 3 time out with Head of Year.	Teacher will talk to you. Warning 3 Head of Year will talk to you about missed playtime and reflections form . Parents met or phoned by teacher. Level 1/2 policy, no IR, proportionality for ALN and requiring support.
3 	Poor choices continue in other lessons or play time	Sent to Deputy Head Miss Rackham or Leadership.	Miss Rackham will talk to you. Playtime will be lost. L3 on policy, repeated poor behaviour start a Target Card .
4	Continued poor choices	Meet with the Head of Junior School.	Parent meeting. Level 4 on behaviour policy.

The playground or around the school			
Stage	Behaviours	Action	Response
1 	Breaking playground, equipment or rules. Playing football in a non-football area. Being unkind to others.	Warning 1 Reminder of our values and the consequences for continued behaviour. Warning 2 5 minutes time out. Warning 3 time out for the rest of play.	Teacher will talk to you. Warning 3 teacher will talk to parent about poor choices. Level 1 and 2 on behaviour policy, IR not required.
2 	Rudeness to children or adults.	Warning 1 Reminder of our values and the consequences for continued behaviour. Warning 2 behaviour chart Warning 3 time out during playtime.	Teacher will talk to you. Warning 3 Head of Year will talk to you about missed playtime and reflections form . Parents met or phoned by teacher. Level 1/2 policy, no IR, proportionality for ALN and requiring support.
3 	Fighting. Spitting. Swearing. Hurting others.	Sent to Deputy Head Miss Rackham or JSLT.	Miss Rackham will talk to you. Playtime will be lost. Parents met or phoned by teacher. L3 on policy, repeated poor behaviour parent meeting with DHT.
4	Continued poor choices. Bullying.	Meet with the Head of Junior School.	Parents meeting with Head of Junior School. L4 on policy.

Usually, sanctions will start at Level 1, then move to Level 2 and, if the undesirable behaviour persists, move to Level 3. In extreme cases of undesirable behaviour (for instance, aggression towards another pupil causing injury), then this process would be accelerated to Level 4.

If this is the case, the member of staff witnessing the behaviour needs to complete an incident report form on iSAMs, as soon as possible. The Head of Year will gain any pupil or staff witness reports to further support context and outline details, taking into consideration proportionality.

Action points from Stage 4 are varied, according to each individual case. A significant act of undesirable behaviour will be discussed and decided upon at the discretion of the behaviour committee.

Restorative conversations will take place.

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Senior School Processes

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BCAA: Behaviour protocols 2024/25

NB*All actions below will be logged on ISAMs and at all stages the class teacher (CT) should be proactive in investigating a solution. RA = restorative conversation

STAGE	BEHAVIOUR	ACTION in lesson	COMMUNICATION
1	Low level disruption	<ul style="list-style-type: none"> • REMIND - Warning 1 as appropriate by CT • REPEAT - Warning 2 as appropriate by CT • RESEAT – If disruption continues, lunchtime detention and BP issued by CT. 	<ul style="list-style-type: none"> • CT to issue a detention on the lunchtime detention document. • Contact home via phone and if no reply by email by the class teacher. • RESTORATIVE CONVERSATION – CT to speak to pupil(s) in lunchtime detention, so the relationship can be restored and expectations reset before the next lesson. • No show to detention and without valid reason - CT to follow up and reissue the detention - HOD i/c of daily lunchtime detention to copy details across onto the next day • RESTART – Pupil(s) given a fresh start at the beginning of the next lesson to learn from his/her/their mistake(s).
2	Low level disruption continues in following lessons.	<ul style="list-style-type: none"> • REMIND - Warning 1 as appropriate by CT • REPEAT - Warning 2 as appropriate by CT • RESEAT – If disruption continues, lunchtime detention and BP issued by CT. 	<ul style="list-style-type: none"> • CT to issue a detention on the lunchtime detention document. • Contact home via phone and if no reply by email by the class teacher. • RESTORATIVE CONVERSATION – CT to speak to pupil(s) in lunchtime detention, so the relationship can be restored and expectations reset before the next lesson. • No show to detention and without valid reason - CT to follow up and reissue the detention - HOD i/c of daily lunchtime detention to copy details across onto the next day • Department HOD informed. • RESTART – Pupil(s) given a fresh start at the beginning of the next lesson to learn from his/her/their mistake(s).
3	Subsequent <u>low level</u> disruption in following lessons.	<ul style="list-style-type: none"> • Warning 1 as appropriate • Warning 2 as appropriate • Disruption continues - Refer to HOD detention and BP. 	<ul style="list-style-type: none"> • Detention with HOD and contact home. • HMM informed of general concern and actions so far. • CT must drop into HOD detention to discuss. • No show to HOD detention - SLT detention



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BCAA: Behaviour protocols 2024/25

4	Continued disruption in lessons	<ul style="list-style-type: none"> • Warning 1 as appropriate • Warning 2 as appropriate • Disruption continues - Refer to HOD detention and BP • Exit to work with HOD/another member of staff 	<ul style="list-style-type: none"> • HOD to invite parents in for a meeting to discuss issues in the classroom and ways forward. • RA meeting held with class teacher and HMM/HOD • SHMM informed of issues. • Subject report card with clear targets.
5	Failure to improve	<ul style="list-style-type: none"> • DH/SHMM/HOD invites parents into school to discuss serious concerns. SSLT report card • Outcomes and decisions at this stage will be made on a <u>case by case</u> basis based on the individual circumstances of the child and the situation. • Potential to draw up a behaviour contract. • Consistently poor behaviour may, in extreme cases, lead to temporary and even permanent exclusion 	

NB: A very serious incident, such as fighting, vandalism, racism, swearing at a teacher, or other incidents will result in an automatic BP, and possibly more, in consultation with SSLT.

The SSLT on-call member should be contacted immediately.

Poor behaviour outside of lessons

If a pupil is displaying poor behaviour outside of the classroom then the same protocols from stage 1 above should be followed by the member of staff dealing with the incident. If the pupil does not respond positively then the HMM should be contacted for support.

Prep points

If a pupil does not have their prep to hand in on the due date, then they have 1 opportunity to bring it in on the next calendar day. If the prep is not submitted the next day, a prep point is issued for the pupil and an email is sent home by the class teacher.

If a pupil fails to submit 3 consecutive preps, then the matter is referred to the Head of Department to contact home and speak with the pupil.

Levels of misconduct (as outlined in Article 7 of Ministerial Resolution No. (851) of 2018

Disciplinary Actions: The College ensures that their pupil behaviour policy outlines acceptable disciplinary actions.

Schools are permitted to use any of the following disciplinary actions, provided they are proportionate and age-appropriate.

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Appendix 2

Guidelines for Incident Reports Prep School

When to write an Incident Report:

Serious behaviour episodes: Incidents involving significant disruptions, aggression, or actions that compromise the safety or well-being of others. (Level 3 or above)

Major incidents: Situations that are severe enough to warrant administrative or disciplinary action.

Proportionality: Consider the child's age, any additional learning needs, or mental health conditions to assess the seriousness of the behaviour.

Not Suitable for Incident Reports:

Accidents: These should be documented separately as accident reports.

Minor misbehaviours: Issues that can be managed effectively by the teacher or TLA within the classroom setting or area within the school.

Essential Components of an Incident Report:

Date and time: Clearly specify when the incident occurred.

Child's full name and Class: Identify the pupil involved, including their class to provide context.

Concise description of the incident: Briefly describe what happened, focusing on the facts without unnecessary details.

Follow-up actions: Detail what actions were taken in response to the incident and by whom.

The person witnessing or told of the incident by the pupil writes the report and it needs to be done straight away, in case it needs to be investigated.

Example structure of an Incident Report:

Date: [MM/DD/YYYY]

Time: [HH]

Child's Full Name: [First Name Last Name]

Class: [Class]

Incident description: [Brief and factual description of the incident]

Follow-up actions: [Steps taken to address the incident and who was involved]

iSAMs Selection:

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JS Incident Report (HT): Select when the incident happened to the child.

JS Incident Report (HB): Select when the incident was caused by the child.

Steps to write the report:

Gather information: Collect all necessary details immediately after the incident to ensure accuracy.

Consult JSLT if unsure: If there's any uncertainty about the severity or the need to report the incident, consult a member of the Prep School Leadership Team (JSLT).

Draft the report: Use the structured format to draft the report, ensuring clarity and brevity.

Submit the report: Once completed, submit the report through iSAMs.

Practical example:

Date: 27/06/2024

Time: 10:15 AM

Child's Full Name: Jamie Smith

Class: 5A

Incident description: Jamie was involved in a physical altercation with another pupil during recess. Jamie pushed the other pupil aggressively because he wanted the football, causing them to fall and hit their head.

Follow-up actions: Both pupils were separated immediately. Jamie was spoken to by Miss Rackham and given a time-out to reflect on their actions. Parents were informed, and a mediation session was scheduled for the following day.

Follow up:

The teacher will follow up on incidents and make the parents aware, using restorative justice.

Incidents of a serious nature will be followed up with by the HOY who will provide consequences and make contact with parents. Incidents at level 4 will be addressed by the Deputy Head of Pastoral or the Head of Prep School.

Reducing behaviour incidents:

Understand the context: Assess each incident with a clear understanding of the child's age, learning needs, or mental health status.

Proportional response: Ensure responses to behaviour are appropriate and proportional to the severity and context of the incident.

For further guidance or if unsure about any aspect, always seek advice from the Prep School Leadership Team

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Appendix 3

**BRIGHTON COLLEGE
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THE 5 R'S OF RESTORATIVE BEHAVIOUR AT BCAA

W1	REMIND <ul style="list-style-type: none"> Class teacher gives 1st warning, reminds pupil(s) of appropriate behaviour and of expectations.
W2	REPEAT <ul style="list-style-type: none"> Class teacher gives 2nd warning, repeats explanation of appropriate behaviour and of expectations to pupil(s).
BP	RESEAT <ul style="list-style-type: none"> Pupil(s) reseated, a Behaviour Point and restorative detention are then issued by class teacher, who will also phone/email parents.
RC	RESTORATIVE CONVERSATION <ul style="list-style-type: none"> Class teacher to speak to pupil(s) in lunchtime detention, so the relationship can be restored before the next lesson.
R	RESTART <ul style="list-style-type: none"> Pupil(s) given a fresh start at the beginning of the next lesson to learn from his/her/their mistake(s).
CONTINUED MISBEHAVIOUR	
HOD + Class Teacher	CONTACT HEAD OF DEPARTMENT <ul style="list-style-type: none"> Class teacher to contact Head of Department. Class teacher and Head of Department meet with parents. After-school detention issued. Head of Department report issued.
HMM/ HOD/ SSLT	CONTACT SENIOR LEADERSHIP <ul style="list-style-type: none"> Housemaster/mistress + Head of Department meet and issue pastoral report/contract.

NB: A very serious incident, such as outlined in Appendix 1, e.g. fighting, vandalism, racism, swearing at a teacher, or other 'ADEK Level 3/4' incident(s) will result in an automatic BP, and possibly more, in consultation with SSLT. The SSLT on-call member should be contacted immediately. These incidents will be dealt with on an individual basis and may go straight to middle/senior management.

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Brighton College Al Ain

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Appendix 4 – Rewards at SS

House points	<ul style="list-style-type: none"> Awarded by all staff when a pupil demonstrated the College key characteristics of Confidence, Curiosity and Kindness.
Weekly awards	<ul style="list-style-type: none"> Certificates and prizes for pupils who have gained the most house points that week. Also, for any pupil who has made a significant contribution to the College that week.
Badges and Certificates	<ul style="list-style-type: none"> Bronze, Silver, Gold, Platinum and Diamond badges/Certificates awarded for 20, 40, 60, 80 and 100 HP in one category. Incremental stages – 10, 30, 50, 75+100 HPs will include further rewards 250, 500, 750 and 1000 HPs as a House – even more rewards! Eg. Own clothes day, movie afternoon.
Termly awards	<ul style="list-style-type: none"> Postcards home from staff where appropriate, for going above and beyond. Termly awards ceremony to award badges and certificates Email home from staff where appropriate for going above and beyond.
Subject awards	<ul style="list-style-type: none"> Termly awards from subject areas for excellent effort and attainment.

Appendix 5 – Pupil Code of Conduct



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).

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