



# Rewards and Behaviour Policy

August 2024

## 1. Policy Statement

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Brighton College seeks to encourage and reward good behaviour by creating a safe, empowering, tolerant and compassionate environment. Mutually respectful relationships between pupils and their peers, and pupils and their teachers are essential in creating a positive learning culture. The behaviour policy is instrumental to this ethos.

At BCAA we believe strongly in positive noticing, visible consistency and visible kindness. Good behaviour is actively modelled by caring, professional and supportive staff, whose actions set the tone for discipline in the College. Celebrations of pupils' achievements are acknowledged, encouraged and rewarded regularly and openly through praise and positive recognition. Through visible kindness children are more likely to demonstrate positive behaviour when they feel valued, respected, and cared for by adults.

Challenging behaviour is dealt with constructively according to a clear range of tiered restorative steps. Part of the restorative process is to identify the root cause of poor behaviour. Pupils involved take accountability for their behaviour(s) through self-reflection, empathetic dialogue, and co-regulation. This sets a positive tone moving forward reducing future incidents. Fully understanding a pupil's development (physiological, emotional, social and psychological) and neurodiversity enables us to create positive relationships to meet their needs.

Embedding 'Quality First Teaching,' our teachers adapt, plan and deliver exciting, multi-sensory learning activities, which establishes BCAA behaviour for learning, pupil engagement and agency.

Through our positive common value system, communication between parents, pupils and staff ensures restorative justice and collaborative consistency.

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

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- 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.

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### 3. College Values and Relationships

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#### 3.1 Values

The College values are based around Curiosity, Confidence and Kindness.

#### 3.2 Relationships at Brighton College Al Ain

Nurturing and supportive relationships are the bedrock for children to grow and become emotionally resilient independent learners, unafraid of mistakes and full of confidence and self-belief. This is established through:

- Taking time to actively listen.
- Encouraging reciprocal conversation.
- Ensuring concerns are recorded appropriately, shared promptly and regularly.
- Understanding pupil context and concerns the child may be facing.
- Creating strong links with parents to understand more fully a child's situation.
- Recognising when a child does not seem themselves and acting upon it.

#### 3.3 The Role of the Parent

At BCAA, it is essential parents make staff aware of information that may be affecting their child's behaviour and wellbeing and share information from outside agencies, especially when linked to pupils Additional Learning Needs. Consistent communication between home and school through varying means (dialogue, electronic communication, parent teacher meetings) enables teachers and House Tutors to inform parents if a pupil has demonstrated excellent behaviour, achievement or attitudes or the opposite. Communication of positive behaviour may occur at any point during term time.

The College will endeavour to inform parents of behaviour concerns on the same day as they occur. The College aims to contact parents via telephone in the first instance. The College will offer 'in-person' meetings to parents, which will be attended by the most relevant staff, depending on the nature of the incident. Where this is not possible, the College will inform parents by the next working day, at the very latest. In a case where a child poses a risk to themselves or others, parents will be invited into the College to decide on the best course of support.

BCAA shall take active measures to ensure that the policy is clear and understood throughout the school community, including ensuring that parents acknowledge the policy when signing the parent-school agreement. With a positive behaviour for learning approach, we believe the Golden Triangle is at the forefront of how we support and manage behaviour in the College.

#### 3.4 Inclusion

Bi-weekly inclusion and pastoral meetings are held in which updates on pupils' Tier 2 and 3 Individual Support plans are discussed and reviewed.

The school takes particular care to ensure that the operation of this policy does not discriminate against pupils with a disability. The school will:

- Implement its behaviour strategies proportionately to achieve the legitimate aims of maintaining academic and behaviour standards and protecting the needs, well-being and interests of other pupils and staff; and

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- Make reasonable adjustments for disabled pupils both to the operation of this policy and to the disciplinary sanctions imposed to avoid putting a disabled pupil at a substantial disadvantage in relation to non-disabled pupils. This might mean applying different sanctions or applying them in a different way. The emphasis is on 'reasonable' adjustments: the school is not required to undertake all possible adjustments irrespective of cost or practicalities.

For more information regarding our Inclusion provision, please see the BCAA Inclusion Policy.

### 3.5 Restorative Justice

Restorative justice at BCAA 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.

### 3.6 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.

### 3.7 The House system

The House system in the Junior School runs from FS1 to Year 5. Each house encourages the development of the school ethos. Through house assemblies, the Heads of House seek to build unity and reinforce the school's values. Team spirit and connectivity will be built through the house system and responsibilities will be shared amongst the houses for community and volunteering, innovation and enterprise, sustainability and wellbeing.

Recognition of effort is very important and every child that receives one pelican point will be awarded one house point which will help support the house effort of securing the house trophy awarded through assemblies. Positions of responsibility include house captains (Year 4 and 2)

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and vice captains (Year 3 and 1). At the end of each term, the winning house is announced and rewarded accordingly

### 3.8 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.

**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.**

### 3.9 Behaviour Flow Chart

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.

### 3.10 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.

### 3.11 Temporary Suspension

Temporary suspension shall only be considered 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.



### 3.12 Tracking and Monitoring: Using iSAMS

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
- Incident reports/parental contact and BHP issued on iSAMS, 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.

### 3.13 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.

### 3.14 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.

### 3.15 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.



## 4. Junior School

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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 mindset. 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 **5-point scale** or **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 Junior 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. Junior 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 '**Best Brighton Behaviours**'. This may include proportionality, how to fully investigate through the restorative process, and have difficult conversations with parents or staff.

The Deputy Head of Pastoral provides overarching leadership, guidance and structure of the operational behaviour management in the Junior School, supported by the Head of Junior School.

### 4.1 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, raffle winners, class table points resulting in additional play time

### 4.2 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

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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: **Perseverance, Enthusiasm, Leadership, Improvement, Creativity, Achievement and Nurture.**

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

### 4.3 The House System and Pelican Points

The House system in the Junior School runs from FS1 to Year 5. Each house encourages the development of the school ethos. Through house assemblies, the Heads of House seek to build unity and reinforce the school’s values. Team spirit and connectivity will be built through the house system and responsibilities will be shared amongst the houses for community and volunteering, innovation and enterprise, sustainability and wellbeing.

Recognition of effort is very important and every child that receives one pelican point will be awarded one house point which will help support the house effort of securing the house trophy awarded through assemblies. Positions of responsibility include house captains (Year 4 and 2) and vice captains (Year 3 and 1). At the end of each term, the winning house is announced and rewarded accordingly.

Pelican points will be awarded on iSAMs. One pelican point generates one house point. Weekly house point analysis supports assembly celebration and trophy wins. Heads of Years and Heads of House can track and monitor and use it to motivate the children to do their best and ‘Be the Best You.’ Heads of Year should ensure pelican points are analysed on the weekly agenda.

### 4.4 Incident reports

An incident report is logged on iSAMs when a child or children has been involved in a serious made a level 3 or above offence. The incident form needs to be completed online immediately by the person(s) witnessing the behaviour, so it can be investigated fully by the Head of Year/ HMM/ HoD and should be submitted on iSAMs by no later than 3pm that day. The HOY will contact the parents of all involved, those an incident has happened to and those who have perpetrated the behaviour. For detailed guidance on how to complete an incident report and important follow up procedures please see Appendix 2.

### 4.5 Case Conferences

When a pupil at BCAA exhibits significant behavioural concerns, indicated by patterns in the SEMH profile, incident reports, and behaviour points, the class teacher should notify the HOY/ HMM/HoD. A case conference may be organised based on the severity of the concerns. This meeting, led by the HOY HMM/HoD, involves the pupil's support team, discussing observed behaviours, potential causes, and developing action points for intervention. Outcomes may include placing the child on the individual support or learning plan document, implementing a weekly target card, an individual behaviour support

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plan, pastoral interventions, assessment by an Educational Psychologist, or providing 1-to-1 support. In severe cases, persistent issues will be discussed by the Behaviour Committee.

#### 4.6 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 Junior School.
- Incident reports
- Pastoral Support Plan
- Target Cards
- Bullying log/ racism log

#### 4.7 Target Cards

Children that have been identified as reluctant learners or display significant behaviour concerns will be discussed with the class teacher and HOY. They will be placed on a Target card which will track and monitor the child’s behaviour throughout the school week, for a course of 6 weeks. The class teacher will create an electronic version of the target card using their timetable, they must add a specific measurable target, to be shared with the child, parents and specialist teachers, in order for the child to have success in meeting it.

The aim of the target card is to champion and celebrate success through the child’s timetabled week. The expectation is that every subject teacher will provide feedback on the child’s progress and behaviour within the lesson and assign a colour (green - good, amber - okay, red - poor and requires improvement) to support this. At the end of the week, the target card is collated and a photo is emailed home by the class teacher. It will be monitored and tracked by the HOY to further support the progress of the pupils. When a child successfully completes their target card by achieving all green across 3 weeks, they will be given a certificate, acknowledging their progress.

## 5. Senior School

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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 Headmaster.

#### 4.1 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.

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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.

## 5.2 Brighton Excellence Award Senior School

Each term, House teams will nominate pupils to SSLT to receive the Brighton Head of SS and Headmaster 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.

## 5.3 Poor behaviour and consequences

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. Please see Appendix 3 – The 5 R's Of Restorative Behaviour at BCAA.

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.

## 5.4 On-Call

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.

## 5.5 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.

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- 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.

## 5.6 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.

## 5.7 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.
- 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

## 5.8 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. 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, HoSS and Headmaster. Where there are mitigating circumstances, action may be postponed until the next day.

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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 SS. These are during line manager meetings and through Safeguarding, Inclusion and Pastoral meetings.

### Approved by

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

On behalf of the College Oliver Bromley-Hall -Headmaster

On behalf of the Board of Governors Craig Lamshed

### 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

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## Related Policies

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

## Brighton College Al Ain's Policies and Guidelines

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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

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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

Levels of misconduct (as outlined in Article 7 of Ministerial Resolution No. (851) of 2018)	
Level 1	<p>Repeatedly poor punctuality in the morning and to lessons.  Non-compliance with school uniform.  Not following the Code of Conduct.  Not bringing books/resources.  Sleeping or eating during class time.  Non completion of homework.  Misuse of digital devices.  Similar behaviours to above as per the discretion of the Behavioural Management Committee.</p>
Level 2	<p>Unauthorised absenteeism and not attending mandatory activities  Leaving/entering classroom without permission,  Inciting quarrels,  threatening or intimidating peers in school.  Non-compliance with <i>ADEK Cultural Consideration Policy</i>.  Minor damages to school/bus.  Misuse of iPADS and phones and use without permission.  Verbal abuse or insults.  Use or possession of any smoking materials on school site/bus.  Refusing to respond to inspection instructions.  Similar behaviours to above as per the discretion of the Behavioural Management Committee.</p>
Level 3	<p>Bullying, intimidation, harassment, abuse of all stakeholders.  Defamation on social media.  Academic dishonesty/ plagiarism.  Leaving school premises without permission.  Seizure, destruction, vandalism of school property/ bus.  Assaulting others, without causing injury.  Wreckless driving on site.  Capturing, possessing, viewing, or distributing media of staff/pupils without consent.  Similar behaviours to above as per the discretion of the Behavioural Management Committee.</p>
Level 4	<p>Using forms of communication for unlawful/immoral purposes.  Possessing, using or distributing weapons in school/bus.  Sexual assault/ harassment.  Assault causing injury to the victim.  Premeditated theft and cover up.  Capturing, possessing, viewing, or distributing media with unlawful content (e.g. pornography/ terrorism).  Leaking exam questions etc.  Setting fires on school premises.  Insulting religious, political or social figures in the UAE.  Using, promoting, distributing alcohol/ narcotics/ medical drugs or psychotropic substances on site/bus.  Disseminating or promoting culturally inappropriate ideas/ beliefs against UAE laws with malicious intent.  Intrusive/ illegal digital activity on school IT systems.  Trespassing after hours.  Similar behaviours to above as per the discretion of the Behavioural Management Committee.</p>

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Brighton College Al Ain

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## Junior 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	<b>Warning 1</b> Reminder of our values and the consequences for continued behaviour. <b>Warning 2</b> move space.	Teacher will talk to you.  <b>Warning 3</b> 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	<b>Warning 1</b> Reminder of our values and the consequences for continued behaviour. <b>Warning 2</b> move space. <b>Warning 3</b> time out with Head of Year.	Teacher will talk to you. <b>Warning 3</b> Head of Year will talk to you about <b>missed playtime and reflections form</b> . 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 <b>Target Card</b> .
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.	<b>Warning 1</b> Reminder of our values and the consequences for continued behaviour. <b>Warning 2</b> 5 minutes time out. <b>Warning 3</b> time out for the rest of play.	Teacher will talk to you. <b>Warning 3</b> teacher will talk to parent about poor choices.  Level 1 and 2 on behaviour policy, IR not required.
2 	Rudeness to children or adults.	<b>Warning 1</b> Reminder of our values and the consequences for continued behaviour. <b>Warning 2</b> behaviour chart <b>Warning 3</b> time out during playtime.	Teacher will talk to you. <b>Warning 3</b> Head of Year will talk to you about <b>missed playtime and reflections form</b> . 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.

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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.

## 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"> <li>• REMIND - Warning 1 as appropriate by CT</li> <li>• REPEAT - Warning 2 as appropriate by CT</li> <li>• RESEAT – If disruption continues, lunchtime detention and BP issued by CT.</li> </ul>	<ul style="list-style-type: none"> <li>• CT to issue a detention on the lunchtime detention document.</li> <li>• Contact home via phone and if no reply by email by the class teacher.</li> <li>• RESTORATIVE CONVERSATION – CT to speak to pupil(s) in lunchtime detention, so the relationship can be restored and expectations reset before the next lesson.</li> <li>• 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</li> <li>• RESTART – Pupil(s) given a fresh start at the beginning of the next lesson to learn from his/her/their mistake(s).</li> </ul>
2	Low level disruption continues in following lessons.	<ul style="list-style-type: none"> <li>• REMIND - Warning 1 as appropriate by CT</li> <li>• REPEAT - Warning 2 as appropriate by CT</li> <li>• RESEAT – If disruption continues, lunchtime detention and BP issued by CT.</li> </ul>	<ul style="list-style-type: none"> <li>• CT to issue a detention on the lunchtime detention document.</li> <li>• Contact home via phone and if no reply by email by the class teacher.</li> <li>• RESTORATIVE CONVERSATION – CT to speak to pupil(s) in lunchtime detention, so the relationship can be restored and expectations reset before the next lesson.</li> <li>• 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</li> <li>• Department HOD informed.</li> <li>• RESTART – Pupil(s) given a fresh start at the beginning of the next lesson to learn from his/her/their mistake(s).</li> </ul>
3	Subsequent <u>low level</u> disruption in following lessons.	<ul style="list-style-type: none"> <li>• Warning 1 as appropriate</li> <li>• Warning 2 as appropriate</li> <li>• Disruption continues - Refer to HOD detention and BP.</li> </ul>	<ul style="list-style-type: none"> <li>• Detention with HOD and contact home.</li> <li>• HMM informed of general concern and actions so far.</li> <li>• CT must drop into HOD detention to discuss.</li> <li>• No show to HOD detention - SLT detention</li> </ul>



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### BCAA: Behaviour protocols 2024/25

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

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.

### **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 illicit goods or 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).



## Appendix 2

### Guidelines for Incident Reports Junior 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.

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### **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:**

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 Junior 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.

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### **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 Junior 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 Junior School

Leadership Team.



## Appendix 3

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### THE 5 R'S OF RESTORATIVE BEHAVIOUR AT BCAA

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

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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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## Appendix 4 – Rewards at SS

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

## Appendix 5 – Student Code of Conduct

# BRIGHTON COLLEGE

## CODE OF CONDUCT

**Be  
kind**

**Be  
polite**

**Be  
helpful**

**Try our  
best**

**Take care of our school**

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