



## Positive Behaviour for Learning Policy

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### 1. Policy Statement

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Brighton College seeks to encourage and reward good behaviour by creating a respectful, well-ordered, tolerant and compassionate environment in which pupils take responsibility for their actions as well as those of others, so as to develop their self-knowledge, self-esteem and self-confidence. The behaviour policy is instrumental to this ethos. Good behaviour is actively modelled by a caring and supportive professional body of staff, whose actions set the tone for discipline in the College and who strive to encourage and reward pupils regularly and openly. The celebration of achievements as a community forms an essential part of the policy. Poor behaviour is dealt with constructively according to a clear range of hierarchical sanctions and discussed in a reasonable way between pupil, parents and teachers wherever possible. The College seeks to explore the reasons that cause poor behaviour and, by reasonable discussion in which pupils take an active part and are encouraged to confront their actions, be reflective and find strategies to encourage all pupils to behave well. It goes without saying that we expect pupils, parents and teachers to take an equally active role in the encouragement and enforcement of good behaviour. There are three things which will not, however, be tolerated at any Brighton College school: theft, bullying and involvement in drugs. Staff, pupils and parents should be aware that pupils will be expelled if they are found to be involved in any these activities.

### 2. Aims

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To identify agreed procedures for promoting positive behaviour and good learning environments. For the pupils to maintain good discipline and behaviour in classes and around the College. To develop the pupil's sense of community, self-discipline and an acceptance of responsibility for their own actions.

Brighton College Dubai believes that developing a culture where positive behaviour is rewarded has the desirable and effective result on behaviour.



It is the responsibility of all members of academic and non-teaching staff to set high expectations and uphold and enforce, with the use of sanctions where necessary, the Code of Conduct. Pupils from Brighton College Dubai are ambassadors for the College at all times and their behaviour should reflect the standards that are expected.

### 3. Practice and Procedure

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#### 3.1 Pupil Code of Conduct

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At Brighton College Dubai:

- We are kind
- We are passionate learners
- We are respectful
- We are first class versions of ourselves
- We make sensible choices

#### 3.2 Rewards

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

#### **House Points/Pelican Points**

Pupils are awarded House Points in the Senior School and Pelican Points in the Prep School for following the Code of Conduct and for their positive effort and achievement. In Prep class teachers record pupils' Pelican Points on class dojo under the three pillars of participation progress and partnership. Pupils individual points are accumulated and rewarded with a tiered structure of certificates, pins and badges. House Point scores are collated weekly and announced in assemblies, with the presentation of the House cup to the relevant House Captain/House Vice-Captain at the end of each term.



## Brighton Blue

Pupils who have produced extremely impressive work or achieved extraordinary feats are presented with Brighton Blue certificates by the Head Master and their names are recorded in his book.

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

## 4. Consequences

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

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

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

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



#### 4.1. Verbal warnings

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

#### 4.2. Removal from the classroom and pupil-teacher interviews

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

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

#### 4.3. Behaviour Overview

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

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

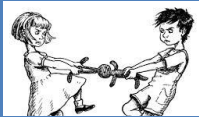


In Prep

C1: Minor Behaviour



C2: Moderate Behaviour



C3: Serious Behaviour

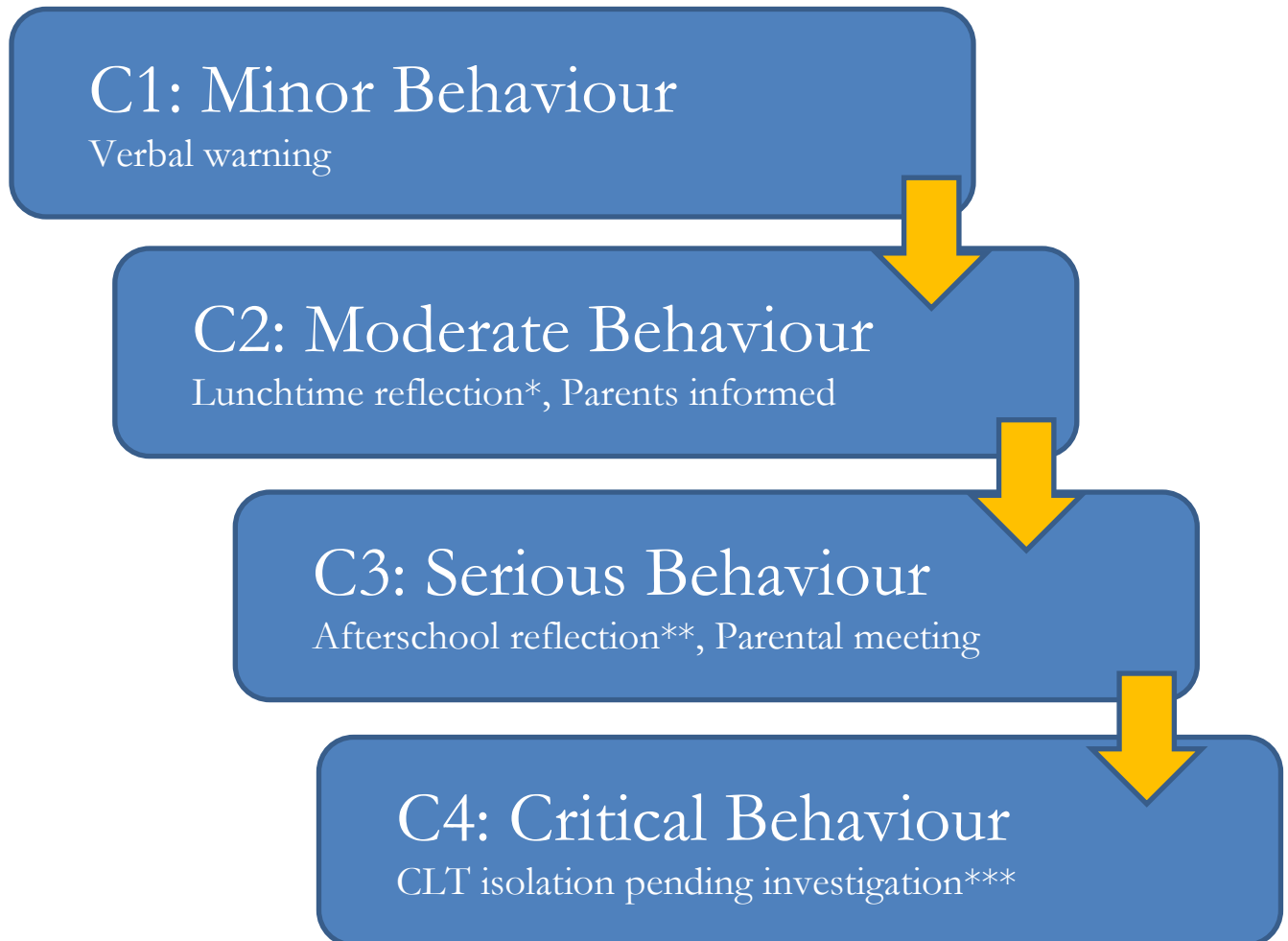


C4: Critical Behaviour





## In Senior



\*same day as incident occurs P1-P11. Next day if incident occurs P13+

\*\* After school 15:20 – 16:20

\*\*\* Where appropriate and required, C4 incidents may be shared with the Chair of Governors and discussed with the Director of Quality Assurance as part of a disciplinary committee along with Heads from Bloom Education for recommendation of appropriate sanction.



#### 4.4. Reflections

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

#### 4.5. Letters home and parental meetings

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

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

#### 4.6. Internal suspensions

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

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



#### 4.7. Suspensions\Exclusions

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

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

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

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

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

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

#### 5. Monitoring and Review

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- This policy is to be reviewed and checked annually by the Head Master.

#### 6. Approved by

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Head Master on behalf of the College:

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Simon Crane, Head Master

Chair on behalf of the Governors:

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Mrs Nilay Ozral, Board Member





## Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	JDO made updates to reflect current systems in place	JDO	February 2021
2.0	JDO made updates to reflect current systems in place and Mon-Fri week	JDO	February 2022
3.0	JDO made updates and amendments	JDO	April 2022
4.0	SBR made updates and amendments to reflect change to Pelican Pathways	SBR	April 2022
5.0	Reference added for 'disciplinary committee'	JDO	May 2022

## Brighton College Dubai Policies and Guidelines

### Policy Statement

Brighton College Dubai 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:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

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



### **Policy Structure**

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

### **Policy Development**

Policies will continue to be developed as strategic priorities are set.