



Positive Behaviour for Learning Policy

1. Policy Statement

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 understand the underlying reasons for poor behaviour through constructive and supportive discussions. Pupils are encouraged to take an active role in these conversations, reflecting on their actions, taking responsibility, and working collaboratively with staff to identify positive strategies that promote good behaviour. 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. Praise in public and reprimand in private. The College does not permit corporal punishment in any form. This prohibition applies to all staff and adults working with pupils, whether on the College premises, during trips, or in any activity connected to the College. There are three behaviours that will not be tolerated at any Brighton College school: theft, bullying, and involvement with drugs. In accordance with KHDA regulations, any incidents of this nature will be reported externally. Pupils and parents should be aware that such behaviour may result in permanent exclusion from the school.

2. Aims

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. 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

3.1 Pupil Code of Conduct

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

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 Squirrel 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

Consequences are applied in instances where a pupil behavior does not meet with the expectations within the College Code of Conduct. These are implemented incrementally, based on the extent to which the rules have not been followed. Whenever practicable, the pupil should:

- Have a clear understanding of the mistake they have made;
- Take steps to reduce the impact of their mistake (e.g., cleaning up a messy area, improving the quality of their work, offering an apology, etc.);
- Have an opportunity to reflect on their actions and consider a better response in the future.

Pupils should be spoken to in a calm and caring manner and always treated with respect, even when they have made a significant mistake. The College recognises that pupils with Special Educational Needs and/or Disabilities (SEND) may require reasonable adjustments to ensure that expectations, rewards, and sanctions are applied fairly and appropriately. Staff are expected to consider these adjustments when implementing behaviour management strategies. Staff should use positive, measured language to guide pupils towards better choices, and shouting should be avoided. Physical contact should only ever occur in line with the College's policy on restraint. When it is necessary for a pupil to leave the classroom, they must always be supervised to ensure their wellbeing and continued support.

The College has a clear set of consequences and discipline measures, outlined below. All consequences are designed to be constructive, providing opportunities for reflection, discussion, and resolution of concerns to the benefit of both the pupil and the wider College community. Misdemeanours in school may involve meetings with pupils where a reflection sheet is completed, letters to parents, or detentions/suspensions, depending on the severity and frequency of the offence and the age and stage of the pupil. In some cases, a pastoral referral may also be appropriate to support a pupil or their family—either through the College's internal pastoral system or, in particular cases, via liaison with external agencies.



To ensure consistency, the following guidance is provided. However, staff are encouraged to consult any of the following for further guidance and clarification: Housemistress/Housemaster, Year Leader, Phase Leader, Deputy Head, Head of School.

Participation in College Events Following Behavioural Sanctions

Representing the College at fixtures, trips, or events is a privilege, not a right. Pupils who have completed a Critical Sanction (C4) must wait at least five school days after their return before being eligible to represent the College at any upcoming fixture, trip, or event.

Additionally, pupils with outstanding Serious (C3) behavioural reflections are unable to represent the College until they have completed all outstanding reflections. This ensures that pupils take full responsibility for their actions and engage in the necessary reflection before being given the opportunity to represent the College in an official capacity.

4.1. Verbal warnings

Any minor infringement of the pupil's code of conduct, poor behaviour in class/around the College or failure to complete their learning promptly may incur a verbal warning. The purpose of this verbal warning is to allow early intervention to enable the pupil to self-reflect on their actions, without the need for a reflection. In addition to day-to-day feedback on pupils, class teachers or the Housemistress/Housemaster will analyse the interim and report data on learning behaviours on a regular basis for each year group. A 'cause for concern list' for both effort and attainment is generated in the Senior School 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 relevant staff member.

4.2. Removal from the classroom and pupil-teacher interviews

In cases where a staff member feels a pupil needs to be removed from a classroom to restore a harmonious atmosphere conducive to learning (for example, in the case of bullying, or violent, unsafe behaviour), the following process should be followed:

1. Immediate removal

- The staff member should calmly instruct the pupil to leave the classroom.
- If necessary, a designated on-call teacher or duty staff member should escort the pupil to ensure safety.

2. Temporary supervision

- The pupil should be sent to a designated safe space (e.g. inclusion room, Housemistress/Housemaster's office, or pastoral support area) until they can be seen by a senior member of staff.



3. Notification

- The teacher records the incident on the school's behaviour management system following the lesson.
- The Head of Pastoral or Head of School is informed as soon as possible.

4. Pastoral meeting

- A reflective conversation takes place with a senior teacher or support teacher (e.g. inclusion teacher, Housemistress/Housemaster, Deputy Head (Pastoral), or Head of School).
- Where appropriate, the class teacher is included in the discussion.

5. Reflection and next steps

- The pupil reflects on their behaviour, its impact, and how it can be prevented in future.
- An agreed action plan is put in place (e.g. restorative action, behaviour contract, parental contact).

6. Follow-up

- Parents are informed where the behaviour is serious or persistent.
- The outcome is logged and monitored by the pastoral team to ensure improvements are sustained.

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

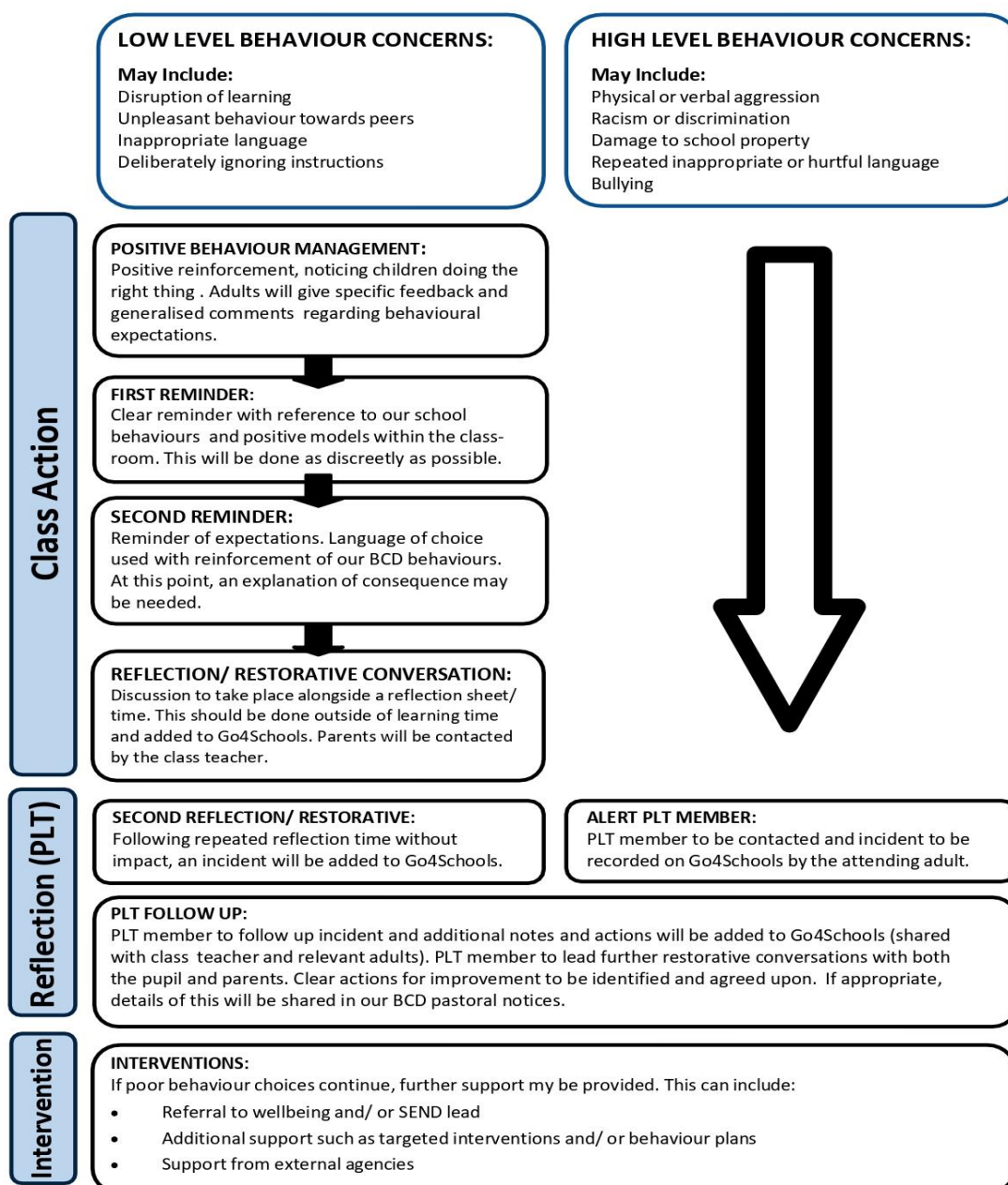
At Brighton College Dubai we want our pupils to enjoy school, be safe and happy. We are committed to securing outstanding behaviour; we believe that behaviour is everybody's responsibility and a collective, whole College approach can ensure this happens.

If and when pupils display negative behaviour, sanctions will be implemented. Listed below are the sanctions for negative behaviour. Truancy or unauthorised departure will not be tolerated in any form from any school activity.



In Prep

Procedure to Support Positive Behaviour

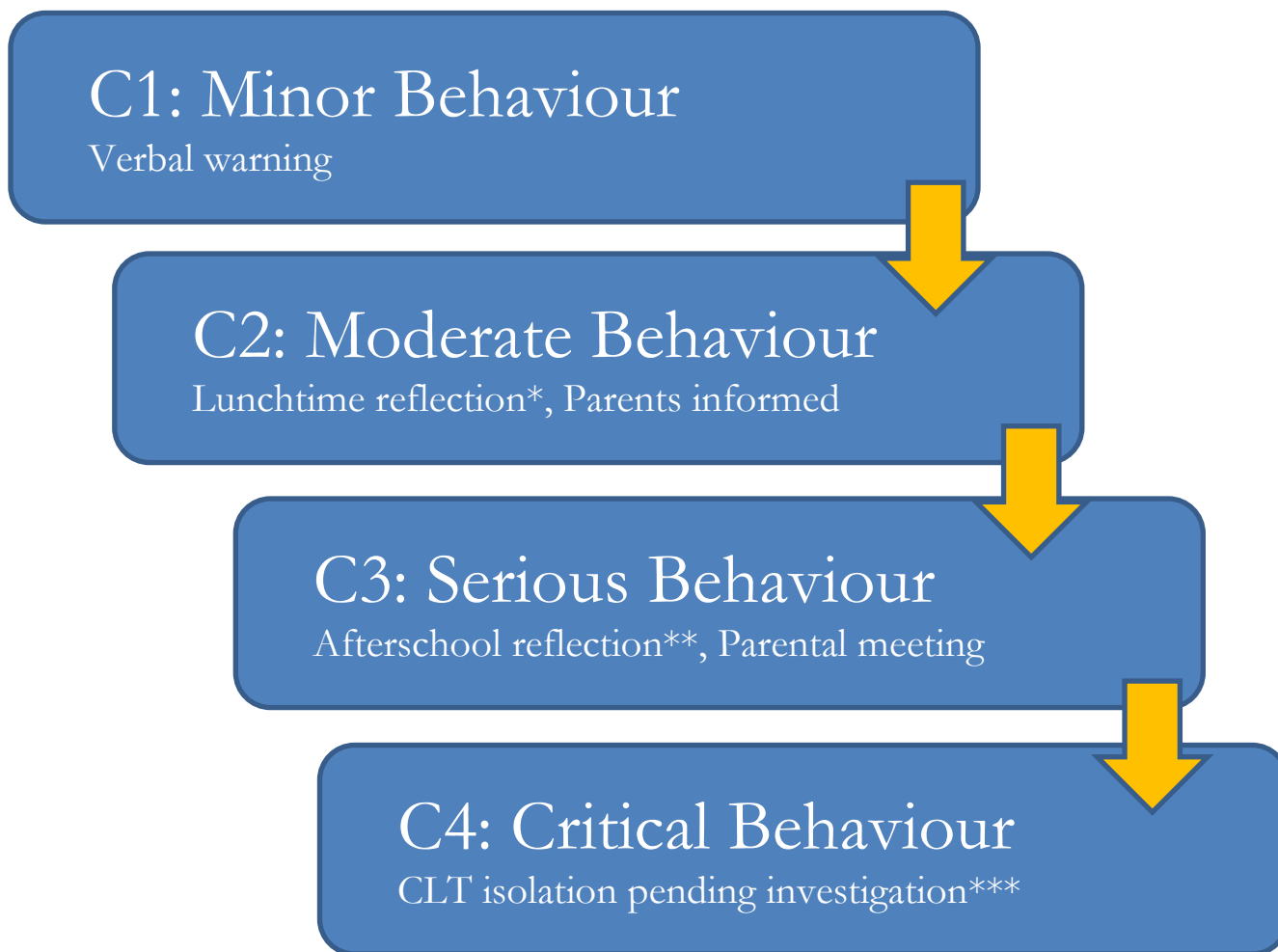


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In Senior



*same day as incident occurs P1-P13. Next day if incident occurs P14+

** After school 15:20 – 16:20

*** Where appropriate and required, C4 incidents may be shared with a member of the governing body.



4.4. Reflections

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 learning 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 others. 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

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

These are imposed by members of the senior leadership team 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

There are five key things which may 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
- Targeted racial comments

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 misdemeanors 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). Truancy or unauthorised departure will not be tolerated in any form from any school activity.

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.

The College maintains a central register of all serious sanctions, including suspensions and exclusions. This register is securely stored and is available for inspection upon request by authorised regulatory bodies.

If authorities become involved in a behavioural incident, the College will notify parents immediately and provide guidance throughout the process. Should the authorities wish to speak to a pupil or pupils, a member of the College Leadership Team or a parent must always be present during the meeting.

5. Monitoring and Review

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



6. Approved by

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Craig Lamshed, 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
6.0	Reviewed and updated	JDO	Jan 2023
7.0	Reviewed and updated	JDO	March 2024
8.0	Reviewed and updated	SAB AKA	September 2024
9.0	Consequences updated	JDO	February 2025
10.0	Policy reviewed and updated	JDO	August 2025
11.0	BSO recommendations updated	JDO	September 2025
12.0	Update following BCUK review	JCL	November 2025

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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.