

The English College, Dubai



Positive Behaviour Policy 2020/2021

1. Aim

The English College has high standards and high expectations on the way students conduct themselves both academically and socially. The school values of respect, aspiration, excellence, collaboration and responsibility are interwoven into our school culture and ethos. All staff and students are expected to uphold these values both within the school environment and as both role models for others and ambassadors for The English College away from the school setting. Our vision is to develop all our students as academic, characterful, happy young people with the skills necessary to succeed in life and we acknowledge that the behaviour of students and the ways in which these behaviours are dealt with is intrinsic to these core values and this vision.

We endeavour to apply the **student code of conduct** fairly, clearly and consistently. Through the implementation of this policy, students will both understand the rewards for positive behaviours that reflect the school values, and conversely understand the consequences for behaviours that do not reflect the values and consequently the ethos and vision of The English College.

2. Definitions

Unacceptable behaviour Any behaviour which interferes with a child's learning and child's development. The behavior can be harmful to the child and other children and people around them.

Positive behaviour is modelled by the teaching and non-teaching staff of The English College, and is behaviour that is reflecting the school's values and expectations.

The English College community is all staff and students presently at the college or involved in college activities both on and off campus. It includes parents and alumni of the college. We acknowledge that the behavior choices of our students in the wider community can have an impact on the reputation of the College as an institution.

Bullying in any form will not be tolerated. Bullying is defined as a form of aggressive behavior that occurs in an intentional and repeated manner causing another child to feel hurt. Bullying can take multiple forms, including spreading rumours, threatening, physical or verbal assault, engaging in insidious practices such as excluding a child from a group to hurt him/her, or any other gestures or actions that occur in a less visible manner.

The term 'in college' covers any incidents related to unacceptable or inappropriate behaviour both in school and whilst travelling to and from school including: sports fixtures, educational visits and other school-based excursions away from the school;

sports tours, educational cruises, activity holidays, etc. organised by the school in holiday time for students of the College.

3. Positive Behaviour

The English College highlights and rewards positive behaviours across all aspects of school life. Positive attitudes and actions that reflect the school values are recorded on the school's behaviour management system 'Classcharts' across the whole school. Also, positive behaviours are highlighted within assemblies, within class environments and lessons, and at parent teacher conferences. Positive behaviour is also rewarded with leadership opportunities for those students who exemplify The EC values. Equally, the four House system encourages positive attitudes toward competition, sportsmanship, academic excellence and demonstration of school values in a range of House competitions. House points are also recorded on Classcharts and this information is disseminated to parents and tracked by staff.

Staff are encouraged always to focus on students demonstrating positive behaviour via immediate feedback in class, points on Classcharts, and the presentation of awards. The many leadership roles allocated to students are chosen by staff based on observational, anecdotal and quantitative data. The sharing of this data between staff ensures that they have a sound understanding of students and can relate positively to the personality and needs of the individual.

4. Scope

The Behaviour and Sanctions Policy will be applied to all students on College premises, but will also form the foundation for acceptable behaviour outside the College where students are in uniform and/or taking part in organised trips and events or where their behaviour is violent, illegal, may bring the reputation of the College into disrepute or may place other students at risk. Before any sanctions are put in place it is expected that Pastoral Leaders will engage in restorative practices (**see appendix 2**) to investigate reasons for persistent misbehaviours. This may involve one to one meetings with students, staff and parents, either separately or as a group.

- 4.1** Examples of misbehaviour are given below and the list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour, showing no remorse or failing to comply with instructions when challenged over misbehaviour will raise the level of sanction.
- 4.2** Any mitigating circumstances will be taken into account and may reduce the level of sanction.

- 4.3** Whilst misbehaviour outside the classroom may not directly impact on teaching and learning it does damage the ethos and potentially bring the name of The English College into disrepute.

5. Examples of sanctioned behaviour

5.1 Lower Level misbehaviours may include

- talking over classmates or whilst the teacher is speaking
- not paying attention during lessons
- failure to complete classwork or homework to an appropriate standard
- not completing sufficient work in class
- failure to bring the correct books and/or equipment to lessons
- running on the corridor
- arriving late to class
- talking persistently in class or in an assembly

It is expected that lower level behaviour issues, such as these, will be dealt with by the Member of Staff who encounters them and recorded on ClassCharts - the school's behaviour management digital platform - in the Middle and Senior School. Low level behaviours issues are immediately dealt with by the class teacher in the Primary School. Classchart recordings inform both student's Form Tutor and Parents of the misdemeanour and tutors can reliably check any ongoing and consistent misbehaviours. In the Primary School, repeat behaviours are reported to the parents by the class teachers either via email or a phone call.

5.2 Mid Level misbehaviours may include

- repetition of lower level misbehaviours
- throwing items across the class
- shouting/calling out and interrupting teaching and learning
- persistent non-completion or handing in homework on time
- teasing and taunting others
- use of mobile phones during school hours without the permission of a teacher
- arguing with members of staff
- truancy within college, i.e. not going to a timetabled lesson
- Swearing
- deliberate damage to textbooks or other students' work
- uniform infringements
- littering

- rough and tumble or play fighting

It is expected that persistent lower level misbehaviour or single acts of mid-level misbehaviour will be referred upwards to the appropriate Pastoral/Subject Leader and restorative behaviour meetings held to ascertain the reasons behind the behaviours. Parents should be informed.

5.3 Higher level misbehaviour may include

- Regular repetition of mid-level misbehaviours
- vandalism/deliberate damage (including graffiti)
- verbal or physical intimidation of other students amounting to bullying
- deliberately behaving in a way that is likely to cause injury to others
- serious, repeated or extended verbal abuse of another student or member of staff
- stealing
- Selling items to other students while in school which are legal in The UAE for a child to buy e.g. a student selling sweets.
- possession of tobacco or related items such as pipes and cigarette lighters/ e-cigarettes/ vaping pens
- discriminatory language or behaviour in any form (gender, disability, race, sexual orientation, religious belief or age).
- assault/fighting (where contact is made)

Any persistent mid-level misbehaviour and/or single acts of serious misbehaviour involving damage or risk to person or property must be referred through the Deputy Heads and Head of Department and made aware to the Head of School.

5.4 Very serious misbehaviour may include

- Regular repetition of higher level misbehaviours
- Students selling items which are illegal for a child to buy e.g. cigarettes
- behaviours classed as "criminal" outside college including possession, use and/or distribution of alcohol, weapons, pornography, drugs, serious physical assault
- Wherever a student's behaviour puts other students at serious risk.

The final decision on very serious misbehaviour that may result in a permanent exclusion from the college will be made by the Principal and approved by the Board of Governors.

6. Responding to different levels of misbehaviour

The English College applies a system of Behaviour Modification (Appendix 2), designed to help students develop positive behaviours. The ways in which sanctions are applied will, in general, follow this path. However, the College values respect and responsibility highly, and therefore students who show these qualities after a sanctionable incident may find their sanction will vary according to their prior record and also their attitude when spoken to.

6.1 EC LEVEL 1 First and final warning

There is an escalating series of ways in which a teacher can respond to poor behaviour. It may simply be an extended pause, a "look" or a verbal 'first and final warning'. The teacher may explicitly remind the student of the agreed rules and protocols. The teacher may move the student to another seat within the room. The student may be asked to leave the room for a short time and the teacher will explain their expectations before the student is re-admitted to the classroom. If appropriate the student may be sent to a partner classroom for the remainder of the lesson. The tone of the teacher's voice may indicate disapproval but shouting at a child is ineffective and should not happen. This should be recorded on Classcharts as a negative behaviour point.

6.2 EC LEVEL 2 Restorative behaviour meeting

Restorative behaviour meetings with Pastoral Leaders and students should take place here to ascertain the reasons for misbehaviour that is persistent and detrimental to learning for the student or/and others. This should take the form of a discussion rather than a reprimand. Pastoral Leaders should be trained in restorative practice.

20 minute Detention and/or parents informed

As a stronger response to lower level misbehaviour the teacher may need to discuss how the behaviour is contradictory to EC school values. This discussion takes place in a student's break time or lunchtime within a lunch-time detention (or a break time detention – at the discretion of the teacher) and will keep a record of behaviour concerns by recording this on MIS and making a note on MIS system about this behaviour, as well as contacting home (either via email or a phone call) to inform parents of this behaviour. Persistent low level disruption or misbehavior should also be reported to the subject leader and the class teacher/form tutor – but this type of sanction should be dealt with by the class teacher.

6.3 EC LEVEL 3 Restorative behaviour meeting & 40 minute detention

Restorative behaviour meetings with Pastoral Leaders, students and parents should take place here to ascertain the reasons for misbehaviour that is persistent and detrimental to learning for the student or/and others. This should take the form of a discussion rather than a reprimand. Pastoral Leaders should be trained in restorative practice.

40 minute Detention and parents informed after school on a Thursday – to be overseen by Deputy Heads from 1.05 – 1.45pm in Room TBC

Continued and persistent lower level misbehaviour or mid-level misbehavior after restorative meetings have taken place will result in the following:

If this type of behaviour is occurring in one subject only, the HOD will deal with the matter;

If this type of behaviour is occurring throughout the school, the class teacher/tutor and Deputy Head will deal with the matter;

The relevant member of staff will speak to the student and their parents (ensuring the class teacher/form tutor is kept informed) to agree on the most appropriate sanction;

This sanction should take the form of an after-school detention on a Thursday;

The Deputy Heads will work with the Subject Leader, Class Teacher and Form Tutor to determine ways forward and record in Action Plan ([Example here](#)).

This could be monitored with the use of a report for a period of time. Parents must be kept informed. Parents will need to make arrangements to pick up their child from school – catching the school bus is not a reason for not attending the detention.

6.4 EC LEVEL 4 Internal Exclusion and Parental meeting

If the behaviour of the student does not improve, or in the event of a one-off serious type of misbehaviour, the Deputy Heads will invite the parents in for a meeting to discuss the issue, again with the initial aim being to identify the cause of the behaviour. If the restorative meeting subsequently warrants a sanction for the pupil, this will be an internal exclusion, which will be recorded on the iSAMs system as a negative event (along with a note) and the pupil will be placed on a report for a period of time. Internally excluded students will be supervised as they complete their work away from their normal lessons and classmates.

A report may be issued where greater details are needed to help pinpoint issues affecting a child's academic progress or what is triggering instances of poor behaviour. This is usually where academic progress is hindered by behaviour choices. A positive behaviour report or a lateness report may be given in instances when these are considered to be triggers for a student.

At this point a Pastoral/ Academic Report card could be considered (see 5.5.1).

6.5 EC LEVEL 5 External (fixed-term) exclusion

External exclusions (or "suspensions") will be used in more serious cases of misbehaviour - advised by the Behaviour and Sanctions Policy but ultimately determined by the Senior Leadership Team. Parental involvement is key where the level of behaviour is such that a fixed-term exclusion is given and a parent meeting to explain the conditions and future actions must take place prior to the sanction. Note that in this instance all restorative measures must have been exhausted. This sanction is seen as an opportunity for a student to modify their behaviour before a permanent exclusion from the college is applied. This may be given for not responding to Internal Measures, vandalism, fighting, extreme or repeated unethical behaviour such as plagiarism, use of social media to damage the college reputation, or a very serious one-off incident.

A Pastoral Support Plan will be put in place to support the pupil (see 6.5.1).

6.5.1 Pastoral Support Plan

The aim of a Pastoral Support Plan is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP is aimed as a supporting mechanism for the pupil, and the following will be/could be considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- discuss difficulties with student
- discuss difficulties with parents
- consult colleagues in department, key stage, pastoral team and/or SENCO regarding special educational needs
- additional staff training
- referral to and liaison with SLT and any other Outside Agencies
- withdrawal from lessons
- flexible curriculum and/or individualised timetable
- use of IT
- risk assessment
- allocation of a key worker / mentor
- internal exclusion
- restorative approaches work

The most effective PSPs are where there is ongoing communication between school and home. There should therefore be a commitment from both the school

and the home for adults to communicate weekly to review how things are going. The student may be included for all or part of the meeting. This will provide opportunities to share successes and if necessary amend any arrangements to support the student to continue to move forward. The aim is to assess what is working, maximise it and to shift the emphasis away from what has gone wrong. Adjustments can be made to the routine, content and targets in the programme. Focusing on solutions is the key. If the current provision is not meeting the student's needs what further measures can be put in place to help a student sustain his /her place in school? A PSP is not a long term solution – if after more than 4 weeks with the extra support, the pupil is not making significant progress in terms of their behaviour – the school will request that the parents of the child will refer them to an external agency for testing in order to assist the family with the barriers to learning.

6.6 Permanent Exclusion

A permanent exclusion will result if a student persistently exhibits serious unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so. It will result if a student commits a felony, whether the act takes place inside the college or elsewhere, or if the nature of the crime is such that the student's return to college would put other students at risk. A permanent exclusion is applied by the Principal when approved by the Governing Body and the KHDA. Parents retain the right to appeal to the Governing Body and the KHDA against a decision of a permanent exclusion.

Where a decision is taken not to permanently exclude a student, a condition or conditions of reinstatement following a period of exclusion may be required on the part of the student and his/her parents.

7. Community Service

Where a student behaviour choice has impacted on the community, then a form of community service may be given as a sanction in order to make reparations to the community as a whole. This may take the form of:

- delivering an assembly
- litter picking
- creating a display or poster on an issue
- mentoring a younger student
- leading a working group on a topic
- leading a club or ECA

8. Substance Abuse Guidance

Our community is committed to the health and welfare of its students and will take action to promote and safeguard their well-being. We encourage all students to educate others into acting and speaking in the best interests of those who might need help.

The college aims to deter the abuse of all drug substances. This will be achieved through:

- education
- pastoral support for individuals
- support for family through the academic and pastoral elements of the curriculum,
- providing accurate information
- promoting understanding
- helping young people to identify sources of appropriate personal support
- ensuring that the rules of the college reflect the seriousness with which the college and the local community approaches potential problems in this area

It is essential to inculcate in each individual student an awareness of the importance of individual values. Students will be given an opportunity to debate the issues concerning the use and abuse of drugs and substances and thereby increase their awareness of the hazards of drug and substance abuse. The college believes that it is a priority to promote and consolidate the self-esteem of every individual student. The vast majority of involvement with drugs and other substances occurs out of college, both in time and place, when children are the responsibility solely of their parents. Therefore, effective partnership between the college and parents is essential. Parents must feel that they are fully informed and involved in the college's practice with regard to drugs and substance abuse. It is important that parents are able and willing to support the college's policy.

8.1 Tobacco/Vaping

The bringing of tobacco or tobacco-related products into school, the selling of such products to other students, and/or the smoking of tobacco or tobacco-related products by students is forbidden. Any student suspected of smoking or frequenting with a smoker on school property or while being identifiable as a member of the college community may be excluded for a fixed term period. Persistent smoking will lead to permanent exclusion. The only circumstance likely to cause the college to consider mitigation/greater flexibility in areas of "zero tolerance" would be when the information concerning the offence derived primarily from information volunteered by the student involved or by his/her parents.

9. Social responsibility

The English College is obliged to inform the Dubai Police of any breach of the law which comes to its attention. The college will notify the Dubai Police if students are found to be in possession of illegal drugs whilst in college. The college is obliged to involve the Dubai Police and the KHDA if a student or students are required to leave or are excluded for a fixed term on account of known use of drugs or other illegal substances or illegal activity **as per UAE law**. The college will support and promote local initiatives where they are soundly based and do not contravene the college's ethos or moral teachings.

10. Prescription Medication

The School Nurse must be aware of any prescription medication brought on to the School premises. The School Nurse must store and administer all student medication although exemptions will be made with parent and school approval for students who need to self medicate for specific, stated reasons. Any student suspected of abusing prescription medication will be excluded for a fixed term period. A repeat offence will lead to a permanent exclusion.

11. Searching, Screening and Confiscation

Searching

School staff can search a student for any item if the pupil agrees.

Headteachers, and staff authorised by the SLT, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- weapons
- illegal drugs
- stolen items
- vaping material or tobacco or cigarette
- pornographic images
- any item banned by school rules

They may also search a pupil for any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence, or

- to cause personal injury to, or damage to the property of, any person (including the pupil).

Schools are not required to have formal written consent from the pupil or parent for this sort of search – it is enough for the authorised person to ask the pupil to turn out his or her pockets or if the authorised person can look in the pupil's bag or locker and for the student to agree.

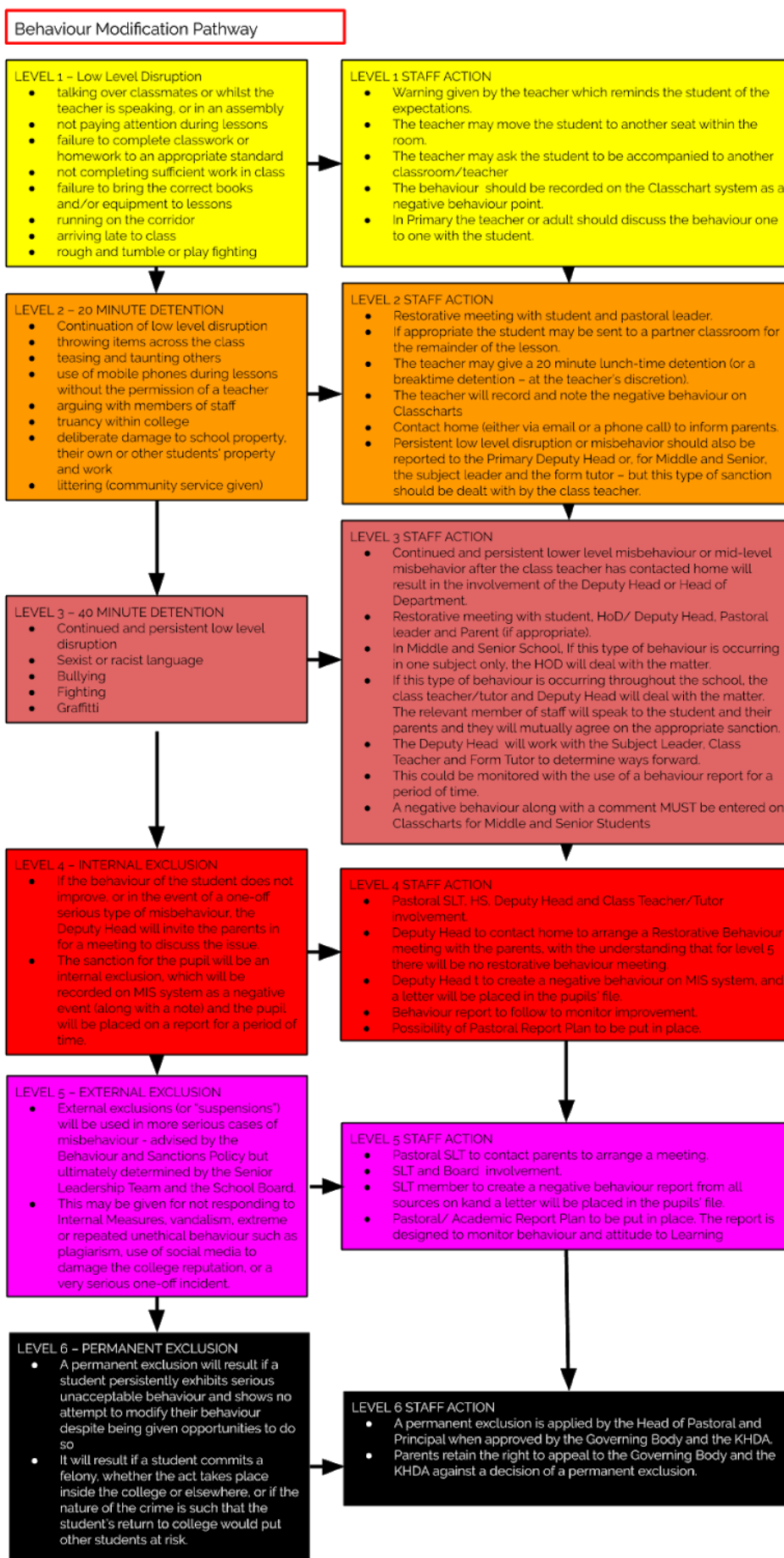
Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Screening

Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that students undergo screening on their entry to school if they feel there is a potential issue or danger. This involves using specific electronic detection equipment to monitor students upon entry.

Appendix 1:



Appendix 2:

Restorative practices

“Restorative justice is a process whereby all the parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of the offence and its implications for the future” [Latimer, Dowden and Muise \(2005\)](#)

Authoritarian Approaches	Restorative Approaches
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and Problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>And as a result</i>	<i>And as a result</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability=being punished	Accountability = taking responsibility and putting things right

See [here](#) for a blog about restorative practices approaches.

This blog is from Evidence into practice: a blog about evidence informed teaching.

See [here](#) for a PDF that explains about restorative practices in schools in the UK

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