BRIGHTON COLLEGE ABU DHABI

Behaviour Policy

Date
September 2026

Version 7

1. Policy Statement

Brighton College Abu Dhabi has a responsibility to provide a positive, safe and inclusive environment in which every pupil is able to learn, develop and thrive. Through clear and consistent expectations for behaviour, and by responding appropriately to behaviours of concern, the College seeks to create a secure, respectful, welcoming and enriching community for all.

At the heart of our approach are the expectations that all pupils are Ready, Respectful and Safe. We encourage pupils to be Ready to learn and make positive choices, Respectful in their words, actions and relationships with others, and Safe in the way they conduct themselves and contribute to the wellbeing of the College community.

By setting high expectations for both individual and collective behaviour, Brighton College Abu Dhabi promotes the cultural values of the UAE alongside fundamental British Values. Through these shared expectations, we aim to develop pupils who demonstrate kindness, responsibility, respect and integrity, and who grow into confident and positive global citizens who make a meaningful contribution to their school and the wider community.

This policy sets out the College's expectations for pupil conduct and the systems and approaches used to promote positive behaviour, recognise positive choices and respond consistently to behaviour that does not meet our Ready, Respectful and Safe expectations.

2. Aims

- 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.
- 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 Definitions

Absence	The state of not being physically present in class/at school.
Absence rate	The proportion of absences to school days as per the approved school calendar. If the student was admitted mid-year, the absence rate is calculated from their joining date.
Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.

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ADEK Wellbeing Policies	The group of ADEK policies that relate to student and/or staff wellbeing includes the following policies: • *ADEK School Digital Policy* • *ADEK School Educational Risk Policy* • *ADEK School Extracurricular Activities and Events Policy* • *ADEK School Health and Safety Policy* • *ADEK School Healthy Eating and Food Safety Policy* • *ADEK School In-School Specialist Services Policy* • *ADEK School Inclusion Policy* • *ADEK School Physical Education and School Sports Policy* • *ADEK School Safeguarding Policy* • *ADEK School Staff Wellbeing Policy* • *ADEK School Student Behavior Policy* • *ADEK School Student Mental Health Policy* • *ADEK School Student Protection Policy* • *ADEK School Sustainability Policy* • *ADEK School Wellbeing Policy*
Behaviors of Concern	A significant change in behavior (observed in relation to academic performance, interests, social activities, or ability to perform familiar tasks) with the potential to negatively affect an individual's wellbeing or that of others. This also includes "any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical

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	safety, and/or engagement in pro-social interaction with peers and adults" (Smith & Fox, 2003) and includes risky or illegal habits.
Bullying	Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (cyberbullying). The *National Bullying Policy for the Prevention of Bullying in Educational Institutions* (MoE, n.d.) provides a complete framework for bullying and cyberbullying.
Code of Conduct	A school's principles, standards, and expectations for student behavior at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behavior and what constitutes misconduct.
Documented Learning Plan (DLP)	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Extracurricular Activities	Organized activities that students can participate in that are external to the school. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature.
Misconduct	Conduct that is not in line with behavioral expectations or the school's Student Code of Conduct.

Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.
Parent	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Law No. 3 of 2016 Concerning Child Rights (Wadeema).
Positive Behavior	The expected standards of student behavior as set out in the school's Student Code of Conduct. Such behavior is conducive to the learning, wellbeing, and safety of the student and others in the school community.
Positive Handling	An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer.
Student Behavior	A student's responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward other students, staff, or members of the wider school community.

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4. Pre-Prep & Prep

4.1 Behaviour Approach

Behaviour is managed through a relational and restorative approach based on the principles of consistency, predictable routines and calm adult responses.

All staff are expected to:

- Use calm, neutral body language and tone
- Follow agreed behaviour scripts
- Respond consistently using the same language
- Focus on restoring and repairing relationships following incidents

At Brighton College Abu Dhabi, we expect all pupils to be:

- Ready
- Respectful
- Safe

These expectations are explicitly taught, modelled and reinforced across Nursery to Year 5

4.2 Rewards and Recognition

Positive behaviour is recognised regularly and consistently. We believe that celebrating positive choices helps to reinforce expected behaviours and encourages pupils to consistently demonstrate our values.

Recognition is given to pupils who demonstrate the Brighton expectations of being ready, respectful and safe, as well as our Pelican Values. In Pre-Prep, these are:

- Perseverance
- Enthusiasm
- Leadership
- Improvement
- Creativity
- Achievement
- Nurture

In Prep, these are rewarded for the three pillars:

- Partnership
- Participation
- Progress

Rewards may include:

- Specific verbal praise
- Recognition in class
- Displaying work
- Additional responsibilities
- Communication with parents

- Pelican/House Points
- Celebration in assemblies

4.2.1 Pelican Pathway and House Points

The pupils have an individual Pelican Pathway map which will take them on a journey of rewards throughout the year. Pupils are rewarded with a sticker on their map for showing the Pelican values. There are different milestone awards rewarded throughout the year. Bronze – 30, Silver – 70, Gold – 120, Crest – 156.

Pelican Points are logged on the Go4Schools system by staff. One pelican point equates to one house point, which means that every time a pupil earns a Pelican Point, they are also contributing directly to their House team total. House point totals are announced in celebration assemblies, and the winning house is celebrated.

4.3 Behaviour Levels

Pre-Prep uses a 3-level behaviour system, with types of behaviour, scripts and follow-up outlined in the BCAD PP Behaviour Flowchart

The Prep School used a 3-level behaviour system, including suggested language, consequences and next steps outlined in the BCAD Prep Behaviour Flowchart.docx

4.4 Individual Behaviour Plans (IBPs)

If a pupil receives 5 or more behaviour points within one month:

- A case conference should be held with relevant staff.
- Parents will be invited to a meeting and informed that an IBP will be implemented.

An IBP may include:

- DHP interventions
- Inclusion support
- Individual behaviour charts
- Visual supports
- Sensory strategies
- Now and Next boards
- Social stories
- Daily communication book

IBPs should be reviewed with parents every two weeks. The aim is always to support the pupil in successfully returning to the main behaviour flowchart.

If behaviour is not improving:

- The school may request assessments from outside agencies if they feel it is appropriate.
- The pupil may be asked to go on reduced hours if they are significantly hindering the learning of others.

4.5 Recording Behaviour

All behaviour incidents must be logged on Go4Schools (G4S).
Guidance:

- Repeated Level 1 behaviours → log on G4S
- All Level 2 incidents → log on G4S
- All Level 3 incidents → log on G4S immediately

Entries should:

- Be factual
- Include date and time
- Clearly state behaviour
- Record actions taken
- Record parent communication
- Include follow-up actions
- Avoid subjective language or personal judgements.

5. Year 6 and Senior School

The following shall be applicable to pupils starting in Year 6 through to and including Year 13.

Pupil Code of Conduct: To encourage positive behaviour amongst the pupil body the Pupil Code of Conduct comprises the below:

A clear statement of actions defining positive pupil behaviour, which includes:
Showing due care and respect for the school, its staff, pupils, and the wider community by:

- Complying with all school rules.
- Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
- Caring for the school's property and facilities as well as the property of others.
- Representing the school on public occasions and promoting a positive school image.

Demonstrating a positive mindset and engagement with learning by:

- Attending school and classes on time and providing an explanation for lateness and absences.

- Fulfilling all responsibilities as a pupil (e.g., completing classwork) with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- Engaging in extra-curricular learning opportunities.

Demonstrating consideration, respect, and civility to others, including staff, pupil, parents, and the wider community, by taking actions such as:

- Speaking politely and behaving courteously with others (e.g., using “please”, and “thank you” in speech, holding doors open for others, etc.).
- Queuing in an orderly way and respecting others’ positions in queues.
- Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
- Taking personal initiative to act as a “responsible citizen” of the school by not engaging in misconduct and protecting other pupils from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- Showing sportsmanship in winning and losing.
- Considering the impact of words and actions on all students, staff, and parents.
- Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odours from oneself).
- Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice.
- Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow pupils, particularly those who may feel marginalized (new pupils, pupils frequently bullied, etc.).
- Dressing modestly and appropriately and following the school’s dress code and grooming rules.
- Respecting UAE national identity and cultural values
- Recognising the diversity of the school and wider community and not discriminating against others based on characteristics such as ethnic origin, race, nationality, culture, language, religion, gender, or ability/ disability.

The expectation is for pupils to exhibit positive behaviour when under the school’s supervision.

- This includes periods when pupils are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.

- Schools are authorised to extend the applicability of the pupil Code of Conduct to situations where pupils are representing the school indirectly when not under the school's supervision, such as when wearing a school uniform in public settings.

6. Misconduct Policy and Procedures

The school strives to create a culture of applying positive behaviour approaches when dealing with pupil misconduct. This includes reviewing the incident with the pupil and giving them a chance to explain, understand, and take ownership and accountability for their misconduct. The school will equally analyse possible root causes for the pupil's behaviour, engage the pupil in coming up with their own behaviour management strategies, and provide pupils with the necessary social, emotional, and educational support to encourage positive behaviour as much as possible prior to resorting to any disciplinary measures.

The school aligns its Levels of Misconduct directly to that of ADEK's 'Student Behaviour Policy':

Level One Offenses:

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

Level Two Offenses:

- Leaving or entering the classroom during class time without permission.
- Not attending mandatory school activities and events without an acceptable excuse.
- Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.

- Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy.
- Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).
- Taking out and/or using mobile phones at school without permission or in the case of emergency.
- Verbally abusing or insulting any member of the school community (including visitors).
- Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
- Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee

Level Three Offenses:

- Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- Fabrication, falsification of documents, and Impersonation.
- Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).
- Leaving the school premises without permission.
- Seizure, destruction, and/or vandalism of school property.
- Setting off or activating the school's fire alarm or fire extinguishers.
- Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
- Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee

Level Four Offenses:

- Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.

- Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
- Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- Theft and/or engaging in its cover-up.
- Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- Leaking exam questions or engaging in related activities.
- Setting fire to the school premises.
- Insulting political, religious, or social figures in the UAE.
- Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
- Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural Consideration Policy.
- Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- Trespassing on school premises after school hours.
- Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee.

The Behavioural Management Committee consists of a minimum of 4 members, including at least the following:

a. Principal (and/or their delegate)
b. A member of the teaching team.
c. A member of the social care team or any other member at the school's discretion.
d. A DSL/Child Protection Coordinator.

The committee reviews and discusses pupil behavioural concerns, provided that disciplinary actions by the committee must be fair and equitable to all pupils without exception. All disciplinary actions shall be appropriate to the pupil's age and ability and the severity of the misconduct as per the levels identified. The committee members are able to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

Disciplinary Actions: We ensure that the behaviour policy outlines acceptable disciplinary actions, with descriptions of how each action is to be carried out, the stakeholders involved, and the internal escalation process.

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As a school we are permitted to use any of the following disciplinary actions, provided they are proportionate, age-appropriate, and in line with **Figure 1. Staging of Disciplinary Procedures:**

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

As a school we are forbidden and would not use any of the following methods as disciplinary actions:

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

Disciplinary Procedures: The following outlines clear and staged disciplinary procedures to address pupil misconduct, in line with ADEK Student Behaviour Policy. We aim to practice leniency in issuing disciplinary measures but have a right to implement procedures as per the below **Staging of Disciplinary Procedures.**

The school makes use of the appropriate guidance and disciplinary actions to encourage pupils to understand why their behaviour is unacceptable and how to behave better in the future. In their

response to incidents of pupil misconduct, schools shall take into consideration the pupil's individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a pupil's behaviour.

In all cases of misconduct, the first approach shall always be focused on understanding possible factors contributing to the pupil's behaviour providing related support where possible and reinforcing positive behaviour to encourage a pupil to take ownership of their actions. We firmly believe our role is to educate and protect all pupils, that said we will make use of the Staging of Disciplinary Procedures when necessary to ensure a safe and calm school environment.

Figure 1. Staging of Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time Second Time		Third Time	More than Three Times
Level 1	**Verbal Warning** Discuss the expected change in behaviour with the student.	**Written Warning** Notify the parent in writing about the student's misconduct.	**Written Warning** Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy.	**Written Warning** Notify the parent in writing and summon the parent together with the Behavioural Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behaviour.

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Level 2	**Written Warning** Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behaviour.	**Onsite Suspension** Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning. Notify the Behavioural Management Committee to agree to a set of strategies for reforming the student's behaviour. The parent is required to sign an undertaking to support the agreed strategy.	**Onsite Suspension** Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioural Management Committee to agree to a final set of actions for reforming the student's behaviour. The parent is required to sign an undertaking to support the agreed strategy.	**Expulsion** Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behaviour strategy.

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

Level 4	**Offsite Suspension** Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.	**Expulsion** Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioural Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behaviour strategy.

Throughout the disciplinary process, we monitor, document, and provide pupils with ongoing support to focus (whether through the school counsellor or the in-school specialist) and other forms of support (e.g., social worker), as required, throughout the disciplinary process.

We deal with misconduct that can be categorized as maltreatment (e.g., physical abuse, bullying, sexual abuse) in line with the maltreatment reporting procedure in the Handling Student Maltreatment Concerns within Educational Institutions (DAA Child Protection Committee, 2024).

We will always involve law enforcement authorities as appropriate where misconduct is illegal as per the latest applicable laws in the UAE.

In investigations involving issues of cultural consideration, and where appropriate, the College will ensure that an Arabic speaker is available to discuss the situation with the pupils involved, taking into account the linguistic and cultural privacy of students, and advising the management thereof.

Further, we ensure that, where disciplinary procedures are being exercised in relation to pupils with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action. As such, we ensure that any underlying special educational needs affecting behavioural regulation are considered in determining appropriate disciplinary action.

Where necessary we develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behaviour in a similar manner to their peers due to an underlying need.

Where applicable we provide sufficient guidance to pupils to ensure continued learning during supervised detention and/or suspension periods.

Appeals Procedure: Where an external suspension is applied, parents can appeal the Behavioural Management Committee's decision.

Timelines for the appeal:
To appeal a school's decision to externally suspend their child, parents have 1 working day.
To appeal a school's decision to expel their child, parents have 10 working days.

Modes of appeal can take any of the following forms; email, telephone, or face-to-face meeting.

BCAD has an Appeals Committee, this consists of different members from the Behaviour Management Committee, and which does not involve the Principal, Vice Principal, or any staff who may have a conflict of interest. Where an appeal has been made and following a review by the persons concerned, the school shall issue a final decision (accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases and share the decision with the parent.

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

Positive Handling: We are authorised, by ADEK, in certain circumstances, to maintain good order, to physically intervene to prevent pupils from harming themselves or others and allow staff to use reasonable force.

When choosing to restrain a pupil, all other options shall initially be considered, and positive handling shall be the last resort in managing situations. Schools are authorised to use positive handling to protect pupils, in circumstances such as to prevent pupils from:

- Leaving the classroom or school premises, where allowing the pupil to leave would risk their safety and/or that of others.
- Injuring themselves and/or others.
- Damaging property.

Any response to extreme behaviour should be reasonable and proportionate, and conducted with minimal usage of physical force and staff should consider the risks and carefully consider any vulnerabilities of the student. Such conduct shall only be in accordance with the following:

- The pupil should be in immediate danger of harming themselves and/or others.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses.
- Once the situation is deemed to be no longer dangerous, the pupil should be allowed to regain self-control.

7. Monitoring and Review

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

Head Master on behalf of the College: 

On behalf of the Governors: 

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Adjusted wording of BFL policy	LWI	January 2023
2.0	Change from Head Mistress to Head Master	LWI	September 2023
3.0	Updated and formatted	RF	January 2023
4.0	Behaviour sanctions updated to align with ADEK 2024 policy	RF	November 2024
5.0	Change in signatures	RF	June 2025
6.0	Update from ADEK v1.2 to level one offenses	RF	September 2025
7.0	Review for the New AY. Small edit within sanctions to align with ADEK changes	SB	September 2026

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Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

Brighton College Abu Dhabi 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 Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK 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.