



POSITIVE BEHAVIOUR POLICY 2021/2022

AIM: (final result we are aiming to achieve):

The English College has high standards and high expectations of the way that students conduct themselves both academically and socially.

The aim of the policy is to ensure that students will both understand the rewards for positive behaviours that reflect the school values and understand the consequences for behaviours that do not reflect the values, ethos and vision of The English College. School staff will apply this policy as fairly, as consistently and as transparently as possible.

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 aim 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.

This policy will cover our expectations for student behaviour during the school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.

RATIONALE: (The reason for which this policy has been written)

The rationale of this policy is to outline what behaviour is deemed acceptable and what behaviour is deemed unacceptable at The English College and the possible

consequences for unacceptable behaviour. We endeavour to apply restorative behaviour practices fairly, clearly and consistently.

GUIDELINES: (The principles/instructions/steps of the policy)
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Definitions

Positive behaviour is any behaviour which The English College deems to be appropriate. It is modelled by the teaching and non-teaching staff of The English College, and is behaviour that reflects the school's values and expectations.

Unacceptable behaviour is any behaviour which the English College deems to be inappropriate. It may interfere with a child's learning and a child's development. The behavior may be harmful to the child, other children and/or people around them.

The English College community includes 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 is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.¹ Bullying in any form will not be tolerated. Please see our Anti Bullying Policy for more information.

The term 'in college' covers any incidents related to unacceptable or inappropriate behaviour both in school and on approved school events, including whilst travelling to and from school/the event. Approved school events may include, but are not limited to, educational visits, sports tours and fixtures and Duke of Edinburgh's adventurous journeys. Such events are organised by the school and take place either within school time, at the weekend or during holiday time for students of the College.

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, 'Class Charts', across the whole school. Also, positive behaviours are highlighted within assemblies, within class

¹ Department for Education. (2017). *Preventing and Tackling Bullying*. Available: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf. Last accessed 22.02.2021.

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 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 Class Charts and this information is disseminated to parents and tracked by the Assistant Head for the key stage (Secondary) or key stage leader (Primary).

Staff are encouraged to focus on students demonstrating positive behaviour via immediate feedback in class, points on Class Charts and the presentation of awards. It is hoped that the celebration of and modelling of positive behaviour encourages students to act in ways that uphold the EC values: respect, aspiration, collaboration, excellence and responsibility.

Scope

The Positive Behaviour 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 Assistant Headteachers/ Key Stage Leaders will engage in restorative practices (**see appendix 1**) to investigate reasons for persistent misbehaviours. This may involve one to one meetings with students, staff and parents, either separately or as a group. However, restorative practices may not be appropriate depending on the nature of the event. This will be at the discretion of the Senior Leadership Team.

Interviews to collect information

At times it may be necessary to interview students to investigate what has occurred during an incident. This should be undertaken with the student and two members of staff to ensure that any interviews are conducted appropriately and with the child's wellbeing in mind. The child will usually be required to write down exactly what happened or what they witnessed and this will be signed and dated. This is to ensure that the student is giving an accurate account of what happened and is not influenced by external forces. These written statements may or may not be shared with parents, as deemed appropriate by the Senior Leadership Team.

The use of CCTV

At times it may be appropriate to make use of CCTV footage to gain a full perspective of an incident. The CCTV footage is for internal use only and will not usually be shared with parents, for safeguarding reasons.

Examples of sanctioned behaviour

Examples of misbehaviour are given below and **the lists are 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. Any mitigating circumstances will be taken into account and may reduce the level of sanction

Types of misbehaviours

Lower Level may include	Mid Level may include	Higher level may include	Very serious may include
<p>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</p>	<p><i>Repetition of lower level misbehaviour/s.</i></p> <p>Lying and/or purposefully omitting the truth, Dependent on the situation, this could be deemed as a higher level misbehaviour. Throwing items across the class Shouting/calling out and interrupting teaching and learning. Persistent non-completion or non-handing of 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 or failing to cooperate with staff. Truancy within college, i.e. not going to a timetabled lesson. Swearing (not necessarily swearing at someone). Deliberate damage to textbooks or other students' work Repeated uniform infringements Littering</p>	<p><i>Repetition of mid-level misbehaviour/s.</i></p> <p>Lying and/or purposefully omitting the truth. Vandalism/deliberate damage (including graffiti). Verbal or physical intimidation of other students amounting to bullying/ cyberbullying. Defamation of others. 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 Smoking or frequenting with a smoker on school property or while being identifiable as a member of the college community. Discriminatory language or behaviour in any form (based on gender, disability, race, sexual orientation, religious belief, age or any other difference) whether in jest, discussed with friends or intended to harm. Using social media to damage the College's reputation. Assault/fighting.</p>	<p><i>Repetition of higher level misbehaviour/s.</i></p> <p>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 Any behaviour that puts other students at serious risk.</p>

Possible sanctions

The English College aims to follow a restorative behaviour approach where possible. However, based on the nature of the incident, this is not always possible and a sanction may be necessary. The College will make all decisions with its core values at the centre and will be guided by this policy however all decisions on sanctions will ultimately rest with the Senior Leadership Team.

At all levels, the tone of the teacher's voice may indicate disapproval but shouting at a child is ineffective and should not happen.

Secondary School

Lower level misbehaviours lead to Level 1 or 2 sanctions	Mid level misbehaviours lead to Level 3 sanctions	Higher level misbehaviours lead to Level 4 or 5 sanctions	Very serious misbehaviours lead to Level 5 or 6 sanctions
<p>Level 1: First and final warning</p> <p>Level 2: 20 minute detention and parents informed.</p>	<p>Level 3: 40 minute detention and parents informed.</p>	<p>Level 4: Internal exclusion and parents informed.</p> <p>Level 5: External (fixed term) exclusion and parents informed.</p>	<p>Level 5: External (fixed term) exclusion and parents informed.</p> <p>Level 6: Permanent exclusion</p>

Primary School

Lower level misbehaviours lead to Level 1 or 2 sanctions	Mid level misbehaviours lead to Level 3 sanctions	Higher level misbehaviours lead to Level 4 or 5 sanctions	Very serious misbehaviours lead to Level 5 or 6 sanctions
<p>Level 1: First and final warning</p> <p>Level 2: Time out with LSA/Teacher. Parents are informed.</p>	<p>Level 3: Extended time out with LSA/Teacher. Parents are informed in a face to face meeting. Positive Behaviour Action Plan put in place for student</p>	<p>Level 4: Internal exclusion and parents informed.</p> <p>Level 5: External (fixed term) exclusion and parents informed.</p>	<p>Level 5: External (fixed term) exclusion and parents informed.</p> <p>Level 6: Permanent exclusion</p>

Where possible and appropriate, a **restorative behaviour meeting** with the Assistant Headteacher/Key stage leader should take place here to ascertain the reasons for misbehaviour that is persistent and/or detrimental to learning for the student or/and others. This should take the form of a discussion rather than a reprimand. This may be instead of or in addition to a sanction that is applied at levels 1, 2 or 3. This will be determined by the situation but ultimately decided by the Senior Leadership Team.

Secondary School

Level	Detail
Level 1	<p>First and final warning</p> <p>The teacher will deal with misbehaviour. This may include:</p> <ul style="list-style-type: none"> ● A look, a pause or a verbal 'first and final warning'. ● Explicitly reminding the student of the agreed rules and protocols. ● Moving the student to another seat within the room or sending the student to a partner classroom for the remainder of the lesson. ● Asking the student to leave the room for a short time, explaining their expectations and then re-admitting the student to the classroom. <p>Regardless of the sanction given, the teacher should record lower level misbehaviours as a negative behaviour point on Class Charts.</p> <p>Contact with parents:</p> <ul style="list-style-type: none"> ● The class teacher may decide to contact the parents although this is not expected at this level.
Level 2	<p>20 minute detention and parents informed</p> <p>As a stronger response to lower level misbehaviour the teacher may need to discuss how the behaviour is contradictory to the EC school values. This discussion will take place in a student's free time - either at break or lunchtime (at the discretion of the teacher). The teacher will keep a record of behaviour concerns by recording this on Class Charts which automatically notifies the parent by email.</p> <p>Contact with parents:</p>

	<ul style="list-style-type: none"> ● Class Charts should automatically notify parents of the event. ● The teacher should also send an additional email or contact the parent by telephone to give specific details of the incident, outline expectations moving forward and share next steps.
Level 3	<p>40 minute detention and parents informed</p> <p>This sanction can be applied to mid level behaviours. 40 minute detentions take place after school on a Wednesday from 3.20pm until 4.00pm and are overseen by a member of the Senior Leadership Team.</p> <p>The Head of Faculty, subject teacher and/or form tutor may have been involved in restorative meetings before this point and there may or may not have already been level 1 or 2 sanctions. The HoF, subject teacher and/or form tutor should recommend to the relevant Assistant Headteacher if they believe this sanction is appropriate. It will ultimately be decided by the Assistant Headteacher if this level of sanction is applied or whether a higher or lower level of sanction is applied, depending on the situation.</p> <p>A report may be issued where it is deemed that the student needs additional support in order to meet EC's behavioural expectations. There are two different reports: a pastoral report and an academic report.</p> <p>Contact with parents:</p> <ul style="list-style-type: none"> ● Class Charts should automatically notify parents of the event. ● Parents must be informed of a level 3 sanction - this can be via email, telephone call or meeting. The Assistant Headteacher should give specific details of the incident, outline expectations moving forward and share next steps.
Level 4	<p>Internal Exclusion and parents informed</p> <p>If the behaviour of the student does not improve, or in the event of a one-off higher level misbehaviour, the Assistant Headteacher may decide that an internal exclusion is an appropriate sanction. This will be recorded on the iSAMs system as a negative event (along with a note). Internally excluded students will be supervised as they complete their work away from their normal lessons and classmates.</p> <p>A report may be issued where it is deemed that the student needs additional support in order to meet EC's behavioural expectations. There are two different reports: a pastoral report and an academic report.</p> <p>Contact with parents:</p>

	<ul style="list-style-type: none"> ● Parents must be informed of a level 4 sanction - this can be via telephone call or meeting; the Assistant Headteacher will meet the parents where possible. They may email the parents if they cannot make contact via telephone. ● During the communication, the Assistant Headteacher should give specific details of the incident, outline expectations moving forward and share next steps. ● A formal letter from the school will be sent to parents as a record of the incident, which should be signed by parents and returned to the school to indicate that the parent is aware of the sanction and supports the school's efforts in upholding EC's values. Please note that parental refusal to sign the letter does not change the process or the outcome.
Level 5	<p>External (fixed-term) exclusion and parents informed</p> <p>External exclusions (or "suspensions") will be used in more serious cases of misbehaviour - these will ultimately be decided by the Senior Leadership Team but the Positive Behaviour Policy will be used as a guidance document. The term of the exclusion will be decided by the Senior Leadership Team but will be informed by the seriousness of the incident and what has historically happened in such cases.</p> <p>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 other sanctions or a one-off higher level or very serious incident.</p> <p>A Pastoral Support Plan should be put in place to support the pupil. This will be individual to the student and will be determined by the reasons for the sanction.</p> <p>Contact with parents:</p> <ul style="list-style-type: none"> ● Parents must be informed of a level 5 sanction - this can be via telephone call or meeting; the Assistant Headteacher/Key Stage leader will meet the parents where possible. They may email the parents if they cannot make contact via telephone and this email will invite the parent to make contact. ● During the communication, the Assistant Headteacher should give specific details of the incident, outline expectations moving forward and share next steps. ● A formal letter from the school will be sent to parents as a record of the incident, which should be signed by parents and returned to the school to indicate that the parent is aware of the sanction and supports the school's efforts in upholding EC's values. Please note that parental refusal to sign the letter does not change the process or the outcome.
Level 6	<p>Permanent Exclusion</p> <p>A permanent exclusion will result if a student persistently exhibits higher level or very 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</p>

	<p>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.</p> <p>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.</p>
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Primary School

Level	Detail
<p>Level 1</p>	<p>First and final warning</p> <p>The teacher will deal with misbehaviour. This may include:</p> <ul style="list-style-type: none"> ● A look, a pause or a verbal 'first and final warning'. ● Explicitly reminding the student of the agreed rules and protocols. ● A discussion round the relevant school value that has not been met by the behaviour <p>Contact with parents:</p> <ul style="list-style-type: none"> ● The class teacher may decide to contact the parents although this is not expected at this level.
<p>Level 2</p>	<p>Time out with LSA/Teacher. Parents are informed.</p> <p>The teacher will deal with misbehaviour and refer the behaviour also to the Key Stage Leader. The teacher or Key Stage Leader may deal with this behaviour by:</p> <ul style="list-style-type: none"> ● Explicitly reminding the student of the agreed rules and protocols. ● A discussion round the relevant school value that has not been met by the behaviour ● Giving the student time out of the classroom with the learning support assistant or Key Stage Leader <p>Contact with parents:</p> <ul style="list-style-type: none"> ● The teacher will send an email or contact the parent by telephone to give specific details of the incident, outline expectations moving forward and share next steps.

<p>Level 3</p>	<p>Extended time out with LSA/Teacher. Parents are informed in a face to face meeting. Positive Behaviour Action Plan put in place for student</p> <p>The teacher will deal with misbehaviour and refer the behaviour also to the Key Stage Leader. The teacher or Key Stage Leader may deal with this behaviour by:</p> <ul style="list-style-type: none"> ● Explicitly reminding the student of the agreed rules and protocols. ● A discussion round the relevant school value that has not been met by the behaviour ● Giving the student extended time out of the classroom with the learning support assistant or Key Stage Leader ● The teacher will in this instance refer the behaviour to the Key Stage Leader who will contact the parents. <p>Contact with parents:</p> <ul style="list-style-type: none"> ● Parents should be informed of a level 3 incident via a face to face meeting with the Key Stage Leader and Class Teacher. If this is not possible, a telephone call will suffice. ● The Key Stage Leader will give specific details of the incident, outline expectations moving forward and share next steps. The aim to formulate joint strategies to improve the behaviours moving forward should include a short term Action Plan signed by the parent and class teacher. ● This Action Plan should be reviewed at the end of the set time frame agreed upon by all.
<p>Level 4</p>	<p>Internal Exclusion and parents informed</p> <p>If the behaviour of the student does not improve according to their Action Plan, or in the event of a one-off higher level misbehaviour, the Key Stage Leader, with the support of the Deputy Head Teacher may decide that an internal exclusion is an appropriate sanction. This will be recorded on the iSAMs system as a negative event (along with a note). Internally excluded students will be supervised as they complete their work away from their normal lessons and classmates.</p> <p>A report may be issued where it is deemed that the student needs additional support in order to meet EC's behavioural expectations. There are two different reports: a pastoral report and an academic report.</p> <p>Contact with parents:</p> <ul style="list-style-type: none"> ● Parents must be informed of a level 4 sanction - this can be via telephone call or meeting; the Key Stage Leader and Deputy Head will meet the parents where possible. They may email the parents if they cannot make contact via telephone.

	<ul style="list-style-type: none"> • During the communication, the Deputy Head/Key Stage Leader should give specific details of the incident, outline expectations moving forward and share next steps. • A formal letter from the school will be sent to parents as a record of the incident, which should be signed by parents and returned to the school to indicate that the parent is aware of the sanction and supports the school's efforts in upholding EC's values. Please note that parental refusal to sign the letter does not change the process or the outcome.
Level 5	<p>External (fixed-term) exclusion and parents informed</p> <p>External exclusions (or "suspensions") will be used in more serious cases of misbehaviour - these will ultimately be decided by the Senior Leadership Team but the Positive Behaviour Policy will be used as a guidance document. The term of the exclusion will be decided by the Senior Leadership Team but will be informed by the seriousness of the incident and what has historically happened in such cases.</p> <p>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 other sanctions or a one-off higher level or very serious incident. A Pastoral Support Plan should be put in place to support the pupil. This will be individual to the student and will be determined by the reasons for the sanction.</p> <p>Contact with parents:</p> <ul style="list-style-type: none"> • Parents must be informed of a level 5 sanction via a face to face meeting with the Deputy Head and Head of Primary. Again, a telephone call or email will suffice if a face to face meeting is not possible. • During the communication, the Deputy Head should give specific details of the incident, outline expectations moving forward and share next steps. • A formal letter from the school will be sent to parents as a record of the incident, which should be signed by parents and returned to the school to indicate that the parent is aware of the sanction and supports the school's efforts in upholding EC's values. Please note that parental refusal to sign the letter does not change the process or the outcome.
Level 6	<p>Permanent Exclusion</p> <p>A permanent exclusion will result if a student persistently exhibits higher level or very 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.</p>

	<p>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.</p>
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Reports (level 3 and 4)

There are two different reports that can be used at levels 3 or 4 to support students who have demonstrated mid level or higher level misbehaviours. The purpose of the reports is to provide additional support for a student in order to meet EC's behavioural expectations. The two reports available are:

- A pastoral report
- An academic report

A pastoral report:

A student may be placed on a pastoral report if it is deemed by the Assistant Headteacher/Key Stage leader that the student needs additional support with regards to meeting EC's behavioural expectations. The report will have targets that the student should aim to achieve and clear identified success criteria. The specific targets will depend on the individual student, but may include things such as:

- Following instructions
- Responding to other students

An academic report:

A student may be placed on an academic report if it is deemed by the Assistant Headteacher/Key Stage Leader that the student needs additional support with regards to meeting EC's behavioural expectations within one or more subjects/classrooms. A head of faculty/ classroom teacher may recommend a student for an academic report and will usually oversee an academic report, however the Assistant Headteacher/ Key Stage leader will have the final decision on who is placed on an academic report. The report will have targets that the student should aim to achieve and clear identified success criteria. The specific targets will depend on the individual student, but may include things such as:

- Handing in all homework, completed and on time
- Not interrupting the learning of others

Pastoral Support Plan (level 5)

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

- changes to the learning environment
- adaptations to unstructured times
- deployment of additional adults (1:1 or group work)
- review to ensure their needs are being met in the classroom and by their curriculum
- discussions with key adults such as parents, form tutor or classroom teacher
- discussions with other professionals in school. such as the school counsellor or SENDCO.
- referral to any other Outside Agencies

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 this communication. 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. 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 discuss next steps with the parents.

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 should 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 this policy.

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 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.

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.

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.

Searching, Screening and Confiscation

Searching

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

Headteachers, and staff authorised by the SLT, have a right to search students (by asking them to turn out their pockets or show inside their socks for example) or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

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

They may also search a student for any item 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).

The English College is not required to have formal written or verbal consent from the student or their parents for this sort of search – it is enough for the authorised person to ask the student to turn out his or her pockets or equally, they can look in the student's bag or

locker if required. If a student does not consent to a search (turning out their pockets or emptying their bag), they will be kept in isolation until their parents can attend a meeting in school.

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 welfare at EC. This can be returned upon a written request from the parent that is successfully reviewed by the SLT to ensure they are satisfied there will be no repetition.

Screening

EC, in line with KHDA guidelines and their duty as an employer to manage the safety of staff, pupils and visitors, can impose a requirement that students undergo screening on their entry to school if they feel there is a potential issue or danger.

APPENDICES (Relevant links to other policies or documents)

EC Policies

- Antibullying policy

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Senior Leadership Team, approved by the Principal

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	2nd May 2021	New		

Appendix 1:

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

This article was produced as a result of an international seminar series funded by the Economic and Social Research Council and organised by Cambridge, Edinburgh and Nottingham Universities in the UK in 2010 and 2011. The authors were Richard Hendry, Belinda Hopkins and Brian Steele.