



POSITIVE BEHAVIOUR POLICY AY 2023/2024

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 are Respect, Aspiration, Integrity, Resilience and Gratitude. All staff, students and parents 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 the 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)

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 behaviour 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 school or involved in school activities both on and off campus. It includes parents and alumni of the school. We acknowledge that the behaviour choices of our students in the wider community can have an impact on the reputation of the school 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. Bullying in any form will not be tolerated. Please see our Anti Bullying Policy for more information.

The term 'in school' 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 'ClassCharts' within the Secondary school and Class Dojo is used within the Primary 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 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 the Assistant Head for the Key Stage and Heads of Year in Secondary or Year Group Leader (Primary).

Staff are encouraged to focus on students demonstrating positive behaviour via immediate feedback in class, points on ClassCharts or ClassDojo 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
- Integrity
- Resilience
- Gratitude

Scope

The Positive Behaviour Policy will be applied to all students 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 school into disrepute or may place other students at risk. Before any sanctions are put in place it is expected that Assistant Headteachers/ Head of Year/ Year Group Leaders (Primary) 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 Whole School 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 usually takes place prior to an interview and the account forms the basis of the interview. 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 Whole School 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 be shared with parents, for safeguarding reasons. Our security staff monitor CCTV at all times and will report any suspicious behaviour to SLT/ PLT. CCTV footage may only be viewed with approval from Principal. Other members of staff would not have access. If necessary, a bag search of the student may be carried out due to this report.

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
<ul style="list-style-type: none"> - 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 - Not attending a faculty detention - Incorrect uniform (including shirt untucked for boys) 	<p style="text-align: center;"><i>-Repetition of lower level misbehaviour/s.</i></p> <ul style="list-style-type: none"> - Not attending a pastoral detention once -Lying and/or purposefully omitting the truth. This is usually deemed as a higher level misbehaviour but will be determined by the Secondary/ Primary Leadership Team - Discouraging the truth being told by others by referring to this in a derogatory way -Arguing with members of staff or failing to cooperate with staff (defiance) -Gathering in the bathroom area -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. -Truancy within school, i.e. not going to a timetabled lesson. -Swearing (not necessarily swearing at someone). - Chewing gum -Deliberate damage to textbooks or other students' work -Repeated uniform infringements -Littering 	<p style="text-align: center;"><i>-Repetition of mid-level misbehaviour/s.</i></p> <ul style="list-style-type: none"> -Lying and/or purposefully omitting the truth or coercing others to lie. - Not attending a pastoral detention more than once -Vandalism/deliberate damage (including graffiti). -Sharing a toilet cubicle (invasion of privacy) -Verbal or physical intimidation of other students amounts 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 school community. -Discriminatory language or behaviour in any form (based on gender, disability, race, religious belief, age or any other difference) whether in jest, discussed with friends or intended to harm. -Using social media to damage the school's reputation. 	<p style="text-align: center;"><i>-Repetition of higher level misbehaviour/s.</i></p> <ul style="list-style-type: none"> -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.

		-Assault/fighting.	
Possible sanctions			
<p>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 school 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 Secondary/Primary Leadership Team.</p> <p><i>At all levels, the tone of the teacher's voice may indicate disapproval but shouting at a child is ineffective and should not happen.</i></p>			
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</p>	<p>Level 3: 20 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 - Level One</p>	<p>Level 3: Extended time out with LSA/Teacher. Level Three Behaviour dojo</p>	<p>Level 4: Internal exclusion and parents informed.</p>	<p>Level 5: External (fixed term)</p>

<p>Behaviour dojo allocated to the student.</p> <p>Level 2: Level Two Behaviour dojo allocated to the student. Time out with the assigned class LSA/Other Year Group Teacher. Parents are informed.</p>	<p>allocated to the student. Time out with the Year Leader. Parents are informed.</p>	<p>Level 5: External (fixed term) exclusion and parents informed.</p>	<p>exclusion and parents informed.</p> <p>Level 6: Permanent exclusion</p>
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Where possible and appropriate, a **restorative behaviour meeting** with the Assistant Headteacher/ Head of Year / Primary Year Group 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 Secondary/Primary Leadership Team.

Secondary School

The English College Secondary School works on a positive behaviour system that issues appropriate repercussions to misbehaviours. However, the system is also developed to ensure repeat misbehaviours are highlighted and escalated. As repeat misbehaviours, is clear defiance to the school rules and a lack of respect for our community. The 'steps/escalation' can be seen in the following table and explained below:

Level	First offence	Second offence	Third offence
Level 1	Warning	Negative on Class Chart (-1)	Class teacher/faculty rota detention (-3 on classcharts)
Level 2	Negative Class Charts (-1)	Class teacher/faculty rota detention (-3 on classcharts)	HOF detention (-3 on classcharts)
Level 3	Class teacher/faculty rota detention (-3 on classcharts)	HOF detention (-3 on classcharts)	Pastoral detention (-3 on classcharts)
Level 4	Removal from Classroom to HOF and contact SLT High level class chart (-5+) Pastoral detention/internal exclusion		
Level 5	Removal from Classroom to HOF and SLT High level class chart (-5+) Internal/external exclusion		

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 Classcharts.</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.
<p>Level 2</p>	<p>20 minute detention</p> <p>As a stronger response to lower level misbehaviour and repeat level 1 misbehaviour, where the teacher may need to discuss how the behaviour is contradictory to the EC school values. A breaktime 20 minute detention will be set by and be with the classroom teacher/faculty. The teacher will keep a record of behaviour concerns by recording this on Classcharts.</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. • Classcharts app will notify the parents
<p>Level 3</p>	<p>20 minute detention and parents informed</p> <p>This sanction can be applied to mid level behaviours or repeat level 2 misbehaviours. 20 minute detentions take place at lunchtime or at break time with the Head of Faculty. Parents will be notified via classcharts</p> <p>When the same poor behaviour is repeated, the student will be issued a pastoral detention, for 20 minutes, with their Head of Year. Parents will be notified via classcharts</p> <p>If a student was to not attend a detention, the sanction would automatically go to the next stage, unless there is a clear and supported reason for them not being present. E.g. illness.</p> <p>The Head of Faculty, Head of Year, 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/ Head of Year 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"> ● Classcharts. 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/ Head of Year should give specific details of the incident, outline expectations moving forward and share next steps.
<p>Level 4</p>	<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/ Head of Year may decide that an internal exclusion is an appropriate sanction. This will be recorded on the Classcharts 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. All exclusions are discussed and moderated by the Head of Secondary before being issued.</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/ Head of Year will meet the parents where possible. They may email the parents if they cannot make contact via telephone. ● During the communication, the Assistant Headteacher/ Head of Year 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.
<p>Level 5</p>	<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 Head of Secondary but the Positive Behaviour Policy will be used as a guidance document. The term of the exclusion will be decided by the Head of Secondary but will be informed by the seriousness of the incident and what has historically happened in such cases. Repeat lower level poor behaviour over a period of time can lead to an external exclusion.</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 - this can be via telephone call or meeting; the Assistant Headteacher/ Head of Year 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/Head of Year 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.
<p>Level 6</p>	<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 school or elsewhere, or if the nature of the crime is such that the student's return to school 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.</p>

Primary School

Level	Detail
<p>Level 1</p>	<p>Level One Behaviour Incident Dojo allocated to student</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"> ● An automatic message will be sent to the parent via ClassDojo. The class teacher may follow up with a phone call or face to face discussion, although this is not expected at this stage, as the parent will be aware of the low level behaviour incident.
<p>Level 2</p>	<p>Level Two Behaviour Incident Dojo allocated to student</p> <p>As a stronger response to lower level misbehaviour or continuing low level behaviour, the class teacher will:</p> <ul style="list-style-type: none"> ● Explicitly remind the student of the agreed rules, values and protocols. ● A discussion around 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 another teacher in the same year group <p>Contact with parents:</p> <ul style="list-style-type: none"> ● An automatic message will be sent to the parent via ClassDojo. ● 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. ● The class teacher will record any correspondence (email, face to face interaction, phone call) with parents on the note section of ISAMS Reward and Conduct Manager and make their Year Group Leader aware of the communication.
<p>Level 3</p>	<p>Level Three Behaviour Incident Dojo allocated to student</p>

	<p>The teacher will deal with misbehaviour and refer the behaviour also to the Year Group Leader. The Year Group Leader will deal with this behaviour as follows:</p> <ul style="list-style-type: none"> ● Year Group Leader will contact the parents and arrange a face to face meeting to discuss the level 3 behaviour or recurring behaviours of level 2. ● At this point the Year Leader may decide to implement a Primary behaviour tracking chart to monitor a students behaviour over a six week period. <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 Year Group Leader and Class Teacher. ● The Year Group 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/Behaviour tracking chart signed by the parent and class teacher. ● This Action Plan/Behaviour tracking chart should be reviewed at the end of the set time frame agreed upon by all. ● The class teacher/Year Group Leader will record correspondence (face to face meeting/Google Meet) with parents on the note section of ISAMS Reward and Conduct Manager and agree on actions moving forward and a date for review.
<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 Year Group 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 will be via a face to face meeting; the Year Group Leader and Deputy Head will meet the parents where possible. They may email the parents if they cannot make contact via telephone. ● During the communication, the Deputy Head/Year Group Leader should give specific details of the incident, outline expectations moving forward and share next steps.

	<ul style="list-style-type: none"> ● 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 Whole School Leadership Team but the Positive Behaviour Policy will be used as a guidance document. The term of the exclusion will be decided by the Whole School 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 via a face to face meeting with the Deputy Head and Head of Primary. ● 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 school or elsewhere, or if the nature of the crime is such that the student's return to school 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>

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/ Year team 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/ Head of Year/Primary Year Group 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/ Head of Year/Primary Year Group 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 school aims to deter the abuse of all drug substances. This will be achieved through:

- education 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 school reflect the seriousness with which the school 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 school 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 school, both in time and place, when children are the responsibility solely of their parents. Therefore, effective partnership between the school and parents is essential. Parents should feel that they are fully informed and involved in the school'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 including e-cigarettes/vapes into school, the selling of such products to other students, and/or the smoking of e-cigarettes/vapes, 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 school community may be excluded for a fixed term period. Persistent smoking will lead to permanent exclusion. The only circumstance likely to cause the school 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 school will notify the Dubai Police if students are found to be in possession of illegal drugs whilst in school. The school 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 school will support and promote local initiatives where they are soundly based and do not contravene the school's ethos or moral teachings.

Prescription Medication

The School Clinic must be aware of any prescription medication brought on to the School premises. The School Clinic 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

Headteachers, and staff authorised by the WSLT, have a right to search students (by asking them to turn out their pockets or show inside their socks for example) or their possessions 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 WSLT 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

- Anti Bullying Policy

POLICY REVIEW HISTORY:

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

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	2nd May 2021	New policy	SLT	2 May 2022
1	31st May 2022	Adjustment of staff roles and addition of behaviours	SLT/PLT	31st May 2023
2	31st May 2023	Adjustment to staff roles.	SLT/PLT	31st May 2024
3	4th July 2023	Annual Review & Update	WSLT	4th July 2024