



SECONDARY POSITIVE BEHAVIOUR POLICY 2024/2025

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 in the Secondary School 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. 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 Deputy Head Pastoral, Assistant Head of Secondary (Head of Key Stage) and Head of Year

Staff are encouraged to focus on students demonstrating positive behaviour via immediate feedback in class, points on ClassCharts 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

Throughout the year students will accumulate positive points on ClassCharts for meeting and exceeding The EC Standard. Students can get positives for the following reasons:

1 Point	2 Points	3 Points
Very Good Homework	Excellent Homework	Star Student
Excellent Classwork	Taking a leadership role in group work	Super curriculum work
Excellent Effort	First place in quiz	Exceeding target in assessment
Working well in a group	Demonstrating Aspiration	House role model
High score/Progress on quiz	Demonstrating Gratitude	Mufasa - MVP (ECA)
Met target in assessment	Demonstrating Integrity	
Representing the school in ECA / Sport / Activity	Demonstrating Resilience	
Roar - Effort of a lion (ECA)	Demonstrating Respect	
House Participation	Part of the Pride (ECA)	

Students who receive a lot of positives will be rewarded in numerous ways

- Communication home, via classcharts, email or phone call
- Recognition in front of peers
- Bronze, silver, gold and diamond awards
- Potentially will win an award at Awards Evening

The bronze, silver, gold and diamond awards are given to the students when they reach a certain number of positive points in an academic year:

Award	Positives
Bronze	200
Silver	350
Gold	500
Diamond	650

Scope

The Secondary 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/ Deputy Head Pastoral will engage in restorative practices 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 (unless not possible) 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 English College does not require parental permission to take a statement from their child and the parent does not need to be present.

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. CCTV footage may only be viewed with approval from the Principal and/or Designated Safeguarding Lead. If necessary, a bag search of the student may be carried out due to this report.

Defiance

At The English College we hold 'Respect' as one of our core values. Therefore, a student showing 'Defiance', will be treated with a high level of severity. For example, if a student is told that a behaviour is against the school rules, but then chooses not to follow the rule, this is defiance. If a student is asked to 'please come here and speak to me' and the student ignores this, and walks off, this is defiance. This is a clear show of disrespect to a reasonable request that will not be tolerated at The English College.

Defiance is held similarly to lying; if a student chooses to lie, all outcomes will become more severe. If a student tells the truth, all outcomes may be reduced in their severity.

Exclusions

Whilst exclusions are not a pleasant outcome for anyone. We reserve the right to exclude a student for higher level misbehaviours (including repeat low/mid level misbehaviours). This is to demonstrate the severity of the misbehaviour and to hopefully lead to the student correcting their behaviour. An exclusion can be internal or external. Internal means the student will be out of lesson and spend their day(s) with members of staff. They will complete work for the lessons that day and not get to socialise at break or lunch. The student will of course get to eat and drink, use the canteen and the bathroom. While an external exclusion is when the student must stay at home, they will be provided with work, which they are expected to complete, Child care issues are not the responsibility of The English College. Please note, an external exclusion is deemed as a more serious sanction in all cases.

Exclusions can be one, two or three days long (not including the weekend or school holidays). An external exclusion is the most severe sanction that can be employed without seeking approval from KHDA.

Parental agreement to an exclusion is not required. It is of course preferred that the parents are understanding and work with the school to help the child learn from their mistakes. However, parents can not refuse for their child to be excluded, but of course can request a meeting to discuss the matter further, or discuss the case with KHDA.

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. As The English College will follow the behaviour policy, no parental approval is required when applying one of the sanctions below:

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) - Forgetting to bring their planner to school/lesson 	<p><i>-Repetition of lower level misbehaviour/s.</i></p> <ul style="list-style-type: none"> - Not attending a detention -Lying and/or purposefully omitting the truth. This is usually deemed as a higher level misbehaviour but will be determined by the Secondary Leadership Team - Discouraging the truth being told by others by referring to this in a derogatory way e.g. 'snitch'. Even if said in jest/not with serious intention. -Arguing with members of staff, answering back 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 - Two lates to form time in one week 	<p><i>Repetition of mid-level misbehaviour/s.</i></p> <ul style="list-style-type: none"> - Lying, not telling the truth, not being honest and/or purposefully omitting the truth or coercing others to lie. e.g. 'don't snitch' - Receiving 10 Pastoral Detentions in an academic year - Receiving 5 SLT detentions in an academic year - Receiving 50 Low Level negatives in an academic year - Receiving 120 negative points in an academic year - Not attending pastoral detentions - Not attending a SLT detention - Obvious defiance, when clearly and directly asked to do something but the student does not follow the request - Raising their voice to a member of staff -Vandalism/deliberate damage (including graffiti). -Sharing a toilet cubicle (invasion of privacy) -Verbal or physical intimidation of other students -Defamation of others, verbally or physically (pantsing) -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/taking someone's possessions without their consent -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 	<p><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 and taking photographs of someone without their consent -Filming/photographing a student in the bathroom -Use and/or distribution of alcohol, weapons, pornography, drugs, -Serious physical assault - Receiving 8 SLT detentions in an academic year - Receiving 20 Pastoral detentions in an academic year - Receiving 100 low level - Receiving 240 negative points in an academic year - Repeatedly missing pastoral and/or SLT detentions

	<ul style="list-style-type: none"> -Deliberate damage to textbooks or other students' work - Classcharts showing -10 negative points in two weeks (this can be applied on top of a sanction for individual misbehaviours). -Repeated uniform infringements - Losing your planner - Use of technology/AI to produce a students work/complete a student's test -Littering 	<ul style="list-style-type: none"> -Smoking or frequenting with a smoker on school property or while being identifiable as a member of the school community. (Cigarettes and e-cigarettes/vapes) -Discriminatory language or behaviour in any form (based on gender, nationality, disability, race, religious belief, age or any other difference) whether in jest, discussed with friends, out of ignorance or intended to harm. -Using social media to damage the school's reputation. Including posting inappropriate images while wearing our uniform. -Assault/fighting. This includes in what a student may feel is 'self defence' - Ordering delivery food to school or bringing fast food into school (this includes before and after school) 	<ul style="list-style-type: none"> - Any behaviour that puts other students at serious risk.
--	---	--	---

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 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 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 or 4 sanctions	Higher level misbehaviours lead to Level 5 or 6 sanctions	Very serious misbehaviours lead to Level 6 or 7 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 via ClassCharts.</p>	<p>Level 4: 40 minute lunchtime detention and parents informed via ClassCharts.</p> <p>Level 5: Internal exclusion and parents informed.</p>	<p>Level 6: External (fixed term) exclusion and parents informed.</p>

	Level 4: 40 minute lunchtime detention and parents informed via ClassCharts.	Level 6: External (fixed term) exclusion and parents informed.	Level 7: Permanent exclusion
--	---	---	-------------------------------------

Where possible and appropriate, a **restorative behaviour meeting** with the Assistant Headteacher/ Head of Year / Deputy Head Pastoral 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 Leadership Team.

Escalations

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:

Stage	First offence	Second offence	Third offence
Stage 1	Warning	Negative on Class Chart (-1)	Class teacher/faculty rota detention (-3 on classcharts)
Stage 2	Negative Class Charts (-1)	Class teacher/faculty rota detention (-1 on classcharts)	HOF detention (-1 on classcharts)
Stage 3	Class teacher/faculty rota detention (-1 on classcharts)	HOF detention (-1 on classcharts)	Pastoral detention (-3 on classcharts)
Stage 4	Removal from Classroom to HOF and contact SLT High level class chart (-5+) Pastoral detention/SLT detention, internal/external exclusion		
Stage 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.
Level 2	<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
Level 3	<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. Will automatically notify parents and the student of the event. Checking ClassCharts is the parents responsibility. ● We will never share statements, CCTV or outcomes for any child but your own. However, details will be shared to explain the outcome
<p>Level 4</p>	<p>40 minute detention and parents informed</p> <p>This sanction can be applied to mid level behaviours, repeat level 2 misbehaviours or high level behaviour which were deemed as not worthy of an exclusion. A 40 minute detention takes place at lunchtime with a member of Senior Leadership. Parents will be notified via classcharts, a phone call/email may also occur depending on the incident.</p> <p>When the same poor behaviour is repeated, the student will be excluded from school, either as a Level 5 or Level 6.</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>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. Positive behaviour which meets the EC Standard is required immediately to avoid an exclusion.</p> <p>Contact with parents:</p> <ul style="list-style-type: none"> ● Classcharts. Will automatically notify parents and the student of the event. Checking ClassCharts is the parents responsibility. ● Parents may receive additional communication of a level 4 sanction - this can be via email, telephone call or meeting. The Assistant Headteacher/Head of Year would give specific details of the incident, outline expectations moving forward and share next steps. ● We will never share statements, CCTV or outcomes for any child but your own. However, details will be shared to explain the outcome
<p>Level 5</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. All exclusions are explained to The Deputy Head Pastoral and approved by The Head of Secondary. 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.</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 5 sanction - this can be via telephone call but will ideally be a face to face meeting with the Assistant Headteacher/ Head of Year. ● 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 acknowledged by signing 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 acknowledge/sign/agree with the letter/sanction does not change the process or the outcome.

	<ul style="list-style-type: none"> ● We will never share statements or CCTV footage with parents. We will also not share the exact details of a child or the punishment given to any child but the parents own.
Level 6	<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 Secondary 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. 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 student. 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 6 sanction - this will be a face to face meeting with the Assistant Headteacher/ Head of Year. ● 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 acknowledged by parent signature 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 acknowledge/sign/agree with the letter/sanction does not change the process or the outcome. ● We will never share statements or CCTV footage with parents. We will also not share the exact details of a child or the punishment given to any child but the parents own. ● Reintegration meetings are mandatory for all students who have been externally excluded, at least one parent must attend a meeting with the relevant pastoral team. In this meeting, The English College Secondary expectations for behaviour will be reiterated and some additional support/report/behaviour contract may be explained.
Level 7	<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</p>

	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.
--	---

Behavioural reports

The English College will apply the following behavioural reports as a form of escalation. Please note, if deemed necessary, a student may be escalated up the report severity at any time due to the context.

- **Form tutor report:** If a student receives -20 points on ClassCharts within two school weeks, they will be placed on a tutor report for one week and set a pastoral detention. If the student completes the week with less than 5 lessons not meeting out behavioural expectations, they will be removed from the report. If they fail to meet our standards, they will be placed on a Head of Year report.
 - A student may be placed on a pastoral report if it is deemed by the Assistant Headteacher/ Head of Year/ Form Tutor 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

- **Head of Year Report:** Another Pastoral detention will be set and the student will now be on a report led by their Head of Year. If the student sees five or less negatives on classcharts during this week, they will be removed from the report. However, if they continue to behaviour in a manner than does not meet our standard, they will be placed on to a Pastoral Support Plan

- **Pastoral support plan:** A meeting will be held with the parent to understand the plan, this will be supported by a behaviour contract that will be signed by both parties. If the student behaves inline with the school's expectations, the student will be de-escalated down the support plans. However, the fact this stage was reached will be recorded and further issues will be escalated at a faster rate. If a student continues to fail to meet our standards, KHDA will be informed.

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 student, and the following will be/could be considered and/or carried out:

- changes to the learning environment
- close monitoring of behaviour via ClassCharts
- 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 student is not making significant progress in terms of their behaviour, the school will discuss next steps with the parents.

Alongside a PSP is the Behaviour contract, which can be applied at the discretion of Senior Leadership. This will clearly set out the behavioural expectations of a student for the parent and student. Failure to follow these expectations will result in an escalation of sanction according to the misbehaviour. For example a mid level misbehaviour which is clearly stated in the contract as part of the agreement, can be escalated to an exclusion,

- **KHDA referral:** KHDA will be given all of the information and The English College can begin the process of moving to a permanent exclusion.
- **Academic Report:** Finally, if the misbehaviour is in one or a few classes only, an academic support plan may be set for that subject/lesson. A student may be placed on an academic report if it is deemed by the Assistant Headteacher/ Head of Year 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 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

Please note:

- If an incident is deemed very serious by The English College we will escalate through this process at a higher rate.
- That The English College may use a Pastoral Support Plan for a child who is not warranting it due to poor behaviour, but may well benefit from the extra attention and support.

Substance Abuse Guidance

The English College Secondary School 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 WSLT, have a right to search students (by asking them to turn out their pockets or show inside their socks/shoes for example) or their possessions where they have reasonable grounds for suspecting that the student may have a prohibited item. Searches will be conducted by members of staff who are the same sex as the student. 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 student).

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.

The English College staff also can search through a student's device/phone. This will be done in a sensitive manner with the student present and the search will be completed by two members of staff who are safeguard trained. Again, The English College is not required to have formal written or verbal consent from the student or their parents.

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 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, students 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
- Well-being policy
- Behaviour flow chart
- Acceptable Responsible Use 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

4	2nd January 2024	Reworded to be secondary only	WSLT	2nd January 2024
5	20th June 24	Annual Review and update	WSLT	June 2025