



THE ENGLISH COLLEGE
D U B A I

PART OF
iSP
International
Schools
Partnership

SECONDARY POSITIVE BEHAVIOUR POLICY **2026/2027**

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

The English College has high expectations for how students conduct themselves academically, socially and within the wider school community. This framework ensures that students clearly understand the recognition for positive behaviour and the consequences of behaviour that does not reflect the College's values of Respect, Aspiration, Integrity, Resilience and Gratitude. Staff will apply this policy fairly, consistently and transparently to promote a safe, respectful and purposeful learning environment.

Behaviour Framework Overview

To support clarity for students, staff, and parents, expectations and processes are now structured around three key themes:

Learn – Engage fully in lessons, work hard, and take ownership of learning.
Thrive – Develop skills, show resilience, and contribute positively to school life.
Make a Difference – Act in ways that benefit others, the school, and the community.

All rewards, celebrations, and sanctions link directly to these themes.

To ensure clarity and consistency for all, the following expectations outline how students are expected to conduct themselves throughout the school day.

Students are expected to uphold The English College values at all times, including when moving around the school site. Where a student fails to meet these expectations, for example by disrupting others or failing to wear the correct uniform, an appropriate behaviour point will be recorded on ClassCharts. Where concerns are repeated or persistent, parents will be informed in line with the Positive Behaviour Policy.

Transitions	Students are expected to move calmly, quietly, and respectfully around the school. This includes: • Walking on the left in corridors • Only use the correct staircase • Holding doors for others
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	• Wearing uniform correctly at all times • Arriving to lessons promptly • Respecting displays, equipment, and the school environment
Entering Lessons	When entering lessons, students must: • Arrive on time, prepared with the correct equipment • KS3 students must line up outside the classroom in single file until they are welcomed into the lesson. KS4 and 5 students may enter the classroom directly. • Enter quietly and immediately start their 'Do Now' work. • Be ready to learn without disruption
Behaviour in Lessons	During lessons, students are expected to: • Listen actively when others are speaking • Follow instructions, the first time • Stay on task and complete all work to the best standard • Contribute positively to discussions • Show respect for others' learning and ideas • Have completed any homework tasks set • Have a fully charged device and the necessary equipment required (as per the student planner/handbook).

Consistent Behaviour Management Procedure in Lessons

To ensure consistency, clarity and minimal disruption to teaching and learning, all staff will follow a stepped approach when managing behaviour in lessons. This process enables staff to address behaviour promptly while ensuring students clearly understand the expectations, consequences and opportunities to restore their behaviour.

Step	Actions	Possible script
Step 1 – Initial Reminder	The teacher calmly and clearly restates the expected behaviour, linking it to the school values and Learn-Thrive-Make a Difference framework.	"X, I'd like you to Y."
Step 2 – Second Reminder	If the behaviour persists, the teacher repeats the expectation and clearly states the consequence should the behaviour continue.	"X, I have asked you once to Y, now if you choose not to, Z will happen."

Step 3 – Sanction Applied	The teacher repeats the expectation and clearly states the consequence which has been applied.	"X, I have asked you twice to Y, because you have not done this I will now apply Z sanction."
Step 4 - Department Shadow Time Table	If a student's behaviour continues to disrupt learning despite previous interventions, the teacher should use the Department Shadow Timetable. The student will be relocated to a designated classroom within the faculty to continue their learning under the supervision of another member of staff. A reliable student may be sent to notify the member of staff identified on the Department Shadow Timetable and request support. A staff detention should be recorded on ClassCharts, and parents should be informed via ClassCharts of the incident and the action taken.	"X, please wait outside the classroom. Your behaviour is not meeting The English College's standards and is disrupting the learning of others." If the student is relocated to another classroom or supervised learning area, they should be provided with appropriate work to complete to minimise any further disruption to their learning and to the learning of others. In some cases, a brief restorative conversation or reset outside the classroom may be sufficient to enable the student to return to the lesson successfully. Where this occurs, an appropriate sanction should still be applied in line with the Positive Behaviour Policy to address the behaviour displayed.
Step 5 – HOY/SLT On-Call Support	If a student's behaviour is of a serious nature or cannot be managed appropriately at department or faculty level, the member of staff will request SLT On-Call support. A Head of Year or member of the Senior Leadership Team will attend, remove	"X, please come with me" Once in the Pastoral Learning Hub, please use a statement document and ask: "X, can you please reflect and write down what happened in the lesson that

	the student from the lesson where appropriate and escort them to the Pastoral Learning Hub or another designated supervised area. The incident will be investigated, parents will be informed, and an appropriate sanction and/or restorative action will be determined by the Head of Year or Senior Leadership Team in line with the Positive Behaviour Policy.	resulted in you being removed from the lesson" Once the statement is written, "X, please can you read your book or continue with some written work until your HOY is able to come and go through your statement"
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This approach ensures:

- All staff respond to misbehaviour consistently and supportively, with restorative practice at the forefront.
- Students receive clear, direct and consistent communication regarding behaviour expectations and consequences at the point of the incident.
- Disruption to teaching and learning is minimised, enabling lessons to continue in a purposeful and productive learning environment.

Rewards:

ClassChart Points	Theme	Example Behaviour	Linked Reward
1-2	Learn	• Excellent classwork/homework • Excellent Classwork or contribution to class discussion. • High score/Progress on quiz • Met their target in assessment • Excellent Effort	Praise in class and positives on classcharts
1-2	Thrive	• Working well in a group • Representing the school in ECA / Sport / Activity • Effort of a lion (in ECAs and sport)	Praise from staff
1-2	Make a Difference	• Acts of kindness • Picking up litter	Praise from staff

		Helping a visitor	
3	Learn	- Demonstrating Aspiration - Going Above and Beyond expectation	Phone call home from staff
3	Thrive	- Demonstrating Gratitude - Demonstrating Integrity - Demonstrating Resilience - Demonstrating Respect - Taking a leadership role in group work - Part of the Pride (being part of a sports team and representing the school at a fixture) 100% attendance for the week 100% punctuality for the week - Full correct uniform (no uniform negatives) for the week.	Phone call home from staff
3	Make a Difference	Picking up litter without being asked	Phone call home
5	Learn	- Star Student - Completing super curriculum work	HOY commendation or Earning a "Shout out" card from SLT
5	Thrive	MVP (in the school teams)	HOY commendation or Earning a "Shout out" card from SLT
5	Make a Difference	- Assisting with events. - Supporting a fellow student - Voluntary work - Mentoring younger students	HOY commendation or Earning a "Shout out" card from SLT
10	Learn, Thrive or Make a Difference	Nomination by staff/ HOY/ Headteacher or Principal for contribution to school. Awarded in assembly.	Headteachers / Principal's commendation

Classchart points will be celebrated weekly during form tutor time and in weekly assemblies. Parents can also view the running total for their child via ClassCharts.

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

- Praise and encouragement
- Communication home, via ClassCharts, email or phone call
- Recognition in front of peers
- Attendance/ punctuality awards
- Bronze, silver, gold and diamond awards
- Rewards trips and events
- Celebration cards and meetings with the Head of Secondary
- Possibility to 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	400
Gold	600
Diamond	800

Every September will be a fresh start for students (points will reset at zero and students will gain ClassCharts points for that academic year).

Rewards	
Bronze, Silver and Gold Awards	Given to students who collect a certain number of Classchart positives in assemblies.
HOY Commendation	Weekly nomination by staff/HOY for contribution to school. Awarded in assembly.
SLT shoutout	Shoutout cards given to students who deserve recognition.
Headteacher celebration of student work	Weekly in form time, students (selected by teachers, put forward by HOY) will meet the headteacher and show their best work from the week before.
Headteacher / Principal Commendation	Nomination by staff/HOY/Headteacher or Principal for contribution to school. Awarded in assembly.

Headteacher Classcharts Celebration Breakfast	The top 10 students in each year group/Key Stage meet the headteacher for a celebratory breakfast.
Attendance/Punctuality Awards (Termly)	Awarded in assemblies every half term based on attendance and punctuality
Curriculum Awards (Termly)	Termly nominated by subjects and certificates awarded in assembly by HOY for effort, progress and attainment. Awarded in assembly.
Curriculum Awards (Yearly)	Annually nominated by subjects and certificates and trophies awarded in an end of year awards ceremony for effort, progress and attainment.

Sanctions

Sanctions are proportionate to the severity, frequency and context of the behaviour and are applied consistently in line with the Positive Behaviour Policy. A formal reintegration meeting will take place following every exclusion.

Behaviour Level	Example Behaviours	Sanction
Low	• 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	Warning or 20-min teacher detention, parents informed via classchart alert. Where students continue to demonstrate repeated low-level behavioural concerns in lessons, these should be escalated through the Head of Department or Head of Faculty, and parents should be informed.
Mid	<i>Repetition of lower level misbehaviour/s.</i> • 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)	30 minute break or lunchtime detention and parents informed via email explaining the consequence. (Awarding Staff member is responsible for parental follow up) All detentions recorded on classcharts

	● 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 ● 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 ● 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 or unreasonable damage to the planner ● Use of technology/AI to produce a students work/complete a student's test ● Littering	
High	<i>Repetition of mid-level misbehaviour/s.</i> ● 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	All detentions recorded on classcharts 30 minute HOY/HOF/SLT lunchtime detention and parents informed via email/phone call. Or Internal exclusion and parents informed by Head of Year/AHT Pastoral. Or

	● 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 ● 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/tobacco pouches) ● 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. ● Inappropriate physical touch between students. ● 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) ● Failure to comply with the Digital Device Policy (including Yondr)	External (fixed term) exclusion and parents informed by Head of Year/AHT Pastoral. After all exclusions (internal or external) students will not return to circulation without a reintegration meeting with the HOY and their parents. On the second exclusion the reintegration will include the AHT (pastoral). On the third exclusion the reintegration will include the Head of Secondary.
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	• Bringing a phone to school when parents have signed to say they do not bring a phone to school • Attempting to damage/tampering with the Yondr pouch • Attempting to deceive the Yondr pouch system, including bringing opening devices such as magnets to school, having two phones or pretending to lock the pouch	
Very Serious	<i>Repetition of higher level misbehaviour/s.</i> • 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/In School • 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 • Any behaviour that puts other students at serious risk. • Repeat failure to comply with the Digital Device Policy, including Yondr • Serious failure to comply with the Digital Device Policy, including Yondr	Internal exclusion and parents informed by telephone, followed by a formal internal exclusion letter sent via email. Or External (fixed-term) exclusion issued. Parents will be informed by telephone, followed by a formal exclusion letter sent via email. The exclusion letter must be signed by parents during the reintegration meeting and retained on the student's school file as a formal record. Or Permanent exclusion After all exclusions (internal or external) students will not return to circulation without a reintegration meeting with the HOY and their parents. On the second exclusion the reintegration will include the AHT (pastoral).

		On the third exclusion the reintegration will include the Head of Secondary.
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Student On Report Process

Stage	Trigger	Duration	Next Step if No Improvement
Tutor Report	-20 points in 2 weeks or 3 mid-level incidents	1 week	HOY Report
HOY Report	Failure to improve on Tutor Report	2 weeks	Pastoral Support Plan
SLT Report	Continued Failure of HOY Report	1-2 Weeks	1 Day exclusion & Linked to Pastoral Support Plan
Pastoral Support Plan	Ongoing failure to meet expectations	6 weeks	KHDA Referral
Academic Report	Behaviour issues in specific subject(s)	1-2 weeks	Escalation to HOY/PSP

Searches and Confiscation

Searches of a student's bag, locker or other school property may be conducted by authorised members of staff where there are reasonable grounds to suspect the possession of a prohibited item. Searches will be carried out respectfully and in accordance with the College's safeguarding procedures. Two members of staff must be present to conduct the search. Parents will be informed as soon as reasonably practicable following the search.

Refusal to comply with a reasonable search request will result in an immediate referral to the Secondary Leadership Team and may lead to exclusion.

Prohibited items that are confiscated will not be returned to the student. Where appropriate, items may be returned to parents, retained by the College or handed to the relevant authorities in accordance with UAE law and College procedures.

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
6	August 2025	Rewritten policy, changing to Learn, Thrive, Make a Difference	WSLT	June 2026
7	August 2026	Rewritten policy, changing to Learn, Thrive, Make a Difference	WSLT	June 2027