



# DUBAI COLLEGE

*A tradition of quality in education*

## Behaviour and Sanctions Policy

### Introduction

Dubai College sets high standards and expectations through highlighting and praising good behaviour. We encourage students to respect themselves, each other, adults and property. We endeavour to apply rules fairly, clearly and consistently. We aim to provide a happy, caring environment with challenging activities. Under no circumstances do we use any form of corporal punishment, nor is it our intention that a student is belittled or shamed before their peers. In the case of a serious incident or persistent unacceptable behaviour we will always endeavour to involve parents in resolving the situation. The home/college partnership is seen as vital in establishing and maintaining high standards of behaviour and appropriate conduct. It is important not to see behaviour as a separate issue. It is taken within the wider context of the school, as an integral part of the teaching and learning taking place and the overall organisation of lessons and other activities. The college's behaviour and rewards process is presented alongside the Behaviour and Sanctions Policy and one is intended to support and complement the other.

### Our rules are based on the following principles:

Unacceptable behaviour is behaviour likely to hurt or upset another member of the immediate community. Poor standards of behaviour show a lack of respect for others, disrupting their activities and learning. Through the implementation of this policy, students will learn the difference between acceptable and unacceptable behaviour and they will learn to take responsibility for the consequences of their actions. They will be helped to develop self-control, respect for the needs of others and respect for other's property. Appropriate behaviour is modelled by the teaching and non-teaching staff of Dubai College, who will readily and regularly give explanations to pupils with regard to their behaviour. We trust that this aim to model appropriate behaviour is shared by the parents of Dubai College so that students are given clear and consistent guidance. Dubai College is a community where bullying in any form will not be tolerated. Further guidance is given in the college's anti-bullying policy which also contains information about cyberbullying.

### Scope:

The Behaviour and Sanctions Policy will be applied to all students on school premises, but will also form the foundation for acceptable behaviour outside the school 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 Dubai College into disrepute or may place other students at risk.

### Dubai College Students' Rights

- To be valued by others
- To be treated with respect
- To be supported to achieve
- To be encouraged to learn
- To be treated equally to others
- To have an opportunity to be heard
- To be dealt with fairly and consistently

### Dubai College Students' Responsibilities

- To value others in the DC community
- To respect the views and property of others
- To allow and support others to achieve
- To support and encourage an environment for learning
- To be tolerant and accept different perspectives and ideas
- To listen to other people's opinions
- To accept and support the college's rules and expectations

## Examples and classification of levels of misbehaviour (Appendix 1)

Examples of misbehaviour are given below and the list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour, showing no remorse and 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. Whilst misbehaviour outside the classroom may not directly impact on teaching and learning it does damage the ethos and social structure of the school community and is taken just as seriously. Where new examples of misbehaviour are identified they will be periodically added to this grid.

<b>Lower level misbehaviour</b>	<p><b>Examples may include</b> - 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; using the outside “fire doors” for entry/exit; pushing into DC Express or Canteen queues; arriving late to class without excuse; talking persistently in class or in an assembly; rough and tumble or play fighting; arriving late to school without a genuine reason.</p>
<p>It is expected that lower level behaviour issues, such as these, will be dealt with by the <b>Member of Staff</b> that encounters them. The student’s <b>Form Tutor, Head of Year</b> and <b>Parents</b> may be informed via the student’s planner, by e-mail or by a phone-call.</p>	
<b>Mid-level misbehaviour</b>	<p><b>Regular repetition of lower level misbehaviours</b> or - throwing items across the class; shouting/calling out and interrupting teaching and learning; not completing/handing in homework on time; teasing and taunting classmates; use of mobile phones during lessons and without the permission of a teacher; arguing with members of staff; truancy within school, i.e. not going to a timetabled lesson; truancy from college, i.e. not coming to school without a valid reason; deliberate damage to textbooks or other students' work; uniform infringements, (wrong shoes, too many ear-rings, too-short skirts, etc.) or extreme/inappropriate hair style, (colour and/or cut); littering, not clearing tables or throwing food in the canteen.</p>
<p>It is expected that persistent lower level misbehaviour or single acts of mid-level misbehaviour will be referred upwards to the appropriate <b>Subject Leader</b>, if this behaviour occurs within a curriculum lesson, and the <b>Head of Year</b> if this behaviour occurs outside of curriculum times. The student’s <b>Form Tutor, Head of Year/Section</b> and <b>Parents</b> should be informed.</p>	
<b>Higher level misbehaviour</b>	<p><b>Regular repetition of mid-level misbehaviours</b> or – vandalism/deliberate damage (including graffiti), verbal or physical intimidation of other students amounting to bullying; 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; taking items that do not belong to you; possession of tobacco or related items such as juuls, e-cigarettes, vape pens, pipes and cigarette lighters; sexist behaviour/discrimination or use of sexist language; racist behaviour/discrimination or use of racist language; relatively “minor” assault/fighting (where contact is made);</p>
<p>Any persistent mid-level misbehaviour and/or single acts of serious misbehaviour involving damage or risk to person or property must be referred through the <b>Subject Leader</b> if this behaviour occurs within a curriculum lesson <b>and</b> the <b>Head of Year/Head of Section</b> who will liaise with the <b>Deputy Head: Pastoral</b>.</p>	
<b>Very serious misbehaviour</b>	<p><b>Regular repetition of higher level misbehaviours</b> or behaviours classed as “criminal” outside of Dubai College including but not limited to possession, use and/or distribution of alcohol, weapons, pornography, drugs, serious physical assault and cybercrimes as detailed in Federal Law No. 5 or wherever a student’s behaviour puts other students at serious risk.</p>
<p>The final decision on very serious misbehaviour that may result in a permanent exclusion from the college will be made by the <b>Headmaster</b> and approved by the <b>Board of Governors</b>.</p>	

## Responding to different levels of misbehaviour (Appendix 2)

<p><b>Lower level misbehaviour</b></p> <p><b>DC LEVEL 1</b></p> <p><b>First response</b></p>	<p>There is an escalating series of ways in which a teacher can respond to poor behaviour. It may simply be an extended pause, a “look” or a verbal warning. The teacher may explicitly remind the student of the agreed rules and protocols. The teacher may move the student to another seat within the room. The student may be asked to leave the room for a short time and the teacher will explain their expectations before the student is re-admitted to the classroom. If appropriate the student may be sent to a partner classroom for the remainder of the lesson. The tone of the teacher’s voice may indicate disapproval but shouting at a child is ineffective and should not happen.</p>
<p><b>DC LEVEL 2</b></p> <p><b>Detention</b></p>	<p>As a stronger response to lower level misbehaviour in the classroom, <b>the teacher</b> may give a <b>break-time</b> or <b>lunch-time detention</b> and will keep a record of behaviour concerns by writing a note to parents in the student's planner. Unresolved incidents or persistent misbehaviour will be reported to the <b>Subject Leader</b>, who may also give a <b>break-time</b> or <b>lunch-time detention</b>. The SL should inform the student's Form Tutor and Head of Year. During other times, the <b>Head of Year</b> will administer the sanction.</p>
<p><b>Mid-level misbehaviour</b></p> <p><b>DC LEVEL 3</b></p> <p><b>Detention</b></p>	<p><b>Persistent lower level misbehaviour or mid-level misbehaviour</b> will result in the involvement of the <b>Subject Leader and Head of Year</b>. The Subject Leader/Key Stage Leader should place the student in a <b>lunchtime or after school detention</b>. If this has no effect, then the Head of Year will speak to the student and their Form Tutor and may organise a <b>lunch-time detention</b> or <b>after-school detention</b>. The Head of Year will work with the Subject Leader, Class Teacher and Form Tutor to determine lesson targets for student. Parents will be kept informed via student planner, phone-calls, letters or e-mails.</p>
<p><b>Higher level misbehaviour</b></p> <p><b>DC LEVEL 3</b></p> <p><b>SLT Detention</b></p>	<p>Serious or persistent misbehaviour, or poor behaviour in a number of subject areas will result in the involvement of the Head of Year/Section and Deputy Head: Pastoral. (Further clarification/guidance is given in Appendix 3)</p> <p>If a <b>Whole School Detention</b> (Thursday after school) or <b>Headmaster’s Detention</b> (Saturday morning) is given, parents will be informed by telephone, letter or e-mail and a meeting in school may be arranged. The student may also be placed on an academic/behaviour report which will be monitored daily and parents will be contacted on completion of the report period to discuss progress.</p>
<p><b>DC LEVEL 4</b></p> <p><b>Internal exclusion</b></p>	<p><b>Internal exclusions</b> will be used if the Head of Section and Deputy Head:Pastoral is not satisfied that the student is showing sufficient improvement. It may also be used if a student needs to be isolated from their classmates. Internally excluded students will be supervised as they complete their work away from their normal lessons and classmates. This sanction may also be used for serious incidents of misconduct, which include the use of Tobacco based products and devices, and uniform/hair-style issues or as a “cooling down” mechanism.</p>
<p><b>DC LEVEL 4</b></p> <p><b>External (fixed-term) exclusion</b></p>	<p><b>External exclusions (or “suspensions”)</b> will be used in more serious cases of misbehaviour - advised by the Behaviour and Sanctions Policy but ultimately determined by the Head of Section and Deputy Head: Pastoral. Parental involvement is key where the level of behaviour is such that a fixed-term exclusion is given. This sanction is seen as an opportunity for a student to modify their behaviour before a <b>permanent exclusion</b> from the college is applied.</p>
<p><b>Permanent Exclusion</b></p>	<p>A <b>permanent exclusion</b> will result if a student persistently exhibits serious unacceptable behaviour and shows no attempt to modify their behaviour despite being given opportunities to do so. It will result if a student commits a felony, whether the act takes place inside the college or elsewhere, or if the nature of the crime is such that the student’s return to college would put other students at risk.</p>
<p><b>A permanent exclusion is applied by the Headmaster 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.</b></p>	

### **Whole School Detention and Headmaster's Detention Guidance (Appendix 3)**

The "Whole School Detention" is designed to respond to Level 3 (mid-level) discipline issues.

The "Whole School Detention" takes place on Thursdays from 12:35pm to 1:35 pm.

The Head of Year is the gatekeeper of this detention. The subject teacher, subject leader and/or form tutor would have dealt with the issue previously at Level 1 and 2. The Head of Year would therefore already be aware of the context via iSAMS or verbal communication. Alternatively, the issue may have come directly to the Head of Year due to the severity of the problem.

After investigation, the Head of Year will use their professional judgement to determine whether a Thursday "Whole School Detention" is the best solution or whether an alternative intervention would be more appropriate.

The Head of Year would send the standard detention letter home, giving at least 24 hours' notice, note their action in iSAMS and oversee the follow up tracking post detention.

In the same vein, a Saturday morning "Headmasters Detention" could be available as a staged option. This detention is intended to be set at a higher level than the "Whole School Detention" on a Thursday after school.

A list of the students the Head of Year is placing in detention, with the proposed Thursday or Saturday clearly indicated, should be sent to the Deputy Head: Pastoral before the event.

The Deputy Head: Pastoral will cover the Thursday afternoon detentions but in their absence it is expected that a Head of Section will be included in the Thursday afternoon supervision rota. In the absence of the Headmaster, the Deputy Head: Pastoral will cover the Saturday morning detentions.

## **Substance Abuse Guidance (Appendix 4)**

### **Statement of Policy**

Our Community is committed to

- the health and welfare of its pupils and will take action to promote and safeguard their well-being
- educating boys and girls about the effects of drugs and alcohol and about the threats posed by them to present and future health and happiness
- encouraging pupils in need of support to come forward and to educate others into acting and speaking in the best interests of those who might need help

### **Policy Aims**

The college aims to deter the abuse of all drug substances by means of a balanced and informative educational programme, rooted in the college's values, and which places emphasis on the need and responsibility of young people to make informed decisions for themselves. This will be achieved through:

- education
- pastoral support for individuals
- support for family

Through the academic and pastoral elements of the curriculum, (including co-curricular activities), the welfare and support staff and outside speakers, the college will

- provide accurate information
- promote understanding
- foster and encourage skills and strategies designed to resist drug and substance abuse
- help young people to identify sources of appropriate personal support
- ensure that the disciplinary rules of the college reflect the seriousness with which the college and the local community approaches potential problems in this area

### **How these aims may be fulfilled**

- a. The college fulfils these aims through the development of its mission. This includes care, concern, teaching and leadership of its staff, through the provision of information via the PSHE/wellbeing and enrichment day/assembly programme and through a clear and effective behaviour and sanctions code.
- b. It is essential to inculcate in each individual pupil 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.
- c. The college believes that it is a priority to promote and consolidate the self-esteem of every individual pupil.
- d. The college attaches great importance to effective communication with parents. Parents will be kept up to date by invitation to talks, and offered opportunities to consider the drugs and substances policy.
- e. A member of the School's Senior Pastoral/Student Services Team will periodically update the college with recent changes in attitudes and policies towards drug and substance abuse.
- f. The programme will be implemented and reviewed on an annual basis.
- g. The college rules will emphasise the firm commitment of the college to the promotion and maintenance of an environment free from abuse of drugs and other harmful substances.

## **Responsibility for Implementing the Policy**

The Headmaster has overall responsibility for the preparation, presentation and implementation of the policy within the college. On a day to day basis this responsibility is delegated to the Deputy Head: Pastoral.

The Headmaster will ensure that the Board of Governors is kept informed of relevant developments and issues, and any problems concerning the effectiveness of the College's substance abuse practice.

All staff will log incidents within the school information management system.

## **Partnership with Parents**

The vast majority of teenage/adolescent involvement with drugs and other substances occurs out of college, both in time and place, when children are the responsibility solely of their parents. Therefore, effective partnership between the college and parents is essential. Parents must feel that they are fully informed and involved in the college's practice with regard to drugs and substance abuse. It is important that parents are able and willing to support the college's policy.

To promote this partnership, the college will ensure that parents receive full information about programmes for Personal, Social and Health Education (PHSE) and enrichment via letter and in the Introduction to the Year parent talks. Where it is able to do so, the college will provide support and reinforcement to parents concerning the expectations on their children's social behaviour.

At regular intervals the Headmaster will remind parents as well as pupils of the disciplinary rules relating to the involvement of pupils with drugs and other substances.

## **Working with Outside Agencies**

The college is obliged to inform the Dubai Police of any breach of the law which comes to its attention. The college will notify the Dubai Police if pupils are found to be in possession of illegal drugs whilst in college. The college is obliged to involve the Dubai Police and the KHDA if a pupil or pupils are **required to leave** or are excluded for a fixed term on account of known use of drugs or other illegal substances.

The college will support and promote local health initiatives where they are soundly based and do not contravene the college's ethos or moral teachings.

## **Clarification of college rules relating to substance abuse**

### **Illegal Drugs<sup>1</sup>, Illicit Drugs<sup>2</sup> & Solvent Abuse**

The college regards the possession, sharing, bringing into school<sup>3</sup>, distributing, sale, "pushing" or use of illegal drugs or solvents, on or off the college premises, as major disciplinary matters. The Dubai Police will be informed.

**Any pupil found or suspected of being in the possession of, sharing, bringing into college, distribution, sale, "pushing" or use of illegal drugs or illicit drugs or solvents, on or off the college premises, should expect to be asked to leave the college and may be excluded permanently. The KHDA and College Governors will be involved in a permanent exclusion.**

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<sup>1</sup> The definition of the term '*illegal drug*' for this policy refers specifically to those chemicals and materials as defined by the legislation currently in force in the UAE and any subsequent amendments.

<sup>2</sup> An '*illicit drug*' means (in this context) one that is not legislated for. This does not mean it is not dangerous - indeed they are hazardous to health - but they are not listed in the appropriate legislation.

<sup>3</sup> The term '*into college*' covers any incidents related to drugs or substances which occur in school time, inside or outside school grounds. It also includes travel between school and home; it includes sports fixtures, educational visits and other school-based excursions away from the school; and it includes sports tours, educational cruises, activity holidays, etc. organized by the school in holiday time for pupils of the School.

Any other involvement in drugs, in or out of school, will bring into question the continued membership of the college by the pupil and may lead to a permanent exclusion.

### **Alcohol**

The bringing of alcohol into school, the selling of alcohol to other pupils, the consumption of alcohol within college and/or being under the influence of alcohol during the school day is forbidden. **Any student suspected and/or proven to have breached this rule should expect to be asked to leave the college and may be excluded permanently.**

### **Prescription Medication**

The School Nurse must be aware of any prescription medication brought on to the School premises. Wherever possible the School Nurse should store and administer the medication. Any student suspected of abusing prescription medication will be excluded for a fixed term period. A repeat offence will lead to a permanent exclusion

### **Tobacco**

The bringing of tobacco or tobacco-related products into school, the selling of such products to other pupils, and/or the smoking of tobacco or tobacco-related products by pupils is forbidden. Any pupil suspected of smoking or frequenting with a smoker on school property or while being identifiable as a member of the college community may be excluded for a fixed term period. Persistent smoking will lead to permanent exclusion.

The only circumstance likely to cause the college to consider mitigation/greater flexibility in areas of "zero tolerance" would be when the information concerning the offence derived primarily from information volunteered by the pupil involved or by his/her parents.

### **Possible indicators that might lead to an investigation into drug or solvent or substance abuse**

This list is not intended to be exhaustive.

- Behaviour changes
- Involvement in a drug incident
- Particular peer group associations
- Physical signs
- Implication by association
- Information received
- Significant alteration in academic performance
- Health or attendance

### **Procedure**

The procedures followed will be in line with the School's procedures for dealing with major disciplinary incidents.

These procedures respect the 'duty of care' for the individual as well as the wider community.

Details of any drugs or substances abuse will be passed on to the Police and the pupil and family appraised of this fact.

Where a decision is taken not to permanently exclude a pupil, a condition or conditions of reinstatement following a period of exclusion may be required on the part of the pupil and his/her parents. These might include

- a regime of random testing or controls
- a period of counselling in relationship to the pupil's problem
- undertakings by parents to monitor and restrict the social activities of the pupil

The college will monitor the situation and provide support where possible.

**Policy Details**

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Responsible SLT	Deputy Head: Pastoral