GEMS
مدرسة جيمس البرشاء الوطنية
Al Barsha National School

Nurturing our community,

empowering through excellence

Behaviour Policy

Version:	1
Effective Date:	1st September 2021
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Supersedes:	NA
Approved By:	Senior Leadership Team
Owned By:	Vice-Principal Student Experience
Reviewed By:	Local Advisory Board

Our Vision:

A British curriculum school, rooted in the values of the UAE, creating the leaders of tomorrow. A premium community school, empowering learners to achieve excellence and make a difference.

Our Mission:

Nurturing by including all learners, prioritising their safety and happiness and promoting their character development rooted in the national values of the UAE. Empowering by providing an exciting, enriching and ambitious learning experience where students excel by fulfilling and exceeding their academic potential.

1. Introduction

This policy underpins the principles, aims and strategies for promoting best behaviour at GEMS Al Barsha National School (GNS). It is based on the rights and responsibilities of all members of the school community – students, staff and parents – to provide a safe and positive learning environment.

2. Rationale

2.1. At GNS, we believe that all approaches to developing students' behaviour should be restorative.

2.2. The nurturing approach of this policy will encourage students to reflect on their positive and negative behaviours, consider how it affects others and understand its impact on their community. Students should reflect and identify feelings and choices, pathways and consequences.

2.3. All behaviour should come back to personal responsibility, and children always be given opportunities to take responsibility, and make amends where they can. A restorative approach leads to greater levels of empathy, citizenship and healthier relationships within the school community.

2.4. Students should be intrinsically motivated to behave well on behalf of others and out of respect for themselves. The positive and nurturing approach to this policy will encourage students to regulate their own behaviour through a supportive approach by all staff.

2.5. Warnings will always be given to students prior to setting them consequences and students who engage positively will be acknowledged and celebrated.

3. Aims

3.1. This policy is designed to:

- Promote and reward positive behaviour
- Boost self-esteem
- Manage challenging behaviour in an assertive, non-confrontational and positive way
- Ensure fairness and encourage consistency of response to both positive and inappropriate behaviour
- Promote early intervention
- Enhance learning and teaching
- Develop in students a sense of self-discipline and an acceptance of responsibility for their own actions
- Ensure that every member of the school community feels respected and valued
- Enable all members of the school to live and work together in a positive, supportive way, promoting an environment where all feel happy, safe and secure
- Ensure that all members of the school community will fully understand the consequences of failing to meet their responsibility to others

3.2. This policy applies to all students:

- In school
- Travelling to and from school
- On all school-based and Educational Visits and activities
- When representing or commenting on the school in any capacity

3.3. We expect students, staff and parents to work together to achieve the highest standards of behaviour within and beyond the school, in accordance with this policy document. We model and promote positive behaviour at every opportunity. We encourage each student to take responsibility for themselves and others, their learning and the environment.

4. HAWIATEE (My Identity) values

4.1. We recognise:

- Hard work
- Ambition
- Wellbeing
- Innovation
- Agility
- Trust
- Empathy
- Excellence

4.2. These values are acknowledged and celebrated in a variety of ways, within the tutor / learning / year group, key stage and House

4.3. This takes place at form time, in lessons, during assembly and with the wider school community through Staff Briefing, the weekly newsletter and social media.

5. Whole-school expectations

5.1. Students are expected to:

- Be safe
- Be responsive
- Be respectful
- Be calm
- Be responsible

5.2. All staff members:

- Assume a duty of care for their students
- Share collective responsibility for ensuring good behaviour including communal spaces and cross-phase monitoring
- Treat all students appropriately according to their needs and developmental age and stage
- Be positive with students and their outcomes
- Treat each student as a unique individual
- Help students over time to develop in maturity
- Give students the opportunity to make amends

6. Rewards

6.1. Rewards for positive contributions include:

- Verbal praise
- Informal conversation with parent
- Class Dojo points
- Class Charts points
- Written praise or comment, for example in emails to parents
- Phone calls home
- Display of work
- Certificates, prizes and awards at assemblies and presentations
- Award of special responsibilities, for example, house captain, prefect, Head boy/girl and school council membership
- Head Teacher/Principal Awards – for exceptional behaviour, work or attitude

7. Inappropriate behaviour, consequences and sanctions

7.1. Behaviour is considered inappropriate if it is not in line with school expectations.

7.2. Staff members refer to consequences when dealing with inappropriate behaviour. This is intended to encourage students to reflect on the choices they make. Any instance of inappropriate behaviour will be subject to one or more consequence/sanctions. These will be determined by the severity and persistence of the inappropriate behaviour and the circumstances.

7.3. Consequences and sanctions include:

- Non-verbal warning
- Verbal warning
- Negative Class Charts points
- Lunch time reflection
- After school reflection (secondary only)
- Contacting parents
- Report card
- Withdrawal from school-based or educational visits / activities
- Internal isolation
- Fixed-term external exclusion
- Permanent exclusion

7.4. The School will investigate behaviour-related issues. Written statements will usually be taken and students will often be kept separate to avoid influencing others. Parents are notified once the matter has been fully investigated.

7.5. A range of interventions may similarly be applied in conjunction with a consequence/sanction or as an alternative. These include:

- Form tutor / class teacher involvement
- Pastoral Lead involvement

- Counsellor involvement
- Mentoring
- Pastoral support plans
- Positions of responsibility if appropriate

8. Record keeping

8.1. All incidents of positive and inappropriate behaviour are logged. This is usually a positive or negative point on Class Dojo or Class Charts. It may be accompanied by a concise, factual note.

Appendix 1: Strategies for supporting students in FS and Key Stage 1 – FS1, FS2, Year 1 and Year 2

Social norms are acceptable normal behaviours that are exhibited within each class and the wider school and community. These need to be modelled, highlighted and taught. Time must be invested in these as part of children's developmental needs.

Setting the tone for social norms in the classroom

- We always listen to each other in this classroom.
- We have good manners at all times always say please and thank you.
- We walk around our school quietly and sensibly.
- We are kind and caring.
- We share and take turns.
- We take care of our classroom and help to keep it tidy.
- We always try our best.

Acknowledging and highlighting desired behaviours – these embed the social norms

- I am so happy to see x and y listening to each other.
- It is so wonderful to see how beautifully we tidy away all our resources, you take such good care of our classroom.
- I love how you are talking to each other so kindly.
- I am so proud of how you said sorry to each other when you hurt one another.

Supporting positive interactions

- We talk about and model how to resolve fair and unfair situations.
- We are alert to injustices and let children see that they are addressed and resolved.
- We collaborate with the children to set explicit rules for the care of the environment.
- We help children to resolve their conflicts with others e.g. compromising
- We help children to adapt their behaviour to different events, social situations and changes in routines.
- We model with children how to find solutions to problems and conflicts.

Understanding that emotions are signals to how a child is feeling

- We highlight to children how sometimes their actions and words can hurt others' feelings and how we can help resolve that. This might be modelled – e.g. I am feeling a bit angry so I am going to….
- We understand that we need to help the children acknowledge how they are feeling and work through that emotion. It is okay to feel cross, angry, sad. We consider what the child may trying to express or show.

Star – students who show good behaviour and listening throughout the day, e.g. helping others without being asked, extra effort during learning.

Sun – all students start the day on a sun and end the day on the sun. This is where the class rules, social norms are seen, e.g. good listening, working hard, being kind and respectful.

Rainbow – this is an opportunity for students to make a positive change in their behaviour e.g. if I was saying something unkind, I could make a change by apologising and then move back up to the sun.

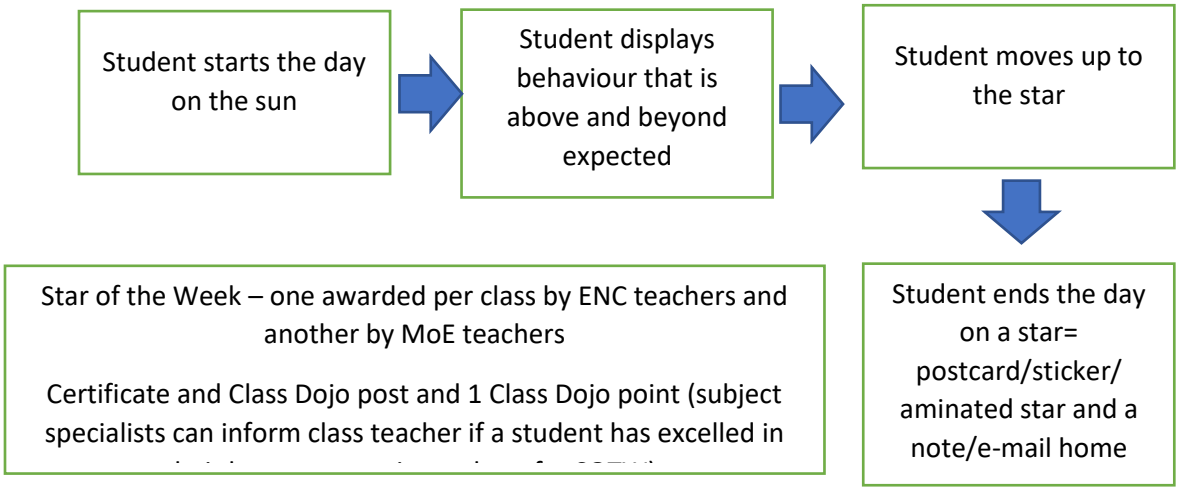
Thinking cloud – this is a restorative conversation talking about the choices that child has made and how they will continue to choose to behave after this point. They need to work their way back up to the sun as soon as possible and definitely by the end of the day.

- If a child is put on thinking cloud, this is recorded on Class Charts.

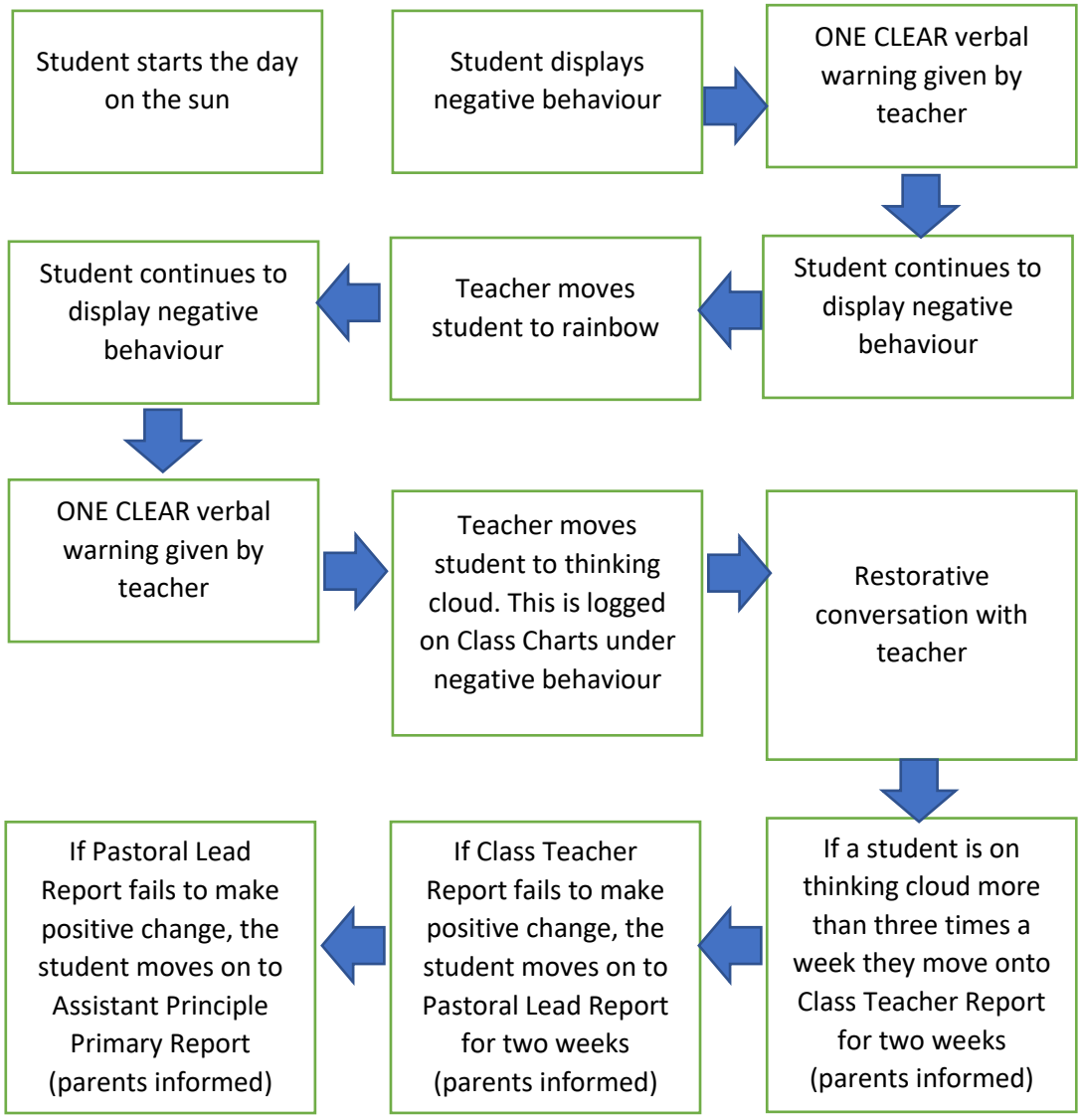
- If a child has three posts in one week, the class teacher and phase leader will discuss what possible patterns and how they can support. If needed the phase leader might also talk to the child. Additionally, parents may need to come in to discuss the issue with the class teacher.
- If there is repeated pattern, the Head of Primary will support through conversations with the child and family.
- If a child harms another child e.g. bites, hits, kicks, pinches, slaps – they are immediately moved to the thinking cloud. The decision is made by the phase leader as to whether parents and/or Head of Primary is involved in the follow up and next steps.

The pictures of the star, sun, rainbow and thinking cloud are made with the children, ensuring the thinking cloud is not a dark or stormy looking cloud.

Positive Behaviour Flow Chart



Negative Behaviour Flow Chart



Appendix 2: Strategies for supporting students in Key Stage 2 – Years 3 to 6

Each class has a displayed "Traffic Light" that evidences behaviour. Teachers may utilise other tiers to engage students more, e.g. football pitches, ice lollies, etc.

- All students start the day on green. When a student excels in class they can move their name onto the gold star.
- If a student finishes the day on a gold star, they receive 5 Class Dojo points.
- Students are given a one clear verbal warning to remind them of their choices and consequences.
- When a student does not change their negative behaviour after receiving a verbal warning they move their name from green to amber.
- When a student does not change their serious negative behaviour after receiving a verbal warning they move their name from green to red. When a student shows serious negative behaviour or physically harms others, he/she has a discussion with Pastoral Lead in addition to a 15-minute lunchtime reflection.
- Students receive praise to encourage them to go back towards green.

Examples of how a student may excel include:

- Producing exceptional work
- Showcase exceptional leadership skills
- Displaying HAWAITEE values
- Showing independence and initiative
- Critical thinking

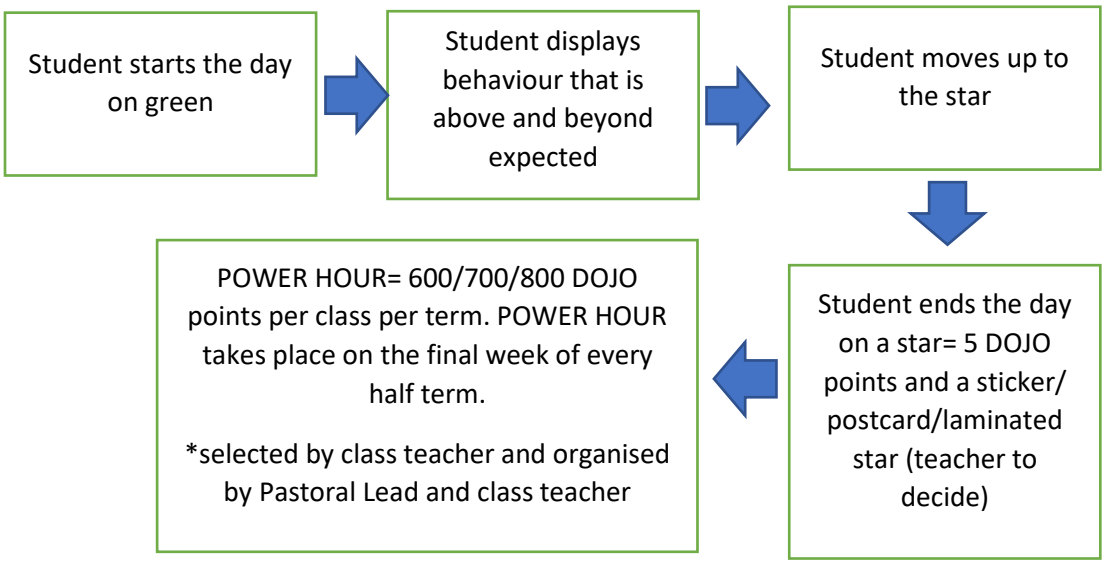
Examples of negative behaviour include:

- Disruption in lessons, in corridors between lessons and at break and lunch times
- Non-completion of classwork or homework
- Poor attitude
- Failure to follow instructions

Examples of serious negative behaviour includes:

- Repeated negative behaviours
- Any form of bullying, including cyberbullying.
- Vandalism
- Theft
- Fighting
- Racist behaviour
- Bad language

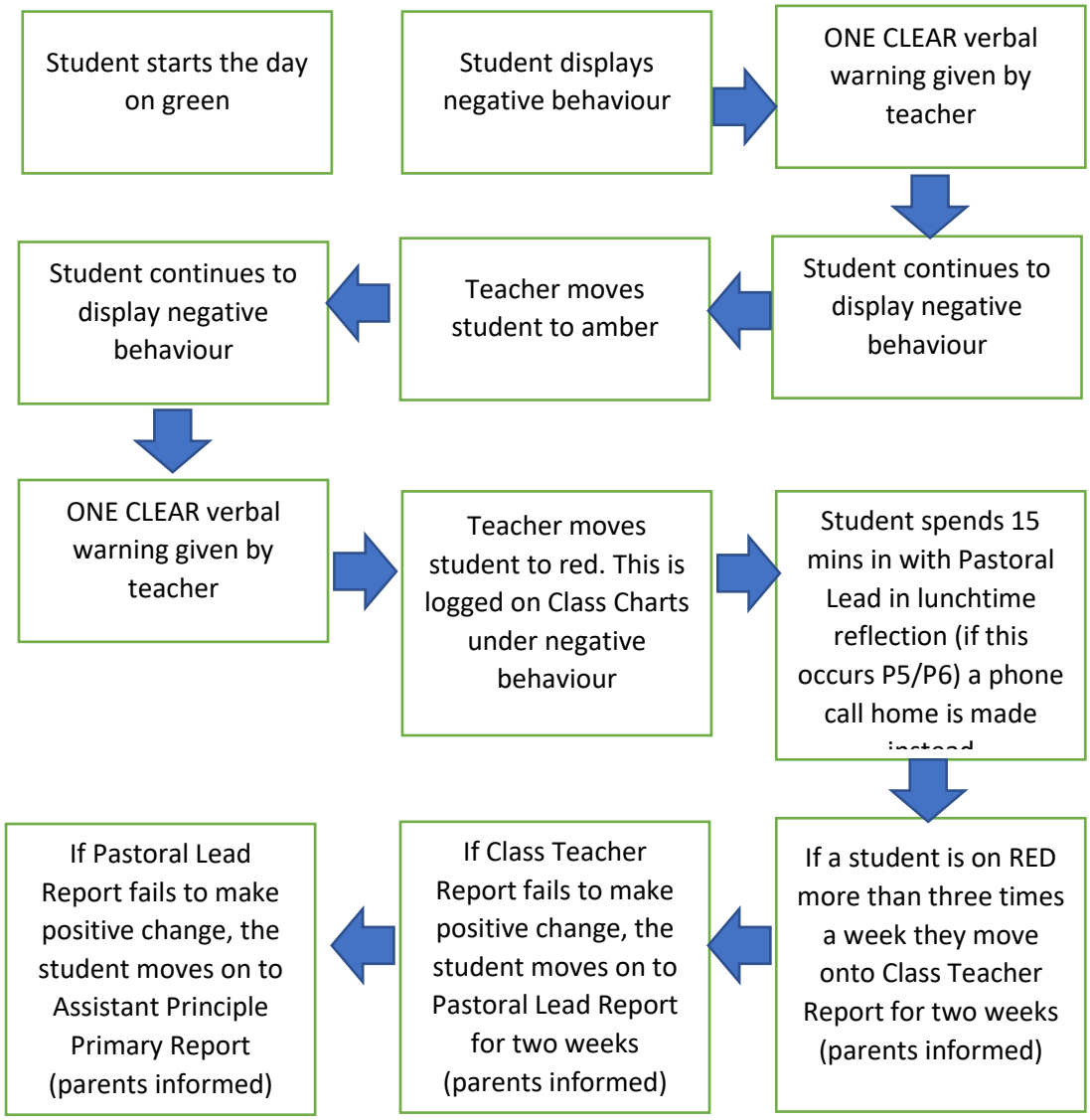
Positive Behaviour Flow Chart



Rewards

- Star of the week awarded to each class by ENC teacher and MoE teacher. This is logged on Class Charts every Thursday. Certificate awarded and a post is shared on Class Dojo. (If a student excels in a specialtist subject, the specialist teacher can inform the class teacher to recommend a student for Star of the Week).
- Only one Class Dojo point can be given at a time. A student should not exceed 10 Class Dojo points by the end of the day (this is inclusive of the 5 points for making it to the gold star, majority of students will not exceed 5 DOJO points per day).
- Class Dojo points are collected as a class on a half termly basis. All classes are aiming to achieve 800 Class Dojo points by the last Sunday of half term. If this is achieved as a class, in the final week of half term, the students will receive Power Hour. This will be organised by the class teacher and Pastoral Lead. Power Hour includes:
    - Tumble Tots/ Parkour
    - STEM experiments with Science specialist
    - Movie Time in the Auditorium
    - Dress up in the Auditorium
    - Class Party in the Sports Hall/ Free play outside
    - Cooking class with Art/DT specialist
    - Choice of extra subject

Negative Behaviour Flow Chart



Sanctions

- A pupil who is placed on the red will attend a 15-minute lunchtime reflection – attending the designated isolation classroom (break out area for girls, PE office for boys). This must be recorded on Class Charts by staff prior to lunchtime.
- Primary Pastoral Lead collects the students from the class and takes them to the isolation room. A record of these incidences will be kept and the Primary Pastoral Lead and Key Stage Phase Leaders will monitor this.
- If this occurs after lunchtime, a phone call home is made and the incident is logged on Class Charts.
- If a student is on RED more than four times in two weeks they move onto Class Teacher Report for two weeks (parents informed via phone call from class teacher)
- If Class Teacher Report fails to make positive change, the student moves on to Pastoral Lead Report for two weeks (parents informed via meeting with class teacher and Pastoral Lead)
- If Pastoral Lead Report fails to make positive change, the student moves on to Assistant Principle Primary Report (parents informed via meeting with the Primary Assistant Principle)

Playtimes and Lunchtimes

During playtimes and lunchtimes, the Traffic Light system still operates in the same way it is conducted throughout the rest of the school day

Playtime leaders will help model appropriate play and reduce the number of incidences during this time.

Additional rules are in place during playtime and lunchtime to ensure students and staff remain safe, happy and respectful at all times. These are:

- Stop and stand still when the first whistle is blown.
- On the second whistle, line up silently and safely in the same location as the fire drill (for Internal MUGA). The teacher on duty may as for the students to line up in a different way (for example year group at a time) but they will explain their expectations following the first whistle.
- Students may be asked to practice lining up silently if they do not respond to the whistles appropriately.
- No playing in the toilets.
- Students must not be inside or in the corridors, during play times, under no circumstances unless supervised by an adult for safety reasons.

Remote Learning

- Students are expected to behave in a kind manner
- If any unkind behaviour or inappropriate behaviour is displayed, the class teacher will e-mail the parents in the first instance
- If this behaviour is repeated, a telephone call home is made

Appendix 3: Strategies for supporting students in Secondary and Post-16 (Years 7 to 13)

Students are encouraged to see the intrinsic value in learning and the behaviours that will allow them to learn best. This supports them to take responsibility for their own behaviour. In addition to this, the following set of rewards and acknowledgements reinforce the significance of this:

1. Positive behaviour is encouraged using the house point and rewards system. Collecting house points is rewarded with appropriate levels of rewards throughout the term.
2. Students are informed weekly about their totals and high achievers are celebrated in assemblies. Students not engaging or achieving house points and supported towards showing improved behaviour by the form tutor and the school counsellor.
3. Feel Good Thursday contact with parents take place each week to acknowledge positive behaviour or interactions.
4. House Points are compared and students are awarded certificates in assemblies when they achieve certain threshold levels of house points.
5. Reward trips are scheduled for the end of each term. These vary per term and are according to how many house points students have been achieved.
6. Examples of Reward Time include: Form parties, Movie/Gaming Time, Reward Trips, etc. House Captains will be consulted on various trip ideas to ensure student engagement.

Consequences

- The following stepped approach is designed to promote a consistency of response. Examples of inappropriate behaviour are linked to consequences on the chart below. This is a guide and every incident must be judged and assessed according to circumstances and appropriate action taken.
- In the first instance, any inappropriate behaviours are addressed through a clear reminder of expectations. Where the poor behaviour is repeated, consequences are set as per following chart.

Level	Examples of Behaviour	Consequence
4-5 House Points	**Outstanding achievement** • Contribution to the school or community • Outstanding contribution in class or ECA	Feel Good Thursday Phone Call Logged onto Class Charts
2-3 House Points	**Consistent positive achievement:** • Exceptional contribution in class or homework • Outstanding progress in class or homework • Consistent positive work/attitude • Consistently being a good role model and helping others	House points logged onto Class Charts
1 House Point	**Positive behaviour and achievement** • Positive contribution in class • Setting a good example to others • Positive work/attitude • Being a good role model • Showing leadership skills	House points logged onto Class Charts
1 Warning	**Low level negative behaviour could include** • Disruption to line up or lesson • Inappropriate talking in class • Distracting peers • Poor application of work • Ignoring teacher's instruction • Chewing gum in school • Eating in class • Unsafe/rough play • Littering in class or at break/lunch times	• Private conversation with student • Expectations reminder • Warning and name written on the board
2 Lunch Time Reflection	**Low-Med level negative Behaviour:** • Repetition of level 1 behaviour • Offensive language to another student (Minor) • Incomplete or not completed homework • Disrupting learning (minor) • Non-compliance with staff instructions (minor) • Rowdiness in corridors (not lining up, running, shouting) • Incitement to fight • Graffiti (minor) • Late to class • Incorrect uniform	• Private conversation with student • Expectations reminder • Dash beside name • SST logs incident on Class Charts with brief description of incident. • SST informs FT for further follow-up where needed

3 **After School Detention**	**Medium Level Negative Behaviour** • Repetition of level 2 behaviour • Consistent offensive behaviour and language towards another student. • 3 lunch time reflections in a week • Rowdiness in corridors (not lining up, running, shouting) • Physical altercation with other students • Incorrect uniform	• Log on Class Charts • Pastoral Team to speak with student and arrange Thursday after school detention • ST informs FT for further follow-up where needed • Pastoral phone call home • Green Form Tutor report for following week
4 **High Level Negative Behaviour**	**High level negative behaviour:** • Repetition of level 3 behaviour • Failure to attend Reflection • Theft • Bullying/Intimidation/Harassment • Vandalism • Skipping class/ Internal truancy • Contravention of ICT 'Acceptable Use Policy' (minor) • Non-compliance with staff instructions (major) • Disruption during assembly • Offensive language in front of staff/visitor or in books • Verbal abuse directed at peer or staff • Racially/culturally disrespectful language/behaviour • Fighting (major)	• Private conversation with student • Expectations reminder • Wednesday afterschool detention for 60 minutes • Internal or External exclusion as appropriate • SST logs detention on Class Charts with brief description and informs FT/Counsellor/HOS/HONA (email) • FT contacts home to inform parent/carer of the incident and detention by email • Temporary or Final restriction from ICT equipment access • SST on Detention duty complete register and informs FT for absconding students • FT puts student on SLT Behaviour Report where appropriate • HOS/HONA and counsellor meet with parents/carers to discuss incident, consequence and follow-up • Pastoral Support Programme instigated for rapid deterioration of behavior or attendance or 2 or more exclusions internal or external and totally more than 5 days.

5- Extreme Negative Behaviour	**Extreme negative behaviour** • Repetition of level 4 behaviour • Physical/Verbal abuse directed at staff • Bringing to school or accessing inappropriate material • Fire alarm tampering • Use of dangerous/illegal substance • Contravention of ICT 'Acceptable Use Policy' (major) • Damage to school property (major) • Possession of weapon • Possession, use or sale of illegal substances • Endangering another student's safety and/or wellbeing	• HOS logs incident on Class Charts • Parents notified by HOS for immediate meeting with HOS/HONA/School Principal • Internal or External Suspension as appropriate • Student removed from bus service where applicable • Temporary or Final restriction from ICT equipment access • In instances of vandalism, parents charged cost of repair/replacement • External counselling advised/required • Probation contract/Final Warning • Possible permanent exclusion • KDHA notified • Pastoral Support Programme instigated for rapid deterioration of behaviour or attendance or 2 or more exclusions internal or external and totally more than 5 days.