

**GEMS Winchester School,  
Fujairah**

**Behaviour Policy**

<b>Policy first adopted</b>	<b>September 2025</b>
<b>Policy last reviewed</b>	<b>August 2025</b>
<b>Review period</b>	<b>Annual</b>
<b>Policy holder</b>	<b>Yusuf Bhana</b>
<b>Date of next review</b>	<b>August 2026</b>



**GEMS**  
**EDUCATION**

## 1. Introduction

At our school, we are committed to fostering a Culture of Excellence through positive relationships, clear routines, and a robust recognition system. The policy aligns with the GEMS 'Be a GEM' framework and the Ministry of Education's resolution (851) and aims empower students to become their best selves by promoting kindness, responsibility, resilience, and ambition. This policy outlines expectations, routines, rewards, and consequences that apply to all members of the school community.

This policy is fully aligned with the **UAE Ministry of Education's Ministerial Resolution No. 851 of 2018** on the **Code of Behaviour Management for Students in General Education Institutions** and integrates the school's implementation of the **Be a GEM** initiative.

## 2. Vision and Values

Vision: To nurture the genius in every child, enabling them to thrive academically, socially, and emotionally in a safe, inclusive, and respectful environment.

*Core Values (H.E.A.R.T):*

- Habit of Kindness
- Empathy Every Day
- Awareness of Others' Needs  
Respect in All
- Trust Built Through Care

## 3. Behaviour Expectations

This policy applies to all students:

- On and off the school premises
- During travel to and from school
- While on school trips, educational visits, and external events
- When representing the school—online, in uniform, or in the wider community
- At GEMS, we believe that routines build rhythm, and rhythm drives excellence. Behaviour is not left to chance—it is explicitly taught, rehearsed, and reinforced through clear, consistent routines and memorable straplines.

• We expect all students, staff, and families to work in partnership to uphold the highest standards of conduct. These routines and straplines are applied consistently throughout the day to create a calm, respectful, and high-performing culture.

The behaviour expectations are simple and non-negotiable. All students are expected to:

- **Be Present** – Attend daily, on time, in full uniform, and ready to learn.
- **Be Focused** – Complete homework and classwork diligently.
- **Be Brave** – Speak up about bullying or concerns.
- **Be Ready to Learn** – Follow routines and transitions respectfully.
- **Be the Best You Can Be** – Embody the school's values consistently.
- **Be Kind** – Ensure a calm, safe environment for everyone.
- **Be an Ambassador** – Represent the school positively, inside and outside.

#### 4. Behaviour Routines

To support consistency, the following behaviour routines apply throughout the school day:

##### What This Looks Like in Practice

Our students are expected to know, practice, and follow our Behaviour Routines, each guided by a clear strapline:

Context	Strapline
Travelling to and from school	<i>When a GEM, Be a GEM</i>
Arriving at school	<i>Another day to sparkle</i>
Moving around the school	<i>Quickly and quietly</i>
During lessons	<i>Ready to learn</i>
Leaving the classroom	<i>Leave as you enter!</i>
Break and lunchtime	<i>Kind and courteous</i>
End the day	<i>Tomorrow, we sparkle again</i>
Reflection and restorative conversations	<i>Pause, Reflect and Reset</i>

##### Why It Matters

- Routines create safety and structure, allowing students to focus on learning
- Straplines help students recall expectations quickly and clearly in each context
- Consistency signals that every moment matters—in class, on the corridor, or in the community
- Rehearsal ensures clarity—so there is no confusion about what it means to be part of our school
- Our students are not just expected to behave well—they are supported to do so through clear instruction, active rehearsal, and restorative reflection where needed.
- Shared Responsibility
- Staff teach and model routines through consistent language and practice. Students are expected to internalise and apply them. Families are partners in reinforcing these expectations beyond the school gates.
- Whether a student is in uniform on public transport, entering school at the GEMS Gateway, or walking between lessons—they are representing our community.
- We believe that every student can shine—and our routines are the framework that makes that possible.

## 5. Positive Achievement and Rewards

Achievement is recognised frequently and meaningfully. Students earn achievement points for demonstrating excellence in alignment with our GEMS values: Care, Always Learning, Excellence, and One Team.

In alignment with the *Be a GEMS* Playbook—used consistently across all GEMS schools—rewards will be structured as follows:

1. **Praise** – Immediate, specific, and focused on individual progress and achievement.
2. **Daily Rewards** – Achievement Points (see Appendix 1).
3. **Weekly Rewards** – Positive Postcards, awarded for every 50 Achievement Points earned (see Appendix 3).
4. **Monthly Rewards** – Leadership Gemstone Certificates (see Appendix 3).
5. **Half-Termly Rewards** (every 6–7 weeks) – Certificates awarded to students with the highest Achievement Points in each of the GEMS core values (see Appendix 3).
6. **Annual Rewards** – *GEMS of Honour* Awards, which may include a t-shirt, tie, scarf, or pin badge.

All **positive behaviour points** are recorded on the school’s management information system, SIMs

In accordance with the **Be a GEM initiative**, students will also receive **certificates when they reach milestone point thresholds** to further motivate and recognise sustained excellence. For details, please refer to the **Rewards Ladder (Appendix 1)**.

## 6. Managing Negative Behaviour

We promote positive correction through approaches that include reflective practices. However, consistency in addressing unacceptable behaviours is essential. The school’s **Sanctions Ladder (Appendix 2)** is fully aligned with:

- The **Be a GEM Playbook**
- The Ministry of Education’s **Degree Levels of Offence** (First to Fourth Degree)

### Categories of Negative Behaviour:

1. **Unmet Expectations** – Each incident results in a **deduction of 2 points**.
2. **Disruptive Behaviours** – Categorised as **First or Second Degree offences**
3. **Red Line Behaviours** – Categorised as **Third or Fourth Degree offences**

### **Disruptive Behaviour – First Degree Offence**

<b>Upon committing</b>	<b>Verbal warning- whisper correction with 0 points deducted. Offence documented with actions on SIMS -as per Form No.6.</b>
<b>First repetition</b>	<b>Verbal warning – whisper correction Offence documented on SIMS with 2 points deducted. Written warning as per Form No.7. Phone call by class teacher.</b>
<b>Second repetition</b>	<b>Offence documented on SIMS with 3 points deducted. Written warning as per Form No.8. Referral to reflection Parent meeting</b>
<b>Third repetition</b>	<b>Issuing a written warning to the parent/guardian Meeting the parent Student behaviour report tracker</b>
<b>More than three times</b>	<b>Behaviour support plan Further consequences as per behaviour committee discretion</b>

### **Disruptive Behaviour – Second Degree Offence**

<b>Upon committing</b>	<b>Verbal warning- whisper correction with 0 points deducted. Offence documented with actions on SIMS Student to sign first written warning - Form No.9.</b>
<b>First repetition</b>	<b>Offence documented on SIMS with 2 points deducted. Written warning and internal suspension as per Form No.12. Issuing a written behaviour warning letter Student behaviour report tracker</b>
<b>Second repetition</b>	<b>Offence documented on SIMS with 3 points deducted. Written warning and suspension as per Form No.12. Parent meeting Behaviour support plan Further consequences as per behaviour committee discretion</b>

### **Red line Behaviour – Third Degree Offence**

<b>Upon committing</b>	<b>4 points deducted. Referral to reflection space Offence documented with actions on SIMS Written warning and suspension as per Form No.12.</b>
<b>When repeated</b>	<b>Offence documented on SIMS with 4 points deducted. Written warning and suspension as per Form No.12 or No.16 Student behaviour report tracker Further consequences as per behaviour committee discretion</b>

### **Red line Behaviour – Fourth Degree Offence**

<b>Upon committing</b>	<b>4 points deducted. Referral to reflection space Parent Meeting Notification to Ministry of Education Legal Affairs Immediate suspension, until the investigation is completed Written warning. Permanent exclusion Form No.18 may be issued.</b>
<b>When repeated</b>	<b>Offence documented on SIMS with 4 points deducted. Written warning and suspension as per Form No.12 or No.16 Student behaviour report tracker Further consequences as per behaviour committee discretion</b>

**\*All Red line behaviours marked with an asterix in the behaviour categories (Pg4) may result in an immediate expulsion.**

Behaviour points will also be reflected on the School's termly report card and may affect the average final mark on the report card.

## 8. Mobile Phone Policy

Mobile phones are not permitted during the school day unless authorised by staff for educational purposes.

Non-compliance and Sanctions (MoE Resolution 851, Article 17):

1. First Violation – Confiscation for one calendar month, returned only to the parent.
  2. Second Violation – Confiscation until end of term, further action may follow.
- In both cases, devices must be collected in person by the parent.

(Tablets are not permitted in the Senior School, Grades 8-12)

## 9. Reflection and Support

Students who repeatedly display negative behaviour will engage in a structured restorative reflection process. This includes reflection time, guided tasks, weekly behaviour tracking report card, individual behaviour plan and mentoring or referral to the school counselor. Where the counselor feels ongoing support is required, parent permission will be sought. The counselor keeps confidential notes of meetings with the student and liaises with the school safeguarding team and class teachers to share information as appropriate. Where required, the school may also recommend parents seek external professional therapy that is not provided by the school, for example educational psychologist or professional medical support.

## 10. Data Monitoring and Analysis

All behaviour and achievement data is logged and reviewed weekly on the School management information system, SIMs. Trends are monitored, and interventions are applied as necessary.

## 11. Responsibilities

### 4 The Role of the Teacher

- 4.1 Teachers are expected to uphold the Behaviour Policy consistently and fairly, ensuring a safe and positive learning environment both in-person and online.
- 4.2 Teachers maintain high standards in all school spaces, including classrooms, corridors, and social areas.
- 4.3 All children are treated with respect and understanding.
- 4.4 Repeated behavioural concerns are logged on **SIMs** and referred to the Phase leader/SLT as necessary.
- 4.5 Teachers liaise with the Inclusion Department if behaviour concerns may be linked to individual needs.
- 4.6 Teachers acknowledge student feedback and respond with appropriate action to support education and wellbeing.
- 4.7 All safeguarding concerns—whether reported by the student or observed—must be addressed and recorded in accordance with school policy.

4.8 Proactive behaviour strategies are used regularly, including differentiated instruction, praise, verbal cues and de-escalation techniques.

## **5 The Role of Parents**

5.1 The school values parental involvement in promoting consistent expectations between home and school.

5.2 School rules and behaviour expectations are shared via the Parent Handbook and website.

5.3 Parents are notified promptly if concerns arise regarding their child's behaviour or welfare.

5.4 Parents are expected to support the school's behaviour policies and communicate concerns via the appropriate school channels (Class teacher, Form tutor, Phase Leader).

5.5 Parents are encouraged to inform the school of any changes or issues at home that may impact their child's behaviour.

## **6 Fixed-Term and Permanent Exclusions**

6.1 While exclusions are rare, the school may find it necessary to issue a suspension or permanent exclusion under serious circumstances.

6.2 Only the Principal or Vice Principal has the authority to issue exclusions or to decline re-enrolment. All exclusions are reported to the MoE.

6.3 Parents are informed immediately with reasons for exclusion, and the incident is logged formally.

6.4 The Principal notifies the GEMS Education Office and follows all procedures as outlined in the Ministerial Code.

## **7 Monitoring and Review**

7.1 Heads of School monitor the policy's implementation and effectiveness on a termly basis.

7.2 Behaviour data is reviewed regularly to identify patterns and inform further intervention.

7.3 Staff receive ongoing professional development in positive behaviour management and restorative practices.




7.4 This Behaviour Policy is reviewed annually in consultation with staff, students and parents.


## **12. Review and Compliance**

This policy will be reviewed annually.

## Appendix 1 – Rewards Ladder

### Positive Behaviours

GEMS Value	Positive Behaviours	Achievement Points
 Always Learning	Showing creativity and innovation to deepen your understanding in a focus area	+2 points
	Working hard and going the extra mile consistently	+2 points
	Learning beyond the subject through podcasts, books, online courses or masterclasses	+2 points
	Engaging in co-curriculum activities and mastering a skill through self-discipline	+2 points
	Learning from mistakes and taking constructive feedback on board.	+2 points
 One Team	Learning from, with, and about each other very well	+2 points
	Using everyone's ideas to achieve a good solution (problem solving)	+2 points
	Working well with others to achieve team goals	+2 points
	Sharing responsibilities and tasks to achieve the best for everyone	+2 points
	Taking responsibility when things go wrong.	+2 points
 Excellence	Having the grit to never give up	+2 points
	Listening attentively and participating enthusiastically in lesson.	+2 points
	Trying hard to produce work of exceptional quality in lessons and during tests.	+2 points
	Being a self-starter and thinking outside the box	+2 points
	Attending enrichment or additional catch-up sessions to help you reach your potential.	+2 points
	<i>1:4 The student is always keen on attending his/her lessons and on being punctual (e.g. maintains at least 98% attendance or always arrives at school and to lessons on time)</i>	+2 points

 Care	Speaking politely with excellent manners.	+2 points
	Offering help to others through acts of kindness or community service	+2 points
	Reporting bullying and speaking up when someone needs help.	+2 points
	Listening actively and respecting other opinions and differences.	+2 points
	Showing gratitude and appreciation for the little things that we often take for granted.	+2 points
	<b>1.3: The student complies with Health and Safety standards (e.g. takes good care of their appearance)</b>	+2 points
UAE (Values)	<b>2.1: The student shows high understanding and appreciation to the religious values in the UAE and shows compliance with them through his/her daily behaviour.</b>	+2 points
	<b>2.2: The student respects the identity, heritage and culture of the UAE and the global cultures.</b>	+2 points

## Appendix 2 – Sanctions Ladder

### Unmet Expectations

First degree (simple offences) and Second degree (medium severity) offences

Behaviour Type	Sparkling GEMS: BE a GEM Expectation	Degree of Offence (as per MOE Resolution No. 851)	Penalty for unmet expectations without a valid reason
Unmet expectations (prefixed UE)	Incorrect uniform (including student lanyard and haircuts that don't follow MOE guidelines)	First	-2 points
	Lack of equipment	First	-2 points
	Late to school	First	-2 points
	Late to lesson	First	-2 points
	Homework not completed to a high standard or on time	First	-2 points
	Lack of pride in work	First	-2 points
	Failure to turn up to clubs	First	-2 points
	Failure to turn up for intervention	Second	-2 points

### **Disruptive Behaviours**

*First degree (simple offences) and Second degree (medium severity) offences*

<b>Behaviour Type</b>	<b>Disruptive Behaviours</b>	<b><i>Degree of Offence (as per MOE Resolution No. 851)</i></b>
Disruptive Behaviours (prefixed DB)	<b>Chewing gum in school (or eating in class without permission)</b>	<i>First</i>
	<b>Disturbing others/out of seat without permission</b>	<i>First</i>
	<b>Failure to speak to peers/staff/visitors with respect</b>	<i>Second</i>
	<b>Head on desk/slumped in chair</b>	<i>First</i>
	<b>Refusing to follow instructions from staff</b>	<i>Second</i>
	<b>Talking over the teacher/answering back</b>	<i>Second</i>
	<b>Walking off from a member of staff</b>	<i>Second</i>
	<b>Using headphones/Bluetooth headsets without permission/ misuse of electronic devices</b>	<i>First</i>
	<b>Failure to behave sensibly around school (such as pushing or horseplay that can be a precursor to fighting)</b>	<i>First</i>
	<b>Littering in the classroom or around the school</b>	<i>First</i>

### Red Line Behaviours

Third degree (grievous offences) and Fourth degree (highly grievous) offences

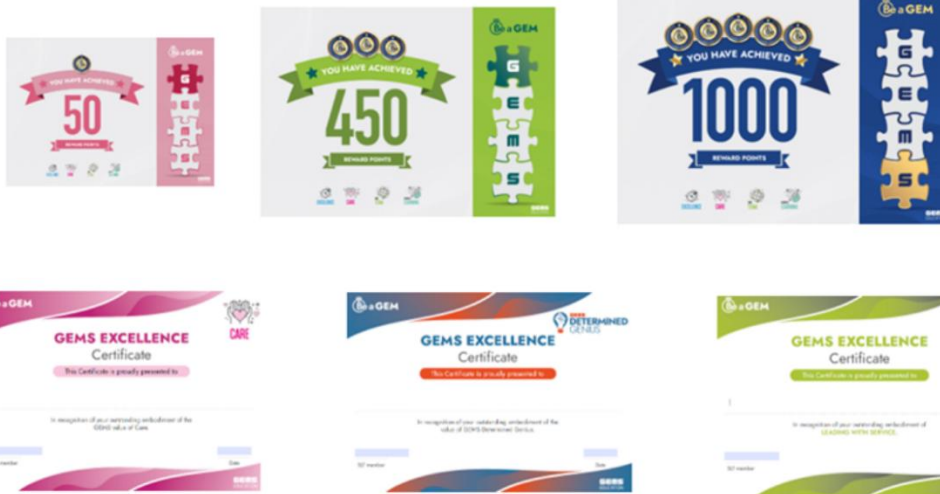
*According to the Be a GEM Playbook, all Red Line Behaviours marked with an asterisk (\*) may result in immediate expulsion*

Behaviour Type	Red Line Behaviours Behaviours marked with an * could lead to automatic expulsion	Degree of Offence (as per MOE Resolution No. 851)
Red Line Behaviours (prefixed RL)	Refusing to hand over a mobile phone when visible in school.	Third
	Truancy from lessons	Third
	Walking out of a classroom	Third
	Failure to attend a detention	Third
	Rude language or swearing at someone	Third
	Cheating in exams/assessments (Leaking questions of the exams or engaging therein in any way)	Fourth
	Graffiti or obscene/offensive language or depictions	Third
	Damaging equipment/property	Third
	Dangerous or unsafe behaviours*	Fourth
	Bullying (physical child-on-child abuse)*	Fourth
	Bullying (verbal child-on-child abuse)*	Fourth
	Racist language or behaviour	Fourth
	Cyber bullying	Fourth
	Having cigarettes/e-cigarettes, vapes or contraband on school premises	Fourth
	Theft or bringing in stolen items*	Fourth

	Aggressive or threatening behaviour towards a member of staff*	<i>Fourth</i>
	Aggressive or threatening behaviour towards peers*	<i>Fourth</i>
	Fighting, physically aggressive, or threatening violence*	<i>Fourth</i>
	Extortion*	<i>Fourth</i>
	Bringing a weapon into school*	<i>Fourth</i>
	Bringing the school into disrepute (social media/within the community ( <i>or attempting to defame peers and the school via social media or abusing them</i> ))	<i>Fourth</i>
	4.1: Using the communication means or social media for unlawful or immoral purposes, or in a manner discrediting the educational institution and its staff or others	<i>Fourth</i>
	External truancy	<i>Third</i>
	4.12: Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society	<i>Fourth</i>
	4.10: Abusing political, religious or social figures in the UAE	<i>Fourth</i>
	Substance use	<i>Fourth</i>
	Inappropriate touch ( <i>Possible sexual assault inside the school, the bus or during activities</i> )	<i>Fourth</i>

## Appendix 3- Certificates

### Finding the Genius & Shining Light on Our GEMS



## Appendix 4- Reflection and Support Plan.

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### BE A GEM: SUPPORT PLAN

This is for a student whose behaviour requires additional support. The student is currently not identified as a student of determination.

STUDENT DETAILS		
Name		
Date of birth		
Year group/Form		
Language at home		
Start date		
Review date		

Photograph of student

REWARDS AND CONSEQUENCES (TO DATE)		
Achievement Points (APs)	Disruptive/Red Line Behaviours	Suspensions
Total	Total	Total
Most common APs	Most common Disruptive/Red Lines	Reasons for suspension

Barriers to regulating behaviour (Brief overview of current presentation)		Adaptive Strategies/Reasonable Adjustments (If used to agree with student)

Student's View: What helps me? What are my aspirations? (1 to 3 bullet points)		Provision to help regulate my behaviour (Brief overview – counselling, mentoring etc)

RELEVANT SUBJECT ADAPTATIONS	
Subject/s	Adaptation
Review date	
Reviewers:	<input type="checkbox"/> School Lead <input type="checkbox"/> Student <input type="checkbox"/> Parents

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NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

### SECTION 1 ACCENTUATE THE POSITIVES

GEMS VALUES	POSITIVE BEHAVIOURS Using the below list, tick the positive behaviours that have led to you reaching achievement points this term. Young children to be supported by an adult	TICK
<b>LEARNING</b>	Showing creativity and innovation to deepen understanding in a focus area	<input type="checkbox"/>
	Working hard and going the extra mile consistently	<input type="checkbox"/>
	Learning beyond the subject through podcasts, books, online courses or masterclasses	<input type="checkbox"/>
	Engaging in co-curriculum activities and mastering a skill through self-discipline	<input type="checkbox"/>
	Learning from mistakes and taking on board constructive feedback	<input type="checkbox"/>
<b>TEAM</b>	Learning from, with, and about each other very well	<input type="checkbox"/>
	Using everyone's ideas to achieve a good solution (problem solving)	<input type="checkbox"/>
	Working well with others to achieve team goals	<input type="checkbox"/>
	Sharing responsibilities and tasks to achieve the best for everyone	<input type="checkbox"/>
	Taking responsibility when things go wrong	<input type="checkbox"/>
<b>EXCELLENCE</b>	Having the grit to never give up	<input type="checkbox"/>
	Listening attentively and participating enthusiastically in lesson	<input type="checkbox"/>
	Trying hard to produce work of exceptional quality in lessons and during tests	<input type="checkbox"/>
	Being a self-starter and thinking outside the box	<input type="checkbox"/>
	Attending enrichment or additional catch-up sessions to help you reach your full potential	<input type="checkbox"/>
<b>CARE</b>	Speaking politely with excellent manners	<input type="checkbox"/>
	Offering help to others through acts of kindness or community service	<input type="checkbox"/>
	Reporting bullying and speaking up when someone needs help	<input type="checkbox"/>
	Listening actively and respecting other opinions and differences	<input type="checkbox"/>
	Showing gratitude and appreciation for the little things that we often take for granted	<input type="checkbox"/>

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NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

### SECTION 2 ELIMINATING THE NEGATIVE

DETAILS	Respond to each point clearly and concisely. (Younger students to be supported by an adult)
Time of the incident	
Staff/subject	
Account of the incident detailing exactly what happened and what led to Reflection	
What should you have done to avoid this?	
Is this the first time you have received Reflection If No, please explain the reasons in the previous incident.	
Thinking about your responses, write down 3 positive behaviours that we will see moving forwards to avoid a future Reflection. Refer to Page 2.	1. 2. 3.