

GEMS Winchester School, Fujairah

PROVIDING WORLD CLASS BRITISH EDUCATION AND EXPERIENCES FOR ALL

Behaviour Policy

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1. Introduction

At GEMS Winchester School Fujairah (WSF), we believe that high standards of behaviour create the conditions for excellence in learning, safety, and personal development.

Our Behaviour Framework is built on three pillars:

- **Routine** – Clear expectations rehearsed daily.
- **Respect** – Calm, consistent adult leadership.
- **Relationships** – Respectful, restorative culture.

We aim to create a school where behaviour is consistent, calm, respectful, and academically focused.

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. The Behaviour Committee

The Behaviour Committee is responsible for the strategic oversight and day-to-day management of behaviour across the school. It ensures consistent implementation of this policy and provides a coordinated response to serious or complex behaviour concerns. The Committee comprises the following roles:

Role	Responsibility
Assistant Principal (Pastoral)	Overall lead for behaviour management and policy implementation; chair of the Behaviour Committee.
Head of School	Strategic oversight and final authority on exclusions and serious incidents with Principal approval.
School Social Worker	Leads restorative interventions, MOE casework, and external referrals.
School Counsellor	Provides emotional and therapeutic support; advises on wellbeing-related behaviour.
Student Affairs Coordinator	Coordinates day-to-day student behaviour administration and MOE documentation.
Behaviour Support Coordinator	Provides early-intervention support and builds positive relationships with students at risk.

The Behaviour Committee is referred to throughout this policy. Where actions are assigned to the Behaviour Committee, the AP Pastoral coordinates the response unless otherwise stated.

This may also include:

- Government relations officer
- Principal
- Vice Principal
- Any other relevant member of staff.

Once a month, these members of staff will discuss behaviour across school.

4. Behaviour Expectations

We expect all students, staff, and families to work in partnership to uphold the highest standards of conduct. Behaviour expectations are simple and non-negotiable, and are applied consistently throughout the school day.

4.1 Student Expectations

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, following instructions the first time they are given.
- **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.

Students are also expected to:

- Show respect to every adult in the school community.
- Move calmly and quietly around the school.
- Speak appropriately and avoid offensive language.
- Not use mobile phones during the school day.
- Uphold UAE values and traditions.

4.2 Scope of This Policy

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.

5. Behaviour Routines

To support consistency, the following behaviour routines apply throughout the school day. Each routine is guided by a clear strapline and describes what expected behaviour looks like in practice.

Context	Strapline	How it looks
Travelling to and from school	When a GEM, Be a GEM	Respectful, calm, representing WSF positively.
Arriving at school	Another day to sparkle	On time, correct uniform, equipment ready.
Moving around the school	Quickly and quietly	Walk quickly and quietly, no loitering, follow corridor expectations.
During lessons	Ready to learn	Enter silently, sit correctly, follow the teacher's instructions, participate positively.
Leaving the classroom	Leave as you enter!	Leave spaces tidy, leave calmly and quietly, move promptly to where you are going.
Break and lunchtime	Kind and courteous	Calm and courteous behaviour, respect for peers and staff, use of designated areas only, keep areas tidy and clean.
End of day	Tomorrow, we sparkle again	Leave the school responsibly and move promptly to the bus park or car pickup point. Represent WSF positively.
Reflection and restorative conversations	Pause, Reflect and Reset	A chance for students to reflect on their behaviour and correct it moving forward.

6. Positive Achievement and Rewards

Achievement is recognised frequently and meaningfully. In alignment with the *Be a GEM Playbook*, used consistently across all GEMS schools, rewards are structured as follows:

- **Praise** – Immediate, specific, and focused on individual progress and achievement.
- **Daily Rewards** – Achievement Points (see Appendix 1).
- **Weekly Rewards** – Be a GEM Certificate and Academic Excellence Certificate (Appendix 3).
- **Monthly Rewards** – Leadership Gemstone Certificates (Appendix 3).

All positive behaviour points are recorded on the school's behaviour management information systems: **ClassDojo** for Primary and Middle School and Senior School. For full details of how students can earn achievement points, refer to the **Rewards Ladder (Appendix 1)**.

7. Managing Negative Behaviour and Reflection Time

WSF promotes positive correction through reflective practices. Consistency in addressing unacceptable behaviour is essential to maintaining a safe and high-performing school environment.

The school's **Sanctions Ladder (Appendix 2)** is fully aligned with the **Be a GEM Playbook** and the Ministry of Education's **Degree Levels of Offence** (First to Fourth Degree).

7.1 Categories of Negative Behaviour

- **Unmet Expectations** – Minor failures to meet school standards.
- **Disruptive Behaviours** – Categorised as First or Second Degree MOE offences.
- **Red Line Behaviours** – Categorised as Third or Fourth Degree MOE offences.

Full behaviour categories are listed in **Appendix 2**.

7.2 Recording and Parent Notification

All behaviour points — both positive and negative — are logged on **ClassDojo**. Parents are notified immediately when a negative behaviour point is logged.

7.3 Reflection Time

Reflection Time is a structured, supervised reset period. It is not optional and is not a discussion space. Reflection Time is supervised by a rota of SLT and Middle Leaders and takes place in a designated school space.

During Reflection Time, students will:

- Complete a reflection form.
- Participate in a brief reintegration conversation before returning to class.

7.4 Reflection Time Thresholds

The following thresholds apply across all phases. When a student reaches either threshold, the Behaviour Committee is notified and the actions below are triggered:

- **3 Reflection Times in one week:** Behaviour Committee notified. Meeting with Form Tutor. Social Worker informs the guardian by email. Social Worker meets with student.
- **10 Reflection Times in 30 days:** Behaviour Committee notified. Social Worker takes action in line with the relevant MOE procedure table (see Sections 7.5 and 7.6).

7.5 Procedure: Disruptive Behaviour — First Degree Offences

Stage	School Points	MOE Points	Action
First warning	0	0	Verbal warning — whisper correction with 0 points deducted. This is to support the student to get back on track quickly.
Second warning or repetition	-2	0	Verbal warning. Offence documented on ClassDojo with 2 points deducted.
Third warning or repetition within one lesson	-3	0	Offence documented on ClassDojo with 3 points deducted. Referral to Reflection Time Parents messaged on Dojo and made aware of offence by teacher referring student. Reflection form completed.
3x Reflection Time in one week OR 10 Reflection Times in 30 days	—	0	Behaviour Committee notified. Meeting with Social Worker. The social worker informs the guardian by email as per MOE Form No. 7.
Second occurrence of the above threshold	—	-2	The social worker summons the student's guardian. Guardian signs an undertaking not to repeat the offence. Guardian informed of marks deducted as per MOE Forms 9, 10 & 20.
Third occurrence of the above threshold	—	-4	Social Worker summons the student's guardian as per MOE Forms 9, 10 & 20. If no response, Form No. 9 is issued.
More than three occurrences	—	BMC discretion	The Behaviour Committee opens a case file and may implement a Behaviour Improvement Plan. Guardian signs an agreement to support the BIP.

7.6 Procedure: Disruptive Behaviour — Second Degree Offences

Stage	School Points	MOE Points	Action
First warning	0	0	Verbal warning — whisper correction with 0 points deducted. This is to support the student to get back on track quickly.
Second warning or repetition	-2	0	Verbal warning — whisper correction. Offence documented on ClassDojo with 2 points deducted.
Third warning or repetition within one lesson	-3	0	Offence documented on ClassDojo with 3 points deducted. Referral to Reflection Time. Parents messaged on Dojo and made aware of offence by Form Tutor.
3x Reflection Time in one week OR 10 Reflection Times in 30 days	—	0	Behaviour Committee notified. Social Worker issues the first written warning as per MOE Form 9.
Second occurrence of the above threshold	—	-4	Social Worker summons the student's guardian. Guardian signs an undertaking not to repeat the offence as per MOE Forms 9, 7 & 20.
Third occurrence of the above threshold	—	-8	Temporary suspension inside campus as per MOE Form 12. Social Worker summons guardian as per Forms 9, 7 & 20. Guardian signs agreement to support Behaviour Improvement Plan (BIP).
More than three occurrences	—	-8	Temporary suspension inside campus as per MOE Form 12. BMC meeting held. Final warning issued as per MOE Forms 7 & 20. Student may be transferred to another school as a disciplinary action, coordinated with MOE.

7.7 Procedure: Red Line Behaviour — Third and Fourth Degree Offences

All Red Line Behaviours marked with an asterisk (*) in Appendix 2 may result in immediate expulsion.

Stage	School Points	MOE Points	Action
Upon first commission (Third Degree)	-4	-12	4 points deducted on ClassDojo. Referral to Reflection Time. Parents informed by Form Tutor or witnessing teacher. AP Pastoral copied in. MOE Form No. 6 completed. Social Worker takes action, which may include: Written Warning (Form 7), Form 9, and/or immediate suspension from campus (Form No. 12). MOE Form No. 20 issued. Teachers monitor the student's behaviour; Social Worker or Counsellor provides guidance and counselling as appropriate.
When repeated (Third Degree)	-4	-12	Offence documented on ClassDojo with 4 points deducted. Referral to Reflection Time. Parents informed by Form Tutor or witnessing teacher. AP Pastoral copied in. MOE Form No. 6 completed. BMC Meeting held. Written Warning (Form 7) and external suspension (Form No. 12) may follow, or transfer to a behaviour reform agency (Form 16). MOE Form No. 20 issued. Guardian signs agreement for Behaviour Support Plan. Student behaviour tracked by teachers; Social Worker or Counsellor provides ongoing support. Transfer to another school may be recommended.
Upon first commission (Fourth Degree)	—	Fail in Behaviour subject OR Expulsion	Student suspended immediately pending investigation (Form 12). Principal, Deputy or Behaviour Officer notifies the Legal Affairs Department of the Ministry and relevant agencies. BMC Meeting held to decide: deem student as failed in Behaviour subject OR recommend expulsion based on severity. Formal memorandum with all evidence submitted to the Undersecretary of Academic Affairs.

7.8 Further Action in Line with MOE Governance

Further concerns around student behaviour may result in the following actions:

- Behaviour Support Plan and Social Worker Support — **MOE Form No. 11**
- Temporary suspension — **MOE Form No. 12**
- Notice on deduction from behaviour marks — **MOE Form No. 20**
- Failing the Grade due to Behaviour — **MOE Form No. 4**
- Permanent exclusion — **MOE Form No. 16/18**

7.9 Fixed-Term and Permanent Exclusions

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

- **Only the Principal, Vice Principal alongside the Heads of Schools** have the authority to issue exclusions or to decline re-enrolment. All exclusions are reported to the MoE.

- Parents are informed immediately with written reasons for the exclusion, and the incident is formally logged.
- The Principal notifies the GEMS Education Office and follows all procedures as outlined in the Ministerial Code.

8. Mobile Phone Policy

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

8.1 Sanctions for Non-Compliance

In line with **MoE Resolution 851, Article 17:**

- **First Violation:** Device confiscated till the end of the school day.
- **Second Violation:** Device confiscated until the end of week. (MOE Form 24). Device returned to parent in person only (MOE Form 25).
- **Third Violation:** Device confiscated for one calendar month (MOE Form 24). Device returned to parent in person only (MOE Form 25).
- **Fourth Violation:** Device confiscated until the end of term. Further action may follow. Device collected in person by the parent.

8.2 Storage of Confiscated Devices

Confiscated devices are stored securely in a locked box in the AP Pastoral office, held in labelled folders with the date of confiscation recorded. The AP Pastoral is responsible for the security of all confiscated devices. This will also be recorded on a spreadsheet.

8.3 Tablets

Tablets are not permitted in Senior School (Grades 8–12). Students in Senior School are required to bring a laptop to support their studies.

9. Behaviour Support

9.1 Behaviour Support Plans

Where concerns persist, students may progress through three staged levels of support: a Behaviour Support Plan, followed by a Behaviour Improvement Plan, and — if concerns continue — a Behaviour Contract. Where the Behaviour Committee identifies a pattern of concern, a student may be placed on a Behaviour Support Plan (BSP). This decision is made at the discretion of the Behaviour Committee on a case-by-case basis.

A BSP includes:

- Clear behaviour targets (maximum three).
- Daily AM/PM tracking by the Form Tutor or designated key adult.
- Weekly review by the AP Pastoral.
- Parent involvement at all stages.
- SLT oversight.

9.2 Further Intervention

If concerns persist or the Behaviour Committee deems it necessary, the following further steps may be taken:

- Referral to the School Social Worker.
- Behaviour contract.
- Behaviour Committee review.

The aim of all interventions is correction, support, and sustainable improvement.

9.3 Counselling and External Support

Where the School Counsellor feels ongoing therapeutic support is required, parent permission will be sought before counselling sessions begin. The Counsellor maintains confidential notes and liaises with the school's safeguarding team and class teachers to share information as appropriate.

Where needs exceed the school's capacity, the school may recommend that parents seek external professional support — for example, from an educational psychologist or medical professional. This external support is not provided by the school.

10. Data Monitoring and Analysis

All behaviour and achievement data is logged and reviewed weekly on **ClassDojo**. The Behaviour Committee reviews trends regularly and applies interventions as necessary.

Behaviour data is used to support students and to inform parents about their child's predicted MOE behaviour grading, which is communicated on the end-of-term school report.

11. Responsibilities

11.1 The Role of the Teacher

Teachers are the first point of contact for behaviour management within the classroom. They are expected to:

- Uphold the Behaviour Policy consistently and fairly, ensuring a safe and positive learning environment.
- Maintain high standards in all school spaces, including classrooms, corridors, and social areas.
- Treat all children with respect and understanding.
- Log repeated behaviour concerns in the correct escalation structure on **ClassDojo and through Reflection time and MOE point monitoring**.
- Liaise with the Inclusion Department if behaviour concerns may be linked to individual learning needs.
- Use proactive behaviour strategies, including differentiated instruction, praise, verbal cues, and de-escalation techniques.
- Fulfil all duties and use these as active opportunities to manage behaviour proactively.
- Notify parents promptly if concerns arise regarding their child's behaviour or welfare. (*See also 11.2: parents are notified by both the teacher and through ClassDojo.*)
- Address and record all safeguarding concerns in accordance with school policy.

11.2 The Role of Parents

The school values parental involvement in promoting consistent expectations between home and school. Parents are expected to:

- Support the school's behaviour policies and communicate concerns through appropriate channels: Class Teacher → Form Tutor → Phase Leader.
If necessary, the Phase Leader may seek the advice of Middle and Senior leaders to support.
- Inform the school of any changes or issues at home that may impact their child's behaviour.
- Respond promptly to school communications regarding behaviour or welfare.

School rules and behaviour expectations are shared via the **Parent Handbook** and school website. Upon registration and enrolment, parents/guardians sign a **Written Undertaking (MOE Form No. 1)**, confirming they have read the Code of Student Behaviour and agree to comply.

11.3 The Role of the Student

At WSF, students are active participants in maintaining a safe, respectful, and high-performing school environment. Behaviour is a shared responsibility, and every student is accountable for their actions.

Uphold School Expectations

- Follow all school rules and routines.
- Listen to and follow staff instructions the first time they are given.
- Demonstrate respect to every adult in the school community, including teachers, leaders, support staff, bus guardians, and visitors.
- Treat peers with kindness and fairness.

Take Responsibility for Their Behaviour

- Accept consequences calmly when expectations are not met.
- Participate honestly in reflection and restorative conversations.
- Make positive changes following feedback.
- Avoid repeating behaviours that disrupt learning or safety.

Represent the School with Pride

- Wear the correct uniform at all times.
- Arrive punctually to school and lessons.
- Behave appropriately on school transport, trips, and in the wider community.
- Use technology responsibly and in line with school policy.

Respect UAE Values and Traditions

- Demonstrate respect for the cultural, religious, and social values of the UAE.
- Act in a way that upholds the reputation of the school and community.

Student Voice

WSF values student voice. Students are encouraged to:

- Speak up if they feel unsafe.
- Report bullying or inappropriate behaviour through appropriate school channels.
- Seek support from trusted adults when needed.

12. Review and Compliance

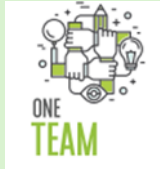
This Behaviour Policy is reviewed annually in consultation with staff, students, and parents.

Heads of School monitor the policy's implementation and effectiveness on a termly basis. Behaviour data is reviewed regularly to identify patterns and inform further intervention.

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

Appendix 1 – Rewards Ladder

Positive Behaviours — Achievement Points are awarded in line with GEMS values:

GEMS Value	Positive Behaviours	Achievement Points
Always Learning 	Showing creativity and innovation to deepen 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-curricular 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 effectively	+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 lessons	+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 reach potential	+2 points
	Always keen on attending lessons and being punctual (e.g. maintains at least 98% attendance)	+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 things we often take for granted	+2 points
	Complying with Health and Safety standards (e.g. takes good care of their appearance)	+2 points
UAE Values 	Shows high understanding and appreciation of religious values in the UAE and demonstrates compliance through daily behaviour	+2 points
	Respects the identity, heritage and culture of the UAE and global cultures	+2 points

Appendix 2 – School Sanctions Ladder

All points deducted in these tables are on Class Dojo and may lead to MOE points being deducted as explained in section 7.

Unmet Expectations

First Degree (simple offences) and Second Degree (medium severity) offences.

Behaviour Type	Unmet Expectations	Degree of Offence (MOE Resolution No. 851)	MOE Reference	2nd Warning Points	3rd Warning Points
Unmet Expectations (prefixed UE)	Incorrect uniform (including student lanyard and haircuts not following MOE guidelines)	First	1.3 / 1.4	-2 points	-3 points
	Lack of equipment	First	1.5	-2 points	-3 points
	Late to school (See attendance policy)	First	1.1	-2 points	-3 points
	Late to lesson	First	1.2	-2 points	-3 points
	Homework not completed to a high standard or on time	First	1.9	-2 points	-3 points
	Lack of pride in work	First	1.6	-2 points	-3 points
	Failure to turn up to clubs	First	1.6	-2 points	-3 points
	Failure to turn up for Reflection Time	Second	1.8	-2 points	-3 points

Disruptive Behaviours

First Degree (simple offences) and Second Degree (medium severity) offences.

Behaviour Type	Disruptive Behaviours	Degree of Offence (MOE Resolution No. 851)	MOE Reference	2nd Warning Points	3rd Warning Points
Disruptive Behaviours (prefixed DB)	Chewing gum in school (or eating in class without permission)	First	1.8	-2 points	-3 points
	Disturbing others / out of seat without permission	First	1.6	-2 points	-3 points
	Using headphones/Bluetooth headsets without permission / misuse of electronic devices	First	1.10	-2 points	-3 points
	Failure to behave sensibly around school (e.g. pushing or horseplay that can be a precursor to fighting)	First	1.6	-2 points	-3 points

Behaviour Type	Disruptive Behaviours	Degree of Offence (MOE Resolution No. 851)	MOE Reference	2nd Warning Points	3rd Warning Points
	Littering in the classroom or around the school	First	1.6	-2 points	-3 points
	Head on desk / slumped in chair	First	1.7	-2 points	-3 points
	Any similar minor misconduct affecting order and discipline	First	1.11	-2 points	-3 points
	Failure to speak to peers/staff/visitors with respect	Second	2.8	-2 points	-3 points
	Refusing to follow instructions from staff	Second	2.10	-2 points	-3 points
	Talking over the teacher / answering back	Second	2.8	-2 points	-3 points
	Walking off from a member of staff	Second	2.10	-2 points	-3 points
	Leaving or entering the classroom during class time without permission	Second	2.2	-2 points	-3 points
	Inciting quarrels, threatening, or intimidating peers	Second	2.4	-2 points	-3 points
	Acting against public morals, school values, or social traditions (including inappropriate appearance)	Second	2.5	-2 points	-3 points
	Writing on school furniture, bus seats, or tampering with alarms/lifts	Second	2.6	-2 points	-3 points
	Bringing mobile phones or misuse of communication devices (see also Section 8 for confiscation procedure)	Second	2.7	-2 points	-3 points
	Verbally abusing or insulting any member of the school community	Second	2.8	-2 points	-3 points
	Smoking or possessing smoking-related materials on campus	Second	2.9	-2 points	-3 points
	Refusing to hand over banned materials when instructed	Second	2.10	-2 points	-3 points
	Any similar behaviours impacting discipline or safety	Second	2.11	-2 points	-3 points

Red Line Behaviours

Third Degree (grievous offences) and Fourth Degree (highly grievous offences).

All Red Line Behaviours marked with an asterisk () may result in immediate expulsion in line with the Be a GEM Playbook.*

Behaviour Type	Red Line Behaviours (* may result in automatic expulsion)	Degree of Offence (MOE Resolution No. 851)	MOE Reference	Points Deducted
Red Line Behaviours (prefixed RL)	Refusing to hand over a mobile phone when visible in school (see also Section 8 for confiscation procedure)	Third	3.3	-4 points
	Truancy from lessons	Third	3.3	-4 points
	Walking out of a classroom	Third	3.3	-4 points
	Failure to attend a detention	Third	3.11	-4 points
	Rude language or swearing at someone	Third	3.1	-4 points
	External truancy	Third	—	-4 points
	Graffiti or obscene/offensive language or depictions	Third	3.6	-4 points
	Damaging equipment/property	Third	3.6	-4 points
	Impersonating others or forging school documents	Third	3.5	-4 points
	Copying/reproducing assignments or projects and taking credit (plagiarism)	Third	3.2	-4 points
	Destroying or tampering with school buses or harming driver/supervisor	Third	3.7	-4 points
	Driving a private car recklessly in or around school campus	Third	3.9	-4 points
	Capturing/possessing/publishing photos or videos of staff or students without permission	Third	3.10	-4 points
	Cheating in exams/assessments (including leaking exam questions)	Fourth	4.8	-4 points
	Dangerous or unsafe behaviours*	Fourth	3.11 / 4.14	-4 points
	Bullying (physical child-on-child abuse)*	Fourth	3.1 / 4.4	-4 points
	Bullying (verbal child-on-child abuse)*	Fourth	3.1	-4 points

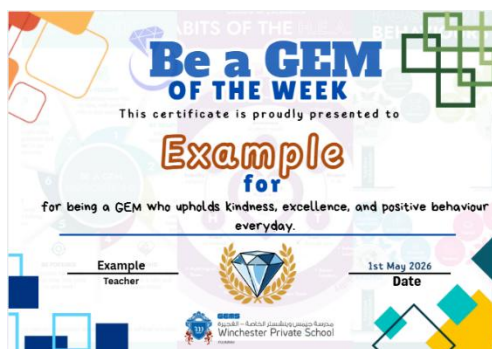
Behaviour Type	Red Line Behaviours (* may result in automatic expulsion)	Degree of Offence (MOE Resolution No. 851)	MOE Reference	Points Deducted
	Racist language or behaviour	Fourth	4.13 / 4.10	-4 points
	Cyber bullying	Fourth	4.1	-4 points
	Having cigarettes/e-cigarettes, vapes or contraband on school premises	Fourth	4.11	-4 points
	Theft or bringing in stolen items*	Fourth	4.5	-4 points
	Aggressive or threatening behaviour towards a member of staff*	Fourth	4.4 / 4.14	-4 points
	Aggressive or threatening behaviour towards peers*	Fourth	4.4	-4 points
	Fighting, physically aggressive, or threatening violence*	Fourth	4.4	-4 points
	Extortion*	Fourth	4.5 / 4.14	-4 points
	Bringing a weapon into school*	Fourth	4.2	-4 points
	Bringing the school into disrepute via social media or within the community*	Fourth	3.4 / 4.1	-4 points
	Using communication means or social media for unlawful or immoral purposes	Fourth	4.1	-4 points
	Disseminating or promoting extremism, blasphemy or atheism	Fourth	4.12	-4 points
	Abusing political, religious or social figures in the UAE	Fourth	4.10	-4 points
	Substance use	Fourth	4.11	-4 points
	Inappropriate touch / possible sexual assault inside school, bus or during activities*	Fourth	4.3	-4 points

Appendix 3 – Certificates

Leadership Gemstones Certificate — Half-termly certificate awarded to students demonstrating sustained leadership qualities in line with GEMS values.



Be a GEM Certificate — Weekly certificate recognising positive behaviour aligned with the Be a GEM framework.



Academic Excellence Certificate — Weekly certificate recognising outstanding effort and achievement in learning.



Certificate templates for Middle and Senior School are to be created and added to this appendix.

Appendix 4 – Reflection and Support Plan

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
(Be used in agree with student)

Student's View: What helps me? What are my expectations?
(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: ☐ School Lead ☐ Student ☐ Parents

BE A GEM

NAME: _____ CLASS: _____

SECTION 1

ACCENTUATE THE POSITIVES

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

BE A GEM

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. _____

Winchester Private School

Lunchtime Reflection Form

نموذج التلّك وقت الغداء

Name/الاسم: _____ Date/التاريخ: _____

1. How are you feeling? كيف تشعر؟

Sad Frustrated Confused Worried Angry

2. What happened? ما الذي حصل؟

3. How did it make me feel at that time? كيف جعلني أشعر في تلك الوقت؟

4. How did I react in the situation? كيف تكلّمت ردّه نظري في هذا الموقف؟

5. How might my actions have made others feel? كيف يمكن أن تكون أفعالي قد جعلت الآخرين يشعرون؟

6. What could I have done better by using my Be a Gem values? (كوني لطيف واصل بعد) الخاصة بي GEM ما الذي كان بإمكانني فعله بشكل أفضل باستخدام قيمه

Student Signature/التوقيع: _____
Staff Signature/عضو الهيئة التدريسية: _____

Winchester Private School

Individual Behaviour Plan

Date: 22/09/25

Name of Pupil: _____ Class: _____

☺ - Achieved
☹ - Not achieved
😊 - Partially achieved

Targets	Monday		Tuesday		Wednesday		Thursday		Friday	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
To listen to instructions with prompts الاستماع إلى التعليمات مع التلميحات										
To be respectful of others الاحترام للآخرين										
To focus on my work and limit distractions التركيز على عملي والحد من المشتتات										

Pupil Sign: _____ Parent Sign: _____

Teacher Sign: _____ SLT Sign: _____

Winchester Private School

Student Reflection:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Notes:

Appendix 5 – Team Around the Child (TAC)

Where a child requires support beyond counselling or social work provision, a **Team Around the Child (TAC)** may be established, involving trusted staff and, where appropriate, parents, who will always be informed. The TAC works collaboratively to monitor the child's social, academic, and pastoral wellbeing, providing consistent guidance and a dedicated support network within school.

Team Around the Child (TAC)

Meeting Format

Child's Name	
Date of Birth (DOB)	
Grade and Class	
Date of Meeting	

Attendees

Name	Role	Contact Information

Child's Voice

- How does the child feel about school and learning?
- What do they think is going well?
- What are they worried about or struggling with?
- *Child's views can be expressed directly, through drawings, or via an advocate/key adult.*

Parent/Carer Views

- What are the parents'/carers' main concerns or goals for the child?
- What do they feel is working well?
- What support do they feel is needed?

Review of Progress (if not first meeting)

- Summary of progress since last TAC meeting
- What actions have been completed?
- What has changed for the child?

Current Concerns and Strengths

Area	Strengths	Needs / Concerns
Education / Learning		
Emotional Wellbeing		
Behaviour		
Health		
Social Relationships		
Family / Home Context		

Action Plan

Goal / Outcome	Action Required	Who is Responsible	Timescale / Review Date

Next Meeting Date

- Proposed date: _____
- Location / Format (e.g., in school, online): _____

Appendix 6 – Investigation Procedures

At WSF, we take investigations into behaviour incidents seriously. All parties involved are listened to and treated fairly. The following protocol governs the investigation of serious incidents. This paperwork is completed by the investigating member of staff, shared with senior leaders and Heads of School, and signed off by the Principal.

Behaviour Incident Document Checklist

Purpose: To ensure all incidents are investigated effectively to support the wellbeing of children and that records are complete, accurate and compliant.

Section 1 – Full details of the incident have been recorded on the Incident Overview document

- ☐ Date of incident
- ☐ Time and location of incident
- ☐ Name(s) of student(s) involved
- ☐ Year group / Class
- ☐ Immediate actions taken (First aid, separation, removal from class, etc.)

Section 2 – Statements & Testimonies

- ☐ **Student Statement(s)** (full name, class name, date of incident, date of statement, written in their own words where possible, signed by the student, checked for understanding by the investigating officer)
- ☐ **Witness Student Statements** (students *not involved* but who witnessed the event, full name, class name, date of incident, date of statement, written in their own words where possible, signed by the student, checked for understanding by the investigating officer)
- ☐ **Staff Statement(s)** (all involved, supervising or witnessing staff to provide signed accounts including full name, date of incident, date of statement, written in their own words, signed by the member of staff, checked for understanding and detail by the investigating officer)

Section 3 – Incident Reports & Documentation

- ☐ The incident is recorded on Dojo and behaviour points recorded
- ☐ Any relating documents or evidence attached (photos, CCTV request, screenshots, messages, notes, medical report)

Section 4 – School Actions & Outcomes

- ☐ Parent(s) informed – date/time & by whom
- ☐ Meeting with parents recorded with key points, date time and full names (if applicable)
- ☐ Warning issued (attach copy of written warning or behaviour contract)
 - ☐ Verbal Warning
 - ☐ Written Warning
 - ☐ Final Warning
- ☐ Consequence / Sanction applied (detention, suspension, internal exclusion, etc.)
- ☐ Restorative conversation completed (where applicable)

Section 5 – External Referral / Escalation

- ☐ Referred to external agency (e.g., MoE, Police, Child Protection Unit)
 - ☐ Date of referral: _____
 - ☐ Agency contacted: _____
 - ☐ Copy of referral attached: _____
- ☐ External report or case number recorded

- ☐ Follow-up received and documented
- ☐ Copies filed securely.

Section 6 – Leadership Review

- ☐ Reviewed by Head of School
 - Name: _____
 - Signature: _____
 - Date: _____
- ☐ Reviewed by Vice Principal
 - Name: _____
 - Signature: _____
 - Date: _____
- ☐
- ☐ Principal Signature & Approval
 - Name: _____
 - Signature: _____
 - Date: _____

Section 7 – Final Filing & Confidential Storage

- ☐ All documents signed and dated
- ☐ Record logged on GUARD if appropriate and safeguard process followed
- ☐ Hard copy filed in locked cabinet in HoS office

Behaviour Incident Record of Actions and Outcomes

This document must be completed by the investigating officer and approved by HoS, VP & Principal to ensure all incidents are investigated effectively to support the wellbeing of children and that records are complete, accurate and compliant

Investigating Officer:	
<u>Summary of Incident:</u>	
<u>Name of Students involved and how they are involved</u>	

Student Statements collected from	
Student Witness Statements collected from	
Staff Statements collected from	
CCTV footage	
Date and time of CCTV footage	
Time of viewing,	
Who viewed the footage	
<u>Summary of footage</u>	
Parents Informed	
Date	
Name of staff	
Name of Parent	
<u>Outline of discussion</u>	
Parent Meetings	
Date	
Name of staff present	
Name of Parent present	

Outline of discussion

External Referral / Escalation

Name of Agency and representative

Name of person referring

Date of referral

External report or case number:

Date and summary of any follow-up

Investigating Officer's Summary of findings and recommended action in line with the MoE and WSF Behaviour Policy:

Investigating Officer Signature and date of completion:

Approval of Recommended Sanctions

Head of School Name, Signature and date:

Assistant Principal Pastoral, Signature and date:

Principal Name, Signature and date:

Appendix 7 – Role of the School Social Worker

The School Social Worker supports student well-being, promotes safe learning, and leads restorative and behaviour-modification interventions in line with UAE Ministry of Education, child protection, and behaviour management expectations. They work alongside the Assistant Principal for Pastoral, Designated Safeguarding Lead (DSL), school leadership, teachers, families, and, where necessary, external agencies to prevent harm, respond to concerns, and restore relationships following incidents in school.

Our expected outcomes from the Social Worker role are:

- Reduced repeat incidents through restorative resolutions and skills teaching.
- Clear, timely, and well-documented casework.
- Increased staff confidence in restorative approaches and improved home-school partnerships.

Key Responsibilities of the School Social Worker

- **Safeguarding and Reporting:** Act as a front-line safeguarding professional for behaviour-related welfare concerns; follow national child protection procedures and local reporting routes; maintain confidential, auditable records of concerns and actions.
- **Restorative Practice:** Lead and model restorative conversations and circles to repair harm, rebuild relationships, and support students to take responsibility for their actions. Train staff in restorative language and best practice for supporting positive student behaviours.
- **Behaviour Modification and Intervention:** In line with the Be a GEM Playbook, design, deliver, and monitor evidence-based individual and group behaviour-support plans that teach self-regulation and replace harmful patterns with pro-social alternatives. Use data and review cycles to measure progress.
- **Multi-Agency Liaison and Referrals:** Coordinate referrals to health, social care, or specialist mental-health services where needs exceed school capacity; act as the school's link with community child-welfare bodies and regulatory authorities.
- **Whole-School Prevention and Capacity Building:** Run preventative programmes (peer support, drug-awareness, parenting workshops); contribute to behaviour policy review; deliver staff training and coaching on de-escalation, behaviour modification techniques, and cultural responsiveness.
- **Professional Standards and Accreditation:** Participate in continuing professional development and maintain ethical, confidential practice.