

**GEMS**

مدرسة جيمس وينشستر الخاصة – الفجيرة

Winchester Private School

FUJAIRAH



GEMS Winchester School, Fujairah Behaviour Policy

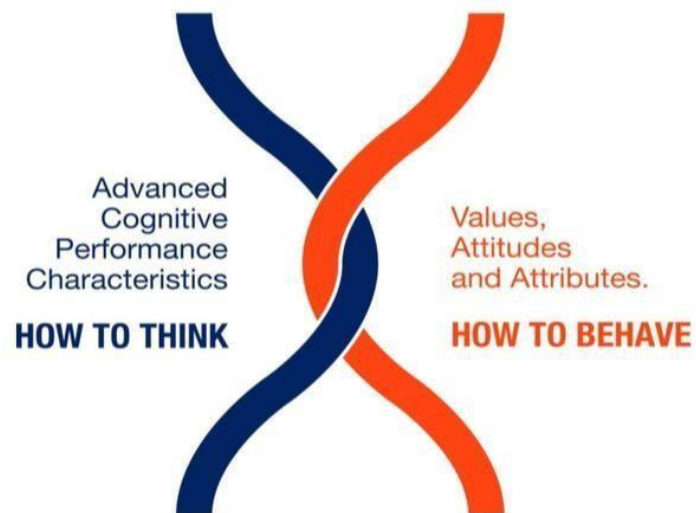
Policy First Adopted/Last Reviewed	September 2019 September 2022
Policy First Adopted/ Last Reviewed	Elizabeth Clancy Julie Wickham
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Policy Holder	Elizabeth Clancy Julie Wickham
Date of review	September 2023
Date of next review	June 2024

Linked Documents:

MOE Behaviour Policy

Anti-Bullying Policy





At GEMS Winchester School Fujairah (WSF) we aim to value and respect one another irrespective of age, gender, religious beliefs, race, disability or nationality. We prioritise a High Performance Learning approach to foster empathetic values and meta-thinking skills particularly in relation to behaviour.

Introduction

The provision of a safe, calm learning environment in school for our learners is a key priority at WSF. This policy underpins the principles, aims and strategies for promoting best behaviour at WSF. It is based on the rights and responsibilities of all members of the school community - learners, staff and parents - to provide a safe and positive learning environment that promotes empathy for others and self-regulation.

Rationale

This policy outlines the underlying philosophy, nature, organisation and management of learners' behaviour at WSF. Its fair and consistent implementation is the responsibility of all staff.

Aims

This policy is designed to:

- Clarify the school's guidelines, procedures and expectations regarding positive behaviour for all stakeholders
- Promote and reward positive behaviour
- Boost self-esteem
- To help students develop skills for adult life and not just be college-ready and employment-ready
- Provide leadership opportunities for those learners who demonstrate strong VAA character traits to act as role models within the school community
- To work together with individual learners and where appropriate with families, to manage challenging behaviour in a positive way
- Ensure fairness and encourage consistency of response to both positive behaviour and behaviour incidents
- Promote early intervention
- Enhance teaching and learning
- Develop a sense of self-discipline in learners and an acceptance of responsibility for their own actions through instilling the HPL ACP of meta-thinking and in particular the ability to self-regulate
- Ensure that every member of the school community feels respected and valued
- Enable all members of the school to live and learn together in a positive, supportive way, promoting a collaborative environment where we are all safe and happy
- Ensure that all members of the school community will fully understand the consequences of failing to meet their responsibilities to others.
- Develop the HPL ACPs that promote conflict resolution and behaviour management e.g. Linking - seeing alternative perspectives; meta-thinking – self-regulation; analyzing – critical and logical thinking; precision
- Develop HPL VAAs like being Empathetic through students being collaborative, concerned for society and confident; being hard working through perseverance and resilience.

At WSF we do not tolerate bullying of any kind. Any incidence of bullying is recorded by the Grade Leader or Pastoral Team members.

This policy applies to all learners:

- 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
- During any period of online learning.

We expect learners, staff and parents to collaborate 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 demonstrate confidence in our learners and their ability to make the right choices to succeed. We support every student to overcome barriers and build strategies to address challenges. We encourage each learner to take responsibility for themselves and others, their learning and the environment by self-regulating and demonstrating a concern for society.

Positive behaviours

We recognise the following HPL Values, Attitudes and Attributes (VAAs), HPL Advanced Cognitive Performance Characteristics (ACPs) and positive behaviour:

HPL Values, Attitudes and Attributes	HPL Advanced Cognitive Performance Characteristics
<ul style="list-style-type: none"> • Agility • Hard-work • Empathy 	<ul style="list-style-type: none"> • Meta Thinking • Linking • Analysing • Creating • Realising
<ul style="list-style-type: none"> • Sporting contributions • Community contributions • Creative and enterprising Individual achievements • Collaborative achievements eg team competition success • Examples of student leadership/Student Council initiatives • Examples of learners' individual perseverance and resilience 	

These positive behaviours are acknowledged and celebrated in a variety of ways, across the tutor groups, academic classes and year group assemblies. These are shared with learners each week in their form classes and regularly celebrated around the school via notice boards and telescreens and in school newsletters.

Whole school expectations

As a learner at GEMS Winchester School Fujairah, you are kind, polite, tolerant, confident and part of the school community where we emphasise the VAA traits of empathy and concern for others. This also applies to the wider school community (teachers, parents and staff).

We will all:

- Greet each other
- Be polite
- Comfort someone if they are upset
- Congratulate others for their achievements
- Be open to ALL cultures, religions, ideas and nationalities
- Speak politely and respectfully to people, even when angry or upset
- Ensure that your appearance is impeccable and wear your uniform with pride
- Support your school community and be proud of the school you attend.
- Be resilient, hard working and empathetic
- All staff within the school use kindness, encouraging language, praise and positive reinforcement both in lessons and around school so that positive behaviour is instantly recognised and positively rewarded
- Staff will model the positive behaviour that they want to see and praise specific behaviour frequently

Movement around school:

- Walking quietly
- Walking in an orderly manner
- Being respectful of others, their property and the school premises
- Self-regulate to maintain a safe and calm environment

Rewards for positive behaviour include:

- Verbal feedback and praise
- Star Student Award
- Informal conversation with parent in school
- Achievement points
- Phone calls home
- Display of work
- Certificates and awards at assemblies and presentations
- GEMS of Kindness
- Recognition of outstanding commitment and/or progress through social media and providing a platform for student led initiatives
- Head Teacher/Principal Awards' – for exceptional behaviour, work or attitude.
- It would be helpful to insert specific House system processes at this point with agreement from SLT eg introduce weekly house assemblies (location TBC), discuss appointment of HoH x 4, JDs – could be voluntary roles in the early stage then 2nd year offer incentive
- Introduce school leadership roles, house captains and vices, UAE Ambassador 6th form leadership position, learners submit applications for these advertised positions

- The role of Student Council in providing leadership and behaviour modelling from learner ambassadors
- Promote positive behaviour, trust, perseverance and resilience through the work of the Student Wellbeing Committee

Behaviour incidents

All learners must respect the WSF code of conduct. This code of conduct applies while learners are in school and while participating and attending any school field trips and extra- curricular activities. We expect that all learners will comply with the following main rules:

- Comply with all school rules and instructions
- Behave responsibly and not endanger the safety and welfare of others or self
- Care for the facilities and property of the school and of others
- Arrive at school and lessons on time and justify any tardiness and absences
- Participate in promoting a positive school community image
- Demonstrate a positive attitude and apply the very best effort toward learning
- Behave responsibly and self regulate so as not to disrupt the classroom or the learning of others
- Commit to the heritage and culture of the UAE
- Show a concern for society by demonstrating respect to all members of the school community, and parents/guardians and other members of the local community.

Consequences/Sanctions include:

- Non-verbal warning
- Verbal warning
- Restorative & reflective sessions to build self-regulation, resilience and confidence
- Communication with parents to collaborate for a positive outcome
- Individual Behaviour Report (Form Tutor, Grade Leader, Senior Leadership Team)
- Withdrawal from school-based or educational visits/activities
- Isolation – internal, external.

Determining a consequence/sanction

The School investigates behaviour-related issues fully. Learners involved will meet individually with the relevant member of staff. Written statements will be taken. Parents will generally be notified of incidents and subsequent consequences once the matter is fully investigated.

Intervention Strategies

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

- Teacher involvement, including Heads of Section
- Counsellor Involvement
- Mentoring
- Reports – attendance /punctuality/behaviour/home learning
- Pastoral support plans

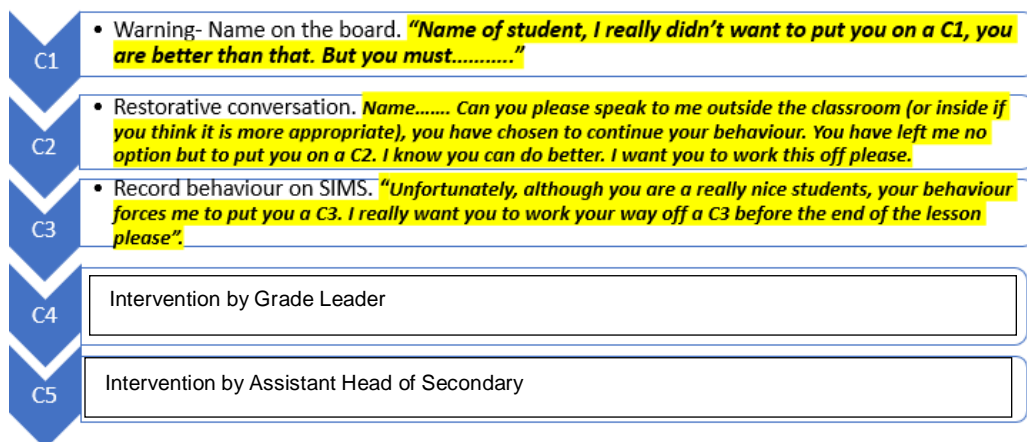
Record Keeping

All staff involved will keep a communication log to record incidents of positive or inappropriate behaviour. The communication log will be accessed via school information management system (SIMS) and can be accessed by both the class and specialist teachers when they are teaching. Class teachers need to be conscious of language, punctuation and spelling when adding notes.

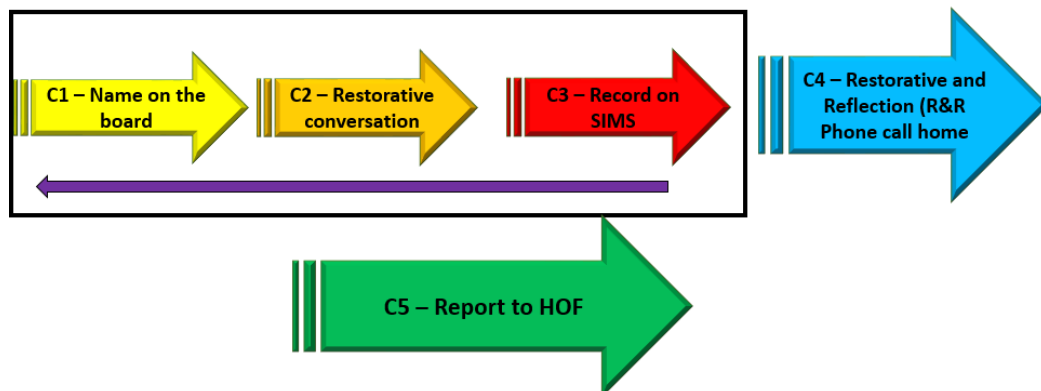
Class teachers are responsible for keeping up to date records regarding both achievements and behaviour incidents of learners in their class. Collaboration among staff ensures effective governance of behaviour issues

Secondary Escalation Policy


Consequence Policy



"C" System Escalation Policy



Example – R&R Slip

 GEMS مدرسة جيمس وينشستر الخاصة – الفجيرة Winchester Private School FUJAIRAH	GEMS Winchester School Fujairah
Name of the student(s)	
Teacher initials and signature	
Date Time	
Reason for retorative: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	

Offense

Level 1

Any behaviour that results in disruption of the teaching and learning environment, which may include, for example:

- Disruptive behaviour in classrooms and in school
- Breaking school rules including in classrooms, hallways, playgrounds and buses
- Defying orders from school management and staff
- Mocking others
- Disruptive behaviour on school buses (refer to the bus sanction ladder).

Level 2 – Serious Incident

Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- Skipping classes or school
- Entering school after school hours without the presence of supervisors
- Using abusive or inappropriate language toward peers and/or teachers
- Fighting with other learners and/or bullying them
- Theft
- Vandalizing school property or the property of others
- Using cell phones during school time without the school administration's permission
- Possessing or viewing pornographic or other inappropriate material
- Cheating in exams or assignments
- Providing false documents (e.g. forging parents'/guardians' signatures)
- Misuse or abuse of the School's IT systems.

Level 3 - Serious Incident

Any behaviour that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:

- Assaulting teaching faculty members, staff or members of the local community
- Distributing (or participating in the distribution of) pornographic material
- Willful damage to, or destruction of, school and personal property
- Possessing or selling weapons or explosives
- Using or promoting illegal drugs or substances in violation of public order and morals
- Exchanging any inappropriate materials, such as letters or photos
- Committing major actions contradictory to public morals such as sexual assault.

Banned Disciplinary Actions - It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment
- Lowering or threatening to lower grades
- Group punishment for an individual's misconduct
- Imposing more school work
- Mocking or insulting the student in private or in public
- Preventing the student of using washroom facilities or consuming food.

Staged Approach for Dealing with Willful or Persistent Misconduct

Restorative Pastoral Documents

Learners are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours before disciplinary action (e.g. warnings, written notices) is taken.

Stage 1 Intervention

- Any C3 incident will result in a restorative conversation with the class teacher, using the R&R meeting slip.

Stage 2 Intervention – Added to Student's Record

- At the end of each day, grade leaders will review incidents and If two C3 incidents are reported, the grade leader will
 - meet with the student the next day to complete the Restorative Reflection Sheet and
 - consider placing the student in the restorative room
 - contact home

Stage 3 Intervention – Added to Student's Record

- If three C3 incidents are reported in a week
 - Student is referred to the Assistant Head of Secondary, who may
 - Place the student on an enhanced intervention
 - Refer the student to counselling
 - Investigate opportunities for supports
 - Recommend use of a report card

Stage 4 Intervention – Added to Student's Record

- When six C3 incidents in a term occur, Grade Leaders will
 - Contact home
 - Issue a weekly report card
- If student fails to modify behaviour using report card
 - Student receives intensive restorative sessions each lunchtime

Stage 5 Intervention – Added to Student's Record

- When ten C3 incidents in a term occur, Assistant Heads of School will
 - A Pastoral Support Plan will be initiated

- An intensive support plan will be documented
- Parents will be involved in the ongoing communication of each student's progress

Serious Incidents – Added to Student's Record

- Physical violence
- Abusive language
- Aggression
- Damage to property

Will result in immediate referral to the Assistant Heads. Students will be

- Isolated for their/peer safety
- Parents will be required to have a meeting with the Assistant Head of Secondary to explain the situation
- Parents and students advised that future incidents will be dealt with using MoE Behaviour Policy Route

Other Interventions Depending on Level of Behaviour

- Counselling for the learner, with a clear explanation, with reasons, of the changes in behaviour that are required of the learner. HPL VAAs are promoted namely; Self-regulation and a concern for society
- If there is a need for further escalation of response, we shall inform parents/guardians by email and hold a meeting or a series of meetings with them to agree to a reasonable joint home- school strategy. Parents/guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the learner continue to behave unacceptably, we may suspend the learner temporarily from school for up to five days and shall issue to the learner and his or her parent/guardian a final warning in line with the MoE Behaviour Policy.
- In the final stage, if the learner fails to modify his or her behaviour in accordance with the requirements of the school, we may apply to the Council to transfer the learner to another school or to permanently exclude the learner concerned. In making an application to the Council, we shall include evidence that all these stages have been followed.

Students with Special Educational Needs (Pupils of Determination)

Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education need and the Individual Education Plan for that student. Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations. The implementation of a school code of conduct must not generally differentiate between students with special education needs and other students.

Anti-bullying policy

WSF is committed to providing a caring, friendly and safe environment for all our learners so all can learn in a relaxed and secure atmosphere, without the fear of being bullied.

'It's ok to tell.' If bullying does occur, all learners should be able to "speak out" and know that incidents will be dealt with promptly and effectively. Being a "speak out" school, anyone that knows bullying is happening is expected to tell a member of staff (LSA, Tutor, Head of Grade, Nurse, and Classroom teacher, School Counsellor, Senior Leadership Team, Principal). Our learners know that all staff will take incidents seriously. The anti-bullying policy aims to embed HPL VAAs and ACPs to support positive student behaviour. (see separate anti-bullying policy)

Definition

Bullying is the unprovoked, intentional, deliberate and repeated intimidation taken by one or more children with the deliberate intention of upsetting, intimidating or hurting another child. In order to be considered bullying, the behaviour must include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others
- Repetition: Bullying behaviours happen more than once.

Bullying can be direct, in the form of physical or verbal, or indirect, which involves psychological or emotional actions such as being ignored or not spoken to.

Examples

- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Verbal** – name calling, sarcasm, spreading rumours, teasing
- **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books)
- **Racist** - racial taunts, graffiti, gestures
- **Gender** - unwanted physical or verbal contact based on gender
- **Harassment** – threatening or disturbing behaviour inflicted on another
- **Cyber** – all areas of the internet, such as email and internet chat rooms, mobile use, any misuse of associate technology.

Definition of cyber-bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly, sometimes anonymously, 24/7 against a victim who cannot easily defend themselves.

Examples

- Bullying by text or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites including blogs, personal websites and social networking sites
- Using emails to message others
- Hijacking/cloning email accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms.

Aims

- All teaching and non-teaching staff, learners and parents should have an understanding of what bullying and cyber-bullying are.
- All teaching and non-teaching staff should know what the school policy is on bullying/cyber - bullying and follow it when bullying is reported.
- All learners and parents should know what the school policy is on bullying, cyber-bullying and what they should do if bullying arises.
- As a school we take bullying in all forms seriously. Learners and parents should be assured that they will be supported when bullying is reported.
- WSF has a “zero tolerance” to bullying.
- Confidentiality will be maintained where possible

HPL VAAs and ACPs to support positive student behaviour are intentionally planned for and developed.

Scope

This policy affects the entire WSF community - all the learners, teaching and non-teaching staff and parents.

Guidelines

The person who is displaying bullying behaviours must be left in no doubt that bullying is unacceptable and that this conduct will be systematically monitored. As a general principle, however, it is best to avoid confrontation and harsh sanction, as aggression breeds aggression and the bully is likely to become more vindictive.

The person who is displaying bullying behaviours is most likely to change their behaviour when they are helped to see things from the target's perspective and to feel social pressure from their peers rather than righteous indignation from adults. In this way, the person who is displaying bullying behaviours may begin to realise that group opinion is against them. HPL VAAs and ACPs to support positive student behaviour are intentionally planned for and developed.

Risk factors

The following factors can be instigated by any form of bullying:

- Depression
- Self-harming behaviours
- Mental health issues
- Eating disorders
- Dropping out of school
- Low self esteem
- Suicide.

Prevention

GEMS Winchester School Fujairah will prevent bullying and cyber-bullying by:

- Raising awareness of what bullying is
- Promoting positive-social behaviour
- Promoting strategies to protect and support the targets
- Dealing effectively with incidents
- Provide information and training for all members of staff to prevent bullying, manage incidents and create and maintain a culture of mutual respect, free from bullying behaviour
- Increase understanding and awareness of cyber-bullying
- Continue to promote 'zero tolerance' and promote preventing all bullying through assemblies, and class activities, aiming to develop a whole school approach to self-monitoring with regards to bullying
- Staff, learners and parents to have agreed guidelines when cyber bullying become an issue within the school
- To educate learners and parents on what to do should cyber-bullying arise, steps to protect themselves from cyber-bullying and how to report cyber-bullying.

To intentionally plan and develop HPL VAAs and ACPs to support positive student behaviour for example : Empathetic and Hard-working values as well as Meta-thinking characteristics

Legal issues

Cyber-bullying is generally criminal in nature, and legislations in countries such as the USA, UK, Europe and Australia are beginning to change so that prosecutions can be made.

In the UAE, it is illegal to use an IT System to:

- Offend religious sanctities or encourage sins
- Slander another person
- Breach the privacy of another (e.g. by intercepting communications, taking photographs, publishing information, etc).

Internet safety

The school endeavours to block access to inappropriate sites, each learner has a personal ID to log on to the user account on the GEMS network. This is where learner work is stored. Learner devices connect to a secure student network that is monitored and controlled as per the acceptable use policy.

Regular reviews regarding the security arrangements in place by the ICT communication staff.

Bus Behaviour Policy

The use of school buses is to ensure learners travel safely to and from school. The following is a stepped action procedure to ensure the health and safety of the learners is not put at risk whilst travelling on the bus. Sanctions are recorded within the school information management system (SIMS) as per behaviour policy. Statements will be taken regarding any inappropriate behaviour on the bus. At WSF we aim to be preventative and thus prioritise a High Performance Learning approach to foster empathetic values and meta-thinking skills particularly in relation to managing behaviour.

Inappropriate behaviour on the bus includes but is not restricted to:

- Moving around the bus while it is moving
- Standing up while the bus is moving
- Throwing items inside, or outside of the bus
- Shouting
- Inappropriate language
- Verbal and/or physical abuse towards others
- Bullying or fighting
- Littering
- Damaging the bus
- Distracting the driver
- Refusing to follow instructions from the driver or conductor
- Failing to wear a seatbelt
- Getting off at an un-authorised stop
- Bringing friends onto the bus without written permission from the school
- Placing anything outside of the windows of the bus at any time.
- Eating or drinking on the bus
- Breaking the alarm systems for no required reason
- Not respecting the personal space of others.

APPENDIX A

Stage 1 Behaviour Letter

To: Guardian of the student: NAME Class: FORM GROUP

Date: Present: Name of attendees.

Further to our meeting/phone call, the school has placed NAME on Form Tutor report. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME. Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

Key points discussed

- NAME's repeated incidents of unacceptable behaviour.
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

Key points agreed in the meeting

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of FUJAIRAH MOE, we will be obliged to take more serious action which will include a Stage 2 behaviour meeting, Grade Leader report and/or internal exclusion.

Declaration (please complete and return as acknowledgment of this letter):

I _____ parent of _____ agree to fully adhere to the agreement above.

Signature of the parent: _____

Signature of the Head of Secondary School / Senior Leader : _____ Date: _____

Stage 2 Behaviour Letter

To: Guardian of the student: NAME Class: FORM GROUP

Date: ~~Present~~: Name of attendees.

Further to our meeting/phone call, the school has placed NAME on Grade Leader report. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME. Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

Key points discussed

- NAME's repeated incidents of unacceptable behaviour.
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

Key points agreed in the meeting

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of FUJAIRAH MOE, we will be obliged to take more serious action which is likely to include internal exclusion from lessons or fixed-term exclusion from school as they move to Stage 3 of the school's behaviour process.

Declaration (please complete and return as acknowledgment of this letter):

I _____ parent of _____ agree to fully adhere to the agreement above.

Signature of the parent: _____

Signature of the Head of Secondary School / Senior Leader : _____ Date: _____

Stage 3 Behaviour Letter

To: Guardian of the student: NAME Class: FORM GROUP

Date: **Present:** Name of attendees.

We are disappointed to report that NAME has not improved their behaviour since we wrote to you with a Stage 2 behaviour letter. Further to our meeting, the school has now issued NAME with a X day internal exclusion / fixed- term exclusion. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME.

Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

Key points discussed

- NAME's repeated incidents of unacceptable behaviour. (ADD NUMBER OF SIMS BEHAVIOUR POINTS – can send the Behaviour incident report template).
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

Key points agreed in the meeting

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the

student conduct disciplinary bylaws of FUJAIRAH MOE, we will be obliged to take more serious action which is likely to

include a longer exclusion as they move to Stage 4 of the school's behaviour process.

Declaration (please complete and return as acknowledgment of this letter):

I _____ parent of _____ agree to fully adhere to the agreement above.

Signature of the parent: _____

Signature of the Head of Secondary School / Senior Leader : _____ Date: _____

Stage 4 Behaviour Letter

To: Guardian of the student: NAME Class: FORM GROUP

Date: Present: Name of attendees.

We are disappointed to report that NAME has not improved their behaviour since the Stage 3 behaviour meeting, held on DATE. Further to our meeting, the school has now issued NAME with a X day fixed-term exclusion. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME.

Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

Key points discussed

- NAME's repeated incidents of unacceptable behaviour. (ADD NUMBER OF SIMS BEHAVIOUR POINTS – can send the Behaviour incident report template).
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

Key points agreed in the meeting

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.
-

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of FUJAIRAH MOE, we will be obliged to take more serious action which could involve permanent exclusion from the school since they will have reached Stage 5 – the highest level of the school's behaviour process.

Declaration (please complete and return as acknowledgment of this letter):

I _____ parent of _____ agree to fully adhere to the agreement above.

Signature of the parent: _____

Signature of the Head of Secondary School / Senior Leader : _____ Date: _____

Stage 5 Blocking Letter – **Only to be issued by Josna**

To: Guardian of the student: NAME Class: FORM GROUP

Date:

Present: Name of attendees.

Further to our meeting today on -----, the school has now blocked re-enrolment of NAME at GEMS Winchester School Fujairah for the reasons listed below:

Repeated failure to meet the school's Code of Conduct and behavioural expectations. Examples of this include:

- Rudeness and aggressive behaviour towards staff.
- Truancy.
- Threatening staff.
- Smoking at school.
- Defiance.
- Persistent disruption of lessons etc. (more detail is provided in the behaviour report attached to this letter).
- Lateness to lessons.
- Fighting.
- Inadequate work.
- Missed Restorative & reflective session.
- Failing to bring equipment or books to school.
- Repeatedly falling asleep in lessons.

Should NAME significantly improve HIS/HER behaviour and meet the conditions listed below they will be allowed to re-enroll for the next academic year. Unfortunately, if this improvement in both attitude and behaviour does not occur HE/SHE will not be allowed to continue their studies at GEMS Winchester School Fujairah. It will then be HIS/HER parent(s)' responsibility to find another school for HIM/HER for the following academic year.

NAME must adhere to the following conditions:

- They will behave at all times in line with the school's behaviour policy.
- They must have a minimum of 96% attendance, unless a medical note has been provided to state any unforeseen circumstance in which he cannot attend school.
- All of school work must be completed to a good standard. This includes classwork and homework.
- NAME must turn up to school and lessons on

time. The School will:

- Place NAME on report to help monitor his/her targets.
- Provide weekly review meetings with HIS/HER Grade Leader, to discuss their progress.

Cont....

NAME's parent(s) must attend the following meetings to discuss and review HIS/HER progress. A failure to attend these meetings will enforce the blocking decision.

- Meeting dates to be provided – (ONCE A MONTH).

Declaration:

I _____ parent of _____ agree to fully adhere to the agreement above. I understand and accept that if my SON/DAUGHTER does not abide to the conditions set out by the school, HE/SHE will not be permitted to re-enrol at the school for the next academic year.

Signature of the parent: _____

Signature of the Head of Secondary School / Senior Leader : _____

Date: _____

Staff Expectations:**Staff are expected to be:**

- Moderators of all of the Team groups that they are 'owners' of
- Role models and demonstrate best on-line practice
- Ensure they set clear expectations just as they would in a classroom
- Follow the remote learning behaviour policy and ensure that learners are aware of this too
- Instill HPL VAAs and ACPs that promote positive behaviour management in students.

Form Tutors:

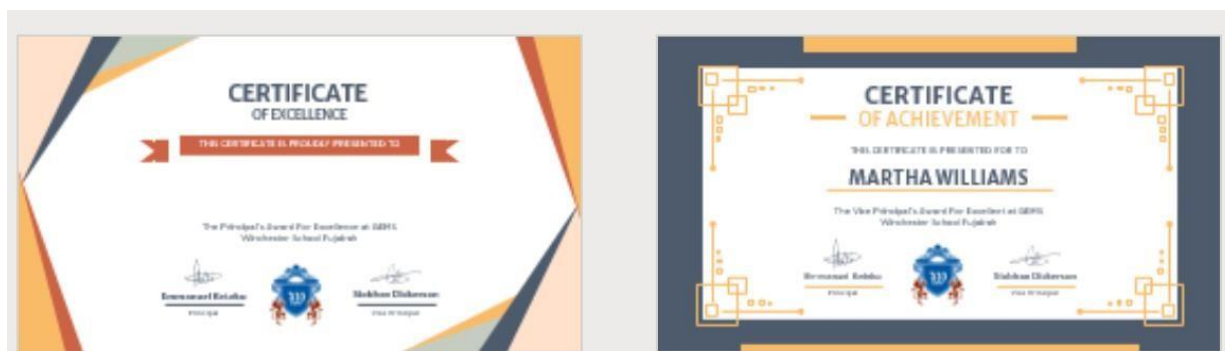
- To post the Grade Leaders' daily message
- Remind learners to register themselves via the survey monkey attendance platform
- Follow the remote learning attendance policy and communicate concerns with Grade Leader
- Share the various whole school initiatives and encourage participation (e.g. PE daily workouts)
- Engage with their form, through various activities (this could be in collaboration with form reps)

Class Teachers:

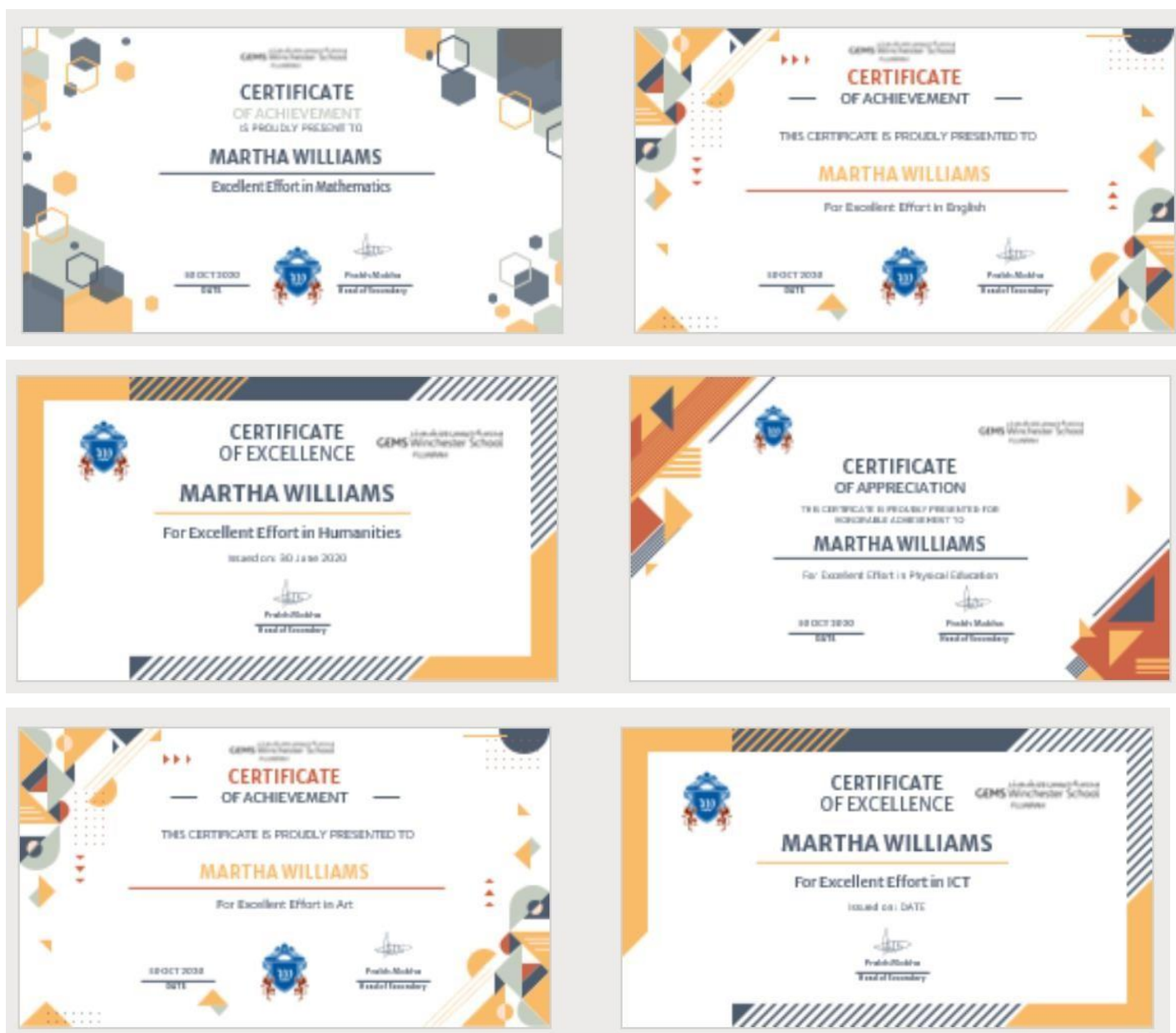
- Monitoring of learners' engagement in lessons and completion of assignments
- Follow the remote learning learners' engagement policy and communicate this with their Head of Department
- Provide innovative, thoughtful and engaging lessons to learners
- Provide timely feedback in accordance with the policy

Achievement Certificates - Secondary

Principal and Vice Principal Awards



Subject Certificates





Reading and Writing



30 / 50 / 100 Achievement Points



High Performance Learning



GEMS Jewels of Kindness



Primary School Behaviour Steps

Key Principles

- All children should be aware of the rules in the classroom and the consequences of breaking the rules. These should be consistently upheld by the teacher in all cases. **Consequences should never be a surprise to a student.**
- Positive behaviour reinforcement and the restorative approach is the foundation of our behaviour management. **Always praise and reward positive learning behaviours.**
- Stimulating and enjoyable lessons, with well planned, interesting and challenging activities promote independence and good behaviour. **If children are bored, then they are more likely to misbehave.**
- **Behaviour management tool must be visible in the classroom.** This can focus on Golden Time or Dojo points.

Rewarding Positive Learning Behaviour

Golden Time:

Weekly, all classes will have **20 minutes allocated to Golden Time** not a whole lesson. This is a fun time where children can choose from a range of enjoyable activities as a reward for their positive behaviour throughout the week.

Certificates:

Termly: Grade Leader Award, SLT Award, Homework Champion, Attendance Award

Weekly: Reading Champion, Star of the Week, HPL Learner of the Week, Character Award (values)



Other Positive Rewards:

Dojo Points
Positive Dojo Messages
Positive phone calls home
Positive feedback in books
HPL Stickers

Responding to Negative Learning Behaviour:

Consequence 1 – First warning – A verbal cue, clearly explaining what rule they are breaking and what they need to do to improve their behaviour.

Consequence 2 - Visual signal – ‘C2’ code noted on the board alongside learner name. Further reminder about behaviour, expectations and consequences.

Consequence 3 – Negative Dojo and reduce ‘Golden Time’ – negative point given on Dojo. For each Dojo point, some ‘golden time’ taken away (teacher’s discretion).

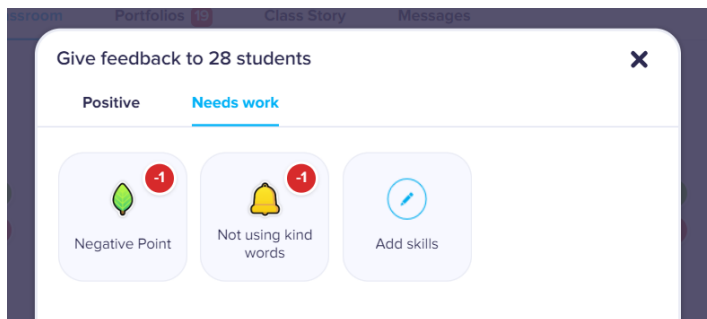
Consequence 4 – Restorative Time-out – this should be seen as a supportive step to help the child understand that their behaviour is unacceptable. Student will have a further negative dojo point and a break detention to spend a break time with a member of staff. It will be recorded on the **‘Reflective time Register’** spreadsheet and parents contacted via Dojo.

Consequence 5 – Referred to SLT – as C4, phone call home if appropriate. C5 should be recorded **on ‘Parent Contact Log’ and a SIMS or Phoenix behaviour point given.** (A Ministry warning letter may be issued.)

***Acts of violence, damage to property and verbal abuse would require immediate ‘C4’ behaviour procedures.**

The below will guide the consequence for red dojo points within the same week:

- Red Dojo 1: A follow up class dojo message to parents (from Class Teacher)
- Red Dojo 2: A follow up message via telephone (from Class Teacher) to parents and a break and lunchtime detention with AH/DH/HoP
- Red Dojo 3: Parents invited to school to meet with a senior leader and a further break and lunchtime detention with AH/DH/HoP
- Red Dojo 4/Repeatedly receiving 3 per week: Ministry Warning Letter issued



Daily Report Behaviour Card: If a student receives 3 C5 behaviour points on SIMS/Phoenix within the same half term, they will be put on daily report and will have to have a daily report behaviour card completed for a week.

Daily Report - Behaviour Card

Please give and put an S if the behaviour is problematic and a tick if there have been no problems.

Student name:

Grade and teacher:

Behaviour target:

Time/ Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Register					
Period 1					
Period 2					
Break time					
Period 3					
Period 4					
Period 5					
Lunch time					
Period 6					
Period 7					