

## BEHAVIOUR POLICY

### POLICY ESSENTIAL INFORMATION

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## BEHAVIOUR POLICY

### RATIONALE

At GWA World Academy (GWA) we aim to create a caring, safe and nurturing environment that promotes mutual respect and trust, and one that supports disruption free learning. We believe that the responsibility for establishing a positive academic and social climate that guides our students to become more self-disciplined and responsible is one shared by the students, staff and parents. Students learn best in an ordered environment that promotes courtesy, cooperation and consideration to all. This is achieved when expectations of learning and behaviour are high and, if they are not adhered to, consequences are made explicit and applied consistently to help prevent any poor behaviours.

At GWA, we expect every student to be fully prepared for the opportunities and demands of the adult world. During each child's school career we place a strong emphasis on our ethos, "education is success" and our values: Grounded, Entrepreneurial, Nurturing, Innovative, Unique and Sophisticated (GENIUS).

- Grounded: I respect myself, everyone around me, and my environment
- Entrepreneurial I make the most of my education
- Nurturing I look after myself and others
- Innovative I am always on time and willing to challenge my own learning
- Unique I celebrate the differences between individuals
- Sophisticated I am always looking to grow and develop

We develop all students in the habits of self-discipline and kindness, through preemption, consequences and support. GWA has the statutory power to discipline unacceptable or inappropriate behaviour outside of the Academy, or normal hours such as; any during school related activities, travelling to or from GWA, wearing the Academy uniform, or being identifiable as a student of GWA.

We expect all students to:

- Participate, co-operative and show respect to each other, staff and visitors, at all times
- Develop a sense of self-discipline and self-regulation, and an acceptance of responsibility and accountability for their actions
- Respect their own and other people's property and take care of all materials and resources
- Walk (not run) in a calm manner when moving around the Academy
- Report to a member of staff any concerns or grievances they may have
- Be punctual at the Academy and all lessons and wearing uniform correctly
- And above all, contribute to disruption free learning at all times

### PREEMPTION

All students are explicitly taught the expectations of staff at the start of each academic year. All teachers preempt any off task behaviour in lessons, so that 100% of students are on task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice.

## COMMUNITY PARTNERSHIPS

We aim:

- To foster partnerships between home, the Academy and the wider community
- To create a supportive environment where positive attitudes are encouraged and respected
- To involve the community in celebrating positive behaviour and achievement
- To promote the Academy as a key part of the wider community
- To develop students as global, twenty-first century citizens

## RESPONSIBILITIES

**Parent/Caregivers:** At GWA we build positive working relationships with our parents/caregivers. We appreciate the need for a collective approach in developing positive student behaviour in the Academy. Support and cooperation from home is vital if our students are to be successful.

We expect that parents/caregivers will:

- Support the implementation of GWA's Behaviour Policy
- Celebrate their child's success with us
- Encourage their child to make the most of the opportunities presented at GWA
- Reinforce to their child that they must value and respect other students and all those who work at the Academy
- Ensure that their child attends GWA every day and arrives punctually to GWA and all lessons
- Support GWA by being actively involved in their child's education
- Contribute to any costs incurred through wilful damage to, or loss of Academy property
- Ensure their child is in full GWA uniform;
- Support their child in maintaining a positive behaviour record throughout their time at GWA;
- Attend Parent Teacher Conferences and any other relevant parental events;
- Work with the student support and welfare teams in creating and implementing a behaviour plan to be used both at home and at GWA to ensure continuity and consistency.

**Staff:** At GWA all staff are expected to manage behaviour well and be responsible for modelling high standards when dealing with students and each other.

Our staff will:

- Have high expectations of every student at all time, in and out of classrooms
- Find every opportunity to praise and reward students
- Foster a positive, caring and welcoming environment
- Model good relationships
- Emphasise the importance of being valued as an individual
- Promote manners and courtesy towards staff and students
- Encourage relationships based on mutual respect and understanding
- Ensure fair treatment to all

Effectively challenge and modify unacceptable behaviour, including that which:

- Presents risks or potential risks to the safety of themselves or others
- Creates safeguarding issues, including lateness or truancy
- Breaches the uniform code

- Affects GWA property in any way, including damage, graffiti, litter etc.
- Discriminates against another person or group of people because of their ethnicity, age, religion and gender.
- May be meant as a joke but is unacceptable, such as play fighting
- Represents abusive or unpleasant language

All members of staff support the safe movement of students around the Academy by attending all duties on time; they communicate behaviour concerns effectively using the report system and work with relevant members of staff to reach positive outcomes.

**Classroom teachers** will support students in their behaviour for learning through planning rigorous and well structured lessons, in accordance with the Academy's Teaching and Learning policy.

**Form Tutors** are central to GWA. They play a crucial part in monitoring student progress both academically and socially:

- Greet students at the tutor room door and set the tone for the day by creating a positive ethos, establishing/encouraging student/teacher and student/student relationships, and developing both an Academy ethos and Tutor Group spirit
- Implement a seating plan which is reviewed and monitored regularly to encourage social interaction
- Encourage high standards of work, behaviour and dress code, and liaise with the Student Support and Welfare teams with regards to behaviour concerns
- Monitor students on Stage One (Personal Tutor) report as necessary
- Promote, maintain and monitor attendance and punctuality and ensure that communication is received concerning any absence
- Liaise with the Safeguarding Lead, if and when necessary
- Actively supervise students in House Assemblies
- Promote literacy and numeracy during tutor time
- Foster positive relationships with parents/carers, keeping them fully involved regarding students' progress, including curriculum related or behaviour concerns, in consultation with the Student Support and Welfare teams
- Support with the attendance to Academy and Senior Leadership Team detentions

**Middle Leaders (Directors of Learning, Grade Leaders and other responsibility holders)** will work together to ensure a consistent approach to positive behaviour for learning in their subject areas:

- Set high expectations of behaviour for learning across department areas
- Monitor, evaluate and review behaviour for learning within department areas
- Ensure lessons are planned appropriately
- Support classroom teachers to promote positive behaviour for learning
- Use department meetings to discuss specific students and strategies
- Facilitate reconciliation and post exclusion meetings with staff, students and parents where there have been serious behaviour incidents
- Communicate specific behaviour concerns to the SEN/EAL and Student Support and Welfare teams to develop coordinated support strategies

**Student Support and Welfare teams** will work together to ensure a consistent approach to the Academy's Behaviour for Learning guidelines:

- Implement and monitor behaviour strategies for individual students according to the Academy's *Incidents and Sanctions* (See Appendix B)
- Investigate behaviour incidents and communicate with relevant staff about actions following behaviour incidents
- Communicate with parents/carers about behaviour concerns/incidents
- Monitor student progress, be it academic or behaviour
- Collect, collate and monitor punctuality, inclusion referrals, detentions, exclusions and other appropriate information
- Provide appropriate information and data to support GWA's Senior Leadership Team regarding exclusions
- Provide information to the data team to update the student database
- Liaise with other middle leaders to promote positive behaviour for learning in subject areas
- Run Academy detentions according to the schedule, and the Withdrawl Room in conjunction with other middle leaders

**The Senior Leadership Team** are responsible for the implementation and monitoring of the Academy's Behaviour for Learning Policy:

- Regularly monitor behaviour incidents and the implementation of interventions and their impact across the Academy
- Investigate and hear the cases for fixed term/permanent exclusions and decide on the appropriate course of action
- Run the Withdrawal Room in conjunction with Director of Attitude to Learning

**The Local Advisory Board (LAB)** will review the policy annually and set up LDC (LAB Disciplinary Committee) to meet students and parents where behaviour is a cause for concern.

## REWARDS AND SANCTIONS

At GWA, we recognise the importance of teaching our students to self-regulate their behaviour.

**Rewards:** We believe that praise and rewards are an important part in recognising positive contributions to the Academy's life. Contributions to and adherence to our values (GENIUS) are rewarded through our positive behaviour system. Positives will be recorded directly in our management information system by teaching and support staff, and where applicable, positive phone calls home will be made.

Certificates will go to students' parents/caregivers on a termly basis to reflect these achievements. Praise will also be publicly announced in celebration assemblies (See Appendix A).

**Sanctions:** Although rewards are central to the encouragement of a positive attitude to learning at GWA, sometimes there is also a need for sanctions which highlight that there are consequences for unacceptable behaviour.

The purpose of the sanction given is to improve behaviour and to ensure it is not repeated (See Appendix B). In the case of serious behaviour incidents, thorough investigations will take place. They will include the gathering of statements and any CCTV footage where relevant. The prior conduct of a student may be a relevant factor when deciding on a sanction, particularly if the conduct has been repeated and previous sanctions have been ineffective.

We recognise that for a small number of children whose behaviour is beyond the whole school rewards and sanctions' system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. Students needing support from external agencies are identified through the GEMS World Academy Inclusion Team (GWAIT) (AP Personal Development, Welfare and Behaviour Secondary/Primary, Grade Leader, Champion of Inclusion, Head of Counselling) who may also provide in house support strategies.

**Assemblies:** We are dedicated to promoting values which ensure that our students develop a strong sense of self-discipline, social and moral responsibility. We prepare our students to become global citizens.

**Outside the classroom:** Students are expected to behave safely, and with courtesy and respect for others at all times, both in and around the Academy, and on their journey to and from school. These expectations are communicated to students clearly through assemblies, tutor group presentations, and by staff on duty. There is a high level of supervision at all times during the Academy day to ensure that students are safe and secure. Behaviour expectations apply equally to students on educational visits and on residential trips. Behaviour outside the Academy may be subject to sanctions.

**Prohibited items:** Bringing these items onto the Academy premises will result in immediate confiscation and may lead to a sanction, depending on the nature of the item (See Appendix C). Staff can seize any prohibited item found as a result of a search, and can confiscate anything which they consider harmful, disruptive to teaching and learning, or a danger to the safety of the GWA community. Confiscated items will be held at the divisional reception to be collected by the parent/caregiver, however, any illegal objects will be disposed of via the appropriate methods.

### Mobile Telephones

If a student's mobile telephone is seen or heard anywhere on Academy premises it will be confiscated **immediately**. Phones that are seen or heard will be confiscated immediately. In the first two instances confiscation will be for the day. On a third occasion, phones will be returned to the parent/carer after five working days from the date of confiscation. Parents will be contacted immediately by phone and informed of the confiscation and a follow-up email will be sent by the end of the day.

If a student hesitates, even slightly, in handing over a banned item, they will be sent directly to the Withdrawal Room, with the item confiscated until the end of the term.

To avoid confiscation, students should turn off mobile phones **before** entering the Academy. If the device goes off accidentally, or is seen on the Academy site, it will be confiscated **immediately**.

Some families like their children to ring home to confirm that they have arrived at the Academy. Please be assured that if a child does not arrive to school, the Academy will contact the family directly within one hour of the morning register being taken. This reduces the need for students to carry mobile telephones.

## DISRUPTION FREE LEARNING

Disruption Free Learning specifically relates to students conduct in lessons, on a lesson by lesson basis. Students are expected to be in class working hard and progressing their learning, if they are

unable to do so they will be isolated from their peers for a period of one working day so that the learning of others is not disrupted. It is based on the following principles, that students should:

- Have the right to learn in a disruption free classroom
- Arrive to lessons on time
- Line up quietly outside the classroom prior to the lesson
- Sit/work silently while register is taken
- Raise their hand to ask a question without calling out
- Listen in silence when the teacher or another student is talking
- Follow all the instructions the first time asked
- Work to the best of their ability without disrupting the learning of an other student

At GWA we do not tolerate disruptions to learning or defiance, as these behaviours compromise the learning of other students. Students are expected to ensure they conduct themselves in a safe and cooperative manner that allows themselves and other students to be safe and able to learn. For students failing to adhere to the high expectations of disruption free learning, GWA has a Withdrawal Room which will accommodate students who disrupt learning. If disruption or defiance occurs, the following will take place by the teacher:

- 1st instance - Warning - the teacher will caution the student verbally, reiterate expectations and write their name on the board
- 2nd instance - Student name ticked and record on iSAMS (optional detention)
- 3rd instance - Withdrawal Room Referral - if a student continues to disrupt learning, the student will be removed by a member of SLT and taken to the Withdrawal Room and remain in isolation that day to complete the learning activities. Before the student can be dismissed at the end of the day, a restorative meeting will be held between the student and the referring teacher.

The Withdrawal Room (WR) will combine Primary and Secondary students together and will be supervised daily by a member of SLT.

When a student is referred to the Withdrawal Room, the following will happen:

- The parent/carer will be informed by an ISAMS notification by the supervisor on the (WR). A follow up phone call will be made by the referring teacher later in the day to clarify the reasons for the removal
- The student will hand over their mobile phone
- The student will complete a Reflection sheet/activity
- The student will complete their lesson work independently, work will be requested from teachers
- A log will be added to the students Discipline Record on ISAMS
- A restorative meeting will take place between the student and their referring teacher to discuss how the learning was disrupted and what needs to be done differently next lesson

If a student is admitted to the WR on Lesson 3 of the day, they will return to normal lessons:

1. Primary students will return to lessons after they have completed half a day in the WR
2. All Secondary students will return Lesson 3 the following day

If the student continues to be referred to the Withdrawal Room or refuses to engage with the expectations, this could result in an Internal/External Suspension.

## THE RIGHT TO SEARCH

In the course of an investigation, or where there are reasonable grounds, a student may be subject to a search. This will always be conducted by two members of senior staff (same gender as the student), one as a witness for both the students and member of staff, and the other will conduct the search. A search will take place in a private office space and consist of the student emptying the contents of their pockets, shoes, bag and locker. Parents/Caregivers will be notified if a search is conducted to explain the context, regardless if anything is discovered.

## INTERNAL AND EXTERNAL REFLECTION

These are serious sanctions where students are removed from their normal lessons and will either remain under the supervision of a member of Senior Leadership (Internal) or will be asked to remain home (External). These sanctions focus on the extended purpose of reflection and restorative activities following either persistent failure to adhere to GWA's expectations, or a serious incident. Following an Internal/External Reflection a reintegration meeting will be held with the student, parents/caregivers, Grade Leader, and/or the Assistant Principal before the student can return to normal lessons. Following a serious incident, the student may also be placed on a KHDA Behaviour Contract which if continued infractions occur, could lead to their de-enrolment.

The GWA Senior Leadership Team works very closely with the KHDA Compliance and Resolution Committee in managing cases of students who are unable to adhere to the behaviour guidelines, and who have not responded to the interventions and support put in place by GWA. In these rare cases, the GWA will send formal written, signed and stamped notifications to the parents/caregivers of individual students when a case against a student has been referred to the KHDA. These letters will remain on student personal files and may be used for future references within transfer processing. In extreme cases, this could result in a permanent exclusion or de-enrolment.

## SUPPORT

If a student demonstrates poor behaviour across more than one subject area, has accumulated a number of behaviour points, or has been involved in a serious incident he or she may be placed on a Student Monitoring Report. The purpose of this monitoring report is to provide specific goals and interventions to support students with redirecting and self-regulating their behaviour.

- Stage 1 Report – Form Tutors
- Stage 2 Report – Grade Leader
- Stage 3 Report – Assistant Principal for Personal Development, Welfare and Behaviour Secondary/Primary

GWA regularly reviews the behavioral support available to students identified as being at risk of disaffection or exclusion. This support is used as a preventative and reactive measure for students, and is used in conjunction with a Student Monitoring Report. Some of these include the use of peer mentoring, access to an alternative curriculum, individualized teaching strategies or an 'Exit Card'.



## COMMUNICATION OF THE POLICY

GWA is committed to the continuous reinforcement of the Behaviour Policy to ensure that standards of behaviour are maintained, and student behaviour in lessons supports learning. The policy is reinforced through staff training, displays across the Academy, assemblies, the newsletter, our home-school agreement, student planners and the Academy website.

**Discretion:** No behaviour policy can cover all eventualities. The CEO / Principal reserves the right to use discretion to ensure GWA students have the right to disruption free learning at all times and their teachers to disruption free teaching at all times.

## LINKS TO OTHER POLICIES

This policy should be read in conjunction with other policies, particularly:

- Safeguarding Policy
- Anti-Bullying Policy
- Uniform Policy
- E-Safety Policy

## Appendix A – Rewards

Characteristic	Example
Verbal Praise Positive Reward Point on iSAMS Positive call/letter home (Per interaction)	<ul style="list-style-type: none"> <li>• ATL (Self-Management, Collaboration)</li> <li>• Community</li> <li>• IB Learner Profile Traits (Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-Minded, Caring, Risk Tasker, Balanced, Reflective)</li> <li>• Tolerance is Kindness</li> </ul>
GENIUS of the Week (certificate) Photo must be taken (Per Grade)	<ul style="list-style-type: none"> <li>• GENIUS certificate awarded during Form Time Assembly, nominated by Form Tutors and presented by the Grade Leader</li> </ul>
Student of the Month Certificate (Per Grade)	<ul style="list-style-type: none"> <li>• Nominated by subject teachers and presented in Assembly by the Grade Leader (1 student is chosen per month)</li> </ul>
Jewel of Kindness Certificate End of Quarter Awards	<ul style="list-style-type: none"> <li>• Nominated by any staff/parent/student</li> </ul>
End of Quarter Awards (Per Grade)	<ul style="list-style-type: none"> <li>• Reward points certificates</li> <li>• Sports Awards</li> <li>• House Certificates</li> </ul>
End of Year Awards (Per Grade)	<ul style="list-style-type: none"> <li>• Progress and Attainment awards for each subject</li> <li>• Service As Action/CAS student of the year</li> <li>• Student of the Year</li> </ul>

### \*Only one reward nomination / point should be allocated to each event

Achievement certificate	Points Required	Signed by
Bronze	20	Form Tutor
Silver	40	Grade Leader
Gold	60	Assistant Principal
Platinum	80	Principal

## Appendix B – Sanctions and Incidents (Whole School)

\*Form Tutor, (Primary)

\*Form Tutor, Department (Secondary)

\*Grade Leader, Assistant Principal and Divisional Principal (Primary & Secondary)

Type of Possible Behaviour	Possible Sanction (all are logged on iSAMS and send a notification home)	Action By
L1: Dress Code violation	Behaviour point	Form Tutor/ Class Teacher
L1: Missing lesson equipment	Organisation point	Form Tutor/ Class Teacher
L1: Lost Monitoring Report	Lunch time reflection Behaviour point	Form Tutor/ Class Teacher
L1: Lateness to lesson	Lunch time reflection to catch up on missed time	Form Tutor/ Class Teacher  Department
L1: Failure to complete class work/homework	Lunch time reflection, Academic (behaviour) point	Form Tutor/ Class Teacher  Department
L1: Eating in class without permission L1: Persistent low-level chatting/ disruption to class/ non compliance to instructions	Lunch time reflection, Behaviour point	Form Tutor/ Class Teacher  Department
L1: In class misuse of technology	Possible confiscation, Behaviour point	Form Tutor/ Class Teacher  Department
L1: Missing lesson equipment	Lunch time reflection, Organisation point	Form Tutor/ Class Teacher  Department
L2: Dress Code violation L2: Late to lesson/school	Lunch time reflection	Grade Leader
L2: Littering/gaming	Lunch time reflection Community Service	Grade Leader
L2: Repeated misuse of technology	Lunch time reflection Parent letter/phone call	Grade Leader
L2: Disruptive bus behaviour (first instance) L2: Inappropriate behaviour	Lunch time reflection Parent letter/phone call	Grade Leader

(outside of lesson)		
L2: Inappropriate displays of affection		
L2: Possession of a banned item	Lunch time reflection Confiscation of item	Grade Leader
L3: Dress Code violation (3 in 1 month)	Thursday After School Reflection (1 hour)	Grade Leader
L3: Late to school/lesson (3 in 1 month)	Parent letter/phone call	Assistant Principal
L3: Failure to attend Lunch Reflection		
L3: Unauthorised use of restricted space (including elevators)	Thursday After School Reflection (1 hour)	Grade Leader  Assistant Principal
L3: Disruptive bus behaviour (second instance)	Thursday After School Reflection (1 hour)  Parent conference  Possible suspension from the school bus (1-3 days)	Grade Leader  Assistant Principal
L3: Bystander to an incident	Thursday After School Reflection (1 hour)	Grade Leader
L3: Swearing (first offence)	Parent conference	Assistant Principal
L4: Swearing (repeated)	Internal Reflection (1 day)	Assistant Principal
L4: Racist/homophobic language (not targeted)	Parent conference	
L4: Direct defiance to staff	KHDA Letter Behavioral Probation Contract	
L4: Leaving GWA without permission/skipping a lesson	Loss of student privileges (extra-curricular, sports, dances, trips etc.)	
L4: Failure to attend Thursday After School Reflection		
L4: Dress Code Violation (5 in 1 month)		
L4: Late to lesson/school (5 in 1 month)		
L4: Deliberate damage to property/ vandalism	Internal Reflection (1-2 day)	Assistant Principal
L4: Theft/ Plagiarism/Academic Dishonesty/Hacking	Parent conference	
L4: Bullying, including Cyber Bullying (first instance)	KHDA Letter Behavioral Probation Contract	

L4: Play Fighting (first instance)		
L5: Fighting	Internal Reflection (2-3 day)	Assistant Principal
L5: Physically threatening comments/ Gestures (first offence)	Parent conference	
L5: Harassment/Racism	KHDA Letter Behavioral Probation Contract	
L5: Altering/tampering with records/tests	External Reflection (1-3 days)	Assistant Principal
L5: Physical attack on another person	KHDA Letter	Divisional Principal
L5: Repeated Harassment/Racism	SLT parent conference – Parent School Behaviour Agreement Contract	
L5: Possession, use, sale or distribution of tobacco/alcohol and/or drugs (prescription or otherwise) on school property, transportation or at GWA events	Suspension from GWA activities for the next season	
L5: Violation of GWA guidelines that endangers to reputation of GWA or other students	Blocking of Re-enrollment/ Permanent Expulsion agreement with HOS	
L5: Fighting		
L5: Possession of weapons or dangerous objects		
L5: Making a malicious allegation against a member of staff which could have jeopardized their employment		
L5: Serious/Ongoing Bullying		

## Appendix C – Banned/Prohibited items

The following items are banned from the Academy premises and on Academy visits. Possession will result in confiscation and an Academy detention. Parents will need to collect the item on the student's behalf. Perishable goods will be thrown away.

- Chewing gum
- Crisps
- Spinners
- Squash/energy/fizzy drinks
- Take away food
- Hot drinks
- Sweets
- Biscuits
- Chocolate
- Mobile telephones that are heard or visible anywhere in the academy premises (including playground)
- Smart watches
- Sharp objects including metal combs
- Stink bombs and water bombs
- Lighters and matches
- Air Pods
- Headphones that are visible
- Aerosols
- Bandanas
- Jewellery
- Make up including nail varnish and fake nails

The following items are illegal, and possession may result in exclusion. This may be permanent.

- Weapons – or any object that could be used with the intention of harming oneself or others
- Cigarettes and/or smoking materials including shisha pens, vaping, doha pipes and tobacco
- Alcohol
- Illegal drugs
- Fireworks