

BEHAVIOUR POLICY

POLICY ESSENTIAL INFORMATION

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BEHAVIOUR POLICY

RATIONALE

At GEMS World Academy Dubai (GWA) we aim to create a caring, safe and nurturing environment that promotes mutual respect and trust, and one that supports disruption free learning. These fundamentals are critical if we are to ensure that our students are safe, secure and successful. 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. This includes online misconduct.

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 that staff require from them at the start of each term. 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 focused work when 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, name calling and bad language
- 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 through RTI and 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 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 SLT

The Senior Leadership Team 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 regarding exclusions
- Liaise with middle leaders to promote positive behaviour for learning in subject areas
- Run Academy detentions according to the schedule, and the Thursday afternoon detention
- Investigate and hear the cases for fixed term/permanent exclusions and decide on the appropriate course of action

The Local Advisory Board (LAB) will review the policy annually.

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 weekly / bi-weekly basis to reflect these achievements:

GROUND
ED
ENTREPRENEURIAL
NURTURING
INNOVATIVE
UNIQUE
SOPHISTICATED

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. CCTV footage will not be shared with students or parents. 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 (AP Personal Development, Welfare and Behaviour Secondary/Primary, Grade Leader, DOLs, Class Teachers, 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 during lesson times, it 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 on the date of confiscation. Parents will be contacted immediately by phone and informed of the confiscation, asking them to come into GWA to personally collect the phone. Phones are allowed to be used at the end of the school day as many students may need to speak to parents or drivers, or arrange their own transport home.

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:

Grounded, Entrepreneurial, Nurturing, Innovative, Unique, Sophisticated

- 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 protocol 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 take a note of their name
- 2nd instance - Student name ticked and record on iSAMS (optional detention)
- 3rd instance - DoL is involved and GL informed- if a student continues to disrupt learning, the student will be removed by a member of the department and the learning will continue in department, but in another classroom. This must be followed up with a restorative conversation with the teacher. The parent must be contacted and a meeting arranged at department level with the teacher, DoL and parent.
- If the issue continues, or the GL believes it necessary to intervene before the above point, then the GL may contact parent and arrange a meeting to ensure this issue is resolved, and all relevant iSAMS behaviour points, detentions and removals are discussed. Solutions must be discussed, and the counsellor will also be informed to support the student to make better choices and reflect upon their overall wellbeing as this could be a contributing factor.

If a student is withdrawn from class, the following will happen:

- The parent/carer will be informed by an iSAMS notification by the GL. 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/presentation
- The student will complete their lesson work independently, work will be requested from teachers
- A Reflection Room notice 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 withdrawn the AP determines the amount of time they remain in isolation after a discussion with the teacher unless further investigation is needed.

If the student continues to be withdrawn from class/subjects 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 and the Pastoral Leadership Team (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. A reflective task will be completed about the behaviour infringement and the student will present what they have found and learned to the AP, GL and parent before reintegration into class. Counsellor involvement will be considered for each case upon their reintegration. 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.

The Rule of 3

- The rule of 3 will be applied to each level of the behaviour policy for repeated cases and escalation purposes.
- 3 behaviour points/lates per week = Monday lunch reflection (upscaled to internal reflection if a student does not attend).
- 3 after school Monday reflections = Internal reflection for a full day.
- 3 Internal reflections = external suspension
- 3 external suspensions (with each case being issued a KHDA warning) = disciplinary panel meeting to discuss potential expulsion, change of school or re-enrollment denial.

A student can enter the Rule of 3 at any stage and does not need to be escalated through the entirety of the ladder.

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/Class Teacher
- Stage 2 Report – Grade Leader/Director of Learning
- Stage 3 Report – Assistant Principal for Personal Development, Welfare and Behaviour
Secondary/Primary

GWA regularly reviews the behavioural 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, individualised teaching strategies or an 'Exit Card'.

The school counsellor may also be involved with the student to adhere to the school's philosophy of prevention over cure. This method can be very effective in allowing a student to understand their own decision making process and build up a wealth of knowledge and tools to make well informed behavioural choices.

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 – Sanctions and Incidents (Whole School)

*Class Teacher, (Primary)

*Form Tutor, Department Teacher and Director of Learning (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
LEVEL 1 BEHAVIOUR POINTS		
L1: Dress Code violation	-Issue relevant behaviour point, hold a conversation with student regarding the issue. If applicable, email or phone the parent to discuss the matter. -Restorative conversation with student must be held by issuing teacher	Form Tutor, Class Teacher
L1: Missing lesson equipment		
L1: Lost Monitoring Report		
L1: Lateness to lesson		
L1: Failure to complete class work/homework		
L1: Eating in class without permission		
L1: Persistent low-level chatting/ disruption <u>to class/ non compliance to instructions</u>		
L1: Phone is visible or heard during school hours		
L1: Unnecessary disruption around communal spaces inside the school		
L1: Incorrect school uniform		



LEVEL 2 BEHAVIOUR POINTS

L2: Repeated L1 Behaviours	<ul style="list-style-type: none"> -Issue relevant behaviour point -Possible lunch time reflection -Isams generated email to Parents. Grade leader automatically notified -Parents contacted if applicable -Restorative conversation with student must be held by issuing teacher -Community service at break time/lunch time. 	<p>Form tutor / teacher</p> <p>Director of Learning</p>
L2: Littering / leaving canteen tables untidy		
L2: Use of mobile phone during school hours		
L2: Misuse of technology / gaming		
L2: Missing lesson equipment (repeated)		
L2: Failure to complete classwork/ homework (repeated)		
L2: Disruptive bus behaviour (first instance)		
L2: Persistent low-level chatting/ disruption to class/ non compliance to instructions		
L2: Inappropriate behaviour (outside of lesson)		
L2: Inappropriate displays of affection		
L2: Direct defiance to staff (first time)		
L2: Pushing / shoving another student		
L2: Inappropriate school uniform		



LEVEL 3 BEHAVIOUR POINTS

L3: Repeated Level 2 behaviours	<p>-Issue relevant behaviour point</p> <p>-Possible department lunch detention or Monday After School Reflection (30-60 minutes) (type/time of reflection will be reviewed case by case)</p> <p>-Parent contacted via phone or email</p> <p>-Meet with parents on zoom or in person to discuss the issue</p> <p>-Restorative conversation with issuing teacher AND Director of Learning or Grade Leader</p>	<p>DOL/Grade Leader</p> <p>Assistant Principal</p>
L3: Failure to attend Lunchtime Reflection		
L3: Unauthorised use of restricted space (including elevators)		
L3: Disruptive bus behaviour (second instance)		
L3: Bystander to an incident / to include vaping		
L3: Swearing (first incident)		
L3: Play fighting		
L3: Inappropriate touching of others		
L3: Defiance to staff - repeated		
L3: Inappropriate behaviour in the restroom - first incident		

LEVEL 4 BEHAVIOUR POINTS

L4: Repeated Level 3 behaviour	<p>Internal Reflection (½ to 1 day - circumstance dependant)</p> <p>Parent conference</p> <p>KHDA Letter Behavioural Probation Contract (case by case review)</p> <p>Loss of student privileges (extra-curricular, sports, dances, trips etc.)</p>	Assistant Principal
L4: Threatening verbal or gestures to a student		
L4: Prejudiced language used towards a peer		
L4: Offensive and swearing language		
L4: Truanting a lesson		
L4: Failure to attend after school or lunch time reflection		
L4: Deliberate damage to property/ vandalism		
L4: Plagiarism/Lack of academic integrity		
L4: Bullying, including Cyber Bullying (severity dependant)		
L4: Fighting with intent (reactional)		
L4: Inappropriate behaviour in the restroom - repeated offence		
L4: Physically threatening comments/ Gestures (first offence)		
L4: False allegation against a staff member		

LEVEL 5 BEHAVIOUR POINTS

L5: Threatening a member of staff	<p>External Reflection (1-3 days)</p> <p>KHDA Warning Letter</p> <p>SLT parent conference – Parent School Behaviour Agreement Contract</p> <p>Suspension from GWA activities for the next season Blocking of Re-enrollment/ Permanent Expulsion agreement with CEO/Principal</p>	<p>Assistant Principal</p> <p>Divisional Principal</p>
L5: Smoking/Vaping possession or usage		
L5: Theft		
L5: Hacking		
L5: Altering/tampering with records/tests		
L5: Repeated Harassment/Racism		
L5: Possession, use, sale or distribution of tobacco/alcohol and/or drugs (prescription or otherwise) on school property, transportation or at GWA events		
L5: Violation of GWA guidelines that endangers the reputation of GWA		
L5: Endangering another student		
L5: Possession of weapons or dangerous objects		
L5: Selling foods or banned items within the Academy to other students		
L5: Making a malicious allegation against a member of staff which could have jeopardized their employment		
L5: Serious/Ongoing Bullying		
L5: Leaving GWA without permission		
L5: Fighting with intent (aggressor and starter of the fight)		
L5: Vandalism or damage to property of a student, or the school (major)		

Appendix B – 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.

- Vapes
- Chewing gum
- Spinners
- Energy/fizzy/coffee drinks
- Take away food
- Mobile telephones that are heard or visible anywhere is the academy premises, except at predetermined times
 - Sharp objects including metal combs
 - Stink bombs and water bombs
 - Lighters and matches
 - Aerosols
 - Excessive Jewellery (earrings that are not a stud, one pair of studded earrings)
 - Excessive makeup

The following items are illegal, and possession may result in serious disciplinary action involving KHDA.

- 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/firecrackers
- Toy guns, swords or knives (any toy weapon)
- Vapes
- Art and food technology materials that are sharp, that have not been arranged with the department to bring into school and are not stored in the Art or Food Suite.