



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
Review Period	Annual
Policy Holder	Elizabeth Clancy Julie Wickham
Date of review	January 2024
Date of next review	June 2024

Linked Documents:

MOE Behaviour Policy

Anti-Bullying Policy





CARE

I respect the needs of my stakeholders, I ensure they feel listened to and cared for.

EXCELLENCE

I dream big, setting ambitious goals, delivering the highest quality, and striving to be the best at what I do.

ALWAYS LEARNING

My open-minded curiosity fuels my love for learning. I ask questions and listen as they continuously learn and improve.

ONE TEAM

I am a team player. I work with the bigger picture in mind. I put the team's needs ahead of my own.

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 and the consequences of failing to meet their responsibilities to others.
- Promote and reward positive behaviour
- 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

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 e.g. 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 to be kind and respectful
- Be open to ALL cultures, religions, ideas and nationalities
- 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, hardworking 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 and in an orderly manner.
- During lesson time, students must have an exit pass to leave the lesson (Secondary)
- 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 / Prestige Wall / Star Class
- Positive Points Rewards (Secondary)
- Informal conversation with parent in school
- Positive / Class Dojo 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.

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 lateness 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.
- To listen and follow instructions from members of staff.

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.
- School behaviour letter / Ministry Contracts
- Detention / Reflection Time

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
- Counseling session
- Mentoring
- Reports – attendance /punctuality/behaviour/home learning
- Pastoral intervention plans
- Student / Class Reports (Secondary)

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 Phoenix / Class Dojo and can be accessed by both the class and specialist teachers when they are teaching.

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

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, and 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).

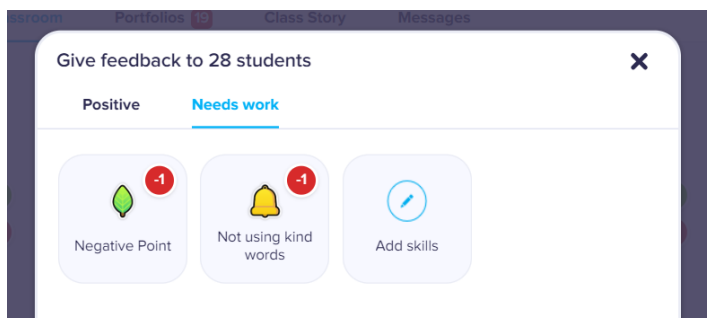
Consequence 4 – Restorative Time-out – this should be seen as a supportive step to help the child understand that their behaviour is unacceptable. Student will have a further negative dojo point and a break detention to spend a break time with a member of staff. It will be recorded on the **‘Reflective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





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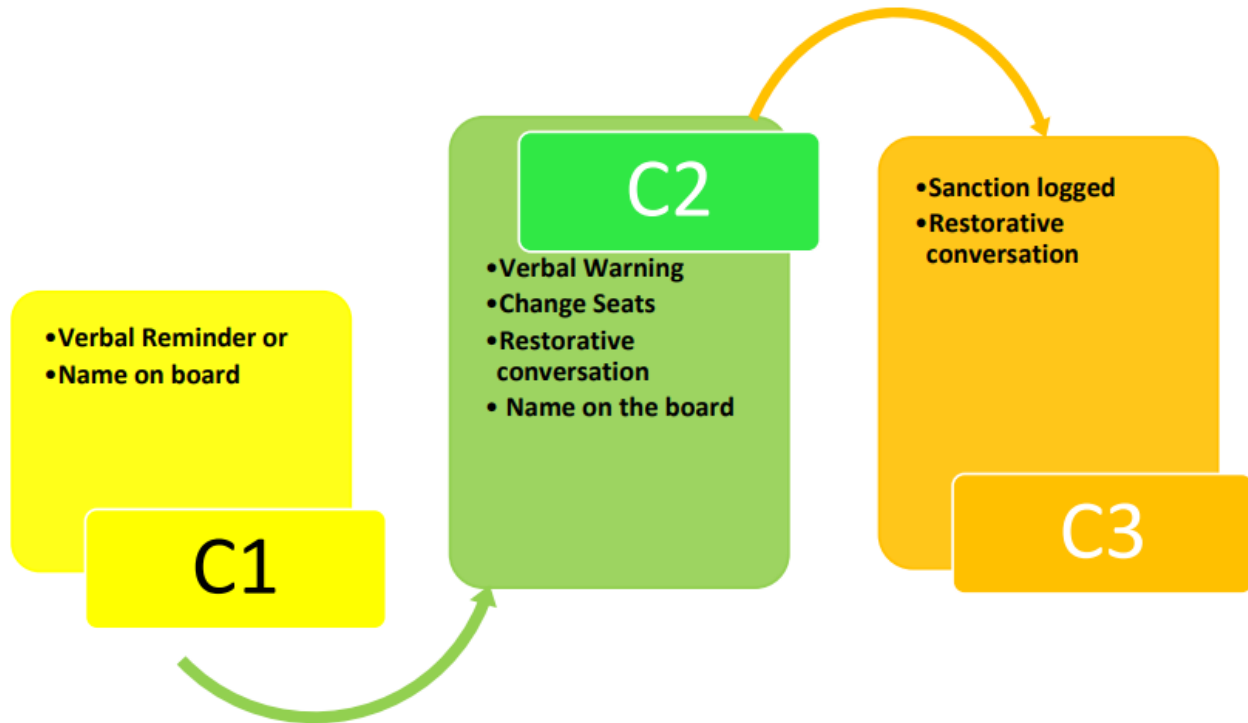
Daily Report Behaviour Card: If a student receives 3 C5 behaviour points on SIMS/Phoenix within the same half term, they will be put on daily report and will have to have a daily report behaviour card completed for a week.

Daily Report - Behaviour Card					
Please sign and put an X if the behaviour is problematic and a tick if there have been no problems.					
Student name:					
Grade and teacher:					
Behaviour targets:					
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					



Restorative Behaviour Approach (Secondary)

The use of the C system in the classroom



Categories of Behaviour

Level 1 (C3 – Low Level Offences)

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

- Disruption in the lesson
- Lack of work completion
- Excessive time in the washroom
- Swearing at peers / use of bad words
- School uniform breach
- Mobile phone use
- Misbehaviour during social times
- Truancy
- Play fighting
- Repeatedly arriving late to lesson

Level 2 (C4 – Medium Level Offences)

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:

- Inciting arguments, threatening, insulting and intimidating others
- Unsafe behaviour
- Inappropriate comments and disrespecting a member of staff
- Defiance
- Graffiti and Vandalism
- Inappropriate comments/posts on Social Media
- Dishonesty

Level 3 (C5 – Serious Level Offences)

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

- Various types and forms of bullying
- Unsafe behaviour
- Damaging school property
- Insulting comments/posts on Social Media
- Fighting and physical assault
- Other forms of serious offences

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, and restorative conversations) is taken.

Level 1 – Low Level Offences

Stage 1 Intervention

- Any C3 incident will result in a restorative conversation with the subject teacher.

Stage 2 Intervention – Added to Student’s Record

- At the end of each day, grade leaders will review incidents and if **three** C3 incidents are recorded, the grade leader will:
 - Call and inform the parent of the student.
 - Students will be in detention to complete reflective task during lunch break.
 - Scheduled mentoring for the student.

Stage 3 Intervention – Added to Student’s Record

- If **five** C3 incidents are recorded:
 - Grade Leader – Student meeting
 - Students will be in detention to complete reflective task during lunch break
 - Grade Leader emails the behaviour letter to the parent
 - Student is placed on Grade Leader report card for a week

Stage 4 Intervention – Added to Student’s Record

- When **ten** C3 incidents in a term occur, Grade Leaders will
 - Head of Behaviour – Grade Leader – Student meeting
 - Issuance of WSF Behaviour Warning Letter to be signed by parent.
 - Students will be in detention to complete reflective task during lunch break
 - Student is placed on Head of Behaviour report card for a week
 - Weekly mentor meeting for the student
- If student fails to modify behaviour using report card:
 - Extension of behaviour report card

Stage 5 Intervention – Added to Student’s Record

- When **fifteen** C3 incidents in a term occur:
 - Deputy Head of Secondary – Head of Behaviour and Achievement – Grade Leader – meeting with the student and parent
 - Reflection days for students (internal exclusion)
 - Students will be in detention to complete reflective task during lunch break
 - Issuance of MoE contract to be signed by the parent

Level 2 – Medium Level Offences

Stage 1 Intervention

- Any C4 incident recorded will mean:
 - Grade Leader / Head of Faculty meeting with the student (restorative conversation)
 - Grade Leader / Head of Faculty will inform and call the parent. (verbal or written warning)
 - Students will be in detention to complete reflective task during lunch break

Stage 2 Intervention – Added to Student’s Record

- At the end of each day, grade leaders will review incidents and If **four** C4 incidents are recorded:
 - Head of Behaviour – Student meeting.
 - Grade Leader will organize meeting with the parent in school
 - Issuance of WSF Behaviour Warning Letter to be signed by the parent.
 - Students will be in detention for the whole to complete reflective task during lunch break.
 - Scheduled mentoring for the student.

Stage 3 Intervention – Added to Student’s Record

- If **seven** C4 incidents are recorded:
 - Deputy Head of Secondary – Student meeting
 - Deputy Head of Secondary – Head of Behaviour – Grade Leader meeting with the parent.
 - Issuance of MoE Warning Letter to be signed by the parent.
 - Reflection Day (internal exclusion for 2 days)
 - Scheduled mentoring for the student.

Stage 4 Intervention – Added to Student’s Record

- When **ten** C4 incidents are recorded:
 - Head of Secondary – Student meeting
 - Head of Secondary – Deputy Head of Secondary – Head of Behaviour – meeting with the parent.
 - Issuance of MoE Contract – 1 to be signed by the parent.

Level 3 – Serious Level Offences

Stage 1 Intervention

- Any C5 incident recorded will mean:
 - Deputy Head of Secondary – Student meeting
 - Deputy Head of Secondary – Head of Behaviour – Grade Leader – meeting with the parent.
 - Issuance of MoE Warning Letter to be signed by the parent.
 - Reflection Day (internal exclusion for a day)
 - Scheduled mentoring for the student.

Stage 2 Intervention – Added to Student’s Record

- At the end of each day, grade leaders will review incidents and If **two** C5 incidents are recorded:
 - Deputy Head of Secondary – Student meeting
 - Deputy Head of Secondary – Head of Behaviour – Grade Leader – meeting with the parent.
 - Issuance of MoE Contract – 1 to be signed by the parent.
 - Reflection Day (internal exclusion for a day)
 - Scheduled mentoring for the student.

Stage 3 Intervention – Added to Student’s Record

- If **three** C5 incidents are recorded:
 - Head of Secondary – Student meeting
 - Principal / Head of Secondary – Deputy Head of Secondary – Head of Behaviour – meeting with the parent.
 - Issuance of MoE Contract – 2 to be signed by the parent.
 - Reflection Day (internal exclusion for 2 days)
 - Scheduled mentoring for the student.

Stage 4 Intervention – Added to Student’s Record

- When **four** C5 incidents are recorded:
 - Principal – Student meeting
 - Principal – Head of Secondary – Deputy Head of Secondary– meeting with the parent.
 - Issuance of MoE Contract – 3 to be signed by the parent.



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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 block re-enrollment or 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.

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.

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, and 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.

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 endeavors 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. 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
- 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-authorized 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