



# GEMS Winchester School Dubai



## Behaviour Policy

**Person(s) Responsible:** Head of Primary, Head of Secondary & Directors of Pastoral

**Approved by ELT:** August 2024

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## 1. Introduction

At GEMS Winchester School Dubai (WSD), we believe that every child has the right to feel safe, happy and respected whilst being supported to reach their full potential. Our **core values of Tolerance, Respect and Responsibility** ensure that all members of the WSD community and their cultures are treated equally.

It is the responsibility of each member of our staff to act as a role model for our students, ensuring he/she conduct him/herself in a polite and respectful manner. We can, in turn, encourage our students to show respect for themselves, others and the environment. At WSD, we aim to empower students to regulate their own behaviour by scaffolding their choices and guiding their actions via a system of positive acknowledgement, opportunities to reflect and restorative practice.

In this document, the term WSD community includes students, families, teachers (including any member of staff employed by GEMS Winchester School Dubai), Friends of WSD and Local Advisory Board members.

This policy aims to:

1. Outline our system of rewards and sanctions
2. Provide a consistent approach to behaviour management
3. Summarise the roles and responsibilities of WSD community with regards to behaviour management
4. Define what we consider to be unacceptable behaviour, including bullying and discrimination
5. Outline how all stakeholders are expected to behave in relation to rewards and sanctions

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## 2. Roles and Responsibilities

### 2.1 The Local Advisory Board

The Local Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive and Senior Leadership to account for its implementation.

### 2.2 The Principal/CEO

The Principal/CEO is responsible for reviewing and approving this behaviour policy.

The Principal/CEO and the Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 2.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Informing the family about the behaviour incident within 24 hours of the incident
- Discussing the incident with the student, in order to build positive relationships
- Recording on SIMS e.g. behaviour points or completing an incident report
- Working with all members of the WSD community in line with our core values of Tolerance, Respect and Responsibility

The Senior Leadership and Pastoral Teams will support staff in responding to behaviour incidents.

### 2.4 Parents

Parents are expected to:

- Support their child in adhering to the student Code of Conduct and Home-School Agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the concerned teacher promptly
- Monitor the use of social media in line with UAE laws
- Support the school by responding to emails and phone calls.
- Work with all members of the WSD community in line with our core values of Tolerance, Respect and Responsibility.
- Accept sanctions when given

### 2.5 Students

Alongside the Home- School Agreement signed by families and registered with the KHDA, students are expected to respect the school's core values of Tolerance, Respect and Responsibility by:

- Behaving in an orderly and self-controlled way
- Working with all members of the WSD community in line with our core values of Tolerance, Respect and Responsibility.

- Allowing all students to learn in class
- Moving quietly around the school and follow the one-way system
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times (including an ID lanyard)
- Accepting sanctions when given, after recalling the facts of the incident accurately
- Use appropriate language when communicating with any member of the WSD community either, face to face or online
- Refraining from behaving in a way that brings the school into disrepute, including when outside school and online
- Follow the Code of Conduct – See [Appendix 1](#)

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### 3. Rewarding Positive Behaviour

At WSD, we are committed to recognising and rewarding our students when they demonstrate positive behaviours. This can be as simple as offering a heartfelt 'Well done!' to a student who has put in significant effort during a lesson. We emphasise the importance of praising the effort rather than the outcome to foster and support a growth mindset in our students.

This policy outlines the types of rewards used at WSD and the criteria for awarding them:

#### 3.1 Verbal Praise

Staff use regular verbal praise to acknowledge students' efforts and achievements. The emphasis is placed on the praising effort and improvement.

#### 3.2 House Points

Staff members at WSD can award up to **ten House Points per lesson, and no more than one House Point per student**, including during form time, indoor breaks, and enrichment activities. These House Points should be logged in the SIMS system by all staff and should be awarded for:

<b>GEMS Family First House Points</b>	Community service both outside and inside school; helping class members and teachers and ensuring all members of the WSD family are included in activities. Can be recommended by family members by sharing evidence with the Form Teacher.
<b>Learning Skills House Points</b>	Displaying the WSD 7 Key Competencies in class and around school: Collaboration, Curiosity, Critical Thinking, Communication, Consciousness, Creativity and Confidence. Leading activities in class, events and assemblies across the school.
<b>WSD Core Values House Points</b>	Demonstrating the WSD Core Values of Tolerance, Respect and Responsibility both in school and whilst representing WSD.

#### 3.3 Individual Recognition

In the Primary School, students will be individually recognised by the following:

<b>Stickers</b>	To be awarded for 'lovely walking', 'lining up' and 'great uniform' as well as to those children who are recognised as using the WSD 7Cs learning skills. If a student received a sticker, 1 house point is to be recorded on SIMS against the correct category.
<b>Student of the Week Certificate</b>	To be awarded weekly in assemblies to recognise achievements linked to the WSD 7Cs Learning Skills. Students photo is displayed on Year Group 'Student of the Week' display board.
<b>Positive Postcard home</b>	Postcards to be awarded by the class teacher to students for an outstanding achievement e.g. improvement in handwriting or being kind towards a friend to take home and share with their parents.

To recognise students who consistently demonstrate excellent behaviour for learning across the entire school, we have created the 'WSD Award' which will be awarded to students who have great attendance, work hard

and behave well. The following table summarises what a student needs to do in order to achieve each level of the WSD Award. A student would need to complete all the activities in a row to gain an award.

Criteria	Attendance	House Points	Primary Additional Criteria	Secondary Additional Criteria	Rewards
Recognition	N/A	25	None	None	E-Certificate Presented in Class
Recognition	N/A	50	None	None	E-Certificate Presented in Class
<b>Bronze Award</b>	94% +	100	60 HPs from Learning Skills 30 HPs from core values 10 HPs from Family First	Student-Led Conference E-Portfolio On Track + Evidence of one Personal Development Goal	Badge and Certificate Presented in Assembly
Recognition	94% +	150	None	None	Certificate Presented in Assembly
<b>Silver Award</b>	96% +	250	170 HPs from Learning Skills 50 HPs from core values 30 HPs from Family First	Student-Led Conference E-Portfolio Presented + Evidence of two Personal Development Goals Less than 5 behaviour points in the last five weeks	Badge and Certificate Presented in Assembly with Family Invited
Recognition	96% +	300	None	None	Certificate Presented in Assembly
<b>Gold Award</b>	98% +	350	230 HPs from Learning Skills 70 HPs from core values 50 HPs from Family First	Evidence of Four Personal Development Goals Less than 5 behaviour points in the last five weeks	Badge and Certificate Presented in Assembly with Family Invited
<b>Principal's Award</b>	98% +	500	350 HPs from Learning Skills 90 HPs from core values 60 HPs from Family First	Evidence of Six Personal Development Goals Less than 5 behaviour points in the last five weeks	Principal's Certificate and Family Tea Party at the end of the year

### 3.4 Personal Development Goals (Secondary Only)

Further to the WSD Award above, in Secondary, we also would like to recognise our students who display evidence of regular commitment over a half term to develop the following personal development goals:

<b>Cooking skills</b>	Evidence of learning to cook healthy food for yourself and your family
<b>Sustainability</b>	Evidence of sustainable practices such as recycling and reusing items
<b>Reading skills</b>	Evidence of regular reading and providing book reviews to the library
<b>GEMS Family First</b>	Community Service, Charity Contributions, Family Time...etc.
<b>Responsibility</b>	Taking Responsibility at home, school or with your own schoolwork. Leadership skills
<b>Wellbeing</b>	What have you done to look after your wellbeing? E.g. limit screen time
<b>Learn a new skill</b>	Chess, Knitting, Drawing, Photography, Cooking... etc.
<b>Healthy lifestyle</b>	Evidence of changes to your current lifestyle to be healthier
<b>Competitions</b>	Enter 3 school competitions or participate in events. (Internal or external)
<b>Career Education</b>	Career planning using MCT and Unifrog

Further detail about each of these can be seen in the table below, broken down by each Key Stage:

Examples	KS3	KS4	KS5
<b>Cooking Skills</b>	Learn 3 new healthy recipes with photo evidence and parent recommendations	Learn 4 new healthy recipes with photo evidence and parent recommendations	Learn 5 new healthy recipes with photo evidence and parent recommendations
<b>Sustainability Skills</b>	Evidence of recycling or sustainable practices taking place regularly over a period of half a term supported by parent recommendations.		
<b>Reading Skills</b>	Read 4 age-appropriate books each term and a review written and signed by the English teacher or Parent in the planner.		
<b>GEMS Family First</b>	Evidence of helping immediate or extended family members (Including the community) regularly in any way <b>over a half term</b> . This could even be regularly reading to younger siblings or helping around the house.		
<b>Responsibility</b>	Evidence of taking responsibility as student leader or personal, social digital & community responsibilities in school or at home regularly over a period of half a term supported by parent recommendations.		
<b>Wellbeing</b>	Evidence of self-care regularly over half a term supported by teacher or parent recommendations. This can be like keeping phone away for a day.		
<b>Learn a New Skill</b>	Learn 1 new skill over a half term in school or outside school. This could be a sport, E-course, improvement in handwriting or a new hobby. Learn 1 new skill over	Learn 1 new skill over a half term in school or outside school. This could	



	a half term in school or outside school. This could be a sport, E-course, improvement in handwriting or a new hobby.	be a sport, E-courses or a new hobby. Create a LinkedIn profile in term 1.
<b>Healthy Lifestyle</b>	Evidence of opting healthy lifestyle regularly over half a term supported by teacher or parent recommendations. This could even be regularly exercising, limiting junk food, outdoor activities	
<b>Competitions</b>	Enter 3 School/House competitions or participate in events.	
<b>Responsibility</b>	Evidence of taking responsibility as student leader or personal, social digital & community responsibilities in school or at home regularly over a period of half a term supported by parent recommendations.	
<b>Wellbeing</b>	Evidence of self-care regularly over half a term supported by teacher or parent recommendations. This can be like keeping the phone away for a day.	
<b>Healthy Lifestyle</b>	Evidence of opting healthy lifestyle regularly over half a term supported by teacher or parent recommendations. This could even be regularly exercising, limiting junk food, outdoor activities	
<b>MCT/Unifrog</b>	Y7-Y8 – 7 hours – 15min weekly form time.	Y9 - Y10 – 8hours – 15min weekly form time. Y11 – 6 hours – 15 min weekly form time.
		Y12 & Y13 – 12 hours dedicated to Unifrog. Extended Learning + Form Time

### 3.5 Whole Class Recognition

#### Primary

There will be a weekly Year group class winner based on average House Points achieved by the entire class. The winning class will receive 'Golden Time' during their usual Assembly slot. Golden Time activities can be selected from the 'Golden Time Menu'. During this time Student of the Week is also awarded as normal. Weekly trophies are also awarded to the class with the highest attendance and highest attendance in each Year group.

Every half-term there will be a top-class in the Key Stage will receive a larger reward such as tea with the principal, non-uniform days, disco parties, movie morning etc.

At the end of the academic year, the class and the Year group with the highest number of House Points will be rewarded with a trip paid for by WSD.

#### Secondary

Furthermore, we will run regular tutor group competitions for students, based on the number of House Points the entire class (average). Therefore, every member of staff must be responsible for recording the House Points on SIMS that they give to their classes. One class from each key stage will be selected to receive the reward.

Examples of Whole Class Rewards include:

- Non-uniform day
- Donuts with their form teacher during wellbeing
- Hot chocolate and cookies with their Head of Year
- 50 minutes disco party with juice and snacks
- Afternoon cinema event with popcorn
- Pizza with their form teacher
- Fun activities outside and inside the classroom such as football or board games

- End of year rewards

### **3.6 Additional Opportunities to Earn House Points**

Over the course of the academic year, students will have the opportunity to participate in various individual and house competitions. There will be opportunities to earn House Points for individuals and the House they belong to.

Examples of additional opportunities include:

- Entering Art competitions such as design Planner cover page
- Participating in WSD Shark Tank
- Entering in Poetry / Reading competitions
- Being part of WSD Olympics
- Entering WSD Talent Show
- Attending school events such as Arabic Big Talk competitions, MUN etc.
- Participate in themed day competitions such as Science Day, Pi Day, World Book Day.

At the end of the academic year, the winning House will be announced and celebrated.

### **3.7 Responsibility of Teachers**

To ensure we can celebrate student successes, it is essential that **all** members of the academic community award House Points regularly and fairly to the student body, following the Rewards Policy

Each week, House Point data will be downloaded and analysed by leaders as below:

- Teachers and or Learning Assistants should be awarding 75 to 200 House Points per week and no more than 1 per student per lesson
- Teachers must provide opportunities for all students to receive House Points and be mindful not to award the same students each lesson
- Teachers to ensure certificates for Student of the Week, Highest House Points or Attendance are shared during the Weekly Assembly and emailed home to parents
- Teaching staff awarding less than 60 House Points per week will be identified and reported to line managers and the Learning and Teaching team for support
- Teaching staff awarding over 300 House Points will be identified and reported to line managers and the Learning and Teaching team for support
- For staff members running competitions, prior approval will be required to issue additional House Points from the SLT responsible

### **3.8 Responsibility of the Pastoral Lead**

Each week they will download and analyse the data of students and classes to:

- Ensure house points are distributed equally and fairly
- Calculate the total points per class to identify top performing students and classes.
- Compare weekly points across classes/phases to identify which classes are performing/under performing
- Identify staff who are giving less than 75 or more than 200 house points per week, and addressing this directly with the relevant member of staff
- Share the analysis with staff during weekly departmental meetings to discuss strategies to improve student behaviour

- Develop action plans to address any areas of concern, such as low house points in specific categories

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## 4. Behaviour Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student (as well as student to student), strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Our approach to managing student behaviour at GEMS Winchester School Dubai is to be proactive and positive; we want to 'catch our students doing the right thing' and acknowledge and reward them for this. If any member of staff feels they need support with any issue relating to behaviour, in the first instance contact either your Head of Department or the relevant Head of Year.

### 4.1 Classroom Management and the Consequence System

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines – 5 to start and 5 to finish
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

In order to support teachers when challenging poor behaviour, WSD has a consequences system to help students modify their behaviour so that it complies with our school expectations, ensuring a safe and positive learning environment for all students. These are consistent across the Secondary phase. We employ each sanction appropriately to each individual situation (in line with KHDA Rules and Regulations).

This staged approach is designed to promote a consistency of response. This is a guide and every incident must be judged and assessed according to circumstances and appropriate action taken.

<b>Verbal Warning</b>	A student must receive a <b>verbal warning</b> from the teacher along with an <b>explanation</b> of why they are failing to meet classroom expectations. Written on the board.
<b>Written Warning</b>	If the student continues to misbehave, their name should be written on the board and told why they have been given a verbal warning. Students must be given an appropriate amount of time to correct their behaviour. A student should also be told that if their behaviour does not meet expectations, behaviour support will be called.
<b>Removal</b>	If this behaviour continues, the teacher should email: <a href="mailto:primarybehaviour_wsd@Gemsedu.com">primarybehaviour_wsd@Gemsedu.com</a> / <a href="mailto:wsd_secbehavioursupport@gemsedu.com">wsd_secbehavioursupport@gemsedu.com</a>

In circumstances where a student is removed from class and the teacher requests the support of the 'On-call' leader, teachers must ensure that:

- They have clearly completed the previous two stages: that both a **verbal** and a **written** warning have been issued (and that the student has been given sufficient opportunity to correct the behaviour)
- The behaviour fails to meet WSD expectations
- The poor or inappropriate behaviour has been specified to the student in question

#### 4.1.1 Role of On-call leader

The On-call Leader should:

- Prioritise on call requests
- 'Reply all' to any email sent
- Circulate around both floors during quiet periods
- Pop into classes to support challenging groups
- Touch base with the Reflection Room Supervisor
- Ask for support from any other during busy times. Contact SLT in an emergency
- Take the student outside of room
- Ensure other students in the class are set an independent task whilst the teacher discusses the issue with the On-call leader
- Ask the class teacher if they are willing to accept the student back into class, or if they still wish for the student to be removed. When asked, the class teacher has the right to ask for the student to be removed if they believe this is the best course of action
- Check with the student and ensure agreement is given by the teacher that a VW and WW have been issued fairly and both parties agree about the incident
- Removal from a classroom should be a last resort, it is the On-call leader's role to try and mediate and diffuse the situation whilst supporting both parties. In all events, confrontation should be avoided

#### 4.1.2 Removal from a lesson

When a student is removed from a lesson the following should happen:

- On-call leader brings the student to Reflection Room and identifies the member of staff on duty by looking for the On-duty sign on their desk
- On-call leader recalls the incident to Reflection Room supervisor. Before leaving the student, both student and the On-call member of staff must be in agreement about the incident that has taken place.
- The student should be given a seat and an incident report to complete. On-call leader must ensure that the student has all the relevant information ie teacher's name, room number, time of incident, others involved etc. before leaving the Reflection Room

#### 4.1.3 Role of Reflection Room Supervisor

The Reflection Room supervisor completes the Student Removal Log shared by Mr Rahul. at the start of each term and updates SIMS with an 'R' code and a comment that the student is in Reflection.

1. The student is then expected to write a statement on why they have been removed (see [Appendix 2](#)) and have a mentoring conversation with the Reflection Room supervisor. Where possible, students should write their statement in another office. Sensitive conversations and phone calls to parents should be made in an alternative office
2. On reviewing the statement and reviewing the Behaviour Policy, either the Head of Year or SLT decides on how long the student should remain in the Reflection Room. Teacher to add code to register.
3. Sign and add to HOY desk with the relevant comments or suggestions

4. Add this information to the white board.
5. The teacher who called Behaviour Support must email the family to inform them of the removal and the reason why (see [Appendix 3](#)), copying in the Form Tutor, Head of Year.

The Head of Year, Director of Pastoral Care and SLT will analyse the Student Removal Log on a weekly basis to identify if any students, staff or vulnerable groups need additional support or training.

For consistent poor behaviour, a student may be placed onto report. This can be at Department level, or by the Form Tutor/Homeroom Teacher, Head of Year, or member of SLT. When a student is placed on report, colleagues must inform parents with a phone call home, followed up with an email. More information on the consequences for consistently poor behaviour can be found in [Section 5](#).

Type of Report	When?
Head of School	Fifth Warning and above
Deputy Head/Assistant Head Teacher	Fourth Warning
Director	Third Warning
Head of Year/ Head of Department	Second Warning
Form Tutor/Homeroom Teacher	First Warning

## **4.2 Uniform and Equipment**

It is our expectation that Form Tutors check uniform and equipment each morning and Behaviour Points should be given for:

- Repeated uniform infringements (e.g. shirt out, top button undone, tie not correct length, incorrect shoes)
- Failure to wear their lanyard
- Incorrect PE uniform
- Wearing PE uniform on the wrong day
- Repeated instances of forgetting equipment (e.g. diary, exercise book, stationary)

Addressing students who are wearing uniform poorly outside of Form Tutor-time and lessons is the responsibility of all members of staff, however, behaviour points for uniform are the responsibility of the Form Tutors. However, where a student makes a poor choice and ignores the form tutors request, another behaviour point can be added. If this happens frequently, it should be sanctioned accordingly at Level 1.

## **4.3 Breaks and Lunch Duties**

Addressing poor or inappropriate behaviour outside of lessons, as well as attending duties between lessons and at break and lunchtime, are the responsibility of all staff.

The following behaviour should be addressed by all teachers and, in the first instance, teachers should politely remind students of expectations. Where repeated poor behaviour is seen, colleagues should issue a negative behaviour point on SIMS and pass the information on to the relevant HOY and/or HOD to follow this up.

- Running/shouting in the corridor
- Lateness to lesson (Log on SIMS so HOY/ Form Tutors can monitor and sanction if needed)

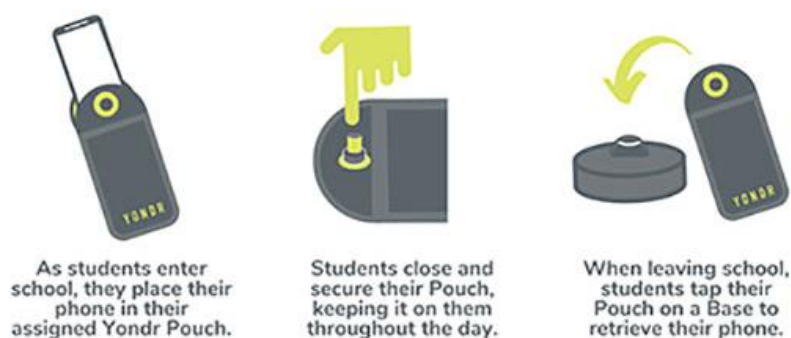
When on duty, colleagues should follow procedure by reporting incidents to the HOY/HOD/DOP/SLT if it is felt necessary. During breaks, students should not be allowed to:

- Litter
- Fight, play fight or incite fighting
- Chant
- Go in and out of the building at first break or when break is designated as 'Inside Break'
- Use the outside canteen area unless they are in a PE lesson
- Use any offensive language in any dialect or language
- Breach the school healthy eating policy
- Climb or sit on walls/railings/fences
- Be disrespectful to any member of the WSD Community
- Leave the premises
- Carry out any activity that might endanger themselves or others
- Breaching the one-way system
- Students being outside of their designated area, without due reason
- Sit in any vacant room unsupervised
- Pull the window blind down

#### **4.4 Mobile Phones and Confiscated Items**

Mobile phones should not be seen or used by any student during the school day; they should not be used as a device for learning. The only exception to this is for Year 12 and 13 students, who have the privilege to use their phones in the Sixth Form Common Room, Study Room and allocated areas. If Year 12/13 students fail to use their device appropriately, they will lose this privilege and will be expected to purchase a mobile phone pouch like all other students.

All students\* who bring a mobile phone to school are expected to keep their mobile device in a **mobile phone pouch**; these will be made available for all families to purchase from the school at a cost of 70 AED per pouch. As students arrive at school, they are expected to place their phone in their pouch and use the magnetic clip to lock the pouch. Students should then keep their pouch in their school bag throughout their time at school. At the end of the day, students can use the magnetic 'unlocker' to open their pouch and access their phone as shown in the diagram below:



*\* Except those in Year 12 and Year 13 who have the privilege to use their mobile phone in allocated areas.*

The magnetic 'unlocker' will be available for students to access in the bus bay, outside the school internal gates at the front of the school and near the auditorium exit, as well as main reception; these areas are not accessible to students during the day but are accessible once students leave the school site. Furthermore, in emergency situations, all Senior Leadership Team members will have a magnetic 'unlocker' for students to open their pouch.

For those students who rely upon using Apple or Samsung pay to purchase food, we will allow this to continue. All students may use their phone to make payment when the canteen trolley visits their classroom. A magnetic 'unlocker' will be available on each canteen trolley and students will be allowed to unlock their pouch, use their phone to make payment, and then re-lock their pouch.

Alongside our expectation that all students will use a mobile phone pouch, the following rules apply regarding phones:

- Phones must not be seen or used for any purpose during the school day. Students should use their planner to check their timetable and read the clocks or their wrist watch to find the time.
- Phones must be on silent or switched off and all alarms and notifications must be silenced prior to the phone being placed in their mobile phone pouch.
- Any member of staff may confiscate a mobile phone that is seen on the school site that is not in a mobile phone pouch.
- If a phone is confiscated, only a parent will be able to collect the confiscated phone at the end of the school day. The phone will be kept safely on the school site until the parent has collected the device.
- Phones will be taken to the Reflection Room and named with a post it and locked in the safe drawer.
- Phones may be collected by a parent between 3pm and 4pm.
- The Reflection Room supervisor will ask student/parent to 'unlock' the phone before taking it.
- GEMS Winchester School Dubai is not responsible for any loss or damage to mobile phones and devices that are brought into school.
- GEMS Winchester School Dubai and its staff reserve the right to take legal action against students who use their phones illegally, for example by taking and/or sharing photographs or making recordings of others without their consent

Furthermore, in the Secondary Phase, headphones (including air pods), should not be seen or used by any student during the school day unless they are directed to do so by a teacher. All headphones should also be placed into the students mobile phone pouch.

As many students use their phone and headphones on the school buses to make contact with family and to listen to music, we have agreed that mobile phones and headphones may be used on STS transport as long as they do not disturb other passengers.

Alongside mobile phones, any prohibited items found in students' possession will be confiscated. These items will not be returned to students. GEMS Winchester School Dubai reserves the right to confiscate any item which is harmful or detrimental to school discipline. These items will be returned to families after discussion with senior leaders and parents, if appropriate.

All devices should be kept inside a student's bag. Their learning device should only be removed from their bag when requested to do so by the teacher.

#### **4.5 Social Media Usage**

We recognise that students may have personal, social media accounts, however, these must not to be accessed on the school site. They are currently blocked, so a student that is using a social media account during the day is either using personal data, or breaking UAE law by using a VPN. GEMS Winchester School Dubai supports the UAEs clear guidance regarding taking photographs without consent and posting on social media channels and will sanction in line with police guidance. If a student by passes WSDs security measures, the school cannot be held responsible for this usage.



## **4.6 Bullying**

At GEMS Winchester School Dubai, we commit ourselves to providing an environment where all students feel safe and protected from harm. The WSD Behaviour Policy embraces the School's Core Principles of Tolerance, Respect and Responsibility to promote a safe, caring and happy learning environment. The WSD Behaviour Policy ensures that all members of the community become confident, self-motivated and independent lifelong learners.

The WSD Behaviour Policy has a zero-tolerance approach to bullying and we take proactive steps to teach our students about bullying through our curriculum, particularly in Moral, Social and Cultural lessons, PSHE lessons and through Computer Science classes for issues surrounding cyberbullying and staying safe online. This is further complimented by regular assemblies and communication to families to remind our community of the schools' expectations.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend

For further information, please refer to the GEMs Winchester School Dubai Anti-Bullying Policy.

## **4.7 Zero Tolerance Approach to Harassment and/or Violence**

GEMS Winchester School has zero tolerance to physical contact between any members of the community. The school will ensure that all incidents of harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to take responsibility and report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Report to the police

For further information, please refer to the GEMs Winchester School Safeguarding and Child Protection Policy.

## **4.8 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Representing the school at a sporting event/fixture
- Wearing school uniform
- Identifiable as a student of our school in any other way, including any online activity.

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip) or when the off-site activity, causes on-site repercussions.

#### **4.9 Malicious allegations**

Where a student makes an allegation against any member of the WSD community and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with our behaviour policy.

Where a student makes an allegation of violence or harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, pastoral support may also be appropriate for the student involved.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

- All staff allegations must be reported to the Allegations Manager or Deputy Allegations Manager - Principal and Vice Principal.
- All safeguarding allegations must be reported to the Designated Safeguarding Officer (DSO) or Designated Safeguarding Lead (DSL). All other allegations can be reported to the HOY.

#### **4.10 Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to DSO or DSL immediately and then to families after consultation with leaders.

#### **4.11 Clinic Passes**

At GEMS Winchester School Dubai, all students have the right to access the school clinic if they are feeling unwell. However, to combat a small number of students who fail to follow the system in order to meet friends or be excused from particular lessons, the school has developed a simple system for tracking clinic use.

Unless life threatening, all students wishing to visit the clinic should have their planner, clinic pass signed by the teacher whose lesson they are missing as a result of feeling unwell. Students should use the stairwell by the lift, show the security guard their planner and then proceed directly to the clinic. Once well enough to return to classes, students should make their way back to their classroom using the same stairwell and the most direct route.

If a student asks to use the clinic, the lesson teacher is responsible for ensuring:

- The planner belongs to the child who is unwell.
- If the student does not have a planner, they should be sent to the Reflection Room with their ID card, the name of the teacher in charge of the lesson and an email sent to Behaviour Support to alert the Pastoral Leader on duty.
- The teacher should complete the clinic pass in the planner in full, and sign it in full, along with their teaching initials. This is very important as it helps the pastoral team to track any misuse of the planner. Precise timings are vital.
- The teacher should mark SIMS with C for that lesson.
- Once a student has visited the clinic, they will note down the timings and stamp the student's planner.

Where students visit the clinic too regularly, it will be the responsibility for the clinic to contact parents and inform home of any medical concerns. The school doctors should work in consultation with the Form Teacher and Head of Year to ensure that students are not making unnecessary visits to the clinic. Every fortnight, a breakdown of clinic visits will be circulated to HOYs. It is the responsibility of the clinic to follow up students who visit the clinic regularly, regardless of the reason.

#### **4.12 Use of Washrooms by Students**

***A student should never be refused to use the washroom.*** However, professional judgement should be used to encourage students to only visit the washroom, when essential. Students should only be allowed to visit the washroom, one at a time, during lessons. At break times, two students from each class may visit simultaneously. Washrooms will be closed for 5 minutes at the start and at the end of each lesson to allow for essential cleaning. The aim for external examinations is that washroom visits take no longer than 3 minutes. This time frame should be encouraged and shared with students ensuring the link to external examinations is made.

#### **4.13 STS Services**

All students who use the School Transport Services are expected to adhere to the Bus Behaviour Code, which is outlined below.

Students are expected to:

- Wear your lanyard and scan your RFID card when boarding and getting off the bus
- Travel by your designated school bus
- Be on time for pick-up and departure
- Cooperate with the Bus Guardian
- Sit in the designated bus seat as advised by the Bus Guardian
- Keep your seat belt on for the entire journey
- Remain seated until advised by the Bus Guardian
- Always face forward when seated
- Keep the aisles and walkway clear at all times
- Be courteous and follow the Bus Guardian and Bus Driver’s instructions
- Report immediately to the Bus Guardian or Bus Driver if you feel unwell
- Use electronic devices responsibly and report any misuse to your Bus Guardian or Bus Driver
- Take your personal items with you when you leave the bus.
- Make sure the road is safe before crossing the street
- Stay at least 10 steps away from the school bus and make sure the Bus Driver can see you
- Avoid the danger zone areas surrounding the bus

Students should not:

- Stand while the school bus is moving
- Sit on a restricted seat
- Distract the Bus Driver
- Shout or be disrespectful towards others
- Bring friends onto the bus without written permission from STS and the school
- Eat or drink (except water) on the bus
- Throw objects of any kind in the bus
- Place anything on the windows of the bus
- Damage the bus in any way

As part of registering for STS services, students and their families have to sign up to these expectations and if a student fails to meet the expectation, they can be sanctioned in line with school policies. For persistent failure to meet these expectations, student’s will no longer be allowed to use the School Transport Service. Parents are encouraged to discuss the following standards with their child at home.

Late arrival for the bus in the morning will be the responsibility of STS to monitor and liaise with the family concerned.

Late arrival to the bus for dismissal will be monitored by STS and WSD staff. Every Monday morning, STS staff are responsible for sending Senior Leaders the Dismissal Bus Tracker from the previous week. This will highlight students who have arrived late to the bus three or more times in a week.

Marked Late	Primary	Secondary
Monday to Thursday	2:50	2.58pm
Fridays	11:55	12.08pm

Should a child be late on multiple occasions, the following sanctions will be applicable:

#	Incident	Sanction
1	On the first occasion a student arrives late to the bus two or more times in a week.	Verbal Warning and explanation of the impact of their late arrival on the WSD community.
2	On the second occasion a student arrives late to the bus two or more times in a week.	Letter to parents explaining the incident and the impact of their child's late arrival on the WSD community. Included in the letter will be reference to suspension from the bus service.
3	On the third occasion a student arrives late to the bus two or more times in a week.	Letter to parents explaining the incident and the impact of their child's late arrival on the WSD community. Suspension from the bus service for one week. Included in the letter is reference to a Warning Letter, if such behaviour continues.
4	On the fourth occasion a student arrives late to the bus two or more times in a week.	Letter to parents explaining the incident and the impact of their child's late arrival on the WSD community. Warning Letter issued. Suspension from the bus service for one week. Included in the letter is reference to a non-refundable suspension from the bus service for the remainder of the term.
5	On the fifth occasion a student arrives late to the bus two or more times in a week.	Letter to parents explaining the incident and the impact of their child's late arrival on the WSD community. Non-refundable suspension from the bus service for the remainder of the term

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## 5. Challenging Continued Poor Behaviour

### 5.1 Sanctions for Continued Poor Behaviour – Year 6 to Year 13

Regular monitoring of student behaviour will be undertaken by Senior and Middle Leadership. Each week, student conduct data (including the Student Removal Log) will be analysed to identify if any students, staff or vulnerable groups need additional support or training. Furthermore, each half-term, a 'deep dive' into student conduct will be undertaken to identify any areas for further improvement.

The school will run weekly 'detentions' for those students who have repeatedly failed to meet the expectations we have in school. Where a student has received either 5, 10+ Behaviour Points in any given week, the following consequences will be actioned:

Behaviour Points	Consequence
5 - 9	Email home from the Form Teacher to inform the family. The student will sit a detention on a *Wednesday evening, supervised by one of the Pastoral Lead, Middle or Senior Leaders. The family must be contacted by the end of the day on Monday for a Wednesday detention. If a family refuses to let the student sit the detention, they will be sanctioned with a day of internal suspension. <a href="#">Appendix 3</a> .
10+	The student will be given a one-day internal exclusion for continued poor behaviour. The relevant Senior Leader will contact the family to discuss the sanction of a one day of internal suspension. In addition, the student may be referred to counselling services. <a href="#">Appendix 4</a>
Cumulative Points	Every week, HOY and Senior Leaders will review cumulative totals for Behaviour Points and issue appropriate Level 1 sanctions

*\* This detention will run between 2.50pm and 4.30pm (during this time, relevant members of staff are expected to visit the student for mentoring). At 4.30pm the student should be collected from main reception or the student should catch the late bus. During this detention, students will be expected to reflect on their behaviour and write down ways in which their behaviour needs to change in order to help support the student to make better choices in the future. Additionally, students can also complete any outstanding work or support activities. Students should report to FF28 by 2.50pm on the day of their detention.*

Where our regular monitoring identifies consistent poor behaviour and our detention system is not having the desired impact on changing a student's poor behaviour, a student may be placed onto report. This can be at Department level or by the Form Tutor, Head of Year, Director of Pastoral Care, Senior Leader or Head of Secondary.

When a student is placed on report, colleagues must inform parents with a phone call home. Students are also given the opportunity to participate in Peer or Staff Mentoring (more information can be found in Section 8.2 below). A student who is on report should be highlighted on the SIMS register.

When a student fails to meet WSD's expectations, staff should consult the following table to guide their decision making. Incidents are ranked in order from Level 1 to Level 4. Initially, staff must decide at what level the incident falls into i.e. Level 1, 2, 3 or 4. Once this has been established, the following tables provide you with the relevant sanction.

A WSD Warning stays on a student's record for a period of 12 months from the date of the incident. When a student is issued with a Second Warning, they must also be issued with a Behaviour Intervention Plan. A Behaviour Intervention Plan is a document that is shared between school, parents and the student. When a student is issued with a Third Warning, the family and student must sign a 'Letter of Undertaking'. All these documents should be filed with the Head of Year (signed and dated). Online and hard copies. This paperwork to be reviewed during SLT and HOY meetings every half term.

In order to try and build in another level of support for families, a Pre-Warning Letter can be issued for any of the offences below. This is done at the discretion of the HOY, in consultation with the Pastoral Senior Leader. On these occasions, behaviour points should be added and an email sent from the teacher concerned to the family.

<b>Pre Warning Level – Behaviour Points and Email from FT</b>	
<b>Offence No.</b>	<b>Description</b>
1.1	Being late to registration or failing to participate
1.2	Failing to attend lessons on time
1.3	Failing to get on bus transport on time and/or failing to follow instructions in the bus bay
1.4	Non-compliance with school uniform expectations
1.5	Not bringing the required resources – dept to take ownership of this
1.6	Disruptive behaviour
1.7	Wearing make up that draws attention in Yrs 5 – 11
1.8	Any level 1 offence on STS transport
1.9	Using silly string, party poppers in an irresponsible manner
1.10	Any other offence deemed to be of similar nature by the SLT including failure to report.

## LEVEL 1

Offence No.	Description
1.1	Being repeatedly late to registration, despite arriving to the school site on time or failing to participate
1.2	Repeatedly failing to attend lessons on time
1.3	Repeatedly failing to get on bus transport on time and/or failing to follow instructions in the bus bay
1.4	Repeated non-compliance with school uniform expectations
1.5	Overgrown, dyed or unprofessional hair designs for all students. Hair colour should be the natural colour for that student
1.6	Repeatedly not bringing the required resources
1.7	Repeated disruptive behaviour
1.8	Sleeping during lessons or formal school activities (after making sure of the student's health status)
1.9	Eating during lessons without permission (after making sure of the student's health status)
1.10	Repeated non-compliance with presenting homework and assignments given to him / her in a timely manner
1.11	Repeated minor misuse of electronic devices
1.12	Violating a member of the WSDs personal space without injury or intentions to harm ie tap, 'friendly' contact
1.13	Repeatedly wearing make up that draws attention in Yrs 7 – 11
1.14	Spitting on any member of the WSD community or on any school property
1.15	Using or being seen with a mobile phone and headphones/air pods during the school day
1.16	Any level 1 offence on STS transport
1.17	Any other offence deemed to be of similar nature by the SLT including failure to report

## LEVEL 1 - SANCTION

Repetitiveness	Action	Responsibilities
Upon committing 5 or more BP within a week	<ul style="list-style-type: none"> <li>Monday detention email from Form Tutor or removal from lesson or single incident.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher must send email to family cc HOY about behaviour points.</li> <li>Inform student that communication will be sent to family</li> <li>Student to take responsibility of the situation to ensure it does not happen again</li> </ul>
When improvements are not seen or 10 or more BP with a week.	<ul style="list-style-type: none"> <li>Monday detention email from Form Tutor or removal from lesson or single incident.</li> <li>Student placed on <b>Form Teacher/Subject Teacher report</b> for two weeks</li> <li>Form tutor/HOY to meet with parents to set targets.</li> <li>Form tutor – Round Robin from subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor/HOY to meet with parents must inform student why report is issued.</li> <li>Form tutor to issue report to student and monitor</li> </ul>
When significant improvements are not seen and repeated for the third time or more.	<ul style="list-style-type: none"> <li>Email to parents and meeting request</li> <li>Internal Suspension</li> <li>Warning Letter</li> <li>Issue of BIP based on Round Robin information</li> <li>Liaison with Inclusion Dept and counselling services as required</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor/HOY/SLT to meet with parents must inform student why report is issued</li> <li>HOY to issue report and Warning Letter</li> <li>SLT will approve Warning Letter, counter signed by ELT.</li> <li>SLT must meet with parents on the day or after the incident</li> <li>The HOY shall be responsible for following up and monitoring the behaviour case in liaison with class teachers, Inclusion dept and Counselling Services</li> </ul>



## LEVEL 2

Offence No.	Description
2.1	Using inappropriate language towards any member of the WSD community
2.2	Using another language, other than English, to upset or cause offence to another student
2.3	Truancy, leaving the classroom without permission or failing to actively find the correct class
2.4	Failing to attend mandatory school activities and events
2.5	Inciting an argument/quarrel, threatening or intimidating peers in the school
2.6	Acting in a manner contradicting with the public morals or the public order including any racial language
2.7	Graffitiing
2.8	Smoking and or vaping, possessing or trading in the relevant kits inside the school campus
2.9	Defiance/Disrespectful behaviour to any member of the WSD Community
2.10	Malpractice first time in internal assessment
2.11	Trading any items in order to make a profit
2.12	Water fight, spraying sanitizer or throwing water at another student, resulting in a health and safety issue
2.13	Inappropriate clothing when representing the school or on a school trip
2.14	Bringing and/or using silly string, party poppers or snaps that cause concern for health and safety
2.15	Cutting another student's hair or beard <b>with</b> permission
2.16	Any level 2 offence on STS transport
2.17	Any other offence deemed to be of similar nature by the SLT including failure to report

## LEVEL 2 - SANCTION

Repetitiveness	Action	Responsibilities
Upon committing	<ul style="list-style-type: none"> <li>HOY/SLT to meet with family day after the incident</li> <li>Student to be placed on <b>HOY report</b> (if required) for a further two weeks</li> <li>HOY / DOP to implement a set of strategies aimed at reducing negative behaviour</li> <li>Continued liaison with the Inclusion Dept</li> <li>WSD Warning issued by HOY to family to sign</li> <li>1-day internal suspension</li> </ul>	<ul style="list-style-type: none"> <li>SLT must meet with family the day after the offence</li> <li>SLT and HOY to decide on consequence the day after the offence</li> <li>SLT shall issue the Warning Letter counter signed by ELT</li> <li>HOY must ensure family acknowledge email</li> <li>The HOY shall be responsible for following up and monitoring the behaviour case</li> </ul>
When repeated for the first time	<ul style="list-style-type: none"> <li>Written Warning issued to student and family</li> <li>Student internally suspended for a maximum of two days</li> <li>HOY / SLT to meet with family</li> <li>HOY to implement a set of strategies aimed at reducing negative behaviour</li> <li>Continued liaison with the Inclusion Dept (if required)</li> <li>Student to be placed report for two weeks</li> </ul>	<ul style="list-style-type: none"> <li>SLT must meet with family the day after the offence</li> <li>SLT, DOP and HOY to meet and decide on consequence the day after the offence.</li> <li>SLT to confirm the Warning Letter counter signed by ELT. HOY to send to family</li> <li>HOY must ensure family acknowledge email.</li> <li>The HOY shall be responsible for following up and monitoring the behaviour case</li> </ul>
When repeated for the second time	<ul style="list-style-type: none"> <li>Student internally suspended for a max of 3 days.</li> <li>SLT to meet with family and issue final WSD Warning Letter for the student and his /her family.</li> <li>Transferring the student to another school as a disciplinary action if he/she does not reform his/her behaviour and respond positively to the Behaviour Intervention Plan (BIP)</li> <li>Student to be placed on report for two weeks</li> </ul>	<ul style="list-style-type: none"> <li>SLT, DOP and HOY to meet to decide consequences, on the day or the day after the incident</li> <li>SLT must meet with the family the day after the offence and discuss the student transferring to another school.</li> <li>HOY must ensure the family acknowledge the meeting.</li> <li>HOY and SLT shall be responsible for following up and monitoring the behaviour case.</li> </ul>

## LEVEL 3

Offence No.	Description
3.1	Bullying – refer to anti bullying policy
3.2	Plagiarism <b>or</b> Malpractice for a second time in an internal assessment
3.3	Truancy - Leaving the school premises without permission during the school day
3.4	Defamation of a person or the school/inappropriate use of social media
3.5	Forgery - impersonating others
3.6	Vandalism
3.7	Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or other road users
3.8	Fighting/physical assault without causing any injuries to the victim
3.9	Driving a car recklessly inside or around the school campus, and not following the security and safety instructions
3.10	Capturing, possessing, publishing or disseminating photos of the school staff and / or students without their permission
3.11	Verbally abusing or insulting staff or visitors to the school
3.12	Tampering with fire bell or using the PA system inappropriately
3.13	Physical contact with a member of staff
3.14	Display of affection
3.15	Urinating on the school bus or on the school premises outside of the washroom
3.16	Using or bringing a replica firearm into school
3.17	Cutting another student’s hair or beard <b>without</b> permission
3.18	Any level 3 offence on STS transport
3.19	Any other offence deemed to be of similar nature by the SLT including failure to report.

## LEVEL 3 - SANCTION

Repetitiveness	Action	Responsibilities
Once committed	<ul style="list-style-type: none"> <li>Family notified by HOY of student’s immediate internal suspension on the current day whilst investigating</li> <li>External suspension issued for 1 day (maximum 2 days)</li> <li>Family to sign the Warning Letter and given notification of the decision</li> <li>SLT, HOS, VP and Principal to decide whether to refer the case to KHDA</li> <li>Follow up with Inclusion Dept regarding BIP</li> <li>Summoning the student's guardian immediately and presenting the Leadership decision to them</li> <li>Referring the student to the agencies concerned (such as the Inclusion Dept)</li> </ul>	<ul style="list-style-type: none"> <li>The school Principal, his / her deputy must report the case to the authorities</li> <li>Deciding if/how the student has failed to meet the expectations of WSD and expelling him / her according to the severity of the offence he / she committed</li> <li>SLT and HOY to prepare the necessary paperwork to submit to KHDA</li> <li>HOY and SLT must ensure family acknowledge the meeting</li> <li>The HOY and SLT shall be responsible for following up and monitoring the behaviour case</li> </ul>
When repeated	<ul style="list-style-type: none"> <li>If the student fails to reform his / her behaviour; then he / she shall be transferred to another school as a disciplinary action in liaison with KHDA</li> </ul>	<ul style="list-style-type: none"> <li>SLT, HOS, VP and Principal meet to draw together paperwork for KHDA</li> </ul>

## LEVEL 4

Offence No.	Description
4.1	Using communication platforms and social media channels for unlawful or immoral purposes, or in a manner discrediting the school and its staff or others
4.2	Possessing or using weapons inside the school
4.3	Inappropriate touch with, or without consent/committing sexual assault or taking part in inappropriate consensual behaviour
4.4	Fighting/physical assault resulting in injury to any member of the WSD community
4.5	Theft or handling stolen goods
4.6	Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorised and inconsistent with the values, morals, public order, and public decency
4.7	Sexual harassment
4.8	Leaking exam questions/papers or engaging in any form of malpractice
4.9	Arson
4.10	Abusing political, religious, or social figures in UAE
4.11	Possession, using or selling drugs/alcohol
4.12	Disseminating or promoting ideas, or political ideology/beliefs on extremism, blasphemy or atheism, or harming the political and social regulations of the society
4.13	Disdaining the divinely revealed religions or stirring sectarian strife in the school
4.14	Falsely reporting an incident in relation to any member of the WSD community
4.15	Any level 4 offence on STS transport
4.16	Any other offence deemed to be of similar nature by the SLT including failure to report.

## LEVEL 4 SANCTION

Repetitiveness	Action	Responsibilities
Upon committing	<ul style="list-style-type: none"> <li>The school Principal, or VP must notify the Legal Affairs Department of the Ministry and the concerned agencies, once the offence is committed</li> <li>Family notified by the Principal or VP of student's immediate external suspension</li> <li>Investigation must be completed within two school days.</li> <li>Suspension period may be extended until the end of the legal investigation in consultation with the Principal and KHDA</li> <li>SLT, HOS, VP and Principal to decide whether to refer the case to KHDA</li> <li>VP to seize any evidence involved in the offence and to have over to the MSO for safety reasons</li> </ul>	<ul style="list-style-type: none"> <li>The school Principal, his / her deputy must report the case to the authorities</li> <li>Deciding if/how the student has failed to meet the expectations of WSD and expelling him / her according to the severity of the offence he / she committed</li> <li>SLT and HOY to prepare the necessary paperwork to submit to KHDA</li> <li>SLT must ensure family acknowledge the meeting</li> <li>SLT and HOY shall be responsible for following up and monitoring the behaviour case</li> </ul>

## **5.2 Student Support**

The school recognises it has a responsibility to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Head of Inclusion will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

The school will also use a system of peer and/or staff mentoring to support students who have been identified as having ongoing behaviour concerns.

## **5.3 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **5.4 Transition**

To ensure a smooth transition from the Primary phase into the Secondary phase, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

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## 6. Professional Learning and Development

As part of our commitment to Professional Learning and Development, all staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing PLD for staff identified as needing additional support.

Examples of PLD opportunities for staff include, but are not limited to:

- Induction training
- Whole-staff PLD Sessions
- Peer coaching and mentoring
- Action Plans designed to improve practice
- National College Courses

If staff require this additional input to improve their behaviour management, they will be identified through our Monitoring, Evaluation and Review processes (such as lesson observations and learning walks). Staff may also request any additional training if they feel this would help them improve their practice.

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## 7. Links to Other Policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- ICT Acceptable Use Policy
- Home-School Agreement (agreed with KHDA)
- Anti-Bullying Policy

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## 8. Appendices

**Appendix 1:** [Student Code of Conduct](#)

**Appendix 2:** [Incident Report/Witness Statement](#)

**Appendix 3:** [Email from RR Supervisor to Families](#)

**Appendix 4:** [Emails to Families for Weekly Consequences](#)

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## **Appendix 1: Student Code of Conduct**

Alongside the Home-School Agreement signed by families and registered with the KHDA, students are expected to show these values.

- Behave in an orderly and self-controlled way
- Work with all members of the WSD community in line with our core values of Tolerance, Respect and Responsibility.
- In class, make it possible for all students to learn
- Move quietly around the school and follow the one-way system
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times including an ID lanyard
- Accept sanctions when given, after recalling the facts of the incident accurately
- Use appropriate language when communicating with any member of the WSD community either, face to face or online
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and online

## Appendix 2: Incident Report/Witness Statement

Any student involved in an incident should be asked to complete this form. Ensure that you have both signed and dated it. It is this member of staff's responsibility to discuss the report, verify facts and add their comments on the reverse side. Please try to do this as confidentially as possible. Move to an empty classroom or office, where required.

 <b>GEMS Winchester School Dubai</b> 	
Name of student/staff completing this form	
Year Group/Dept	
Subject where the incident happened and teacher's name	
Room/Area	
Date of incident and time of incident	
Date of incident and time of writing this report	
Who was involved in the incident? Full names. Year Group and section.	
Explain why you are now in the Reflection Room.	
What do you think may have caused the incident?	
Signed (student or staff member writing this report)	Date of reporting
Signed by the member of staff overseeing the writing of this witness/incident report.	Date of reporting
Contact telephone number of your parent	Relation eg Mum, Dad, Guardian



For Internal Staff Use		
Have parents been contacted	Yes	No
Has the tracker been completed	Yes	No
Date, time and approx. length of call		
Notes from the phone call		
Further Actions Required		
Confirmed Sanction		

### Appendix 3: Email from teacher who called behaviour support to Families

The following email should be sent by the teacher to the family, copying in the Head of Department, the Head of Year and the Senior Leader

Dear Family,

Student Name:

Form Tutor Group:

Please be advised that your son/daughter has failed to meet WSD's Behaviour Expectations. As a result, they were removed from my lesson by Behaviour Support so that the rest of the class could continue to learn. WSD seeks your support in ensuring this does not happen again for the sake of your child and those who are being affected.

Reason for removal from lesson/s:

Teacher involved:

I have also CC'd your child's Head of Year and relevant Senior Leader so they can support you further if needed.

Thank you in advance for your support in this matter.

Kind regards,

Teacher's Name

Email sent automatically from the Reflection Room as a result of the Student Removal Log being completed

Dear Parent,

This email is to inform you that at 14:24 today, your child Abdullah Ibra Y07C was brought to the Reflection Room due to a behaviour issue. If you have not already been contacted about this, please expect to receive further details about this from the members of staff cc'd into this email within 24 hours.

Please do not reply to me about this as I will not be able to give you further information. Please email the members of staff that are copied only.

Thank you for your support.

Kind regards

Secondary Pastoral Team

#### Appendix 4: Emails to Families for Weekly Consequences

The following email should be sent by the appropriate Head of Year to the family of any student who receives between 1 – 4 Behaviour Points in any given week.

Dear Families,

I hope you are well. I am sorry to write to you in such circumstances, but I wish to draw to your attention that your child, **ADD NAME (FORM TUTOR GROUP)**, has this week received **ADD BEH POINTS TOTAL** Behaviour Points from his/her teachers during the last week.

I ask for your help in talking to your child about GEMS Winchester's Core Values of Tolerance, Respect and Responsibility and reminding them of our expectations for behaviour in school. If you wish to have a further conversation about this, please let me know and we can arrange a time for a telephone call.

I would like to take this opportunity to say thank you for your ongoing support of GEMS Winchester School Dubai.

Best wishes,

**ADD HEAD OF YEAR NAME**

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The following email should be sent by the appropriate Head of Year to the family of any student who receives between 5 and 9 Behaviour Points in any given week.

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Dear Families,

I hope you are well. I am sorry to write to you in such circumstances, but I wish to draw to your attention that your child, **ADD NAME (FORM TUTOR GROUP)**, has this week received **ADD BEH POINTS TOTAL** Behaviour Points from his/her teachers during the last week.

As a result of this, your child has been placed into an after-school detention between 2.50pm and 4.30pm **on ADD DATE**. This will be supervised by one of our Middle or Senior Leaders and students will be given a reflective task to complete during this time. If your child normally uses the STS bus service, a 'late bus' will depart school at 4.45pm, Alternatively, for own transport students, please come to the front of school and wait in the main reception area for your child to arrive. Please respond to this email to confirm these arrangements have been made.

I would like to take this opportunity to say thank you for your ongoing support of GEMS Winchester School Dubai.

Best wishes,

**ADD HEAD OF YEAR NAME**

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