



Behaviour Policy 2025-2026

Approved by:

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Behaviour Policy

Behaviour Policy: Promoting Positive Behaviour and a Safe Learning Environment

The purpose of this behaviour policy is to establish a positive and safe learning environment that fosters academic success, personal growth, and social development for all students using the **MoE behaviour policy**. By promoting positive behaviour, setting clear expectations, and providing consistent support and consequences, we aim to create a school culture that encourages respect, responsibility, and self-discipline.

At GEMS, WSR:

- We show integrity
- We demonstrate responsibility
- We respect each other
- We are honest
- We are tolerant and peaceful
- We work hard to learn new things
- We take care of ourselves and each other
- We are one tribe, one family!

1. Positive Behaviour Expectations:

- Clear behaviour expectations (see appendix A) will be established and communicated to all students, staff, and parents.
- Expectations will emphasize respect, responsibility, kindness, inclusivity, and cooperation.
- Positive behaviour will be explicitly taught, modelled, and reinforced throughout the school community.

2. Positive Reinforcement:

- Students will be praised and recognized for demonstrating positive behaviour and achievements.
- Reward systems, such as verbal praise, certificates, and positive notes, will be implemented to celebrate students' efforts and accomplishments.
- Regular school-wide or classroom-based incentives will be used to encourage positive behaviour.



3.

Positive Relationships:

- We will prioritize building positive relationships between staff and students based on trust, respect, and empathy.
- Teachers and staff will strive to establish rapport, actively listen to students, and acknowledge their strengths and achievements.

4. Consistent Consequences:

- Consequences for inappropriate behaviour (see appendix B) will be clear, fair, and consistently enforced.
- Consequences will be proportionate to the behaviour, allowing students to learn from their actions.
- Progressive discipline will be implemented, providing opportunities for reflection, growth, and restorative measures.

5. Restorative Practices:

- Restorative approaches (see appendix C) will be utilized to address conflicts, repair relationships, and restore the harm caused by behaviour infractions.
- Restorative conversations, mediation, and peer resolution methods will be employed to encourage understanding, empathy, and resolution.
- The school counsellor can provide valuable assistance with restorative approaches.

6. Social and Emotional Learning:

- Social and Emotional Learning (SEL) (see appendix D - For teachers) will be integrated into the curriculum to foster students' self-awareness, self-regulation, empathy, and interpersonal skills.
- Teachers will incorporate SEL strategies and activities to promote emotional well-being and positive social interactions, noting that teachers model social and emotional control for students.

7. Bullying Prevention:

- A comprehensive anti-bullying policy will be in place to ensure a safe and inclusive environment for all students.
- Procedures for reporting, investigating, and addressing incidents of bullying or harassment will be clearly communicated to students, staff, and parents.

8. Parent and Community Involvement:

- Parents will be engaged as partners in promoting positive behaviour through regular communication, parent education sessions, and involvement in behaviour management initiatives.



- Collaboration with community resources and organizations will be sought to provide additional support and interventions for students when needed.

9. Bus Policy:

- Students are expected to demonstrate outstanding behaviour when using the school buses and adhere to all the expectations outlined in Appendix E.
- In cases where these expectations are not met, parents will be involved to ensure the safety of all students

10. Continuous Improvement:

- The behaviour policy will be regularly reviewed and evaluated to ensure its effectiveness.
- Data on behaviour incidents, student feedback, and staff input will be collected and analyzed to inform policy revisions and professional development initiatives.

By implementing this comprehensive behaviour policy, we aim to create a positive and nurturing environment where students can thrive academically, socially, and emotionally, fostering a strong sense of belonging and well-being among our primary school community.



Appendix A - Our Tribes Behaviour Expectations

- Walking quietly in the corridors and keeping noise to a minimum.
- Behaving appropriately in the canteen or any other areas outside the classroom.
- Putting litter in the designated bins and keeping our school clean.
- Following playground rules and instructions from teachers or supervisors.
- Focusing on our own work during lessons and not distracting others.
- Forming an orderly line and waiting our turn.
- Raising our hand and waiting to be called on before speaking during lessons.
- Listening to instructions and refraining from constant talking during lessons when asked not to.
- Treating all adults with respect, regardless of their role in the school.
- Remembering to bring our P.E. kit and school stationery, such as books and reading books.
- Completing our homework assignments regularly and on time.
- Speaking in Arabic only when appropriate and allowed by the teacher.
- Wearing the correct school uniform or following the uniform guidelines.
- Wearing the appropriate shoes as specified in the uniform policy.
- Using appropriate hair accessories that do not cause distraction.
- Avoiding wearing inappropriate or excessive jewelry.
- Staying focused on the task at hand and completing assigned work.
- Remaining seated unless given permission to leave our seat.
- Using our time effectively and avoiding activities that waste time.



Appendix B - Enhancing Accountability: Addressing Misconduct and Consequences
within the Tribe

	Misconduct	Consequences
Verbal warnings LOW LEVEL	<ul style="list-style-type: none"> Running/noisy in the corridors Inappropriate behaviour in the canteen or other 'out of class' location Littering Ignoring other playground rules/instructions Distracting other students during lessons Not lining up correctly Shouting out during lessons Constant talking during lessons when told not to Being disrespectful to <u>any</u> adult (regardless of adult's designation) Persistently forgetting P.E kit or school stationery e.g., books, reading books Persistently not doing homework Speaking Arabic at inappropriate times Non-uniform/incorrect uniform Incorrect shoes Incorrect hair accessories Wearing inappropriate jewelry Failing to keep on task Leaving seat without permission Time wasting Any other low level behaviour (provide description in the Behaviour Tracker) 	<ul style="list-style-type: none"> Immediate appropriate intervention by all staff e.g., <ul style="list-style-type: none"> ✓ if running, tell them to go back and walk ✓ if being disrespectful, insist they repeat request with please and thank you Student to be reprimanded and given an appropriate task/action e.g., <ul style="list-style-type: none"> ✓ verbal warning given to the student ✓ told to apologise ✓ told to pick up their litter and additional pieces of litter ✓ student is placed in break detention Class Teacher informed Communicate with parents (as necessary) through use of planners, emails, ClassDojo message or phone call Move student to an area of the classroom where they can work without distracting others Break reflection Referral to SMT/SLT due to persistence
Verbal warnings MEDIUM	<ul style="list-style-type: none"> Continuous low level misconduct Use of bad language Unkind remarks Refusal to cooperate with any member of staff Choosing to persist in repeating any 'low level' misconduct Not telling the truth Pushing students in line Persistently not wearing the correct uniform 	<ul style="list-style-type: none"> Referred to Year Group Leader Break reflection Recorded in verbal warning book and signed by student Communicate with parents (as necessary) through use of planners, emails, ClassDojo message or phone call Move student to an area of the classroom where they can work without distracting others Student is placed on a Behaviour Card. Constant medium and low-level incidents will result in the student being placed in the Pastoral Supervision Room (PSR) for 1 school day (in house suspension) No sports at break
2 points HIGH LEVEL	<ul style="list-style-type: none"> Choosing to persist in ongoing misconduct Stealing property belonging to school or other children Breaking/vandalising school property Persistently not wearing the correct uniform after multiple messages to parents Rough play at break time/PE lessons e.g. pushing, shoving and tripping 	<ul style="list-style-type: none"> Deputy Head/Head of primary informed Parents informed, meeting held, and minutes recorded Parents asked to replace or pay for stolen/vandalised/broken item Student is placed on a Behaviour Card Student is placed in the Pastoral Supervision Room (PSR) for 1 school days (in house suspension) No sports at break



3 point s CRITICAL LEVEL	<ul style="list-style-type: none">• Persistent refusal to comply with school rules and expectations by continual display of ongoing misconduct• Verbal or physical abuse towards <u>any</u> staff or students• Deliberately setting off fire alarm• Displaying anti-social behaviour e.g. intimidating behaviour, aggression and/or dangerous outbursts• On-going bullying: persistent annoyance, hitting, kicking verbal etc.• Any other behaviour that causes a serious incident that is impacting on teaching and learning and the safety of the school community• Leaving school without permission	<ul style="list-style-type: none">• Parents formally summoned to meet with Class Teacher, Key Stage Coordinator and relevant member of SMT/SLT• No sports at break• Student is placed in the Pastoral Supervision Room (PSR) for 2 school days (in house suspension)• Student is placed on a Behaviour Card• Student is placed on an Individual Behaviour Plan• Student is referred to SMT for the Pastoral Support Programme• Referral to the Group CEO for further sanctions• Fixed Term Exclusion (FTE)• Block Letter 1 issued• Block Letter 2 issued• Block Letter 3 issued• Withdrawal letter issued blocking re-registration for the following academic year
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Steps that are taken for minor misconduct -

First occurrence - Students will receive a **verbal warning** for not adhering to the expectations outlined by the school community. This serves as an opportunity for students to **reflect** on their behaviour and make necessary adjustments to prevent further consequences. Teacher will record behaviour on the drive.

Second occurrence - Students will receive **another verbal warning** for not complying with the expectations set by the school community. They will be given a **final verbal warning** and **encouraged** to modify their behaviour in order to avoid receiving a **behaviour point** on their report and involving their parents in the matter. Year leader and a member of SLT should be notified. TTeacher will record behaviour on the drive.

Third occurrence - Students will receive a verbal warning, and their parents will be contacted to provide support in facilitating the necessary changes to their behaviour, to promote an optimal learning environment at school. **Teacher will contact parents to set up a meeting. 1 behaviour point on Phoenix.** Teacher will record behaviour on the drive. .
Teacher to send an email to SLT explaining the behaviour issues faced.

When a student gets 3 behaviour points (critical level - major misconduct) a misconduct, parents would be contacted immediately. This must be communicated with middle leaders and SLT.



Behaviour Point Consequences

5 behaviour points - Class teacher to have a meeting with parents and send a follow up to the parents to methods for students to improve their behaviour.

10 behaviour points - Pastoral lead to have a meeting with parents and send a follow up to the parents to methods for students to improve their behaviour.

15 behaviour points -DOL to have a meeting with parents and send a follow up to the parents to methods for students to improve their behaviour.

20 behaviour points - Deputy Head to have a meeting with parents and send a follow up to the parents to methods for students to improve their behaviour.

25 behaviour points -Head of Primary to have a meeting with parents and send a follow up to the parents to methods for students to improve their behaviour.

30 behaviour points - Ministry File opened

ALL teachers must complete the tracker on the drive.



Appendix C - Restorative Approaches for Members of the Tribe

The school counselor can provide valuable assistance with restorative approaches.

1. **Open Communication:** Students and teachers to openly discuss the conflict or harm, allowing both parties to express their feelings, concerns, and perspectives in a respectful manner.
2. **Active Listening:** Foster active listening skills by ensuring that the students have an opportunity to be heard and understood without interruption or judgment.
3. **Empathy Building:** Students and teachers to develop empathy by considering each other's experiences and emotions. This helps create a sense of understanding and connection.
4. **Restorative Circles:** Students and teachers can sit together, taking turns to share their thoughts and feelings about the conflict. This promotes open dialogue and shared problem-solving.
5. **Apology and Acknowledgment:** Students who have caused harm to genuinely apologize and acknowledge the impact of their actions on the teacher. This helps initiate the process of repairing the relationship.
6. **Rebuilding Trust:** Use strategies to rebuild trust between the student and teacher, such as setting small achievable goals, engaging in collaborative activities, and demonstrating consistent support.
7. **Collaborative Problem-Solving:** Students and teachers to find mutually agreeable solutions to address the conflict or harm. This encourages a sense of ownership and responsibility for resolving the issue.
8. **Restitution and Repair:** Students to make amends and repair the harm caused. This could involve actions such as helping the teacher with a task, engaging in community service, or providing support to classmates.
9. **Regular Check-Ins:** Establish a system of regular check-ins for the student to monitor progress, address any ongoing concerns, and ensure that the restorative process is effective and sustainable.
10. **Continued Support:** Provide ongoing support to students involved in the restorative process, offering resources and guidance to help them maintain positive relationships and prevent future conflicts.



Appendix D - Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) refers to a set of educational initiatives and strategies aimed at developing social and emotional skills in individuals. Research shows that SEL programs positively impact academic performance, behaviour, and overall well-being. (Benner et al., 2023)

Key Components of SEL

Self-awareness

- Recognizing and understanding emotions, strengths, weaknesses, and values.
- Promoting self-reflection and mindfulness.

Self-management

- Strategies for regulating emotions and behaviours.
- Goal setting, resilience, and coping skills development.

Social awareness

- Empathy and perspective-taking.
- Understanding diverse perspectives and cultures.

Relationship skills

- Effective communication and active listening.
- Cooperation, teamwork, and conflict resolution.

Responsible decision-making

- Ethical and thoughtful decision-making.
- Considering the consequences of actions.

Benefits of SEL

Academic performance

- Improved focus, attention, and engagement.
- Better problem-solving and decision-making skills.

Positive behaviour

- Reduced behavioural issues and discipline problems.
- Increased pro-social behaviours and empathy.



Emotional well-being

- Enhanced self-esteem and self-confidence.
- Improved stress management and resilience.

Positive relationships

- Better communication and conflict resolution.
- Increased empathy and understanding.

Implementing SEL Programs

Curriculum integration

- Infuse SEL into existing subjects and lesson plans.
- Align with academic standards.

Professional development

- Training for educators on SEL principles and strategies.
- Collaboration and sharing best practices.

School-wide approach

- Create a positive and inclusive school culture.
- Consistent reinforcement of SEL skills across all grade levels.

Family and community involvement

- Engage parents, families, and community partners.
- Promote SEL skills beyond the classroom.

Conclusion

- Social and Emotional Learning (SEL) is crucial for the holistic development of individuals.



Appendix E - Bus Policy for members of the tribe

Student expectations on the bus -

1. **Respectful behaviour:** Students are expected to treat the bus driver, bus nannies, and fellow students with respect. This includes using appropriate language, avoiding bullying or teasing, and refraining from disruptive behaviour.
2. **Following instructions:** Students should listen and follow instructions given by the bus driver or bus nannies for their safety and the smooth operation of the bus.
3. **Remaining seated:** Students should remain seated while the bus is in motion and keep their hands and belongings to themselves. Standing or moving around the bus can be unsafe and lead to distractions for the driver.
4. **Keeping the bus clean:** Students are expected to keep the bus clean and free of litter. They should avoid damaging or vandalizing the bus or its property.
5. **Safety precautions:** Students should adhere to safety rules, such as using seat belts if provided, crossing the road safely when getting on or off the bus, and being mindful of emergency exits and evacuation procedures.
6. **No eating or drinking:** In many cases, eating or drinking on the bus is not allowed to maintain cleanliness and prevent potential allergies or spills.

Student misconduct on the bus -

1. **Bullying or harassment:** Engaging in verbal or physical aggression, teasing, or intimidating behaviour towards other students on the bus.
2. **Disruptive behaviour:** Behaviours that cause distractions or disturbances, such as shouting, yelling, excessive noise, or refusing to follow instructions from the bus driver or bus nannies.
3. **Vandalism or damage to property:** Defacing or damaging the bus, its seats, windows, or any other property belonging to the bus or other students.
4. **Inappropriate language or gestures:** Using offensive or inappropriate language, making offensive gestures, or engaging in any form of verbal misconduct that creates an uncomfortable or unsafe atmosphere.



5.

Endangering others: Behaviours that compromise the safety of oneself or other students on the bus, such as standing while the bus is in motion, throwing objects, or engaging in rough play.

6. Non-compliance with safety rules: Ignoring or deliberately disobeying safety measures, such as not wearing seat belts (if provided), not following evacuation procedures, or engaging in unsafe actions while getting on or off the bus.

It's important to note that the specific list of student misconduct on the bus may vary depending on the school district or bus policy. Each school or transportation authority will have its own set of guidelines and rules outlining what constitutes misconduct on the bus.

Steps to address misconduct on the bus -

First occurrence - Students will receive a **verbal warning** for not adhering to the expectations outlined by the school community for the bus. This serves as an opportunity for students to **reflect** on their behaviour and make necessary adjustments to prevent further consequences. **Teacher/DOL will contact parents to inform them of misconduct.**

Second occurrence - Students will receive **another verbal warning** for not complying with the expectations set by the school community for the bus. They will be given a **final verbal warning** and **encouraged** to modify their behaviour in order to avoid receiving a **behaviour point** on their report and involving their parents in the matter. **Teacher/DOL will contact parents to inform them of misconduct.**

Third occurrence - Students' parents will be called to school for a formal meeting. This will provide them with an opportunity to reflect on their behaviour and make changes to ensure their safety and the safety of other students. **Teacher/DOL** to communicate this with parents. The below will be used to help improve student behaviour on the bus -

3 occurrences- Students' parents will be called to school for a formal meeting.

6 occurrences- Students will not be allowed to use the bus for **one day.**

9 occurrences- Students will not be allowed to use the bus for **two days.**

12 occurrences- Students will not be allowed to use the bus for **three days.**

15 occurrences- Students will not be allowed to use the bus for **four days.**



occurrences- Students will not be allowed to use the bus for one week.

Policy of Expectations of Teachers in the Tribe

Rewarding students in the tribe for following the expected behaviour

Students in **Pre-K, KG1 and KG2** will follow the muddy puddle system. This will be linked to Phoenix points.

For every **one Level** in the muddy puddle system students get **1 achievement point** on Phoenix. **Max achievement points per week will be 5.** The below demonstrates how certificates will be awarded.

50 achievement points - Bronze certificate

100 achievement points - Silver certificate - Meet with Year Leader at an available date

150 achievement points - Ruby certificate- Meet with DOL at an available date

200 achievement points - Gold certificate- Meet with Deputy Head at an available date

250 achievement points - Sapphire certificate- Meet with Head of Primary at an available date

300 achievement points - Titanium certificate- Meet with Vice Principal at an available date

400 achievement points - Platinum certificate- Meet with Principal at an available date

Students in **Grade 1 - Grade 5** will follow the Class Dojo point system. This will be linked to Phoenix points. For every **10 Class Dojo points** in the week, students will get a Phoenix point. Each week the Class Dojo points will be reset. **Max class dojo points per week will be 50.** Students with the most points will be added to the "Students in the Spotlight" display.

The below demonstrates how certificates will be awarded.

50 achievement points - Bronze certificate

100 achievement points - Silver certificate - Meet with Year Leader at an available date

150 achievement points - Ruby certificate- Meet with DOL at an available date

200 achievement points - Gold certificate- Meet with Deputy Head at an available date

250 achievement points - Sapphire certificate- Meet with Head of Primary at an available date

300 achievement points - Titanium certificate- Meet with Vice Principal at an available date

400 achievement points - Platinum certificate- Meet with Principal at an available date

Attention Grabber -

The attention-grabber "1, 2, 3 - eyes on me" will be utilized by all teachers to effectively capture students' attention. This technique must be employed to gather students for lining up, preparing for lessons, and other necessary activities.



Responding when Attention Grabber does not work:

If the initial attention grabber fails, the teacher will raise their hand as a signal for quiet and attentiveness. Additionally, designated group leaders within the class will also raise their hands and assist in ensuring their respective groups become quiet. If these measures prove ineffective, the entire class will engage in a brief reflection on their behaviour during the first 5 minutes of the break with their respective teacher.

High Alert:

In the event of a high alert issue where a teacher is unable to manage the situation, an SOS message must be promptly sent on the designated WhatsApp group. A member of the MLT (Middle Leadership Team) or SLT (Senior Leadership Team) will respond promptly to provide assistance and support.

No Hands Policy:

At GEMS WSR, we strictly adhere to a No Hands policy. Teachers are prohibited from physically touching students, including pulling or pushing them. This policy ensures a safe and respectful learning environment for all.

Modelling Exemplary Behaviour (shouting)

Teachers are expected to serve as role models of exemplary behaviour for students. Therefore, it is important for teachers to refrain from raising their voices when communicating with students. In instances where a student presents challenging behaviour, the teacher should provide a verbal warning and address the issue with the student privately after class. This approach promotes effective communication and fosters a positive classroom atmosphere.

Bus Policy:

Ensuring student safety on the bus is our utmost priority. In line with this commitment, bus nannies are responsible for monitoring student behaviour during bus rides. They should communicate with **teachers and pastoral leads** about any instances of student bus misconduct by completing an incident report. To effectively track and address such incidents, we have implemented a user-friendly tracker on Google Drive that must be completed by the pastoral lead. The pastoral leads are expected to utilize this tool and promptly communicate with parents at every stage of the process. For specific guidelines regarding bus conduct expectations and misconduct protocols, please refer to the bus policy documentation (Appendix E).