

GEMS Cambridge International Private School Sharjah **Student Code of Conduct and Behaviour Policy**

Last Amendment: September 2022

Policy Review Date: September 2023

“No matter how educated, talented, rich or cool you believe you are how you treat people tells all. Integrity is everything. Integrity is doing the right thing no matter who is watching. “

At GEMS Cambridge International Private School (GCS) we value and respect one another, irrespective of age, gender, culture, religious beliefs or nationality. This is in accordance with the Ministerial Resolution No. (581) of 2018 Concerning Students' Management. This policy is also in line with SPEA regulations and procedures for behaviour management and should be read in conjunction with the Ministry of Education's Policy regarding Student Behaviour Management Distance Learning 2020, E-Safety Policy and Inclusion Policy.

1. Introduction

This policy underpins the principles, aims and strategies for promoting best behaviour at GCS. It is based on the rights and responsibilities of all members of the school community – students, staff and parents – to provide a safe, positive and cohesive learning environment and community. Our student safety and well-being underlie everything we do.

This is a summary document which references the GEMS student Code of Conduct Policy. Its fair and consistent implementation is the responsibility of **all** staff.

This policy applies to all students:

- In school
- Travelling to and from school
- On all school-based educational visits and activities
- When representing or commenting on the school in any capacity

2. Aims

The establishment and promotion of the principles and practices of positive and exemplary behaviour are key to creating effective and productive learning environments for all the students and at all stages of their education; therefore, this policy aims to achieve the following objectives:

- Contribute to strengthening the core values of the UAE society and GCS.
- Elevate positive behaviours amongst students within the school community.
- Promote positive and exemplary behaviours through frequent, regular and consistent reward, encouragement and care at all times, and through minimising behavioural offences by the best possible educational means.
- Identify the characteristics of shared social responsibility by clarifying the roles and responsibilities of all those concerned in order to uphold the principles of justice, transparency and accountability.
- Achieve balance in the roles and responsibilities within the school community to ensure the implementation of the student behaviour management policy in a clear, flexible and fair way.
- Promote the principle of holistic education based on the equality and harmony of the cognitive, personal and social attributes that constitute the characteristics of each learner.

- Create an adequate learning environment that is suitable for all students, including people with determination, and school staff to exercise their roles in order to achieve the objectives of the educational process.
- Familiarise students and their parents with their rights and duties, policies and instructions on behaviour and the importance of complying with these in a manner that achieves self-discipline and enhances their awareness of the UAE society's values and heritage. As well as those values of other neighbouring communities, and their social responsibility towards the current issues, their environment, surroundings and the sustainability of their future.
- Provide a reference to the standards and procedures to be invoked and adopted while dealing with the behaviour of students that is in line with school values and policies.
- Provide reintegration services and programmes appropriate to the student's behavioural and educational needs in order to reintegrate him/her into the school community.

3. Roles and Responsibilities

Managerial Responsibility:

The school Leadership and Senior Management is responsible for ensuring that a fair and effective Code of Behaviour and Discipline that includes rules, ways of encouraging and affirming student efforts, rewards, penalties, and implementation of procedures, be developed and implemented with the participation of all the stakeholders of the institution.

Staff Responsibility:

Staff will take every opportunity to raise students' awareness and understanding of the many issues related to behaviour and discipline through effective use of Circle Time, Student Council, Values Education, Moral Education and an all-pervading strand of social, moral and spiritual development in our teaching. School staff should consider themselves responsible at all times for the behaviour of students within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour. These should be logged on Phoenix. Staff need to consistently follow the policy at all times. Where there are any grey areas they should seek the advice of a Senior Member of staff.

Parental Responsibility:

Parents should provide a conducive home environment as it plays a crucial role in shaping attitudes that produce good behaviour in schools. It is therefore important that parents should be aware of the aims, values and the nature of expected behaviour of the school. Parents should support the school in all actions taken and act in a calm manner.

Student Responsibility:

Students should apply themselves to the learning and application of real life enhancing skills such as self-control, conflict management, problem-solving, decision-making, and effective intra- /inter-personal communication. They should also learn to appreciate that offensive behaviour has its consequence. They should live out the school values in all areas of their lives.

4. Attitudes and Behaviour

The cornerstones of standards of students' behaviour are respect for oneself, respect for others, respect for the school and local community, and respect for the environment.

GEMS Cambridge International Private School strives to offer all their students a physical and emotionally safe environment in which they can achieve their full academic and personal potential.

In order for schools to achieve this objective, the responsibilities of students and parents include:

- Abiding by the school's behaviour policy. This policy will cover the expected code of behaviour during the school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.
- Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.

Acceptable Behaviour

Positive behaviours, effort and success will be actively acknowledged, celebrated, communicated and rewarded both in and out of the school through a variety of ways, from Dojo points, achievement points, verbal praise to GEM of the Week, Term and Year recognition.

A Positive Reward Scheme

There is a legitimate expectation that 'virtue is its own reward'. Adherence to the school's expectations should not, in itself, be something for which students should expect to be constantly rewarded. Having said that, we all respond to praise and recognition and it is important that achievement and good behaviour be rewarded and staff should take every opportunity to praise students.

The school House / Dojo point system allows for the awarding of House Points. Staff are encouraged to use them and they should be awarded for:

- Exceptional effort
- Excellent or improved behaviour
- Volunteering
- For outstanding individual pieces of work or contributions in class.
- The number of House Points per student is recorded, and the students in the House with the greatest total at the end of the term/year will be rewarded.

Reinforcing Positive Behaviour

(See Appendix 1: Rewarding Positive Behaviour)

- Giving praise and positive feedback, verbal and written
- Awards linked to the school's reward system –house points/GEM Awards
- Subject, effort and improvement awards at celebration events
- Celebration assemblies
- Positive letters to parents/guardians from class teachers, lead and subject teachers and SLT
- Extension of school privileges, including trips and award days
- Newsletters

- School student leadership roles

Assemblies

Assemblies are an essential communication tool. The goal of a successful assembly is to contribute to the development and maintenance of a quality environment for all students that will enable them to enjoy their daily collective experience.

Travel on school buses- See Bus Behaviour Policy

While travelling on a school bus, students must behave in an orderly and respectful manner. The School has the right to issue bus bans in accordance with the Bus Policy and guidelines. Whilst we appreciate that this affects parents and is an inconvenience, it is not fair to the health and safety of all others travelling on the bus, therefore we will not tolerate such behaviour. The expectation is that parents support this decision.

Changing classes between lessons

When it is necessary to move between lessons this should be done quickly and quietly. No lingering should be allowed. Where a system of student-based classes is in use, teachers and class leaders or student leaders should ensure that the class group is not left unsupervised for any length of time. Students are expected to abide by the school rules at all times.

Organised excursions

Educational visits, field trips and seminars which are authorised and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. Students are expected to attend these activities. While on such excursions, students are to consider themselves as guests and ambassadors of their school. Students must treat teachers, helpers and guides with respect and courtesy. Schools are required to notify parents and obtain their written consent in advance.

Property

Students are expected to respect all school property including furniture, buildings, books, materials and equipment. Students have an important role to play in ensuring that the physical environment is kept clean and attractive.

Break time

Students are expected to leave the classrooms during the break and keep the school premises eco-friendly by disposing any rubbish appropriately.

Behaviour in common areas

While in the library, in the laboratories, study areas, canteen, sports grounds and other common areas, students are expected to behave well as they would in class. Standards of behaviour and hygiene in toilets must be ensured.

Whole school expectations for moving around the school

- Walking on the left
- Walking quietly
- Walking in an orderly manner
- Being respectful of others by exemplifying the best of manners

Unacceptable behaviour- This is in line with the MOE and SPEA's regulations and procedures

(See Appendix 2 for unacceptable Behaviour listed in Misconduct Levels 1-4)

Given that students have a right to be in an orderly and safe learning environment, they are expected to behave, both inside and outside the school premises as well as on school buses, in a friendly and orderly manner and to show respect for all persons and property. Behaviour is considered inappropriate if it is not in-keeping with the culture of the GCS Behaviour Policy or Home-School Agreement. Not following a school policy or meeting an expectation is classed as inappropriate behaviour.

Unacceptable behaviour in such contexts includes some examples below:

- disrupting the class
- shouting
- leaving the class without permission
- showing disrespect for teachers and other students
- lingering, failure to do work to the best of one's ability
- fighting
- using inappropriate language
- playing rough
- throwing objects at others
- bullying someone
- indulging in acts of vandalism
- inappropriate language

5. Bullying and interpersonal abuse

The school has a zero-tolerance policy for bullying in all its forms.

All students have a right to learn in a safe environment without fear. Bullying can undermine and even prevent students from progressing academically and socially and it can have lifelong negative consequences for both the victim and the bully.

- Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. All students involved in bullying will be disciplined and receive appropriate counseling and support from the school, whether the bullying is physical, social, conducted in cyber space, or verbal. In more serious cases, the matter will be referred to SPEA (Sharjah Private Education Authority) for ratification.
- Pupils should be taught and have the necessary skills to know who to go to if they have a concern. They should be taught about online safety and social media on how to keep them self-safe.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums.

- Parents and students in all year levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and personnel);
- Parents and students must not breach confidentiality, defame or make threats to any person in the school community;

6. Behaviour Management Strategies

The School will implement a range of strategies to promote positive behaviour and minimize the occurrence of unacceptable behaviour in the school, taking into account individual circumstances where necessary and that of pupils of determination that will have their own plan, and will include:

- An appropriate and differentiated curriculum
- Meeting and greeting students on time for all lessons.
- Well planned and taught lessons linked to student data.
- Use of restorative language.
- Quiet word with student
- Verbal warnings - linked to the sanctions ladder (but avoiding shouting)
- Use of seating plans.
- Referral to class teacher or form tutor
- Letters to parents/guardians
- Meetings with parents/guardians

There is a clear referral route for staff if students do not respond to consequences. The referral route is:

- Class teacher/Form Tutor
- Heads of Year
- Pastoral Leader
- Senior Leadership
- Head of Primary/Head of Secondary
- Vice Principal
- Principal

7. Online Safety

All incidents regarding e-safety, digital citizenship, the acceptable and unacceptable use of technology, online teaching and learning platforms as well as the internet is referenced in our E-safety Policy and should be read in conjunction with this policy.

Determining a consequence/sanction – Following the MOE and SPEA’s guidelines

The School will investigate any inappropriate behaviour related issues. This may involve students being removed from lessons. Written statements will always be taken. Students will often be kept separate to avoid influencing others. Parents will be notified once the matter is fully investigated. Any instance of inappropriate behaviour will be subject to one or more consequence/sanction. These will be determined by the severity and persistence of the inappropriate behaviour and the circumstances. Consequences/sanctions will range from a simple verbal reminder to a formal report or isolation from peers.

Intervention strategies

A range of interventions may similarly be applied in conjunction with a consequence/sanction or as an alternative. This may include referral to the counselling or the SEND team.

Record keeping

All staff responsible for children will keep a behaviour communication log to record incidents of positive and inappropriate behaviour. This will be logged on Phoenix. Where appropriate this will be shared with relevant staff and parents. Class teachers are responsible for keeping up to date records regarding behaviour of students in their class.

Behaviour ladders are progressive, fair and have the welfare and well-being of the child as an underlying priority. Students are always made aware of what of they have done, how they can move forward, what the next step consequence maybe and time to reflect.

Consistency

A consistent approach by all staff to the management of behaviour is essential. All staff are expected to follow the Behaviour Policy.

Appendix 1: Rewards and Sanctions Procedures

Appendix 1: Rewarding Positive Behaviour in Primary School

GCS Rewards Ladder Primary School					
Green level	Behaviour	Reward	Staff		
<p>1. Dojo points Each class teacher should have Class Dojo set up online.</p> <p>Dojo points will be awarded for positive behaviour and attitude to learning. Dojos will accumulate and collected by House Captains/Student Leaders at the end of every term.</p>	<p>Dojo points should be given for demonstrating the following:</p> <table border="1"> <tr> <td> <p>Positive Points <i>GCS Values /MOE Islamic Values / GEMS Core Values</i></p> </td> </tr> <tr> <td> <p>Playtime dojo Lunch time dojo Homework Tolerance Kindness Care Teamwork Honesty Resilience Empathy Respect Following classroom rules Healthy eating Uniform Being responsible</p> </td> </tr> </table>	<p>Positive Points <i>GCS Values /MOE Islamic Values / GEMS Core Values</i></p>	<p>Playtime dojo Lunch time dojo Homework Tolerance Kindness Care Teamwork Honesty Resilience Empathy Respect Following classroom rules Healthy eating Uniform Being responsible</p>	<p>Individual Verbal descriptive praise linked to GCS School Values and GEMS Core Values</p> <p>Group Rewards Displaying GCS values while working as a team E.g. group work/PE Participation in House Competitions</p> <ul style="list-style-type: none"> • Only ever give 1 dojo at a time (all points worth 1 point) • Average dojo's 10 per child per week (this is an average to promote some consistency and will be significantly higher in Weeks 1 and 2) • Children should NEVER go into negative • Rewards can be given for the class or individual at the teachers' discretion E.g class get a reward when they achieve 500 points, children get a special job when they reach 100 	<ul style="list-style-type: none"> • Specialist teachers will • have access to class teacher DOJO • Each teacher must set up the same positive Dojo's • House Captains will collect dojo points at the end of every term.
<p>Positive Points <i>GCS Values /MOE Islamic Values / GEMS Core Values</i></p>					
<p>Playtime dojo Lunch time dojo Homework Tolerance Kindness Care Teamwork Honesty Resilience Empathy Respect Following classroom rules Healthy eating Uniform Being responsible</p>					
<p>2. GEM of the day</p>	<p>GEM of the day should be awarded for: Consistently demonstrating level 1 throughout the day/ specialist lesson - PE/Music/Arabic GEM</p>	<p>Child to place their name on the GEM of the day in the classroom Certificate to bring home</p>	<p>Class teacher Specialist Teacher</p>		
<p>3. GEM of the week</p>	<p>GEM of the week should be awarded for: Consistently demonstrating level 1 behaviour throughout the week.</p>	<p>Certificate presented in assembly Statement should linked to values/competencies or GEMS Core Values</p>	<p>Class teacher HOY/SLT</p>		
<p>4. GEM of the Term</p>	<p>Consistently demonstrating values/competencies throughout the term.</p>	<p>GEM of the Term 1 boy and 1 girl from each class</p>	<p>Class teacher Heads of Year</p>		
<p>5. Team termly</p>	<p>Consistently demonstrating values/competencies throughout the term.</p>	<p>Termly House Reward House with the most points each moth to have a reward E.G. Extra play Breakfast in the canteen</p>	<p>Middle Leaders/Senior Leaders</p>		



6. Team yearly	Overall winning house for the year combination of Primary and Secondary house/achievement points.	House Cup presented to HC/VC in whole school/KS assemblies Certificate of recognition given to each member of that team	HOS Principal
7. GEM of the Year Individual Yearly	Consistently demonstrating values/competencies throughout the year.	GEMS of the Year PE GEM of the Year Music GEM of the Year Arabic A/B GEM of the Year	Class teachers Specialists Heads of Year Presented by Senior Leaders/Heads of School during End of Year Assemblies

Appendix 2: Sanctions in Primary School

First Degree Offences	Consequences
Behaviour that causes disruption of teaching and learning:	Level 1 Behaviours must be recorded on Phoenix.

<p>1.1 Being repeatedly late to the morning parade or failing to participate therein without an acceptable excuse.</p> <p>1.2 Failing to attend the classes on time repeatedly without an acceptable excuse.</p> <p>1.3 Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.</p> <p>1.4 Overgrown hair for boys or bizarre haircuts for boys and girls.</p> <p>1.5 Not bringing the books and school kits without an acceptable excuse.</p> <p>1.6 Non-compliance with the positive behaviour rules inside and outside the classroom, such as: keeping calm and disciplined during the class time and making inappropriate sounds inside or outside the classroom.</p> <p>1.7 Sleeping during the class time or formal school activities with no justification (after making sure of the student's health status).</p> <p>1.8 Eating during the class times or during the morning parade without a justification or permission (after making sure of the student's health status).</p> <p>1.9 Non-compliance with presenting homework and assignments given to him / her in a timely manner.</p> <p>1.10 Misuse of the electronic devices such as the tablets etc., during the class, including playing games and using headphones inside the classroom.</p> <p>1.11 All of what is similar to these offenses as per the discretion of the Behaviour Management Committee</p>	<p>Upon Committing Offence</p> <ol style="list-style-type: none"> 1. Verbal warning and directions. 2. Documenting the offense and the action taken, in accordance with Form No.6. <p>1st Repetition</p> <ol style="list-style-type: none"> 1. Written warning and documenting the offense. 2. Informing the guardian in writing, as per the Form No.7. <p>2nd Repetition</p> <ol style="list-style-type: none"> 1. As per the Form No.8 Referring the student to the academic advisor/social worker. 2. Signing an undertaking not to repeat the offense again by the student's guardian and informing them of the marks deducted, as per the Forms No.9, 10 & 20. <p>3rd Repetition on the same day – Level 2</p> <ol style="list-style-type: none"> 1. Summoning the guardian on the day next to the offense date. 2. Issuing a written warning for the student and his / her guardian in case no response is made, as per the Form No.9 <p>When repeated for more than 3 times</p> <ol style="list-style-type: none"> 1. Behaviour Management Committee shall meet on the day next to the offense date. 2. The academic advisor/social worker shall open a file for studying an individual case, as per the Form No.11. 3. Implementing a set of strategies aiming at reducing this negative behaviour.
<p>Second Degree Offences</p>	<p>Consequences</p>
<p>Behaviour that causes disruption of teaching and learning:</p>	<p>Level 2 Behaviour must be recorded on Phoenix.</p>
<p>2.1 Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams.</p> <p>2.2 Getting in or out of the classroom during the class time without permission.</p> <p>2.3 Not attending the school activities and events without an acceptable excuse.</p> <p>2.4 Inciting quarrel, threatening or intimidating peers in the school.</p>	<p>Upon Committing Offence</p> <ol style="list-style-type: none"> 1. Issuing the first written warning and instructing the student to sign on an undertaking not to repeat the offense, as per the Form No.9. 2. Completing the file of the individual case study by the academic advisor/social worker. 3. Summoning the student's guardian on the day next to the offense date and asking them to sign on an agreement for reforming his son's / daughter's behaviour. 4. Monitoring the student's behaviour and providing guidance sessions for him / her.

<p>2.5 Acting in a manner contradicting with the public morals or the public order at the school and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, haircuts and use of makeup.</p> <p>2.6 Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.</p> <p>2.7 Bringing mobile phones or misuse any means of communication.</p> <p>2.8 Verbally abusing or insulting students, staff, or visitors of the school.</p> <p>2.9 Smoking or possessing the relevant kits inside the school campus.</p> <p>2.10 Refusing to respond to the instruction of inspection or to hand over the banned materials.</p> <p>2.11 All of what is similar to these offenses as per the discretion of the Behaviour Management Committee.</p>	<p>1st Repetition</p> <ol style="list-style-type: none"> 1. Having the student temporarily suspended for a maximum of two days and assigning him / her with study assignments inside the school, as per the Form No.12. 2. Bringing the matter before the Behaviour Management Committee of the school. 3. Issuing the second written warning to the student and his / her guardian. 4. Implementing a set of strategies for reforming the student's behaviour. <p>2nd Repetition</p> <ol style="list-style-type: none"> 1. Behaviour Management Committee shall meet immediately and shall take the proper decision. 2. Suspending the student for 1 to 3 days and assigning him / her with a study assignment inside the school. 3. Requesting the support of an agency concerned with behaviour for studying the case file, as per the Form No.13. 4. Issuing the final warning for the student and his / her guardian. 5. Transferring the student to another school as a disciplinary action; if he / she does not reform his / her behaviour, and putting him / her under continuous observation, as per the Form No.14.
<p>Level 2 E-safety Addendum</p> <p>The following steps are now place for any student in the school who are brought to our attention via Impero or any other communication channel due to inappropriate / unacceptable use of language on our computers :</p>	<ol style="list-style-type: none"> 1. <i>The IT Team informs the E- Safety team immediately (which includes the exec team) of any inappropriate use of language</i> 2. <i>The Head of School notifies the Senior Leader / Head of Year and Pastoral Lead for Secondary.</i> 3. <i>The Senior Leader / Head of Year or Pastoral Lead calls the parent on the same day of the offence and ask the parents to attend a meeting in person at school – ideally on the same day / as soon as possible the next day</i> 4. <i>The meeting is led by the Senior Leader / Head of Year and Pastoral Lead</i> 5. <i>It is made clear to the parent and the student that we have a zero tolerance of the use of inappropriate language – the parent / student / senior leader and Pastoral lead to sign the GCS Letter by the end of the meeting. –</i>
<p>Third Degree Offences</p>	<p>Consequences</p>
<p>Behaviour that causes disruption of teaching and learning:</p>	<p>Level 3 Behaviours must be recorded on Phoenix.</p>

<p>3.1 Various types and forms of bullying.</p> <p>3.2 Copying or reproducing the assignments, reports, research or projects and taking credit for them, as per the Form No.23.</p> <p>3.3 Getting out of the school without permission or absconding during the school day.</p> <p>3.4 Attempting to defame peers and the school staff via the social media or abusing them.</p> <p>3.5 Impersonating others' personality in the school, during transactions, or forging the school documents.</p> <p>3.6 Destroying or seizing the school furniture, tools, and vandalism</p>	<p>Upon Committing Offence</p> <ol style="list-style-type: none"> 1. Suspending the student immediately (inside the school campus). 2. Behaviour Management Committee shall meet on an immediate basis to take the proper decisions. 3. Deciding to refer the student to the concerned agencies (such as: behaviour reform agencies), for the first time, for a period not more than 3 weeks, as per the Form No.15. 4. Summoning the student's guardian immediately and asking them to sign on the warning and the decision. 5. Following up and receiving the reports of the student's case development by the concerned agency (such as: behaviour reform agencies). <p>When repeated</p>
<p>3.7 Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users.</p> <p>3.8 Assaulting others in the school, without causing any injuries to the victim (corporal abuse).</p> <p>3.9 Driving a private car recklessly inside or around the school campus, and not following the security and safety instructions.</p> <p>3.10 Capturing, possessing, publishing or disseminating photos of the school staff and / or students without their permission.</p> <p>3.11 All of what is similar to these offenses, as per the discretion of the Behaviour Management Committee.</p>	<ol style="list-style-type: none"> 1. Suspending the student immediately until the investigations end (outside the school campus). 2. Behaviour Management Committee shall meet on an immediate basis to make the proper decisions, in respect of the student suspension until the end of the semester and transferring him / her to behaviour reform agencies, as per the Form No.16. 3. Summoning the student's guardian immediately and presenting the Committee's decision to them. 4. Referring the student to the concerned agencies (such as the behaviour reform agencies) for the second and last time. 5. If the student fails to reform his / her behaviour then he / she shall be transferred to another school as a disciplinary action under a decision by the assistant undersecretary for school operations for the public schools, or by the assistant undersecretary for Control for the private schools.
<p>Fourth Degree Offences</p>	<p>Consequences</p>
<p>Behaviour that causes disruption of teaching and learning:</p>	<p>Level 4 Behaviour must be recorded on Phoenix.</p>

<p>4.1 Using the communication means or social media for unlawful or immoral purposes, or in a manner discrediting the educational institution and its staff or others.</p> <p>4.2 Possessing or using arms or blade weapons, or their equivalent inside the school.</p> <p>4.3 Committing sexual assault inside the school, the bus or during activities.</p> <p>4.4 Assaulting others in the school causing injuries to the victim (corporal abuse).</p> <p>4.5 Systematic (pre-planned) or covering up theft.</p> <p>4.6 Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order, and public decency.</p> <p>4.7 Sexual harassment inside the school, the bus, or during activities.</p> <p>4.8 Leaking questions of the exams or engaging therein, in any way.</p> <p>4.9 Setting the school campus on fire.</p> <p>4.10 Abusing political, religious, or social figures in UAE.</p> <p>4.11 Possessing, bringing, promoting, or using narcotics, medical drugs, or the psychotropic substances inside the school or the school bus, or being under the influence of narcotics, non-</p>	<p>Upon Committing Offence</p> <ol style="list-style-type: none"> 1. The school Principal, his / her deputy, or the behaviour officer shall notify the Legal Affairs Department of the Ministry and the concerned agencies, once the offense is committed. 2. Notifying the student's guardian of the matter and suspending the student on an immediate basis until the investigations end for a period not later than 2 business days. Suspension period may be extended until the end of the legal investigation under a decision by the undersecretary of academic affairs for the public (general) education. 3. The Behaviour Management Committee shall meet on an immediate basis to refer the matter, through the submission of an explanatory memorandum together with the evidence on the offense committed, to the undersecretary of academic affairs for the general education or the person he nominates, who shall make a decision to refer that case to the concerned agency in coordination with the Legal Affairs Department. 4. Seizing the tools used in committing the offense once it occurred, in order to hand them over to the security authorities.
<p>prescribed medical drugs or the psychotropic substances.</p> <p>4.12 Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society.</p> <p>4.13 Disdaining the divinely revealed religions or stirring sectarian strife in the school.</p> <p>4.14 All of what is similar to these offenses, which are considered as legally punishable offences, as per the discretion of the Behaviour Management Committee.</p>	

Appendix 3: Secondary School Values Based Rewards and Sanctions Ladder
GCS Values Rewards Ladder

	RESPECT- For others and the school rules	INTEGRITY- Doing the right thing, when no one is looking	KINDNESS- Towards everyone	HONESTY- At all times
Excellent	I am always on time and ready for learning. I have the correct equipment needed on my desk.	I am enthusiastic and keep to my task at all times. I complete all the tasks set.	I have volunteered to support a teacher or lead the class with a project.	I am honest in all situations (easy or difficult).
	I always respond positively to advice and guidance from everyone.	I am a role model for others. My behaviour is always committed and enthusiastic.	I ask thoughtful relevant questions. I fully participate in class discussions.	I recognise my mistakes and always admit when I am wrong.
	I have participated in an extracurricular school event.	I always work to the best of my ability, and often go above and beyond what is	I go above and beyond to look after the environment and the school.	I have an excellent work ethic and am able to reflect on how I can improve even more.
		expected in the lesson.		
	I have perfect uniform, I always look smart.	I complete all of my home learning tasks to the best of my ability.	I am a positive influence. I encourage and help others and offer support without being asked.	I value the religions and opinions of my fellow students at all times.
	GCS Values score of 1 Phoenix Points Awarded: +10			
Good	I always have the correct equipment	I keep to my task at all times and complete the tasks set.	I participate in class discussions. I offer my own thoughts and ideas.	I always tell the truth and share information when asked.



	needed for the lesson.			
	I always arrive on time to the lesson.	My behaviour is always positive – I am committed and enthusiastic.	I ask thoughtful relevant questions.	I always admit when I am wrong.
	I respond positively to advice and guidance from everyone.	I work to my full potential and have examples of doing more than is expected in the lesson.	I look after the environment and the school.	I can reflect positively on my successes and recognise areas for development.
	My uniform is always appropriate for the lesson. I look smart.	I complete all of my home learning tasks.	I have a positive effect on the rest of the class. I often help others.	I value the religions and opinions of my fellow students.
GCS Values score of 2 Phoenix Points Awarded: +5				
Expected	I have the correct equipment ready for the lesson.	I am always on task.	I respond to questions when asked and participate when prompted.	I can tell the truth and share information when asked.
	I arrive on time to lessons.	I am well behaved in class and the playground.	My behaviour does not disturb the learning of others.	I can admit when I make a mistake.
	I always do what I am asked to do.	I complete my work on time.	I am moving around the school in a sensible manner.	I can report an incident to a teacher.
	My uniform is appropriate for the lesson.	I complete home learning tasks.	I support my peers when they ask for help.	I ask for help when I need it.
	GCS Values score of 3 Phoenix Points Awarded: +2			



GCS Values Sanctions Ladder (Level 1)

	RESPECT - For others and the school rules	INTEGRITY- Doing the right thing, when no one is looking	KINDNESS- Towards everyone	HONESTY- At all times	
Below Expected (Level 1)	I do not have the correct equipment for the lesson.	I do not complete the work or task set.	I do not listen to others.	I do not recognise success and areas I need to improve.	
	I am late for the lesson.	I am not on task.	My behaviour can upset the learning of others in the group.	I sometimes do not tell the truth and share information when asked.	
	I do not follow the instruction first time from a member of staff.	I am using my device or phone when I am not supposed to.	I am not looking after the environment or the school.	I sometimes do not admit when I make a mistake.	
	I am not wearing the correct uniform.	I have not completed home learning tasks.	I am not kind to my peers.	I get others in trouble as a result of my lack of honesty.	
	GCS Values score of 4				
	Consequences and actions for 'Below Expected' (Level 1)				Points Deducted
	1st Verbal warning – initial offence				0
	2nd Persistent behaviour after 1st warning:				-1
	<ul style="list-style-type: none"> • 2nd Verbal warning given by teacher. • Teacher logs offence on Phoenix Classroom. • Teacher e-mails parent and CC form tutor. 				
	3rd Persistent behaviour after 2nd Verbal Warning:				-2
<ul style="list-style-type: none"> • Teacher logs offence on Phoenix Classroom. Teacher logs detention. • Teacher calls home followed up with an e-mail CC tutor and HOY. 					

<ul style="list-style-type: none"> Student isolated in HOY or BL office for a breaktime detention. 	
4th Persistent behaviour after 3rd Verbal Warning: <ul style="list-style-type: none"> Behaviour Lead called to support. Student moved to Behaviour Lead office for remainder of the lesson. Teacher and BL to log offence and intervention on Phoenix Classroom. Meeting with parent and HOY followed by a signed HOY letter and follow up e-mail to parent CC tutor. Outcome log on Phoenix (HOY) School counsellor informed. 	-4
Repeated behaviours of similar Level 1 offence: <ul style="list-style-type: none"> 2nd Meeting with parent followed by a signed HOY letter, log on Phoenix Classroom and email CC tutor, BL and SLT Link. Behaviour report, tutor to support with agreed actions, rewards and consequences. School counsellor informed. 	-4
Further repetition - Parent to meet with SLT link to year group and HOY.	-4

GCS Values Sanctions Ladder (Level 2)

	RESPECT - For others and the school rules	INTEGRITY- Doing the right thing, when no one is looking	KINDNESS- Towards everyone	HONESTY- At all times
Unacceptable (Level 2)	I regularly do not have the correct equipment for the lesson.	My tasks or work are often not completed.	My responses in class are often negative and I do not listen to others.	I do not recognise success and areas I need to improve.

I am regularly late for the lesson or have left the	I am often distracted and off task.	My behaviour disrupts the learning of others in the group.	I often do not tell the truth and share information when asked.
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classroom without permission.			
My uniform is often inappropriate.	I demonstrate a poor attitude to my learning. I do not complete home learning.	I threaten or intimidate my peers.	I rarely admit when I make a mistake.
I have damaged or have tampered with school property.	I have been warned about behaviour and I have not responded.	I make fun of others or say unkind things to them.	I have purposefully not been honest in a serious situation.
Consequences and actions for 'Unacceptable' (Level 2)			Points Deducted
1st offence (HOY): <ul style="list-style-type: none"> HOY calls parent, follows up with e-mail and logs offence on Phoenix Classroom, CC tutor, BL and SLT Link. Issue and log detention and loss of breaktime play. HOY to review incident and student's behaviour record and arrange a meeting with parent and Behaviour Lead, followed by a signed HOY letter. School counsellor informed. 			-4

<p>2nd time or repeated behaviour of similar Level 2 offence (HOY):</p> <ul style="list-style-type: none"> • HOY calls parent to arrange meeting, follows up with e-mail and logs offence on Phoenix Classroom. CC tutor, BL and SLT Link. • Issue and log detention and loss of break time play. • HOY and SLT link to review incident and student's behaviour record and discuss with parent, followed by a signed 'Warning' letter. • Student to meet with Behaviour Lead for intervention session and school counsellor informed. • Behaviour report HOY support with agreed actions, rewards and consequences. 	-8
<p>3rd time or repeated behaviour of similar Level 2 offence (SLT):</p> <ul style="list-style-type: none"> • SLT calls parent to arrange meeting, follow up with e-mail and logs offence on Phoenix Classroom. CC tutor, HOY, BL and Head of Secondary. • Issue isolation in school 1-3 days. 	-8
<ul style="list-style-type: none"> • SLT link and BL to review incident and student's behaviour record and meet with parent, followed by a signed 'Warning' letter. • School counsellor informed. • Review behaviour report with agreed actions rewards and consequences. 	
<p>Further repetition - Parent to meet with Assistant Head or Head of Secondary</p>	-8

GCS Values Sanctions Ladder (Level 3)

Serious Offence (Level 3)	RESPECT- For others and the school rules	INTEGRITY- Doing the right thing, when no one is looking	KINDNESS- Towards everyone	HONESTY- At all times
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I have left the school without an adult's permission.	I refuse to complete tasks or complete work.	I have been bullying a fellow student.	I have not been honest in a test (cheating or copying).
Destroying school property.	I am distracted and off task. I deliberately distract others in the lesson to prevent them from learning.	I have used social media to spread negative messages of my teachers or peers.	I have not told the truth in a serious event, causing others to get into trouble.
I have tampered with a school bus. My behaviour has caused harm to the driver or bus	I have taken photos or videos of others without their permission.	I have hurt or hit others.	Swearing at a teacher.

conductor			
Consequences and actions for 'Serious Offence' (Level 3)			Points Deducted
1st offence (Assistant Head and Head of Secondary): <ul style="list-style-type: none"> • Immediate isolation inside the school. • SLT logs offence, calls parent to arrange meeting same day, follows up with e-mail and CC tutor, HOY, BL and Head of Secondary. • SLT and BL to meet parent, review incident and student's behaviour record and discuss with parent, issue any sanctions followed by a signed 'Warning' letter. External exclusion from school up to 1 week. • School counsellor informed. Review behaviour report with SLT Link, agreed actions rewards and consequences. 			-12

	2nd offence (Head of Secondary): <ul style="list-style-type: none"> Exclusion until the case has been fully investigated. SLT logs offence, calls parent to request collection from school, follows up with e-mail and CC tutor, HOY, BL, Assistant Head and Head of Secondary. Head of Secondary to arrange meeting with parent, followed by a signed 'Warning' letter. School counsellor and Behaviour Lead informed. Referral for behaviour intervention by agreed parties. 			-12
	Further repetition - Parents to meet with Head of Secondary			
	RESPECT	INTEGRITY	KINDNESS	HONESTY
	Carrying harmful / dangerous items in the school.	Possession of any inappropriate content as per the UAE law.	Hurting others, causing an injury.	Theft
	Consequences and actions for 'Very Serious Offence' (Level 4). Any offences against UAE law.			
Very Serious (Level 4)	1st offence: Head of Secondary <ol style="list-style-type: none"> Exclusion until the case has been fully investigated Head of Secondary logs offence on Phoenix Classroom, contacts parent. School counsellor informed. *Possible expulsion or transfer to another school. Principal / Vice Principal and Head of Secondary to meet with parents. 			-20
	4. Consequence determined by the Vice Principal/ Principal.			

Appendix 5
Persistent Unacceptable Behaviour Escalation Route

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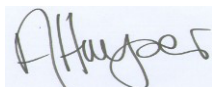
First Degree Offences	Teacher Action	<ul style="list-style-type: none"> • First time – verbally addressing the unacceptable behaviour. • Second time – time out / loss of break time • Teacher emails parents about behaviour • Third time - time out / loss of break time • Teacher telephones parents about behaviour • Fourth time – Teacher and HOY to meet with parents and issues SPEA Behaviour Form No. 7 (verbal warning) signed by Head of School and counsellor. <p>Class teacher must record all of the above on Phoenix Classroom. HOY must get approval & signature from Head of School before issuing Form. No. 7.</p>
	HOY Behaviour Report	<p>Escalation due to repeated low-level behaviour:</p> <ul style="list-style-type: none"> • Head of Year and teacher meets with parents, issues SPEA Behaviour Form No. 9 (written warning) and Form No. 10 (parent undertaking), signed by Head of School and counsellor. • Child is put on behaviour report for two weeks • Head of Year to check the behaviour report daily • All subjects / specialist teachers to be informed of behaviour report to monitor it. • Student passes behaviour report – teacher / HOY continue to monitor. • Fails behaviour report – Head of Year and teacher meets with parents, issues SPEA Behaviour Form No. 7 (written warning) and SPEA Form No. 11 (counselling referral form) created internally and signed by school counsellor and Head of School. <p>Class teacher and HoY must record all of the above on Phoenix Classroom and HOY must get approval from SLT (Phase leader) before issuing GCS Behaviour Letter 2 and meeting with parents.</p>
Second Degree Offences	HoY	<p>Frist off offence - HOY to meet with parents and issue SPEA Form No. 9 (written warning) and Form No. 10 (parent undertaking), signed by Head of School and counsellor.</p>
	SLT	<p>Repeated offence – HOY and SLT to meet with parents</p> <ul style="list-style-type: none"> • Issuing the second written warning to the student and his / her guardian – Form No. 7. • Having the student temporarily suspended fora maximum oft wo days internally and assigning him/ her with study assignments inside the school, as per the Form No.12. <p>2nd Repetition – SLT to meet with parents. Suspending the student for 1 to 3 days and assigning him/ her with a study assignment inside the school. Requesting the support of an agency concerned with behaviour for studying the case file, as per the Form 13. Issuing the final warning for the student and his / her guardian – Form No. 7 (final warning).</p>
		<p>SLT member must record all of the above on Phoenix Classroom and gget approval from Head of School / Vice Principal and Principal before meeting with parents.</p>

E-safety Behaviour Ladder

	Incident Description	Action and Reporting
1st Degree Offences	Not attending classes or being on time	Follow Behaviour Policy – First Degree Offences. Record on Phoenix and on E-safety Log
	Using the microphone feature, camera or chat without prior permission from the teacher. Playing games (except with the express permission of the teacher because it is an educational necessity linked to the lesson.)	
	Misusing rights and tools available through Microsoft Teams/Phoenix Classroom.	
	Misuse of emojis in the chat	
	Unkind/ disrespectful comments towards the teacher or others	
	Not muting their microphones when asked to do so Failure to follow the rules of positive behaviour inside and outside the class, such as remaining calm and maintaining discipline during the period, and making inappropriate sounds inside and outside the class.	
2nd Degree Offences	Use of inappropriate language	Follow Behaviour Policy – Second Degree Offences. Record on Phoenix and on E-safety Log
	Absence from a single school day (via distance learning) without an acceptable excuse.	
	Misusing any means of communication.	
	Engaging in audio and video communication (MS Teams) with the rest of the students for noneducational purposes after the end of the official period time, be it on or off school premises.	
	Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.	
	Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user. Abusing or insulting official visitors during periods during the live broadcast.	
	Verbal abuse or insulting students, staff or school guests.	
	Incitement to fight, threaten or intimidate classmates.	
	Cyber bullying	
3rd Degree Offences	Attempting to defame or abuse schoolmates and/or personnel on social media.	Follow Behaviour

	Racist language towards others	Policy – Third Degree Offences. Record on Phoenix and on E-safety Log
	Divulging other students' personal information, including home addresses and phone numbers.	
	Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network. Entering and using the account of another teacher or student with or without his/her knowledge and/or consent.	
	Destroying, modifying, or misusing devices or software in any way. Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software or hardware. Installing or downloading software or products that might harm the device or the network.	
	Using any camera (available as part of or as an add-on to certain devices) for personal use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their explicit consent. Using educational content to photograph and recording conversations between students, and posting them without prior permission.	
	Forging school documents/impersonating others.	
	Photocopying, possessing, publishing and circulating images of school personnel and students without their permission.	
4th Degree Offences	Using any means of communication or social media for illegal or immoral purposes, or to harm an educational institution, its employees, or others.	Follow Behaviour Policy – Forth Degree Offences. Record on Phoenix and on E-safety Log
	Publishing, creating, exchanging or promoting malicious or suspicious software.	
	Cheating in an official internal/external assessment.	

In the event that a student with special educational needs or of determination commits a behavioural offence during distance learning, SLT and the school support team shall coordinate with each other to study the behaviour of the student to determine the relationship between the offence and the disability, and then apply the same measures mentioned in the 2018 Student Behaviour Management Policy.



Signed.....
CEO/Principal

Date: 30/08/2022



GEMS

مدرسة جيمس كامبريدج إنترناشيونال الشارقة الخاصة

Cambridge International Private School

SHARJAH