

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

Last Amendment: July 2021
Policy Review Date: July 2022

“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 2: 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" style="width: 100%;"> <tr> <td> <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> </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 month to have a reward E.G. Extra play Breakfast in the canteen</p> | <p>Middle Leaders/Senior Leaders</p> | |
| <p>6. Team yearly</p> | <p>Overall winning house for the year combination of Primary and Secondary house/achievement points.</p> | <p>House Cup presented to HC/VC in whole school/KS assemblies Certificate of recognition given to each member of that team</p> | <p>HOS Principal</p> | |
| <p>7. GEM of the Year Individual Yearly</p> | <p>Consistently demonstrating values/competencies throughout the year.</p> | <p>GEMS of the Year PE GEM of the Year Music GEM of the Year Arabic A/B GEM of the Year</p> | <p>Class teachers Specialists Heads of Year Presented by Senior Leaders/Heads of School during End of Year Assemblies</p> | |

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. |
| <ul style="list-style-type: none"> Entering or leaving the classroom without permission Failure to follow the rules of positive behaviour inside and outside the classroom, such as: keeping quiet and demonstrating self-discipline during lessons, or making inappropriate noises inside or outside the classroom Disruptive classroom, assembly and school behaviour Breaking school rules in classrooms, corridors, playground and buses Not following instructions Lack of respect, abusive or inappropriate language towards peers Eating during lessons and during the morning assembly without justification or permission (after confirming the health status of the student) | <p>Upon Committing Offence 1st incident in one day: 1. Verbal recognition of the misbehaviour.</p> <p>2nd Incident in per lesson: 1. Ladder 2. Isolate the student from the group to work independently. 3. Provide a verbal reminder of proper conduct. 4. To do timeout in buddy classroom for 5 minutes with learning.</p> <p>1st Repetition Repeat steps 1 – 5 Record behaviour on Phoenix. Contact parents via email.</p> <p>1. <i>Isolate the student from the group to work independently.</i> 2. <i>Provide a verbal reminder of proper conduct.</i> 3. <i>To do timeout in buddy classroom for 5 minutes with learning.</i></p> <p><i>Further disruption to learning:</i> <i>Loss of break/ lunch</i> <i>KS1- 5 min</i> <i>KS2 - 10 min</i></p> <p>2nd Repetition Repeat steps 1 – 5 Record behaviour on Phoenix. Teacher to c all the parent/guardian.</p> <p>1. <i>Isolate the student from the group to work independently.</i> 2. <i>Provide a verbal reminder of proper conduct.</i> 3. <i>To do timeout in buddy classroom for 5 minutes with learning.</i></p> <p><i>Further disruption to learning:</i> <i>Loss of break/ lunch</i> <i>KS1- 5 min</i> <i>KS2 - 10 min</i></p> <p>3rd Repetition Class teacher: Teacher to open file on pupil (form No. 6.) Meeting with parents and issue a first written warning to the student with parent/guardian signature of acknowledgement. Form No. 7. Parents sign Ministerial Behaviour Policy Record on Phoenix</p> <p>3rd Repetition on the same day – Level 2</p> |
| Second Degree Offences | Consequences |
| Behaviour that causes disruption of teaching and learning: | Level 2 Behaviour must be recorded on Phoenix. |
| <ul style="list-style-type: none"> Repeating Level 1 misconduct at least 4 times after initial meeting with parents. Exiting school without permission, or truancy during the school day; also considered absence | <p>Repeated First Degree Offences Year Group Leader to meet with parents. Issue Form No. 9 to student and Form No. 10 to parents.</p> <p>Once Off Offences – Age appropriate consequence <i>Loss of break and lunch time play</i> <i>KS1 - 20 min</i> <i>KS2 –2 x 20 min</i></p> |

| | |
|--|---|
| <ul style="list-style-type: none"> Initiating fights, threatening or intimidating peers School graffiti and vandalism of school furniture or school buses Inappropriate language / verbal abuse (swearing) Not following a teacher's instructions Disturbing other students | <p>Class teacher to call the parent/guardian and issue a warning email for parent. Teacher to open file (Form No 6.). Miss a playtime with Year Group Leader or SLT.</p> <p>1st Repetition Get the signatures of the parent/guardian and the student on a warning. Issue Form No. 9 to student and Form No. 10 to parents.</p> <p><i>Loss of break and lunch time play</i> KS1 - 20 min KS2 –2 x 20 min</p> <p>2nd Repetition -Year Group Leader Issue Form No. 10 again. Issue student with Behaviour Report.</p> <p><i>Loss of break and lunch time play</i> KS1 - 20 min KS2 –2 x 20 min</p> <p>3rd Repetition- SLT Member Refer to School Counsellor/ pastoral leader /School Behaviour Management Committee to carry out a set of actions that would contribute to improving the student's behaviour. Create Individual Behaviour Plan.</p> |
| <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> |
| <ul style="list-style-type: none"> Repeating Level 1 or 2 misconduct Physical assault on peers or school workers Bullying of peers and school workers Theft or concealment Destruction, vandalism or seizing of school property and/or facilities Tampering, vandalism or destruction of school buses or harming road users Using racist language | <p>Repeated First Degree Offences surpassing the second degree.</p> <p>Senior Leader to meet with parents. Issue Form No. 9 to student and Form No. 10 to parents.</p> <p>Once Off Offences Immediate convening of the School Behaviour Management Committee (Exec) to conclude a decision. An immediate summons of the parent/guardian and signing the decision – Form No. 8 Senior Leader to meet with Parents and Issue Form No. 7</p> <p><i>One day internal isolation.</i></p> <p>1st Repetition Immediate convening of the School Behaviour Management Committee (Exec) to conclude a decision. An immediate summons of the parent/guardian and signing the decision – Form No. 8 Head of Primary meet with Parents and Issue Form No. 9 to student and Form No. 10 to parents. <i>3 day internal isolation.</i></p> <p>2nd Repetition- Vice Principal to meet with parents and pupils Issue a decision from the School Behaviour Management Committee to suspend the student. Xx days external suspension from school. Issue Form No. 12 and seek support from Inclusion Team.</p> |
| <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> |
| <ul style="list-style-type: none"> Repeated Third degree offences. Physical assault leading to injury to peers or school staff | <p>Vice Principal - Immediate communication with the parent/guardian. Take immediate procedure towards the offence with the help of the concerned parties. Suspend the student until the completion of the investigation. The student and his/her guardian shall be held responsible for any damages resulting from the offence. Transfer the student to the remedial programs approved by a decision of the school. Suspend the student's registration in schools and full denial of access to schools and the transition to continuous home schooling. Complete suspension in the case of exhausting all means of remedy.</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 have had perfect uniform for the whole term. | I have completed a project to the best of my ability. | I volunteered to support a teacher or class with a project. | I am honest in all situations (easy or difficult). |
| | I have participated in a school event. | I always work to the best of my ability, and complete all tasks set in class. | 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. |
| | I have participated in an extra-curricular event outside of school | My attendance is been 98% or above this term. | I encourage others and offer support without being asked. | I value the religions and opinions of my fellow students at all times. |
| | Points Awarded: + 10 GEMS of the Week - +10 GEM of the Term - +15 GEM of the Year - +20 | | | |
| Good | I always have the correct equipment needed for the lesson. | I keep to my task at all times. | I often participate in class discussion and offer some of my own thoughts and ideas. | I can reflect positively on my successes and recognise areas for development. |
| | I respond positively to advice and guidance from everyone. | My behaviour is always positive – I am committed and enthusiastic. | I ask thoughtful relevant questions. I fully participate in class discussions. | I always tell the truth and share information when asked. |
| | I always arrive on time to the lesson. | I always work to my full potential and have examples of doing more than is expected in the lesson. | I have a positive effect on the learning of the rest of the class. I often help others. | I always admit when I am wrong. |
| | My uniform is always appropriate for the lesson. I look smart. | I complete all tasks expected in class. | I have a positive effect on the rest of the class and I help others. | I can recognise my successes and areas for development. |
| | 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 I offer participation when prompted. | I can tell the truth and share information when asked. |
| | I arrive on time to lessons. | I am well behaved inside in class/the playground. | I behaviour does not disturb the learning of others. | I can admit when I make a mistake. |
| | My uniform is appropriate for the lesson. | I complete my work on time. | I help a teacher with a task/job. | I reported an incident to a teacher. |

| | | | |
|------------------------------------|---|---|--------------------------------|
| I always do what I am asked to do. | I am moving around the school in a sensible manner. | I support my peers when they need help. | I ask for help when I need it. |
| Points Awarded: +2 | | | |

GCS Values Sanctions 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 |
|---|---|---|---|--|
| Below Expected (Level 1) | I don't have the correct equipment for the lesson. | I do not complete the 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 do not tell the truth and share information when asked. |
| | I don't follow the instruction first time from a member of staff. | I am eating when I am not supposed to. | I am not looking after the environment or the school. | I do not admit when I make a mistake. |
| | I am not wearing the correct uniform. | I am using my device/phone when I am not supposed to. | I am not kind to my peers. | I get others in trouble as a result of my lack of honesty. |
| | Consequences | | | Points Deducted |
| | 1. 1st Verbal Warning – initial offence | | | 0 |
| | Persistent behaviour after 1st warning: 2. 2 nd Verbal warning 3. Teacher logs offense on Phoenix Classroom 4. Form tutor informed 5. Parent email | | | -1 |
| | 3rd Verbal Warning: 1. Teacher logs offense on Phoenix Classroom 2. Student isolated in HOY office for break time. 3. Teacher calls home followed up with an email. | | | -2 |
| | 4th Verbal Warning: 1. SLT called 2. Student moved to SLT office for remainder of the lesson. 3. Meeting with parents followed by a signed letter. (HOY) 4. School counsellor informed. | | | -3 |
| | 2nd Removal by SLT 1. Meeting with parents followed by a signed letter. (SLT/HOY) 2. School counsellor informed. 3. Behaviour report with agreed actions, rewards and consequences. | | | -4 |
| Further repetition - Parents to meet with Vice Principal/Principal | | | | |

| Unacceptable (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 |
|---------------------------|--|--|--|---|
| | I regularly don't have the correct equipment for the lesson. | My tasks are often not completed. | My responses in class are negative and I often don't listen. | I do not recognise success and areas I need to improve. |
| | I am regularly late for the lesson or have left the classroom without permission. | 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. |
| | My uniform is often inappropriate. | I demonstrate poor levels of behaviour or a poor attitude to my learning in class. | 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 | | | Points Deducted |
| | 1st Time: To be decided by HOY 1. Teachers logs offense on Phoenix Classroom 2. Loss of break time play. 3. Meeting with parents followed by a signed letter. 4. School counsellor informed. | | | -4 |
| | 2nd Time To be decided by Exec 1. HOY logs offense on Phoenix Classroom 2. Loss of break time play. 3. Meeting with parents followed by a signed letter. 4. Isolation inside the school for 1-2 days 5. School counsellor informed. 6. Behaviour report with agreed actions, rewards and consequences. | | | -8 |
| | 3rd Time To be decided by Exec 1. SLT logs offense on Phoenix Classroom 2. Loss of break time play. 3. Meeting with parents followed by a signed letter. 4. Isolation inside the school for 2-3 days 5. School counsellor informed. 6. Review behaviour report with agreed actions rewards and consequences. | | | -8 |
| | Further repetition - Parents to meet with Vice Principal/Principal | | | |

| | | | | | |
|---|--|---|---|---|----------------|
| 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 | |
| | I have left the school without an adult's permission. | My tasks are often not completed. | I have been bullying a fellow student. | I have not been honest in a test (cheating or copying). | |
| | Destroying school property. | I am often distracted and off task. | 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 conductor. | I have taken photos or videos of others without their permission. | I have hurt or hit others. | Swearing at a teacher. | |
| | Consequences | | | Points Deducted | |
| | 1st Time: Exec Only 1. Immediate isolation inside the school. 2. SLT logs offense on Phoenix Classroom. 3. Meeting with parents followed by a signed letter. 4. School counsellor informed. | | | -12 | |
| | 2nd Time : Exec Only 1. Exclusion until the case has been fully investigated. 2. SLT logs offense on Phoenix Classroom. 3. Meeting with parents followed by a signed letter. 4. School counsellor informed. 5. Referral for behaviour intervention by agreed parties. | | | -12 | |
| | Further repetition - Parents to meet with Vice Principal/Principal | | | | |
| | Serious Offence (Level 4) | RESPECT | INTEGRITY | KINDNESS | HONESTY |
| | | Any offenses against the UAE law. | | | |
| Carrying harmful / dangerous items in the school. | | Possession of any inappropriate content as per the UAE law. | Hurting others, causing an injury. | Theft | |
| Consequences 1st Time: Exec Only 1. Exclusion until the case has been fully investigated 2. SLT logs offense on Phoenix Classroom. 3. Principal / Vice Principal to meet with parents. 4. School counsellor informed. 5. Consequence determined by the Vice Principal/ Principal *Possible expulsion or transfer to another school. | | | | | |

E-Safety School Actions & Sanctions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with.

Behaviour Incidents

| | Incident Description | Action and Reporting |
|--|---|---|
| 1 st Degree Offences | Not attending classes or being on time | <p>Upon Committing Offence</p> <p>1st incident in one day:</p> <ol style="list-style-type: none"> 1. Verbal recognition of the misbehaviour. <p>2nd Incident per lesson:</p> <ol style="list-style-type: none"> 1. Refer to Behaviour Ladder 2. Isolate the student from the group to work independently. 3. Provide a verbal reminder of proper conduct. <p>1st Repetition Repeat steps 1 – 3 Record behaviour on Phoenix. Contact parents via email.</p> <p>2nd Repetition Repeat steps 1 – 3 Record behaviour on Phoenix. Call the parent/guardian.</p> <ol style="list-style-type: none"> 1. Refer to Behaviour Ladder 2. Isolate the student from the group to work independently. 3. Provide a verbal reminder of proper conduct. <p>3rd Repetition Teacher to notify Head of year/SLT member. Class Teacher/Form Tutor to open file on pupil (form No. 6.) Meeting with parents and issue a first written warning to the student with parent/guardian signature of acknowledgement. Form No. 7. Parents sign Ministerial Behaviour Policy Record on Phoenix</p> <p>3rd Repetition on the same day – Level 2</p> |
| | 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 | |
| Repetition on same day – 3 times – Level 2 | | |

| | | |
|---------------------------------------|---|--|
| 2nd Degree Offences | Use of inappropriate language | <p>Repeated First Degree Offences Teacher and Year Group Leader to meet with parents. Issue Form No. 9 to student and Form No. 10 to parents.</p> <p>Once Off Offences – Age-appropriate consequence Class teacher to call the parent/guardian and issue a warning email for parent. Teacher to open file (Form No 6.).</p> <p>Student to attend a counselling session with school counsellor.</p> <p>1st Repetition Get the signatures of the parent/guardian and the student on a warning. Issue Form No. 9 to student and Form No. 10 to parents.</p> <p>2nd Repetition -Year Group Leader Issue Form No. 10 again. Issue student with Behaviour Report.</p> <p>Further counselling internecon.</p> <p>3rd Repetition- SLT Member Refer to School Counsellor/ pastoral leader /School Behaviour Management Committee to carry out a set of actions that would contribute to improving the student’s behaviour. Create Individual Behaviour Plan.</p> |
| | Absence from a single school day (via distance learning) without an acceptable excuse. | |
| | Using e-mail or social media to reveal information of a personal nature. | |
| | 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. | |
| 3rd Degree Offences | Cyber bullying | <p>Repeated First Degree Offences surpassing the second degree.</p> <p>Senior Leader to meet with parents. Issue Form No. 9 to student and Form No. 10 to parents.</p> <p>Once Off Offences Immediate convening of the School Behaviour Management Committee (Exec) to conclude a decision. An immediate summons of the parent/guardian and signing the decision – Form No. 8 Senior Leader to meet with Parents and Issue Form No. 7</p> <p><i>One day internal isolation.</i></p> <p>1st Repetition Immediate convening of the School Behaviour Management Committee (Exec) to conclude a decision. An immediate summons of the</p> |
| | Racist language towards others | |
| | 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. | parent/guardian and signing the decision – Form No. 8 Head of Primary meet with Parents and Issue Form No. 9 to student and Form No. 10 to parents. <i>3-day internal isolation.</i> 2nd Repetition- Vice Principal to meet with parents and pupils Issue a decision from the School Behaviour Management Committee to suspend the student. Xx days external suspension from school. Issue Form No. 12 and seek support from Inclusion Team. |
| | Forging school documents/impersonating others. | |
| 4th Degree Offences | Publishing, creating, exchanging or promoting malicious or suspicious software. | Heads of School - Immediate communication with the parent/guardian. Take immediate procedure towards the offence with the help of the concerned parties. Suspend the student until the completion of the investigation. The student and his/her guardian shall be held responsible for any damages resulting from the offence. Transfer the student to the remedial programs approved by a decision of the school. Suspend the student's registration in schools and full denial of access to schools and the transition to continuous home schooling. Complete suspension in the case of exhausting all means of remedy. |
| | 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.

This policy has been discussed and agreed by GCS teaching staff and leadership teams for implementation.

Signed.. 
CEO/Principal

Date: 01/08/2021