



أكاديمية جيمس العالمية  
GEMS World Academy  
ABU DHABI

# Positive Behaviour Policy

2022 - 2023



Reviewed by:	
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## 1 - Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community. GEMS World Academy – Abu Dhabi values are built on mutual trust and respect for all, in accordance with the GEMS core values. The school positive behaviour support policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an optimum learning environment where everyone feels happy, safe and secure.

The primary aim of the positive behaviour support policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way taking into consideration the below factors:

- The school expects every member of the school community to behave in a respectful and responsible way towards others;
- We treat all children fairly and apply this behaviour policy in a consistent way in order to ensure the wellbeing and safety of all learners;
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community;
- The school acknowledges positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour for all learners, rather than merely deter anti-social behaviour.

This policy should be read comprehensively in conjunction with the appendices for **Cyber-bullying, Anti-bullying, Rewards and Sanctions ladders** as well as for Learning, Teaching and Moral Education as these underpin the ethos of the school. The **Attendance and Punctuality policy** and **Safeguarding policy** should also be referred to.

As part of a School-Wide Positive Behaviour Support policy we have developed clear rules for the behaviour we expect, these are displayed through our Islamic and Moral Values. This policy outlines the underlying philosophy, nature, organisation and management of learners' behaviour at WAA. Its fair and consistent implementation is the responsibility of all staff. We encourage positive behaviour for learning through the use of the IB Learner Profile attributes and HPL values, attitudes and attributes (VAAs).

## 2 - Aims

This policy is designed to promote the following core WAA values:

### We are Respectful (and kind)

- To our school environment
- To each other and everyone around us
- By being patient
- By being tolerant of others

### We are Responsible (and safe)

- For being good role models
- For being trusting and trustworthy
- For making the right behaviour choices
- For being the best we can be!

### We are Ready to learn

- To learn
- To support each other

The Learner Profile attributes and HPL VAAs which are promoted include:

HPL (High Performance Learning)		International Baccalaureate
VAAs	ACPS	Learner Profile
Empathetic	Metathinking	Inquirers
Agile	Linking	Knowledgeable
Hardworking	Analysing	Thinkers
	Creating	Communicators
	Realising	Principled
		Open-minded
		Caring
		Risk Takers/Courageous
		Balanced
		Reflective

Class based essential agreements are created each year using the scaffold of the IB learner profile and HPL VAAs. These are displayed in all classrooms with students voice, agency and ownership.

Throughout the year we explicitly teach learners what these expectations look like in different areas of the school and acknowledge them frequently with descriptive praise, house points, certificates and other celebrations. The expectations for all learner behaviour will be clear throughout the school including playground areas, corridors, classrooms and buses. We will apply consistent consequences and positive reinforcement and teaching of the expectations for all children.

By detailing expected behaviours and teaching these behaviours in a positive way, we will provide a common language for everyone in the school, including learners, teachers, front office staff and teaching assistants. These expectations are developed with the learners, clearly communicated to **parents and parents are encouraged to discuss and reinforce these expectations with their children.**

### 3 - Positive accomplishments and learner behaviour

#### Jewels of Kindness:



At GEMS we care about Values Education and seek to encourage our learners to grow and develop their personal and interpersonal qualities. GEMS Jewels of Kindness is a means of encouraging learners to think about being Kind (Respectful, Empathetic, Helpful and Compassionate are all kind qualities). Learners will be recognised, following nominations received from teachers, peers, members of staff and parents, based on acts of kindness that go above and beyond the expected good manners.

#### Award Ladder:

Awards	Frequency	Awarded By
Class Teacher's Award (sticker/note)	Regular and often	Class teacher
Learner of the Week (IB profile/HPL)	1 child per week	Class teacher/ELT
Cluster Lead/ Subject Lead stickers/notes	As appropriate	Cluster Lead/ Subject Lead
Head of School Trophy	1 per half term	Ms Vicky/Mr Neil
Vice Principal's Trophy	1 per term	Mr David Craggs
Principal's Trophy	1 per term	Mr Kelvin Hornsby

Reward	Frequency	Awarded By
House Points	Daily	Class Teacher/ Teaching Assistant / Learning Support Assistant
Linked to Learner Profile Attributes (IB/HPL)	Daily / Weekly	Class Teacher
Taking Action – impact on community / others.	Rewarded when appropriate	All Staff
Community – extra curricular (ASAs) and clubs.	Rewarded when appropriate	All Staff
End of Year Award ceremony <ul style="list-style-type: none"> <li>Attainment</li> <li>Progress</li> <li>Action Award</li> <li>Super citizen (Learner Profile Attributes)</li> </ul>	1 per year, per class	Class Teacher / Specialists

## 4 - Behaviour incidents - Learner Code of Conduct (ADEK Policy 50)

All learners must respect the main code of conduct. Additionally, at GEMS WAA this code of conduct applies while learners are in school, when travelling on school buses and while participating and attending any school field trips and extra-curricular activities. We expect that all learners will comply with the following main rules:

- Comply with all school rules and instructions.
- Behave responsibly and not endanger the safety and welfare of others or self.
- Care for the facilities and property of the school and of others.
- Arrive at school and lessons on time and justify any tardiness and absences.
- Participate in promoting a positive school community image.
- Demonstrate a positive attitude and apply the very best effort toward learning.
- Behave responsibly so as not to disrupt the classroom or the learning of others.
- Commit to the heritage and culture of the UAE.
- Show respect to all members of the school community, and parents/guardians and other members of the local community.

### Determining a consequence/sanction

The school will investigate behaviour-related issues. Written statements will be taken using the restorative reflection documents in place. Learners may be kept separate where appropriate. School would expect the support of all stakeholders whilst the incident is being investigated resulting in a successful resolution utilising restorative practice.

### Intervention Strategies

A range of interventions may similarly be applied in conjunction with a consequence/sanction or as an alternative. These include:

- Teacher involvement
- Counsellor Involvement
- Mentoring
- Individual behaviour plan
- Reports – attendance / punctuality / behaviour/ home learning
- Pastoral support plans (all phases)
- External agencies.



## Record Keeping

Teachers, Middle Leaders and Senior Leadership Team will keep a communication log to record incidents of positive awards (via a tally) or inappropriate behaviour. The communication log will be accessed via school information management system (**Phoenix Classroom**) and can be accessed by both the class and specialist teachers when they are teaching. Class teachers need to be conscious of language, punctuation and spelling when adding notes. More detailed notes must be recorded on the school templates should the intervention support progress to requiring a Behaviour Support plan. IEP meetings will be held regularly and reviewed/documentated inline with the school policy.

Class teachers are responsible for keeping up to date records regarding both achievements and behaviour incidents of learners in their class.

## Offense level – as per ADEK Policy 50

### Level 1

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

- Tardiness (lateness/unpunctuality)
- Unexplained absences
- Not bringing the necessary books and equipment to class
- Incorrect school uniform (including sports uniforms)
- Disruptive behaviour in classrooms and in school
- Breaking school rules including in classrooms, hallways, playgrounds and buses
- Defying orders from school management and staff
- Mocking others
- Disruptive behaviour on school buses (refer to the bus sanction ladder).

### Level 2

Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- Skipping classes or school
- Entering school after school hours without the presence of supervisors
- Using abusive or inappropriate language toward peers and/or teachers
- Fighting with other learners and/or bullying them
- Theft
- Vandalizing school property or the property of others
- Using cell phones during school time without the school administration's permission
- Possessing or viewing pornographic or other inappropriate material
- Cheating in exams or assignments
- Providing false documents (e.g. forging parents'/guardians' signatures)
- Misuse or abuse of the School's IT systems.

### Level 3

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

- Assaulting teaching faculty members, staff or members of the local community
- Distributing (or participating in the distribution of) pornographic material
- Wilful damage to, or destruction of, school and personal property
- Possessing or selling weapons or explosives
- Using or promoting illegal drugs or substances in violation of public order and morals
- Exchanging any inappropriate materials, such as letters or photos
- Committing major actions contradictory to public morals such as sexual assault.

### Banned Disciplinary Actions

It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment.
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct.
- Imposing more school work.
- Mocking or insulting the learner in private or in public.
- Preventing the learner of using washroom facilities or consuming food.
- Loss of full breaktime/lunchtime.

### Consequences/Sanctions include

- Non-verbal Warning
- Verbal warning
- Mindful reflection / restorative meeting
- Communication with parents
- Individual Behaviour Report (Class Teacher, Homeroom/Advisory teacher, Cluster Leads, Executive Leadership Team)
- Withdrawal from school-based or educational visits/activities
- Isolation – internal, external.

## Staged Approach for Dealing with Wilful or Persistent Misconduct

Learners are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours before disciplinary action (e.g., warnings, written notices) is taken.

- Firstly, we shall provide counselling for the learner (this can be with homeroom/advisor teacher/member of staff present at time of incident), with a clear explanation, with reasons, of the changes in behaviour that are required of the learner. At this stage parents/guardians would be contacted.
- Next, we will put in place a strategy, with the appropriate monitoring and support (Supportive Behaviour plan/Individual Behaviour Plan / Plan Do Review / Report Card for Secondary Students, to address and correct the learner's unacceptable behaviour.
- If there is a need for further escalation of response, we shall inform parents/guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-school strategy. Parents/guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy. SNAP if required.
- Should the learner continue to behave unacceptably, we may suspend the learner temporarily from school for up to five days and shall issue to the learner and his or her parent/guardian a final warning. During this time, parents such support the school in finding additional support and identification methods such as an Educational Psychologist report, OT or external counselling.
- In the final stage, if the learner fails to modify his or her behaviour in accordance with the requirements of the school, we may apply to the regulator to transfer the learner to another school or to permanently exclude the learner concerned. In making an application to the regulator, we shall include evidence that all these stages have been followed.

## Learners with Special Educational Needs (Pupils of Determination)

Learners with special education needs are required to follow the same rules and conduct as other learners. However, any disciplinary action for a learner with special education needs must take into account the nature of the learner's special education need and the Individual Education Plan for that learner. Learners with special education needs must not be subject to more severe consequences than those imposed on the rest of the learners, for comparable violations. The implementation of a school code of conduct must not generally differentiate between learners with special education needs and other learners.

## 5 - The Role of all staff

It is the responsibility of all staff to ensure that high standards of behaviour are maintained during lesson time, around the school building and whilst out on school trips;

- All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all learners work to the best of their ability;
- All staff treat each child fairly and maintains the classroom essential agreements consistently alongside the school code of conduct. The teacher treats all learners in their class with respect and understanding;
- It is the responsibility of all teaching staff to ensure that the movement around school and arrival to lessons supports a calm environment that is conducive to learning. The class teacher keeps a record of repeated incidents of inappropriate behaviour on **Phoenix Classroom (Pulse in the interim)**. Staff should follow GEMS safeguarding practices where appropriate, including reporting relevant incidents on **Guard**. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if this continues for more than 2 instances (must be logged instances in Phoenix Classroom), the class teacher seeks help and advice from middle and senior leaders.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the welfare or behaviour of a child.

## 6 - The Role of the Principal

- It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school;
- The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy;
- The Principal keeps records of all reported serious incidents of unacceptable behaviour and reports are shared with cluster leave if escalated;

## 7 - The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school;
- We explain our expectations during induction meetings. We expect parents to support us in maintaining high standards of conduct at all times;
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour;
- If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class/form teacher. If the concern remains, they should contact the year leader, and finally the Principal. If these discussions cannot resolve the problem, parents should contact the school Cluster Lead at GEMS Corporate Head Office (contact details are available in school).

## 8 - Monitoring

- The Principal monitors the effectiveness of this policy on a regular basis;
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents and records serious incidents on **Guard/HSE/Phoenix Classroom** where a Cluster lead, member of SLT or the Pastoral Lead has been involved.

## 9 - Anti-bullying policy (including cyber-bullying)

### Scope

**At GEMS World Academy – Abu Dhabi we do not tolerate bullying of any kind. This policy applies to the entire GEMS WAA community - all learners, teachers, non-teaching staff and parents:**

- In school
- Travelling to and from school
- On all school-based and Educational Visits and activities
- When representing or commenting on the school in any capacity
- When accessing Online platforms (including social media and educational sites)

### Guidelines

The person who is displaying bullying behaviours must be left in no doubt that bullying is unacceptable and that this conduct will be systematically monitored. As a general principle, however, it is best to avoid confrontation and harsh sanction, as aggression breeds aggression and the bully is likely to become more vindictive.

The person who is displaying bullying behaviours is most likely to change their behaviour when they are helped to see things from the target's perspective and to feel social pressure from their peers rather than righteous indignation from adults. In this way, the person who is displaying bullying behaviours may begin to realise that group opinion is against them.

### Risk factors

The following factors can be instigated by any form of bullying:

- Depression
- Self-harming behaviours
- Mental health issues
- Eating disorders
- Dropping out of school
- Low self esteem
- Suicide

### Aims

- All teaching and non-teaching staff, learners and parents should have a clear understanding of what bullying and cyber-bullying are.
- All teaching and non-teaching staff should know what the school policy is on bullying/cyber - bullying and follow it when bullying is reported.
- All learners and parents should know what the school policy is on bullying, cyber-bullying and what they should do if bullying arises.
- As a school we take bullying in all forms seriously. Learners and parents should be assured that they will be supported when bullying is reported.
- GEMS WAA has a “**zero tolerance**” to bullying.
- Confidentiality will be maintained where possible.

## Definition of bullying

Bullying is the unprovoked, intentional, deliberate and repeated intimidation taken by one or more children with the deliberate intention of upsetting, intimidating or hurting another child. In order to be considered bullying, the behaviour must include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others
- Repetition: Bullying behaviours happen more than once.

Bullying can be direct, in the form of physical or verbal, or indirect, which involves psychological or emotional actions such as being ignored or not spoken to.

We expect learners, staff and parents to work together to achieve the highest standards of behaviour within and beyond the school, in accordance with this policy document. We model and promote positive behaviour at every opportunity. We encourage each learner to take responsibility for themselves and others, their learning and the environment. GEMS WAA is committed to providing a caring, friendly and safe environment for all our learners so all can learn in a relaxed and secure atmosphere, without the fear of being bullied.

***'It is ok to tell.'*** or STOP WALK TALK If bullying does occur, all learners should be able to ***“speak out”*** and know that incidents will be dealt with promptly and effectively. Being a ***“speak out”*** school, anyone that knows bullying is happening is expected to tell a member of staff (LSA, Tutor, Head of House, Nurse, and Classroom teacher, School Counsellor, Senior Leadership Team, Principal). Our learners know that all staff will take incidents seriously.

### Examples

- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Verbal** – name calling, sarcasm, spreading rumours, teasing
- **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books)
- **Racist** - racial taunts, graffiti, gestures
- **Gender** - unwanted physical or verbal contact based on gender
- **Harassment** – threatening or disturbing behaviour inflicted on another
- **Cyber** – all areas of the internet, such as email and internet chat rooms, mobile use, any misuse of associate technology.

## Definition of cyber-bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly, sometimes anonymously, 24/7 against a victim who cannot easily defend themselves.

Examples include:

- Bullying by text or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites including blogs, personal websites and social networking sites
- Using emails to message others
- Hijacking/cloning email accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms.

## Prevention

GEMS WAA will prevent bullying and cyber-bullying by:

- Raising awareness of what bullying is
- Promoting positive-social behaviour
- Promoting strategies to protect and support the targets
- Dealing effectively with incidents
- Regularly review the Anti-bullying policy
- Provide information and training for all members of staff to prevent bullying, manage incidents and create and maintain a culture of mutual respect, free from bullying behaviour
- Increase understanding and awareness of cyber-bullying
- Continue to promote '**zero tolerance**' and promote preventing all bullying through assemblies, and class activities, aiming to develop a whole school approach to self-monitoring with regards to bullying
- Staff, learners and parents to have agreed guidelines when cyber bullying become an issue within the school
- To educate learners and parents on what to do should cyber-bullying arise, steps to protect themselves from cyber-bullying and how to report cyber-bullying.

## Legal issues

Cyber-bullying is generally criminal in nature, and legislations in countries such as the USA, UK, Europe and Australia are beginning to change so that prosecutions can be made.

In the UAE, it is illegal to use an IT System to:

- Offend religious sanctities or encourage sins
- Slander another person
- Breach the privacy of another (e.g., by intercepting communications, taking photographs, publishing information, etc).



## Internet safety

The school endeavours to block access to inappropriate sites, each learner has a personal ID to log on to the user account on the GEMS network. This is where learner work is stored. Learner devices connect to a secure learner network that is monitored and controlled as per the ***Digital Device Responsible Use Policy***.

Regular reviews are completed regarding the security arrangements in place by the ICT communication staff.

## 10 - Bus Behaviour Policy

The use of school buses is to ensure learners travel safely to and from school. The following is a stepped action procedure to ensure the health and safety of the learners is not put at risk whilst travelling on the bus. Sanctions are recorded within the school information management system (**Phoenix Classroom**) as per behaviour policy. Statements will be taken regarding any inappropriate behaviour on the bus.

Inappropriate behaviour on the bus includes but is not restricted to:

- **Failing to wear a seatbelt.**
- Moving around the bus while it is moving.
- Standing up while the bus is moving.
- Throwing items inside, or outside of the bus.
- Shouting.
- Inappropriate language.
- Verbal and/or physical abuse towards others.
- Bullying or fighting.
- Littering.
- Damaging the bus.
- Distracting the driver.
- Refusing to follow instructions from the driver or conductor.
- Getting off at an unauthorised stop.
- Bringing friends onto the bus without written permission from the school.
- Placing anything outside of the windows of the bus at any time.
- Eating or drinking on the bus.
- Breaking the alarm systems for no required reason.
- Not respecting the personal space of others.

### Use of Digital Devices on school buses

- Use of digital devices are only allowed by the owner of the device for quiet reading or listening to music (with earphones only).
- Learners can use devices for educational purposes (Seesaw, Nearpod, Toddle etc.).
- Taking photos or filming is strictly prohibited.

### Parent Actions

- Parents will ensure that learners are prompt in getting onto the bus in the morning.
- Notify the school and BBT by phone or email if there is a change of plan for their child in getting home, prior to **12pm (Monday – Thursday)**, 10am (Friday).
- Parents will support school sanctions in relation to bus behaviour.
- Parents will communicate with BBT and school should there be concerns about the behaviour on the bus.

## Bus sanction consequence ladder

**1<sup>st</sup> offence:** Lunch detention with class teacher, logged on school information management system (Phoenix Classroom) and letter home sent by the class teacher informing parents of the next steps (Cluster Lead informed and classroom teacher keeps a record of incidents for whole class).

**2<sup>nd</sup> offence:** Lunch detention with cluster lead, parents called by cluster lead, this is the final warning letter sent home before the (1-3) day ban depending upon the nature of the incident.

**3<sup>rd</sup> offence:** 3-day ban, to be enforced by the Head of School phoning parents and issuing a Bus ban letter. Parents to be given 24 hours' notice to arrange alternative transport.

**4<sup>th</sup> offence:** One Week ban, to be enforced by the Head of School phoning parents and issuing a Bus ban letter. Parents to be given 24 hours' notice to arrange alternative transport.

**5<sup>th</sup> offence:** Half Term, to be enforced by the Head of School phoning parents and issuing a Bus ban letter. Parents to be given 24 hours' notice to arrange alternative transport.

## Record Keeping

At each stage a written record of action taken will be recorded on the school information management system (Phoenix Classroom).

## 11 - Isolation & Exclusion Policy

If a learner fails to improve their behaviour or commits one of the offenses listed above, they could face isolation, exclusion or permanent exclusion.

In such cases the Head of School is required to divulge the full investigation to the Principal, if they believe that an exclusion or isolation is required. All isolations, exclusions and permanent exclusions are at the Principal's discretion only and can only be actioned once the Principal gives approval. The Principal may be required to present information relating to the case to the ADEK and/or GEMS Corporate Office for full review.

If the isolation or exclusion is approved then the Head of School will contact the parents of all learners and notify them of the exclusion. Upon their return to school, the behaviour of the learner is reviewed (either as a standalone incident or their full behaviour file) with the parent and the stage letter (see Appendix A), outlining the reasons for the disciplinary, is signed by all parties (Head of School, Parents and Learner). This documentation is then stored in the learner's file and could be passed on to schools or colleges that they may attend in the future. If a parent refuses to sign the document, then this is written on the form but it is still stored in the learners' file.

If a learner is isolated, work is set for them to complete during their day in isolation. Any work that they do not complete is to be completed for homework. Teachers are responsible for marking this work. Learners are then able to return to their first lesson the day after their final isolation day.

If a learner is excluded, work is set for them to take home with them (or can be collected by parents in extreme circumstances) and must be completed at home. After the learner has completed their exclusion then the parents are invited into the school, along with their child, for a reintegration meeting. Once this is conducted and expectations have been reiterated on behaviours moving forward, the learner can return to their classes.

Any learner returning from exclusion will be placed on behaviour report, which is monitored by the Section Leader on a daily basis. The Section Leader will contact the parents with updates on behaviour during the following weeks.

# APPENDIX

## 12 - Appendix A – Behaviour stage letters

DATE

### Stage 1 Behaviour Letter

Dear Parent / Guardian of: **Name**

Class: **Section**

#### **Present: NAME OF ATTENDEES**

Further to our meeting/phone call, the school has placed **NAME** on positive behaviour report. This is due to the repeated undisciplined and unacceptable behaviour shown by **NAME**. Violations of the school behaviour policy have included (**ADD/AMEND where appropriate**):

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other learners.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

#### **Key points discussed during meeting**

- **NAME's** repeated incidents of unacceptable behaviour.
- **NAME's** rudeness to staff and other learners.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- **NAME** must tell a teacher if someone calls him/her names.
- You agreed to sign **NAME's** report card every day, discuss any behaviour violations and set relevant punishments.
- You will speak to **NAME** regarding his/her current behaviour in school to avoid any repetition.

If **NAME** continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which will include a Stage 2 behaviour meeting, report and/or internal exclusion.

#### **Declaration (please complete and return as acknowledgment of this letter):**

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above.

Signature of the parent: \_\_\_\_\_

Signature of the Head of School / Senior Leader : \_\_\_\_\_ Date: \_\_\_\_\_

## Stage 2 Behaviour Letter

Dear Parent / Guardian of: **Name**

Class: **Section**

### **Present: NAME OF ATTENDEES**

Further to our meeting/phone call, the school has placed **NAME** on positive behaviour report. This is due to the repeated undisciplined and unacceptable behaviour shown by **NAME**. Violations of the school behaviour policy have included (**ADD/AMEND where appropriate**):

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other learners.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

### **Key points discussed during meeting**

- **NAME's** repeated incidents of unacceptable behaviour.
- **NAME's** rudeness to staff and other learners.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- **NAME** must tell a teacher if someone calls him/her names.
  
- You agreed to sign **NAME's** report card every day, discuss any behaviour violations and set relevant punishments.
- You will speak to **NAME** regarding his/her current behaviour in school to avoid any repetition.

If **NAME** continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which is likely to include internal exclusion from lessons or fixed-term exclusion from school as they move to Stage 3 of the school's behaviour process.

### **Declaration (please complete and return as acknowledgment of this letter):**

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above.

Signature of the parent: \_\_\_\_\_

Signature of the Head of School / Senior Leader : \_\_\_\_\_ Date: \_\_\_\_\_

### Stage 3 Behaviour Letter

Dear Parent / Guardian of: **Name**

Class: **Section**

**Present: NAME OF ATTENDEES**

We are disappointed to report that **NAME** has not improved their behaviour since we wrote to you with a Stage 2 behaviour letter. Further to our meeting, the school has now issued **NAME** with a **X day internal exclusion / fixed-term exclusion**. This is due to the repeated undisciplined and unacceptable behaviour shown by **NAME**.

Violations of the school behaviour policy have included (**ADD/AMEND where appropriate**):

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other learners.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

**Key points discussed during meeting**

- **NAME's** repeated incidents of unacceptable behaviour.
- **NAME's** rudeness to staff and other learners.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- **NAME** must tell a teacher if someone calls him/her names.
  
- You agreed to sign **NAME's** report card every day, discuss any behaviour violations and set relevant punishments.
- You will speak to **NAME** regarding his/her current behaviour in school to avoid any repetition.

If **NAME** continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which is likely to include a longer exclusion as they move to Stage 4 of the school's behaviour process.

**Declaration (please complete and return as acknowledgment of this letter):**

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above.

Signature of the parent: \_\_\_\_\_

Signature of the Head of School / Senior Leader : \_\_\_\_\_ Date: \_\_\_\_\_



## Stage 4 Behaviour Letter

Dear Parent / Guardian of: **Name**

Class: **Section**

### **Present: NAME OF ATTENDEES**

We are disappointed to report that **NAME** has not improved their behaviour since the Stage 3 behaviour meeting, held on **DATE**. Further to our meeting, the school has now issued **NAME** with a **X day fixed-term exclusion**. This is due to the repeated undisciplined and unacceptable behaviour shown by **NAME**.

Violations of the school behaviour policy have included (**ADD/AMEND where appropriate**):

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other learners.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

### **Key points discussed during meeting**

- **NAME's** repeated incidents of unacceptable behaviour.
- **NAME's** rudeness to staff and other learners.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- **NAME** must tell a teacher if someone calls him/her names.
  
- You agreed to sign **NAME's** report card every day, discuss any behaviour violations and set relevant punishments.
- You will speak to **NAME** regarding his/her current behaviour in school to avoid any repetition.

If **NAME** continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which could involve permanent exclusion from the school since they will have reached Stage 5 – the highest level of the school's behaviour process.

### **Declaration (please complete and return as acknowledgment of this letter):**

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above.

Signature of the parent: \_\_\_\_\_

Signature of the Head of School / Senior Leader : \_\_\_\_\_ Date: \_\_\_\_\_

## Stage 5 Block Letter

Dear Parent / Guardian of: **Name**

Class: **Section**

### **Present: NAME OF ATTENDEES**

Further to our meeting on \_\_\_\_\_, the school has now blocked re-enrolment of **NAME** at GEMS World Academy – Abu Dhabi for the reasons listed below:

Repeated failure to meet the school's Code of Conduct and behavioural expectations. Examples of this include:

- Rudeness and aggressive behaviour towards staff.
- Truancy.
- Threatening staff.
- Smoking at school.
- Defiance.
- Persistent disruption of lessons etc. (more detail is provided in the behaviour report attached to this letter).
- Lateness to lessons.
- Fighting.
- Inadequate work.
- Missed detention.
- Failing to bring equipment or books to school.
- Repeatedly falling asleep in lessons.

Should **NAME** significantly improve **HIS/HER** behaviour and meet the conditions listed below they will be allowed to re-enroll for the next academic year. Unfortunately, if this improvement in both attitude and behaviour does not occur **HE/SHE** will not be allowed to continue their studies at GEMS World Academy – Abu Dhabi. It will then be **HIS/HER** parent(s)' responsibility to find another school for **HIM/HER** for the following academic year.

**NAME** must adhere to the following conditions:

- They will behave at all times in line with the school's behaviour policy.
- They must have a minimum of 96% attendance, unless a medical note has been provided to state any unforeseen circumstance in which he cannot attend school.
- All of school work must be completed to a good standard. This includes classwork and homework.
- **NAME** must turn up to school and lessons on time.

The school will:

- Place **NAME** on report to help monitor his/her targets.
- Provide weekly review meetings with **HIS/HER** Head of Year, to discuss their progress.

**NAME's** parent(s) must attend the following meetings to discuss and review **HIS/HER** progress. A failure to attend these meetings will enforce the blocking decision.

- Meeting dates to be provided – (**ONCE A MONTH**).

**Declaration (please complete and return as acknowledgment of this letter):**

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above.

Signature of the parent: \_\_\_\_\_

Signature of the Head of School / Senior Leader : \_\_\_\_\_ Date: \_\_\_\_\_

## 13 - Bus Escalation chart

### **Step 1**

Form Advisory teacher / class teacher to call home and discuss the first warning followed by sending Bus Letter Warning Letter 1 along with email below for **first** warning;

*Dear Parent*

*Your child has received a first bus warning for not following the school bus rules. The rules are in place to ensure all learners are transported to and from school safely. This is your child's first warning. Your child has had some time to reflect on their behaviour and the impact on their choices. Any further poor behaviour on the bus will result in further sanctions. Please ensure your child follows our bus rules.*

### **Step 2**

For final warning, prior to bus ban. Telephone call by Cluster Lead. Conversation below. Cluster Lead to keep a record of the date of this and inform the class teacher / advisory teacher.

*Dear Parent*

*Your child has received a second and final bus warning for not following the school bus rules. The rules are in place to ensure all learners are transported to and from school safely. Your child has had some time to reflect on their behaviour and the impact on their choices. Any further poor behaviour on the bus will result in a three-day bus ban. During the bus ban you will have to find alternative transport to and from school. Please ensure your child follows our bus rules.*

### **Step 3**

Cluster Lead to speak to parents to enforce the bus ban.

Conversation below

*Your child will be receiving a bus ban, for 3 days, for not following the school bus rules. The rules are in place to ensure all learners are transported to and from school safely. Your child has received two prior warnings. Any further poor behaviour on the bus will result in further sanctions. Please ensure your child follows our bus rules. The bus ban will be from (start date to end date)*

### **Step 4**

Head of School to meet with parents. 1 week ban.


Certain disciplinary action will be fast tracked by Head of School and Principal depending on the seriousness of the behaviour.

### **Step 5**

Head of School to meet with parents. Half Term ban.

Certain disciplinary action will be fast tracked by Head of School and Principal depending on the seriousness of the behaviour.

















































## 14 - Primary School Reflection Sheets



**Key Stage 1 Reflection Sheet**

**NAME:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Class:** \_\_\_\_\_










<b>What happened?</b>																																	
<b>I felt...</b>																																	
<table style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>bored / impatient</td> <td>silly / giddy</td> <td>angry</td> <td>frustrated</td> <td>sad</td> <td>confused</td> <td>troubled / a lot on my mind</td> <td>embarrassed</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>guilty</td> <td>tired</td> <td>anxious</td> <td>stressed</td> <td>jealous</td> <td>hungry</td> <td>scared</td> <td>other</td> </tr> </table>										bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarrassed									guilty	tired	anxious	stressed	jealous	hungry	scared	other
																																	
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guilty	tired	anxious	stressed	jealous	hungry	scared	other																										
<b>Next time a better choice would be to...</b>																																	
<b>Teacher comment:</b>																																	

**Key Stage 2 Reflection Sheet**

**NAME:** \_\_\_\_\_

<b>Date:</b>		<b>Class:</b>	
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**What happened?**

 wasn't following instructions	 talking	 wasn't on task	 was disrespectful/silly	 had a negative attitude	 distracted others	 wasn't ready/late	 made a mess
 was dangerous	 bullying	 was aggressive	 was violent	 damaged property	 persistent negative	 was inappropriate	 other

**I felt...**

 bored/impatient	 silly/giddy	 angry	 frustrated	 sad	 confused	 troubled/a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

**What happened as a result:**

**Next time a better choice would be to...**

**Signed:** \_\_\_\_\_

## Solution Focused Behaviour Plan

Name:

Class:

Date:

<b>Let's talk about strengths:</b>
<b>Let's talk about concerns:</b>
<b>Let's talk about current strategies and support in place:</b>

Goal	How, why and when?	Evaluative comment. Home and school

