



GEMS WELLINGTON مدرسة جيمس ولينجتون
INTERNATIONAL SCHOOL انجمن رناڊ

Behaviour Management Policy

Reviewed by	S. Farish
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‘Rewarding positive behaviour with positive attention’

At Wellington International School we aim to value and respect one another, irrespective of age, gender, religious beliefs or nationality.

Introduction

This policy underpins the principles, aims and strategies for promoting best behaviour at GWIS. It is based on the rights and responsibilities of all members of the school community – students, staff and parents – to provide a safe and positive learning environment.

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 and 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.

Rationale

This policy outlines the underlying philosophy, nature, organisation and management of student behaviour at Wellington International School. It’s fair and consistent implementation is the responsibility of all staff.

Aims

This policy is designed to

- Promote and reward positive behaviour
- Boost self-esteem
- Manage challenging behaviour in an assertive, non-confrontational and positive way
- Ensure fairness and encourage consistency of response to both positive and inappropriate behaviour
- Promote early intervention
- Enhance learning and teaching
- Develop in students a sense of self-discipline and an acceptance of responsibility for their own actions
- Ensure that every member of the school community feels respected and valued
- Enable all members of the school to live and work together in a positive, supportive way, promoting an environment where all feel happy, safe and secure
- Ensure that all members of the school community will fully understand the consequences of failing to meet their responsibility to others.



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At GWIS we do not tolerate bullying of any kind. Any incidence of bullying is recorded by the Head of Year, Head of House or Pastoral Team members and the Anti-bullying policy is followed. Please refer to GWIS Anti-Bullying Policy Appendix

This policy applies to all students:

- 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

We expect students, 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 student to take responsibility for themselves and others, their learning and the environment.

Positive behaviours

We recognise:

- Citizenship
- Tolerance
- Kindness
- Commitment
- Progress
- Effort and perseverance
- Achievement
- Contributions to wider aspects of school life
- Successes and achievements at individual and team levels within and outside school

These positive behaviours are acknowledged and celebrated in a variety of ways, within the tutor / learning / year group, key stage and House, at tutor time, in lessons, assembly and with the wider school community through Staff Briefing, the Wellington weekly, 'The WIS Way' and social media.

Whole school expectations:

The WIS Way

If you are a student at GEMS Wellington International School you are:



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Kind, Polite, Tolerant, Confident and part of the school community. This applies to ALL students, teachers, parents and staff.

We will all

- Say good morning and hello
- Hold the door for others
- Say please and thank you
- Comfort someone if they are upset
- Congratulate others for their achievements
- Be open to ALL cultures, religions, ideas and nationalities
- Speak politely and respectfully to people, even when angry or upset
- Ensure that your appearance is impeccable and wear your uniform with pride
- Support your school community and be proud of the school you attend

Moving around school

- Walking on the left
- Walking quietly
- Walking in an orderly manner
- Being respectful of others, such as holding doors open for others

Rewards for positive behaviour include:

- Verbal praise
- Informal conversation with parent in school
- Class Charts rewards
- Written praise or comment, for example in the home/school communication book (lower school) student planner (Middle/Upper School), email to parents.
- Phone calls home
- Display of work
- Certificates, prizes and awards at assemblies and presentations
- Giving of additional responsibility, for example, class rep, Head boy/girl, school council rep
- Recognition of outstanding commitment and / or progress
- Head Teacher/Principal Awards' – for exceptional behaviour, work or attitude.

Please refer to the KS1 and KS2 visual rewards ladder Appendix

Please refer to the Classcharts rewards visual Appendix

Inappropriate behaviours



Behaviour is considered inappropriate if it is not in-keeping with the spirit of the 'The WIS Way' or Home-School Agreement. The core aspects of The WIS Way and Home-School Agreement are reflected within, but not restricted to, a range of policies and expectations in school as listed below. Not following a policy or meeting an expectation is classed as inappropriate behaviour. Please see Appendices 1,2,3,4.....

- Uniform Policy
- Anti-Bullying Policy
- Cyber-bullying Policy
- Home Learning Policy
- Examinations Code of Conduct
- Examinations and Controlled Assessments – guidelines from JCQ
- Educational Visits Policy
- Attendance and Punctuality Policy

All colleagues refer to consequences when dealing with inappropriate behaviour. This is intended to encourage the children to reflect on the choices they made, see The Visual Consequences ladder Appendix 2 for the lowers school and Appendix ?? For the Middle and Upper Schools.

Any instance of inappropriate behaviour will be subject to one or more consequence/sanctions. These will be determined by the severity and persistence of the inappropriate behaviour and the circumstances.

Consequences/Sanctions include:

- Non-verbal Warning
- Verbal warning
- Time out in another classroom
- Missing minutes of playtime
- Contacting parents
- Individual Behaviour Chart
- Sent to Head of Year, Deputy Head Teacher or Head of School
- Withdrawal from school-based or educational visits / activities
- Isolation – internal, external

Determining a consequence/sanction

The School will investigate behaviour-related issues. Written statements will usually be taken. Students will often be kept separate to avoid influencing others. Generally, parents will not be notified until the matter is fully investigated.



Please refer to the visual consequences/sanctions ladder, appendix 1, 2,

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
- Well-Being Coordinator Involvement for social skills work
- Mentoring
- Reports – attendance / punctuality / behaviour / home learning / full- Appendix _
- Pastoral support plans (all phrases)
- TAC (team around child) meeting
- Positions of responsibility if appropriate

Record Keeping

All Classes in the lower school will keep a communication log to record incidents of positive and inappropriate behaviour. The communication log will be accessed via the Class Charts System and can be accessed by both the class and specialist teachers when they are teaching a class. For the Middle and Upper schools Teachers will be expected to have their ipads on them at all times during duties and log all incidents on classcharts, in some instances with a note. Class teachers need to be conscious of language, punctuation and spelling when adding notes.

Class teachers are responsible for keeping up to date records regarding both positive and negative behaviours of students in their class.

Appendix 1: Visual Rewards Ladder: FS1-Year 4



Individual Rewards
6. Head Teacher recognition = 5 House Points
5. House Certificate = 2 House Points
4. 10 Positive Class Chart points (Known as GEMS) = 2 House Points
3. Positive Class Chart Point



(Known as
GEMS)

2. Verbal Descriptive
Praise/moving
on visual
ladder

1. Non-Verbal Praise



Appendix 2: Visual consequences ladder

LEVEL OF OFFENCE	EXAMPLES OF OFFENCE	CONSEQUENCES
1	<p><u>Organisation</u></p> <ul style="list-style-type: none">- Incomplete homework- Poor punctuality- Lack of equipment- Incorrect uniform- No planner <p><u>Disruption</u></p> <ul style="list-style-type: none">- Disrupting others from learning- Disrupting teachers from teaching- Using electronic devices inappropriately <p><u>Disrespect</u></p> <ul style="list-style-type: none">- Silly behaviour	<p>Verbal warnings</p> <p>Email home</p> <p>Break or lunch detention</p> <p>Daily report</p>



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- **Argumentative behaviour**
- **Calling others names**



2	<p><u>Organisation</u></p> <ul style="list-style-type: none">- Truanting from lesson- Failure to attend detention- Repeated level 1 offences <p><u>Disruption</u></p> <ul style="list-style-type: none">- Continued disruption after warning- Disrupting other lessons- Using electronic devices inappropriately (serious) <p><u>Disrespect</u></p> <ul style="list-style-type: none">- Bad language- Rude language or behaviour- Aggressive behaviour	<p>Report (5 days)</p> <p>Formal detention – at least 1 hour</p>
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<p>3</p>	<p><u>Organisation</u></p> <ul style="list-style-type: none">- Truanting from school- Failure to attend formal detention- Repeated level 2 offences- Failure to complete Level 2 report <p><u>Disruption</u></p> <ul style="list-style-type: none">- Defiant behaviour- Repeated disruption of lessons <p><u>Disrespect</u></p> <ul style="list-style-type: none">- Physical altercation- Abusive language/behaviour- Dangerous behaviour- Malicious behaviour- Bullying	<p>Level 3 report – 10 days (reduced for good behaviour)</p> <p>Formal detention – at least 2 hours</p>
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4	<p><u>Organisation</u></p> <ul style="list-style-type: none">- Possessing inappropriate material- Theft- Failing a level 3 report <p><u>Disruption</u></p> <ul style="list-style-type: none">- Extreme defiant behaviour- Repeated disruption of lessons <p><u>Disrespect</u></p> <ul style="list-style-type: none">- Smoking on site- Fighting- Vandalism/graffiti- Racism- Abusing a member of staff- Extreme bad language	<p>Level 4 report – 10 full days</p> <p>Internal isolation</p> <p>External exclusion</p>
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Appendix 3: Anti-Bullying Policy

Introduction

GEMS Wellington International School (GWIS) is committed to providing a caring, friendly and safe environment for all our students so all can learn in a relaxed and secure atmosphere, without the fear of being bullied.

The code of GEMS Wellington International School is, it's ok to tell'. If bullying does occur, all students 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 WIS staff (LSA, Tutor, Head of House, Nurse, and Classroom teacher, School Counsellor, SLT or PLT, Principal).

The children know that all staff will take incidents seriously.

Definition

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 are 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.

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 himself/herself

Examples

- 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, to include 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

Aims

- All teaching and non-teaching staff, students and parents should have an understanding of what bullying and cyber/bullying is.
- 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 students 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. Students and parents should be assured that they will be supported when bullying is reported.
- WIS have a “zero tolerance” to Bullying.
- Confidentiality will be maintained where possible.

Scope

This policy affects the entire GWIS community - all the students, teaching and non-teaching staff, WISPA and parents.

Guidelines

The person who is displaying the 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 the 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 the bullying behaviours may begin to realise that the 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

PREVENTION

GEMS Wellington International School will prevent bullying and cyber bullying by:

- Raising awareness of what bullying is
- Promoting pro-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, CEP, aiming to develop a whole school approach to self-monitoring with regards to bullying
- Staff, students and parents to have agreed guidelines when cyber bullying become an issue within the school
- To educate students 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.



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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 student will have a personal id to log on to their work.

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

Appendix 4: BUS BEHAVIOUR POLICY

The use of school buses is to ensure students travel safely to and from school. The following is a stepped action procedure to ensure the health and safety of the students is not put at risk whilst travelling on the bus.



Inappropriate Behaviour on Bus includes:

- 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
- Failing to wear a seatbelt
- Getting off at an unauthorized 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.

Actions

When an action needs to be completed STS will contact Operations, who will then email the class teacher/Tutor and CC the Head of House/Year Leader.

Inappropriate behaviour

- Level 1 Verbal warning by Tutor/ Class Teacher
- Level 2 Verbal warning, letter/email to parents by Head of House/ Year Lead
- Level 3 Formal written warning to parents and a formal detention
- Level 4 A 3 day ban, to ensure safety of other passengers
- Level 5 A permanent bus ban

Certain disciplinary action will be fast tracked by SLT depending on the seriousness of the action

Forgotten ID card

- 1st incident 1st verbal warning by Tutor/Class Teacher



- 2nd incident 2nd verbal warning, note in planner to parents- logged on Classcharts by Head of House/ Year Leader
- 3rd incident Written warning to parents from Head of House/ Year Leader - Logged on Classcharts
- 4th incident A lunchtime detention with Head of House/ Year leader and a note in the planner advising parents of this action log on Classcharts
- 5th incident Lunch time detention with SLT member and a letter to parents log on Classcharts

Use of Digital Devices

- Use of digital devices are only allowed by the owner of the device for quiet reading or listening to music (with earphones only)
- Gaming, watching videos, taking photos or filming is prohibited.

Staff Actions

- Members of SLT will complete bus checks once a term
- SLT will address bus behaviour before the bus departs at the end of the school day should a concern have been raised about more than one student
- SLT will communicate with parents immediately if a student misses a school bus.

Parent Actions

- Parents will ensure that students are prompt in getting onto the bus in the morning
- Notify the school and STS if there is a change of plan for their child in getting home
- Parents will support school sanctions in relation to bus behaviour.
- Parents will communicate with STS and School should there be concerns about the bus behaviour and conduct.

Written Evidence

It is important that at each stage a written record of action taken is recorded in the Bus Behaviour Log Book on the N drive for Middle and Upper school, and the P Drive for the Primary school and recorded in the student's file. The Head of House also needs to inform the form tutor/ Class teacher. Bus behaviour incidents will be noted on Classcharts in 'Note' form.



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Appendix 5: Isolation & Exclusion Policy

Any student that triggers a level 4 sanction could face isolation, exclusion or permanent exclusion. Level 4 sanctions are given to students who are involved or responsible for the following behaviours:

Organisation

- Possessing inappropriate material
- Theft
- Failing a level 3 report

Disruption



- Extreme defiant behaviour
- Repeated disruption of lessons

Disrespect

- Smoking on site
- Fighting
- Vandalism/graffiti
- Racism
- Abusing a member of staff
- Extreme bad language

In incidents that lead to a level 4 sanction, 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 KHDA and/or Gems Corporate Office for full review.

If the isolation or exclusion are approved then the Head of School is to contact the parents of all students involved and invite them in for a disciplinary meeting. During this meeting, the conduct of the child is reviewed (either as a standalone incident or their full behaviour file) with the parent and a disciplinary letter (see below), outlining the reasons for the disciplinary, is signed by all parties (HOS, Parents, Student). This documentation is then stored in the students school file and passed on to schools/colleges that they may attend in the future. If a parent refuses to sign the document, then this is written on the form and it is still stored in the students file.

If a student 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. Subject teachers are responsible for marking this work. They are then able to return to their first lesson the day after their final isolation day.

If a student 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 student 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 student can return to their classes.

Any student found to be responsible for level 4 behaviours will complete a 2 week behaviour report, which is monitored by the Head of School on a daily basis. The Head of School is responsible for contacting the parents with updates on behaviours during the following weeks.



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[date]

Dear [insert parent(s) name]

Re: Fixed period exclusion of [number of days]

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [period of exclusion]. This means that [he/she] will not be allowed in school for this period. The exclusion begins on [date] and ends on [date].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [Child's Name] has been excluded for this fixed period because (Reason for Exclusion – Including investigation evidence).



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You have a duty to ensure that your child is not present in or around the school during this exclusion on **[specify dates]**.

We will set work for **[Name of child]** during the **[..... days]** of the exclusion **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[Name of Child]'s exclusion expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**.

Yours sincerely

[Name]

Head of [section] School

Parents Response

I/We the parent(s) of _____ understand the reasons for the exclusion of our **son/daughter** and accept the sanctions and plans that have been put in place by the school to ensure that **he/she** makes the best use of his time at Gems Wellington International and that **he/she** does not become involved in such incidents again moving forward.

Furthermore, I/we accept that if **he/she** is involved in such incidents again, the sanctions are likely to be more severe, and could result in permanent exclusion from the school.



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I/We agree that **he/she** will not be present in or around the school premises for the duration of his exclusion.

I/We agree that we will monitor the work that has been given by the school for our **son/daughter** to be completed during **his/her** exclusion.

Parent 1

Name _____

Signature _____

Date _____

Parent 2

Name _____

Signature _____

Date _____

Student Response

I, _____ understand the reasons for my exclusion and accept the sanctions and plans that have been put in place by the school to ensure that I make the best use of my time at Gems Wellington International and that I do not become involved in such incidents again moving forward.

Furthermore, I accept that if I am involved in such incidents again, the sanctions are likely to be more severe, and could result in permanent exclusion from the school.

I agree that I will not be present in or around the school premises for the duration of his exclusion.



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I agree that I will complete the work that has been given by the school for me to complete during my exclusion.

Student

Name _____

Signature _____

Date _____