



# GEMS WELLINGTON INTERNATIONAL SCHOOL

## *Behaviour for Learning Policy*

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## Wellbeing at WIS

At GEMS Wellington International School, wellbeing is at the forefront of the Behaviour for Learning Policy. Students should demonstrate behaviours which support their own wellbeing, and the wellbeing of others.

## Rationale for the Behaviour for Learning Policy

At GEMS Wellington International School, we promote and nurture a positive learning environment that provides exceptionally high standards of education for all our students. The WIS way habits of excellence, **empathy**, **integrity** and **fortitude** underpin our school culture and the experiences our students, staff and parents have at WIS.

We strive to provide a caring ethos where everyone in the school community feels safe, valued and respected. Promoting a positive learning environment, where everyone can work together in a supportive way, enables all students to reach their full potential, emotionally, socially and intellectually.

Our Behaviour for Learning Policy ensures that our learning and teaching environments are exceptional and provide students with an atmosphere in which they want to learn and one that encourages High Performance Learning and excellence.

We encourage students to make the right choices by teaching and modelling exemplary behaviour and by promoting and rewarding positive behaviours. All students will receive appropriate consequences for actions, both positive and negative, and reflections will be applied which support the values of equity, proportionality and restoration. In essence, we want students to learn how to be responsible for their own behaviour by recognising and rewarding positive behaviour.

## Supporting Documentation

*This policy should be read comprehensively in conjunction with the policy for Anti-bullying as this underpins the ethos of the school. The Attendance and Punctuality policy and Safeguarding policy should also be referred to as they highlight the expectations we have of our students, staff and parents at WIS.*

## The WIS Way

Students will follow a wellbeing curriculum, GroWell, to support healthy social interactions and decision-making; the ChooseWell Programme further supports students in making safe, respectable and right decisions.

Students are expected to demonstrate **Empathy, Integrity** and **Fortitude** when travelling to and from school, whilst on educational visits and when representing and/or commenting on the school.

### Empathetic

WIS students demonstrate empathy by:

- Creating a safe and supportive atmosphere for others in class and around school
- Understanding and respecting everyone's differences
- Communicating politely with others
- Fostering a culture of kindness and respect
- Having the Social responsibility in promoting global citizenship and cultural competence

### Integrity

WIS students demonstrate Integrity by:

- Role modelling behaviour of the highest standards, underpinned by honesty.
- Confidently upholding a set of strong principles supportive of community and self.
- Always doing the right thing, even when no one is looking.
- Hold others to high standards and communicate behaviours which contravene the WIS Way Code of Conduct.
- Instilling a code of ethical practice into all academic endeavours.

### Fortitude

WIS students demonstrate Fortitude by:

- Having determination to overcome obstacles and face challenges
- Having resilience in failure and setbacks though maintaining a positive attitude in seeking opportunities for growth and improvement
- Using the Student Led Conference to track and monitor their progress setting academic and personal goals
- Maintaining a good work life balance through participation in EEE's promoting wellbeing
- Having self control and discipline at all times holding up their own and others integrity
- Self Confidence in presenting their best self at all times

## Student Code Of Conduct

The [Student Code Of Conduct](#) Is displayed in all classrooms around school and highlights the expectations for all students at WIS. At all times when making decisions students should ensure they are making the right choices in line with our Choose Well programme. Is it safe? Is it respectful? Is it right?

## Positive Behaviour: Rewards and Praise

### The WIS 123

The WIS123 Reward point system ([adapted for the Lower School](#)) supports both students and staff with the rewarding and receiving of praise in school.

Rewards for positive behaviour include:

Praise Points		Examples of Celebration
1	Praise	Written praise Verbal praise
2	House Point	House point awarded (via ClassCharts) ( <i>appendix 3</i> )
3	Celebration	Conversation with parents in school Phone calls home Display of work Certificates, prizes and awards at assemblies Providing additional responsibilities (e.g. Class rep, House rep) Recognition of outstanding commitment and/or progress. Head Teacher/Principal Awards

House Points can be used as currency in the Class Chart Reward Store, which is open throughout the academic year, for students to purchase a selection of rewards and enrichment opportunities. Certificate and Rewards milestones are further documented in *appendix 3*.

## Inappropriate behaviours

### Teacher expectations

Behaviour is considered inappropriate if it is not in-keeping with the WIS Way Habits of Excellence; school policies; the Student, Staff and School Agreement and KHDA Parent Contract. When addressing any form of undesired behaviours the teacher will refer to ChooseWell ensuring the student reflects on the following:



The WIS 123 Conduct System will ensure pupils receive a consistent message across the school when displaying undesired behaviours. Consistent classroom management and teacher level sanctions greatly support the leadership team across the school to identify patterns of behaviour, resulting in timely intervention or support.

Behaviour Points		Supporting Undesired Classroom Behaviour
	1	Reminder
	2	Action
	3	Consequence



### Behaviour Points

### Supporting Undesired Classroom Behaviour

1 Reminder

Non-verbal reminder of The WIS Way  
Verbal reminder of The WIS Way

2 Action

Supportive action from teachers to help prevent undesired behaviours such as:

- Adaptation of the seating plan
- Removal of distraction
- Additional tasks or roles to promote positive behaviour
- In class reflection time

3 Consequence

Identified as a Level 1 Infringement and logged on Class Charts as a negative behaviour point.



Level 1 Infringement	Sanction	Lead Member of Staff
<p>Student behaviour did not improve after the reminder and action. Examples include:</p> <ul style="list-style-type: none"><li>• Late to lesson or AM Reg.</li><li>• Missed homework deadline or incomplete work.</li><li>• Did not follow instructions.</li><li>• Disruptive behaviour or lack of engagement.</li><li>• Chewing gum.</li><li>• Equipment/ Uniform/ PE Kit infringement.</li><li>• Poor conduct around the school.</li><li>• Indirect bad language.</li><li>• Negative interaction with peers/teachers.</li><li>• Class based academic dishonesty.</li><li>• Inappropriate use of electronic devices.</li><li>• Littering.</li></ul>	<p>Sanctioning staff member to meet student one to one and discuss next steps which may involve:</p> <ul style="list-style-type: none"><li>• Break/lunchtime reflection in which the student will complete a reflection document.</li><li>• A handwritten apology letter completed where appropriate.</li><li>• Communication home to parents.</li></ul>	<p>Classroom teacher when the infringement occurs in class.</p> <p>Tutor when the infringement occurs during form time or relates to AM registration.</p> <p>Any WIS member of staff who sees misconduct around the school.</p>

## Middle Leadership expectations

Level 2 Infringement	Sanction	Lead Member of Staff
<p>For persistent Level 1 Infringements or elevated behaviour issues:</p> <ul style="list-style-type: none"> <li>Missed <u>two</u> Level 1 reflections.</li> <li>Pattern of Level 1 Infringements across subject areas.</li> <li>Truancy from a single subject lesson.</li> <li>Directed bad language.</li> <li>Internal assessment based academic dishonesty.</li> <li>Repeated tardiness.</li> <li>Unkind behaviour towards another student.</li> <li>Graffiti.</li> </ul>	<p>Sanctioning staff member to meet student one to one and discuss next steps which may involve:</p> <ul style="list-style-type: none"> <li>One or multiple break/lunchtime/after school reflections in which the student will complete a reflection document.</li> <li>Research and present a piece of work on the negative impact of their actions. Audience could be pupils, ML or SLT.</li> <li>A handwritten apology letter completed where appropriate.</li> <li>Email home or phone call to parents.</li> <li>HoY/CL positive behaviour report.</li> </ul>	<p>Class Teacher/Form Tutor in collaboration with Middle leaders:</p> <p>Curriculum Leader if the recurring behaviour or Level 2 infringement is subject specific.</p> <p>Head of Year for patterns in Level 1 Behaviour, or Level 2 Behaviour outside of the classroom environment.</p>



## Assistant Head Teacher expectations

Level 3 Infringement	Sanction	Lead Member of Staff
<p>For persistent Level 2 Infringements or elevated behaviour issues:</p> <ul style="list-style-type: none"> <li>• Missed <u>two</u> Level 2 reflections.</li> <li>• Pattern of Level 2 Infringements across subject areas.</li> <li>• Physical altercation between students</li> <li>• Racist language or behaviour.</li> <li>• Defamation of character in school.</li> <li>• Bringing the WIS reputation into disrepute.</li> <li>• Bullying.</li> <li>• External assessment based academic dishonesty.</li> <li>• Defiant behaviour.</li> <li>• Bringing a prohibited substance or item into school (ie. vape or paraphernalia)</li> <li>• Persistent truancy.</li> <li>• Vandalism.</li> <li>• Theft.</li> </ul>	<p>Sanctioning staff member to meet student and parents to discuss next steps which may involve:</p> <ul style="list-style-type: none"> <li>• Multiple break/lunchtime/after school reflections in which the student will complete a reflection document.</li> <li>• Internal or external exclusion of 1-3 days depending on severity of infringement.</li> <li>• Behaviour contract and AHT behaviour report. Parent meeting required before reintegration into lessons.</li> <li>• Formal warning letter which can lead to not being re-enrollment into the next academic year.</li> </ul>	<p>Middle Leaders in collaboration with Assistant Head Teachers.</p>



## Head of School expectations

Level 4 Infringement	Sanction	Lead Member of Staff
<p>For persistent Level 3 Infringements or elevated behaviour issues:</p> <ul style="list-style-type: none"> <li>Missed a Level 3 reflection.</li> <li>Aggressive physical or verbal behaviour towards a staff member.</li> <li>Inappropriate touching of a student / staff member.</li> <li>Consumption of banned substance.</li> <li>Fighting.</li> <li>Illegal use of electronic devices.</li> <li>Possession of weapon or illegal substance (e.g. drugs, alcohol)</li> </ul>	<p>Sanctioning staff member to meet student and parents to discuss next steps which may involve:</p> <ul style="list-style-type: none"> <li>External exclusion of 1-3 days depending on severity of infringement.</li> <li>Formal warning letter which can lead to not being re-enrollment into the next academic year.</li> <li>Behaviour contract and Head of School behaviour report. Parent meeting required before return to school.</li> </ul>	<p>Head of School</p> <p>Designated Safeguarding Leader</p> <p>The Wellington Behaviour Panel at the discretion of the Senior Leadership Team.</p>



### Vice Principal/ Principal expectations

Level 5 Infringement	Sanction	Lead Member of Staff
<ul style="list-style-type: none"><li>• Persistent Level 4 Infringements.</li><li>• Purposefully endangering the safety of a member of the community.</li><li>• Illegal actions</li></ul>	<p>Sanctioning staff member to meet student, parents and/or external body, to discuss next steps which may involve:</p> <p>Final formal warning letter which will lead to not being re-enrollment into the next academic year.</p> <p>Managed move.</p> <p>Permanent exclusion.</p>	<p>Vice Principal/ Principal</p> <p>The Wellington Behaviour Panel at the discretion of the Senior Leadership Team.</p> <p>GEMS Corporate Office</p>

In some instances, the school may be required to involve outside agencies such as the Police, GEMS Education, the Dubai Foundation for Women and Children and the KHDA. In any case, WIS will ensure that the students involved understand, and most importantly, learn from their experience.

### Wellington Cluster Panel

The Wellington Behaviour Cluster Panel is a team of Senior Leaders from the four schools WIS, WEK, WSO, WSQ. When required, the Wellington Cluster Panel will review specific behaviours, sanctions and support for students' families and the school community. The Wellington Cluster Panel will ensure consistency in the schools approach, as well as the follow up and support for all parties involved. The Wellington Cluster Panel will review cases before they are referred to the KHDA.

### Stakeholder Responsibilities

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.

### The Leadership Team will

- Ensure the health, safety and welfare of all children in the school;
- Implement the school Behaviour for Learning Policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy;
- Train staff with behaviour management techniques and strategies through continuous professional development;
- Deliver assemblies to remind both staff and students of our vision, aims and philosophy;
- Keep records of all reported negative behaviour points on ClassCharts and record stages of behaviour intervention;
- Report to and meet with parents when necessary;
- Review and Update the Behaviour for Learning Policy annually and share its contents with staff.

### Heads of Year will

- Implement the school Behaviour for Learning policy consistently in their year group by setting the standards of behaviour and supporting staff in the implementation of the policy;
- Train and support their form tutors/class teachers with behaviour management techniques and strategies through continuous professional development;
- Model expected behaviours and lead assemblies and Student Culture and Experience Programmes which demonstrate positive behaviours and expectations;
- Monitor student House Points and Negative Behaviour Points through the use of ClassCharts, in their year group;

- Engage in reflective conversations with students, parents and staff surrounding observed and documented behaviours within their year group;
- Implement Positive Behaviour Reports at prescribed stages of intervention which are supportive and restorative;
- Log stages of intervention;
- Refer on-going concerns to Student Culture & Experience Assistant Headteachers.

### Curriculum/Subject Leaders

- Implement the school Behaviour for Learning policy consistently in their subject/curriculum area by setting the standards of behaviour and supporting staff in the implementation of the policy;
- Train and support their team with behaviour management techniques and strategies through continuous professional development;
- Monitor student House Points and Negative Behaviour Points through the use of Classcharts, for their subject/curriculum area;
- Engage in reflective conversations with students, parents and staff surrounding observed and documented behaviours within their subject area;
- Implement Positive Behaviour Reports at prescribed stages of intervention which are supportive, positive and restorative;
- Log stages of intervention;
- Refer on-going concerns to their line manager and the relevant Head of Year to ensure they are aware and are able to support.

### Form Tutors/Lower School Class Teachers will

- Display and celebrate the WIS Way Habits of Excellence in classrooms and educate students on what these qualities look like at each age and stage of Lower School, Middle School & Upper School;
- Model positive behaviour inline with the WIS Habits of Excellence;
- Use behaviour management strategies and consistently implement the WIS 123;
- Monitor student House Points and Negative Behaviour Points through the use of Classcharts.
- Engage in reflective conversations with students, parents and staff surrounding observed and documented behaviours;
- Implement Positive Behaviour Reports at prescribed stages of intervention which are supportive and restorative;
- Log stages of intervention via Class Charts;
- Refer repeated concerns to their Head of Year.

## Subject Class Teachers in Middle & Upper School

- Display and celebrate the WIS Way Habits of Excellence in classrooms and educate students on what these qualities look like at each age and stage of Middle School & Upper School;
- Model positive behaviour inline with the WIS Habits of Excellence;
- Use advanced behaviour management strategies and consistently implement the WIS123;
- Ensure that all teaching spaces display and celebrate the WIS Way Habits of Excellence;
- Engage in reflective conversations with students, parents and staff surrounding observed and documented behaviours;
- Refer ongoing concerns to their Curriculum/Subject Leader;
- Support any ongoing Positive Behaviour Reports and intervention strategies for students in the classroom.

## Duty Staff

- Work with students to ensure that the WIS Way Habits of Excellence are modelled before school, during break times and after school;
- Support students to display the correct behaviours outside of lesson time using WIS 123 by providing a reminder, action or consequence for any undesired behaviours;
- Report/record incidents to students Head of Year if undesired behaviours require further follow up.

## Parents

- Model positive behaviour inline with the WIS Habits of Excellence, in person and online, with students, staff and our parent community;
- To support the school with its philosophy to promote the implementation of the Behaviour for Learning Policy;
- Ensure their children is compliant with the WIS school uniform requirements;
- Take an interest in their child's education and share any concerns with the school;
- Check for regular updates via GEMS Connect and use ClassCharts to monitor their child's House Points and Negative Behaviour Points;
- Attend school events and meetings relating to their child's education;
- Sign the student planner acknowledging their understanding of the Behaviour for Learning Policy and other key policies.
- Read and sign the following contracts
  - The KHDA Parent Contract
  - The Student, Parent School Agreement (*See extract in appendix 2*)



## Appendix 1 - Uniform Expectations

### Uniform guidance for students up to Year 11

<b>Polo Shirt</b>	Both girls and boys in FS1 and FS2 only, can wear the WIS blue polo shirt
<b>Dresses</b>	Girls in FS1-Year 4 only can wear the WIS summer dress
<b>Shirts</b>	Boys: shirts should be tucked in and top button fastened Girls: tailored shirts may be worn over trousers unless they are long
<b>Skirts</b>	Below the knee or worn with tights
<b>Trousers</b>	Must be full length Optional item – plain black belt
<b>Socks</b>	Boys: Plain black or navy Girls: Plain navy or white socks, navy tights
<b>Shoes</b>	Smart Black leather shoes
<b>PE Uniform</b>	WIS or Wildcat leggings may be worn by students. PE hoodies are only to be worn when students are wearing their PE kit.
<b>Hair</b>	Tied back and off the face. Discreet black, white or dark navy hair accessories. All hair must be of natural colour, no less than Grade 2 cut. No extreme hairstyles/cuts/hair sculpture.
<b>Jewellery</b>	The only permitted jewellery items are: a watch and 1 small stud earring in the lobe of each ear. No other body or face piercing is permitted. Tattoos are not permitted. Religious jewellery may be worn if discreet and prior approval has been received from the Head of Year and can covered in the event of PE lessons.
<b>Nail Varnish</b>	Nail varnish is not permitted. Make up is not permitted until Year 12/13 where, if worn, it must be discrete.
<b>Facial Hair</b>	Only for religious reasons
<b>Religious Coverings</b>	Head coverings - plain black, white or navy blue



### Uniform guidance for students in Year 12 & 13

<b>Hair</b>	No extreme hairstyles/hair sculpture/ tram lines/ less than grade 2. Natural colouring only.
<b>Jewellery</b>	<i>The only permitted jewellery items are:</i> Discreet jewellery is permitted. No other body or face piercing is permitted. Tattoos are not permitted.
<b>Facial Hair</b>	To be kept neat and tidy..
<b>Make Up</b>	Discreet and natural make up and varnish is permitted if desired.
<b>Shirts</b>	White collared business shirt. Boys: Tucked into trousers. Girls: Tucked in or tailored over the trousers.
<b>Jacket</b>	Plain dark coloured smart suit jacket.
<b>Tie</b>	Boys- Tie A4 length, up to collar, top button done up.
<b>Shoes</b>	Formal smart leather closed toe shoes. No trainers or casual shoe, no velcro, no canvas.
<b>Trousers</b>	Plain coloured smart suit trousers. Plain dark coloured belt if required.
<b>Skirts</b>	Plain coloured smart full length suit skirt.



<b>Socks</b>	Plain black or dark grey. Girls in black- or natural-coloured tights. Ballet pumps must wear liners (no trainer lines).
<b>Religious Coverings</b>	Head coverings - plain black, white or navy. Arm coverings - plain, matching the school shirt.



## Appendix 2 - Student, Parent & School Agreement

A regulation of student enrolment at WIS is that they agree to the Behaviour for Learning Policy and agree to comply with the rules and regulations for conduct at all times. Below are extracts from the KHDA Parent Contract and they are to be adhered to by all:

- 1) *Abiding by the school's behaviour policy. This policy will cover 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.*
- 2) *Ensuring the student comes to school appropriately dressed, following the uniform policy and with all the equipment they need.*
- 3) *Parents' level of participation, and role model behaviour (involvement and responsibility) in their child's learning will affect his or her chances for re-enrolment the following year.*
- 4) *Understanding and upholding the school's policy which states that continued tardiness and absenteeism will be addressed within the Behaviour for Learning Policy and will affect the students' chances of enrolment for the upcoming academic year.*
- 5) *The school will not accept bullying - please refer to the Anti-Bullying Policy.*
- 6) *The school will not accept any form of defamation or intentional harm practised through social media forums.*

## Appendix 3 - House Points

Students will receive House Points for demonstrating the WIS Way habits of excellence. A teacher will award between 3-5 House Points per lesson. These will be recorded on ClassCharts.

WIS Way Habits of Excellence	Reward
Empathy Integrity Fortitude	House Point x1
Completed BeAmazing@WIS Profile	House Point x1

Students can receive House Points for displaying positive behaviours in lessons. These are linked to HPL's VAA and ACP's - Hardworking, Agile and Empathetic.

	Positive House Points	
VAA	Positive Behaviours	Reward
Empathetic	Collaborative	House Point x1
	Confident	House Point x1
Hardworking	Perseverance	House Point x1
	Practice	House Point x1
	Resilience	House Point x1
	Concerned for society	House Point x1
Agile	Creative and enterprising	House Point x1
	Enquiring	House Point x1
	Open Minded	House Point x1
	Risk Taking	House Point x1



HPL ACP's	Reward
Analysing	House Point x1
Creating	House Point x1
Linking	House Point x1
Meta Thinking	House Point x1
Realising	House Point x1

### Celebrating House Point Milestones:

Students will receive the following certificates for achieving these House Point milestones.

75 House Points - Class teacher / Form Tutor Certificate

150 House Points - Head of Year Certificate

200 House Points - Assistant Headteacher House Champion Certificate

250 House Points - Head of School Certificate

300 House Points - Principal Certificate

### Celebrating Achievements across curriculum areas:

Students will have the opportunity to achieve various subject based certificates and awards across all subjects these include but not limited to:

- Star of the week, term, year
- Progress
- Achievement
- Subject specific award

## Appendix 4 - Staged Intervention

Negative behaviour points will be monitored closely by the Class teacher, Form Tutor, Heads of Year, Assistant Headteacher, Head of School and Principal. Conversations and interventions with the use of Positive Behaviour Logs will be used to support positive behaviours. Behaviour points will be monitored on a weekly basis and reset after each term in school.

Accumulation of Behaviour points	Monitored by	Support for student	Parent Communication
5	Class Teacher Form Tutor	Reflective conversation with CT/FT helping students reflect on behaviour points. Students are reminded that accumulating five behaviour points will lead to a CT/FT Positive Behaviour Log.	CT/FT to communicate with parents via email/phone to inform them of the supportive conversation and next steps.
10	Class Teacher Form Tutor	Positive Behaviour Log (SCE or curriculum) with CT/FT for 2 weeks (1 week for Lower School) used as a visual reminder to students of positive behaviour targets.	Parents sign Positive Behaviour Log and celebrate the success of their child on a daily basis.
15	Head of Year	Reflective conversation with HOY helping students reflect on behaviour points. Students are reminded that accumulating 20 behaviour points will lead to a HOY Positive Behaviour Log.	HOY to communicate with parents via email/phone to inform them of the supportive conversation and next steps.
25	Head of Year	One hour internal reflection with AHT accompanied by a Positive Behaviour Log (SCE or curriculum) with HOY for 2 weeks used as a visual reminder to students of positive behaviour targets.	Parents sign Positive Behaviour Log and celebrate the success of their child on a daily basis.
35	Assistant Headteacher	Reflective conversation with AHT helping students reflect on behaviour points. Students are reminded that accumulating 30 behaviour points will lead to a AHT Positive Behaviour Log.	AHT to communicate with parents via email/phone to inform them of the supportive conversation and next steps.
40	Assistant Headteacher	Two hour internal reflection with AHT accompanied by Positive Behaviour Log with AHT for 2 weeks used as a visual reminder to students of positive behaviour targets.	Parents sign Positive Behaviour Log and celebrate the success of their child on a daily basis.
45	Head of School	Reflective conversation with HOS helping students reflect on behaviour points. Students are reminded that accumulating 40 behaviour points will lead to a HOS Positive Behaviour Log.	HOS to communicate with parents via email/phone to inform them of the supportive conversation and next steps.



50	Head of School	Three hour internal reflection with HOS accompanied by Positive Behaviour Log with HOS for 2 weeks used as a visual reminder to students of positive behaviour targets.	Parents sign Positive Behaviour Log and celebrate the success of their child on a daily basis.
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## Appendix 5 - Device Behaviour for Learning

- Devices are kept covered/locked at the start of the lesson and are not opened/unlocked until direction from the teacher;
- They are not used during Tutor Time, break or lunchtime without direction from the teacher;0000000
- During transition time in between lessons, devices should be away in bags or locked, closed and carried in school. Devices should not be used when walking around the school building;
- Students do not use instant messaging during the school day without supervision from a teacher and for a specific purpose;
- Consequences for inappropriate use:
  - Reminder - verbal reminder of policy
  - Action - removal of device for the lesson
  - Next step - negative behaviour point, communication with parent, devices go to HOY for the day
- Please also reference the BYOD policy and Devices used in Teaching and Learning Policy.