



GEMS Wellington
International School

مدرسة جيمس ولينغتون
انترناشيونال

Be A Gem - Behaviour for Learning Policy

Reviewed by: Heads of School

Date of review: August 2025

Next date of review: August 2026



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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 (WIS), we believe that every child deserves to learn in an environment where our WIS values of **integrity**, **empathy** and **fortitude** guide our actions. Our Behaviour for Learning Policy is aligned with the GEMS-wide initiative **Be a GEM**, which supports a consistent and positive approach to behaviour across all schools in the network.

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. **Be a GEM** at WIS promotes **responsibility** amongst our students through the **HEART Framework** and **Be a GEM Expectations**.

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.

WIS Values

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.

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.

Empathy

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

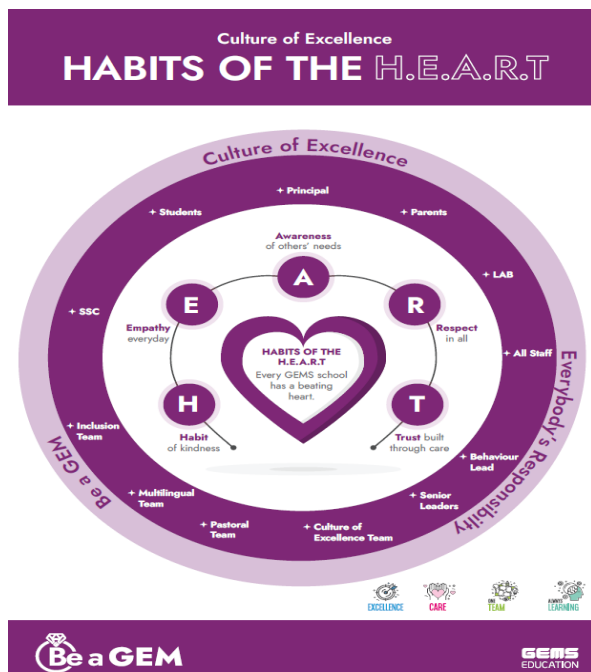
Fortitude

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

Relationships Matter: HEART Framework

Our school community lives by the H.E.A.R.T. habits (please see Appendix 3):



- Habit of kindness
- Empathy every day
- Awareness of others' needs
- Respect in all
- Trust built through care

These values are modelled by staff and embedded in everyday routines, helping students develop emotional intelligence, compassion and a strong moral compass.

GEMS Expectations

Students are expected to show their best selves at all times (please see Appendix 4). This means:

- Wearing the correct uniform with pride
- Being punctual and prepared
- Showing kindness and respect to everyone
- Taking care of the school environment
- Acting as positive ambassadors in the community

These expectations are visible and reinforced through assemblies, tutor time and daily interactions.



Positive Behaviours: Rewards and Praise

	Praise Points		Examples of Celebration
	1	Praise	Written praise Verbal praise
	2	House Point	House point awarded +2 (via ClassCharts)
	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

We focus on recognising and rewarding positive behaviours in line with our WIS values, BE A GEM Expectations and the H.E.A.R.T Framework.

Recognition includes:

- Housepoints and certificates
- GEM of the Week awards
- Positive postcards
- Certificates for Leadership Gemstones, 100% attendance and most improved attendance
- Sparkling GEM Awards for attendance, punctuality and conduct
- Certificates for GEM of Honour
- Class Charts Rewards Store for students to exchange their **House Points** for a selection of rewards and enrichments opportunities

Unacceptable Behaviours

Behaviour Points		Supporting Undesired Classroom Behaviour
<p>1 Reminder تذكير</p> <p>2 Disruptive Behaviour -2 سلوك غير لائق -2</p> <p>3 Disruptive Behaviour & Reflection -3 سلوك غير لائق مع تأمل -3</p>	1	Reminder
		Non-verbal reminder of The WIS Way Verbal reminder of The WIS Way Supportive action from teachers to help prevent undesired behaviour
	2	Disruptive Behaviour -2
		Log the disruptive behaviour (-2) on ClassCharts as a Behaviour point.
	3	Disruptive Behaviour (-3) & Reflection
		Disruptive behaviour is repeated. - Teacher to log Disruptive behaviour (-3) on classcharts and student is to complete a reflection with the teacher - Student will need to complete the reflection document

At GEMS Wellington International School, we believe in setting clear, consistent boundaries to ensure that all students can learn in a calm, respectful and safe environment. The **Be a GEM** framework outlines three levels of unacceptable behaviour—**Unmet Expectations**, **Disruptive Behaviours** and **Red Line Behaviours**—each with clearly defined consequences that support accountability and restoration (please see Appendix 6).

Unmet Expectations

Unmet expectations are those behaviours that demonstrate that a student is unprepared for learning, for example, incorrect uniform, being late to school or lessons, or failure to complete homework (see Appendix 6). 2 Behaviour Points to be issued for unmet expectations.

Disruptive Behaviours

Disruptive behaviours are those that interrupt teaching, learning or the school environment (Appendix 6). These behaviours are managed through a stepped response:

1. A reminder to help the student self-correct.
2. Behaviour Points (-2) – A verbal reminder and recording of -2 behaviour points on ClassCharts
3. Behaviour Points (-3) and Reflection – Escalation to -3 behaviour points with an immediate referral to reflection. Parents to be contacted.

These Behaviour Points are logged and tracked on ClassCharts to identify patterns and provide timely intervention and support.

Red Line Behaviours

Red Line behaviours are serious breaches of the school's code of conduct (Appendix 6). These may lead to formal consequences, including an exclusion. Exclusions from school will range from 1-3 days. Each Red Line behaviour results in -4 behaviour points. These behaviours are referred to the Head of Year and Assistant Headteacher who will record this on Class Charts and decide upon an appropriate course of action.

This approach ensures clarity, fairness and consistency while supporting students to take responsibility and make better choices. The goal is not just to correct behaviour, but to restore relationships, support wellbeing and reinforce our shared commitment to the WIS values and *Be a GEM* ethos.

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.

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 Achievement Points and Disruptive 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 Achievement Points and Disruptive 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 **Relationships Matter: HEART Framework and Sparkle Brightly: GEMS Expectations** 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 **Relationships Matter: HEART Framework and Sparkle Brightly: GEMS Expectations**;

- Use behaviour management strategies and consistently implement the WIS 123;
- Monitor student Achievements Points and Disruptive 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 ClassCharts;
- Refer repeated concerns to their Head of Year.

Subject Class Teachers in Middle & Upper School

- Display and celebrate the **Relationships Matter: HEART Framework and Sparkle Brightly: GEMS Expectations** 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 **Relationships Matter: HEART Framework and Sparkle Brightly: GEMS Expectations**;
- Use advanced behaviour management strategies and consistently implement the WIS123;
- Ensure that all teaching spaces display and celebrate the **Relationships Matter: HEART Framework and Sparkle Brightly: GEMS Expectations**;
- 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 **Relationships Matter: HEART Framework and Sparkle Brightly: GEMS Expectations** 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 verbal reminder, issuing disruptive points (-2) or issuing disruptive points (-3) with reflection for any undesired or disruptive behaviours;
- Report/record incidents to students Head of Year if undesired or disruptive behaviours require further follow up.



Parents

- Model positive behaviour inline with the **Relationships Matter: HEART Framework and Sparkle Brightly: GEMS Expectations**, 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 (see Appendix 1);
- 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 Achievement Points and Disruptive 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

Polo Shirt	Both girls and boys in FS1 and FS2 only, can wear the WIS blue polo shirt
Dresses	Girls in FS1-Year 4 only can wear the WIS summer dress
Shirts	Boys: shirts should be tucked in and top button fastened Girls: tailored shirts may be worn over trousers unless they are long
Skirts	Below the knee or worn with tights
Trousers	Must be full length Optional item – plain black belt
Socks	Boys: Plain black or navy Girls: Plain navy or white socks, navy tights
Shoes	Smart Black leather shoes
PE Uniform	WIS or Wildcat leggings may be worn by students. PE hoodies are only to be worn when students are wearing their PE kit.
Hair	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.
Jewellery	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.
Nail Varnish	Nail varnish is not permitted. Make up is not permitted until Year 12/13 where, if worn, it must be discrete.
Facial Hair	Only for religious reasons
Religious Coverings	Head coverings - plain black, white or navy blue



GEMS WELLINGTON INTERNATIONAL SCHOOL

CORE UNIFORM FS1 - FS2

BOYS
AED: 75. Polo Shirt
AED: 129. Navy Pinstripe Trousers
Navy Pinstripe Shorts
First 2 Sizes will be in Full Elastic

GIRLS
AED: 75. Polo Shirt
AED: 129. Navy Pinstripe Trousers
AED: 100. Floral Dress
Navy Pinstripe Shorts
Navy Pinstripe Trouser (Optional)

CORE UNIFORM Y1 - Y4

BOYS
AED: 90-105. Lt. Blue Shirt
AED: 129. Navy Pinstripe Trousers
AED: 42. House Colour Clip Ties
Navy Pinstripe Shorts

GIRLS
AED: 90-100. Lt. Blue Blouse
AED: 129. Navy Pinstripe Trousers
AED: 100. Floral Dress
House Colour Cross-over Tie
Navy Pinstripe Shorts

CORE UNIFORM Y5 - Y11

BOYS
AED: 90-105. Lt. Blue Shirt
AED: 129. Navy Pinstripe Trousers
AED: 42. House Colour Clip Ties
Full Ties: Y5-Y6
Full Ties: Y7-Y11

GIRLS
AED: 95-105. Lt. Blue Blouse
AED: 129. Navy Pinstripe Trousers
AED: 58. House Colour Neck Scarf
Navy Pinstripe Knee Skirt
Navy Pinstripe Trouser (Optional)

SWIMWEAR - UNISEX ALL YEARS

SWIMSUIT
AED: 110. Navy / Red, Navy / Black, Navy / White, Navy / Green

JAMMER
AED: 110. Navy / Red, Navy / Black, Navy / Green, Navy / White

SWIMMING TRUNKS
AED: 100. Navy / Red, Navy / Black, Navy / White

SILICON CAP
AED: 26. Navy / Green, Navy / Black, Navy / White

WINTERWEAR - UNISEX ALL YEARS

UNISEX NAVY PULLOVER
AED: 130. Navy / Red, Navy / Black, Navy / Green, Navy / White

GIRLS NAVY CARDIGANS OPTIONAL
AED: 130. Navy / Red, Navy / Black, Navy / Green, Navy / White

PE UNIFORM - UNISEX ALL YEARS

UNISEX NAVY PULLOVER
AED: 75. Navy / Red, Navy / Black, Navy / Green, Navy / White

HOUSE COLOURS
RED, GREEN, WHITE, BLACK, RUBY, EMERALD, DIAMOND, ONYX

NAVY SHORTS
AED: 85. Navy / Red, Navy / Black, Navy / Green, Navy / White

NAVY NOODIE
AED: 130. Navy / Red, Navy / Black, Navy / Green, Navy / White

ADDITIONAL ITEMS ALL YEARS

UNISEX CAPS
AED: 47. Baseball Cap - Y3 to Y6
AED: 47. Legionnaire Cap - Year FS1 to Y2

TIES & SCARFS
AED: 42. Navy / Red, Navy / Black, Navy / Green, Navy / White

HAIR BAND & SCRUNCHIES
AED: 32. Navy / Red, Navy / Black, Navy / Green, Navy / White

BLACK BELT
AED: 17. Navy / Red, Navy / Black, Navy / Green, Navy / White

SOCKS & TIGHTS
AED: 17. Navy / Red, Navy / Black, Navy / Green, Navy / White

SHOES
AED: 26. Navy / Red, Navy / Black, Navy / Green, Navy / White

BAGS
AED: 18. Navy / Red, Navy / Black, Navy / Green, Navy / White

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Uniform guidance for students in Year 12 & 13

Hair	No extreme hairstyles/hair sculpture/ tram lines/ less than grade 2. Natural colouring only.
Jewellery	<i>The only permitted jewellery items are:</i> Discreet jewellery is permitted. No other body or face piercing is permitted. Tattoos are not permitted.
Facial Hair	To be kept neat and tidy..
Make Up	Discreet and natural make up and varnish is permitted if desired.
Shirts	White collared business shirt. Boys: Tucked into trousers. Girls: Tucked in or tailored over the trousers.
Jacket	Plain dark coloured smart suit jacket.
Tie	Boys- Tie A4 length, up to collar, top button done up.
Shoes	Formal smart leather closed toe shoes. No trainers or casual shoe, no elcro, no canvas.
Trousers	Plain coloured smart suit trousers. Plain dark coloured belt if required.
Skirts	Plain coloured smart full length suit skirt.
Socks	Plain black or dark grey. Girls in black or natural coloured tights. Ballet pumps must wear liners (no trainer lines).
Religious Coverings	Head coverings – plain black, white or navy. Arm coverings – plain, matching the school shirt.

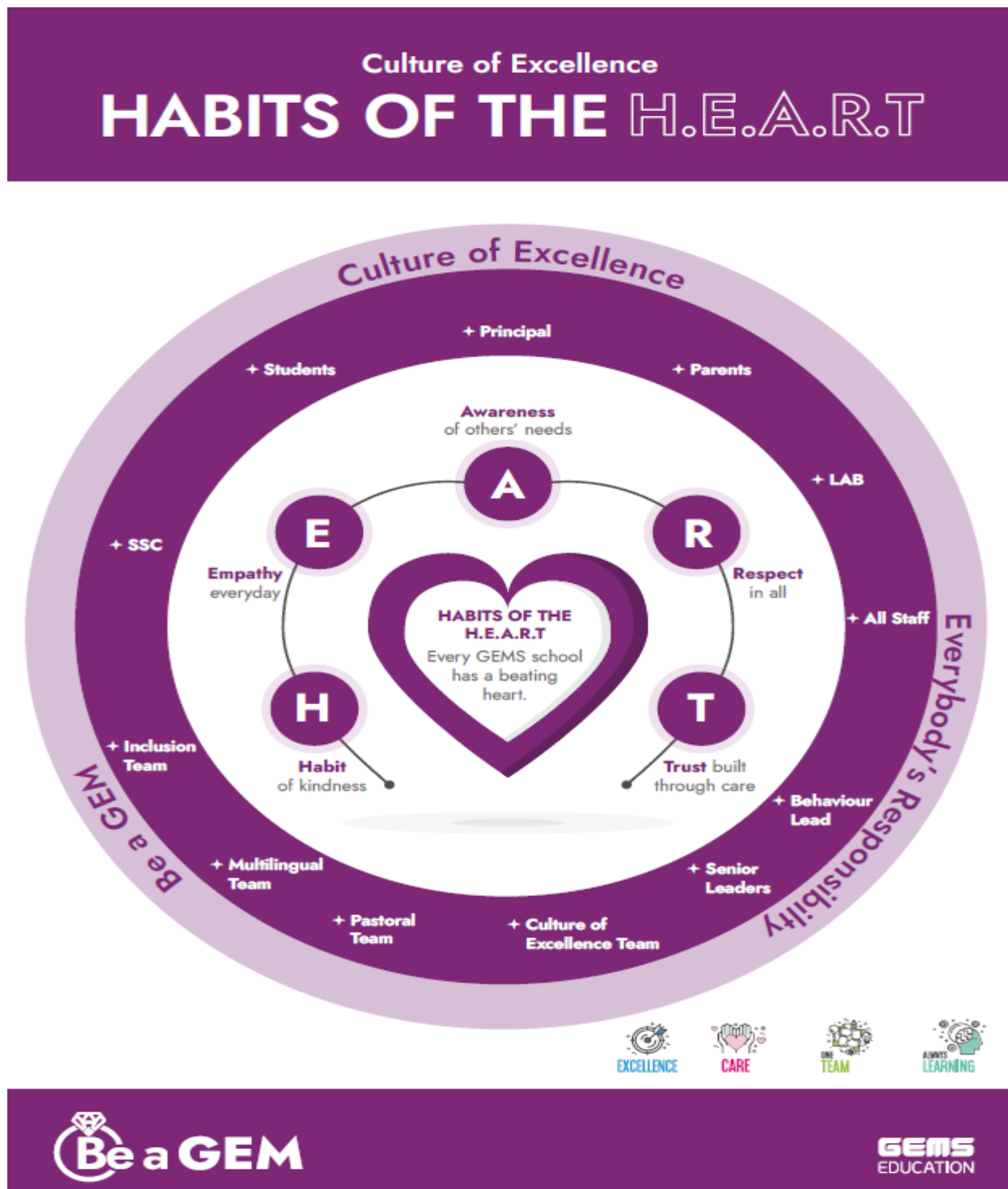


Appendix 2 – Student, Parent & School Agreement

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 – Relationships Matter: HEART Framework



Appendix 4 - GEMS Expectations



Appendix 5 - House Point System & Rewards

GEMS Value	WIS Description (classCharts)	Positive Behaviour	House Points
Always Learning (L)	Creativity & Innovation	Showing creativity and innovation to deepen your understanding in a focus area	2 Points
	Going the extra mile	Working hard and going the extra mile consistently	2 Points
	Learning beyond the subject	Learning beyond the subject through podcasts, books, online courses or masterclasses	2 Points
	Co-curriculum engagement	Engaging in co-curriculum activities and mastering a skill through self-discipline	2 Points
	Reflective learner	Learning from mistakes and taking on board constructive feedback	2 Points
One Team (T)	Collaborative learner	Learning from, with, and about each other very well.	2 Points
	Problem Solving	Using everyone's ideas to achieve a good solution (problem solving)	2 Points
	Working with others	Working well with others to achieve team goals.	2 Points
	Team player	Sharing responsibilities and tasks to achieve the best for everyone.	2 Points
	Accountability	Taking responsibility when things go wrong.	2 Points
Excellence (E)	Resilience	Having the grit to never give up	2 Points
	Engagement	Listening attentively and participating enthusiastically in lesson.	2 Points
	Working to best ability	Trying hard to produce work of exceptional quality in lessons and during tests.	2 Points
	Driven	Being a self-starter and thinking outside the box	2 Points
	Pursuing full potential	Attending enrichment or additional catch-up sessions to help you reach your full potential.	2 Points



Care (C.)	Excellent manners	Speaking politely with excellent manners.	2 Points
	Acts of Kindness	Offering help to others through acts of kindness or community service	2 Points
	Speaking up	Reporting bullying and speaking up when someone needs help.	2 Points
	Respecting others	Listening actively and respecting other opinions and differences.	2 Points
	Gratitude and appreciation	Showing gratitude and appreciation for the little things that we often take for granted.	2 Points

Daily Rewards

- House Points will be awarded during tutor time.
- At least 3 students will be awarded House Points within a lesson.
- The Heads of Year will aim to award at least 5 students from their year group during social times.

Weekly Celebrating House Point Milestones

- Students will receive certificates for achieving House Points from 50 points to 1000 points at 50 point intervals.
- Students with the highest number of House Points on Class Charts will receive an email or phone call home
- The student with the highest number of House Points in the year group will be named GEM of the Week.

Monthly Rewards

One student from each year group will be celebrated for demonstrating the Leadership Gemstone of the month.

Half-termly Rewards

The highest number of positive House Points achieved by a student will be recognised each half term according to the following criteria:

- Care
- Always Learning
- Excellence
- One Team
- 100% attendance



- Most improved attendance
- Sparkling GEM award (100% attendance, 100% punctuality and no disruptive behaviour points)

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 awards



Appendix 6 - Behaviour Point System

Behaviour Type	WIS Description (ClassCharts)	Behaviour	Unmet expectations without a valid reason
Unmet Expectations (UE)	Incorrect Uniform	Incorrect uniform	-2 Points
	Lack of equipment	Lack of equipment	-2 Points
	Late to school	Late to school	-2 Points
	Late to lesson	Late to lesson	-2 Points
	Missing or incomplete HW	Homework not completed to a high standard or on time	-2 Points
	Missed Detention	Failure to turn up for a detention	-2 Points
	Lack of Pride in CWK	Lack of pride in work	-2 Points
	Missed Club	Failure to turn up to clubs	-2 Points
	Missed Intervention	Failure to turn up for intervention	-2 Points
	Visible Mobile Phone	Failure to keep a mobile phone in a school bag/pocket. Student use of mobile phone in non-permitted school areas.	-2 Points
	Misuse of device	Student is off task and using their device inappropriately e.g. playing a game or messaging	-2 Points



Behaviour Type	WIS Description (ClassCharts)	Disruptive Behaviours (Reminder to be given first where appropriate)	Disruptive Points for a second correction within a lesson	Disruptive behaviour points for a 3rd correction within a lesson leading to a reflection - communication home to take place
Disruptive Behaviors	Chewing gum	Chewing gum in school	-2 Points	-3 Points
	Disturbing others/out of seat	Disturbing others/out of seat without permission	-2 Points	-3 Points
	Lack of respect	Failure to speak to peers/ staff/ visitors with respect	-2 Points	-3 Points
	Head on desk/slumped in chair	Head on desk/slumped in chair	-2 Points	-3 Points
	Refusing to follow instructions	Refusing to follow instructions from staff	-2 Points	-3 Points
	Talking over staff/answering back	Talking over the teacher/ answering back	-2 Points	-3 Points
	Walking off from staff member	Walking off from a member of staff	-2 Points	-3 Points
	Using headphones	Using headphones/Bluetooth headsets without permission	-2 Points	-3 Points
	Failure to behave sensibly	Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting)	-2 Points	-3 Points



	Littering	Littering in the classroom or around the school	-2 Points	-3 Points

Behaviour Type	WIS Description (ClassCharts)	Red Line Behaviours Behaviour Marked with an * could lead to an automatic exclusion	Red Line Points Referral to Reflection
Red Line Behaviours (RL)	Refusal to hand over phone	Refusing to hand over a mobile phone	-4 points
	Truancy from lesson	Truancy from lessons	-4 points
	Walking out of lesson	Walking out of a classroom	-4 points
	Missed detention	Failure to attend a detention (2 detentions or more)	-4 points
	Rude Language or swearing	Rude language or swearing	-4 points
	Malpractice in exams	Cheating in exams/assessments	-4 points
	Graffiti or obscene offensive language	Graffiti or obscene/offensive language or graphics	-4 points
	Damaging school property	Damaging equipment/property	-4 points
Red line behaviours detailed below will be treated as safeguarding concerns and recorded accordingly.			
Red Line	Dangerous or unsafe behaviours*		-4 points
	Bullying (physical child-on-child abuse)*		-4 points
	Bullying (verbal child-on-child abuse) *		-4 points

Behaviours (RL)	Racist language or behaviour*	-4 points
	Cyber bullying*	-4 points
	Having cigarettes/e-cigarettes or contraband on school premises	-4 points
	Theft or bringing in stolen items*	-4 points
	Aggressive or threatening behaviour towards a member of staff*	-4 points
	Aggressive or threatening behaviour towards peers*	-4 points
	Fighting, physically aggressive or threatening violence*	-4 points
	Extortion*	-4 points
	Bringing a weapon into school*	-4 points
	Bringing the school into disrepute (social media/ within the community) *	-4 points
	External truancy	-4 points
	Inappropriate touch	-4 points
	Substance use	-4 points
	Illegal use of device e.g. filming/photography of others, distribution, inappropriate content etc	-4 points

Redline behaviours will lead to sanctions that will require parent support and meetings following a red line behaviour. Sanctions will include external exclusions from 1 - 3 days, formal warning letters and behaviour support plans will be used to ensure students are supported in demonstrating the Be a Gem Expectations at all times. Counselling support is available for all students and where appropriate students are encouraged to engage with the Student Culture and Experience team as well as counselling team to ensure they feel supported in the reintegration process.

Appendix 7 - 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
10	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.
20	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.
30	Head of Year	Reflective conversation with HOY helping students reflect on behaviour points. Students are reminded that accumulating 50 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.
50	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.
70	Assistant Headteacher	Reflective conversation with AHT helping students reflect on behaviour points. Students are reminded that accumulating 80 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.
80	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.

90	Head of School	Reflective conversation with HOS helping students reflect on behaviour points. Students are reminded that accumulating 100 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.
100	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.

Appendix 8 - 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;
- 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
- Please also reference the BYOD policy and Devices used in Teaching and Learning Policy.

Appendix 9 - Letter of Expectations

A letter of Expectations may be issued to a student where their online behaviour, outside of school, has fallen below the expectations of GEMS Wellington International School. As an outstanding school we expect our students to demonstrate respect for one another, demonstrate empathy and recognise the impact of online behaviour on others.

Any online behaviour that targets anyone online can have a significant impact on the relationships between members of the community both inside and outside of school. We will support students in making positive online choices, through the Student Culture and Experience Team as well as members of the school counselling team.