



GEMS Wellington  
International School

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# Behaviour for Learning Policy



Reviewed by	Heads of School
Date of review	July 2022



## Rationale:

At GEMS Wellington International School, we promote and nurture a positive learning environment that provides exceptionally high standards of education for all our students. Our students are **Tolerant, Confident, Polite** and **Kind**. These habits of excellence 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 and restoration. In essence, we want students to learn how to be responsible for their own behaviour; rewarding positive behaviour with positive attention.

## Supporting Documentation

*This policy should be read comprehensively in conjunction with the policies for Cyber-bullying and Anti-bullying as these underpin 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 Code of Conduct

Students will follow the WIS Way Code of Conduct when:

- In classrooms;
- Communal areas at break and lunch;
- Travelling to and from school;
- Whilst on educational visits;
- When representing or commenting on the school.



## The Code of Conduct

### Tolerance

*Developed by the Student Senior Leadership Team, a tolerant WIS student, “**respects the beliefs and opinions of others, discovers more about other cultures, is patient and recognises everybody in the school community as being different but equal.**” (2021)*

WIS students are tolerant of others by:

- Respecting the beliefs and opinions of others and valuing everyone as equal;
- Being courteous and encouraging supportive relationships with peers, staff and visitors;
- Remembering that the classroom is always a place of learning and encouraging everyone to work hard;
- Respecting and looking after our WIS school environment;
- Speaking to others calmly and respectfully; showing patience and understanding when ideas and opinions differ.

### Confidence

*Developed by the Student Senior Leadership Team, a confident WIS student, “**puts themselves forward to experience new things, speaks out against wrongdoing and injustice and shares their talents and ideas with others.**” (2021)*

WIS students show their confidence by:

- Contributing actively to lessons and allowing everyone else to do the same;
- Arriving at school on time (by 7.35am) and achieving an outstanding attendance record;
- Being ready for learning by carrying their Student Planner and being fully equipped for lessons;
- Meeting all deadlines for classwork, homework, coursework and internal assessments;
- Wearing the correct uniform (*See appendix 1*);
- Reporting any behaviours which contravene the WIS Way Code of Conduct.

### Polite

*Developed by the Student Senior Leadership Team, a polite WIS student “**aims to help and support all members of the school community and makes every interaction they have, a positive experience for everyone involved.**” (2021)*

WIS students demonstrate their politeness by:

- Showing good manners and respect to one another, including all staff and visitors;
- Being respectful and responsible; walking around the school quietly and respectfully;
- Using the bathroom during breaks and lunch time (unless medically exempt or at teacher discretion for Lower School students);
- Ensuring mobile phones, devices, headphones and earphones are switched off and kept in their bag;
- Only using digital devices for educational purposes and under the direction of the teacher. (Please see Appendix 6).

### Kind

*Developed by the Student Senior Leadership Team, a kind WIS student, “considers the feelings of others in their words and actions, treats other members of our community with the respect that they would like to be treated with and makes time to put a smile on the faces of others.” (2021)*

WIS students demonstrate kindness by:


- Being respectful to others in the words and actions they use in person and online;
- Showing empathy towards others;
- Being helpful and thoughtful towards others;
- Working together to develop an inclusive environment where all students feel welcome;
- Respecting all COVID Health & Safety guidance around mask-wearing and social distancing to keep all students and their families safe during the pandemic.

### **The WIS123**

#### Rewards and Praise

The WIS123 supports both students and staff with the rewarding and receiving of praise in school. Praise should be celebrated and opportunities sought.

Rewards for positive behaviour include:


	Praise Points	Examples of Celebration
	1. Praise	<ul style="list-style-type: none"> <li>● Written praise</li> <li>● Verbal praise</li> </ul>
	2. House Point	<ul style="list-style-type: none"> <li>● House point awarded (via ClassCharts) (appendix 3)</li> </ul>
	3. Celebration	<ul style="list-style-type: none"> <li>● Conversation with parents in school</li> <li>● Phone calls home</li> <li>● Display of work</li> <li>● Certificates, prizes and awards at assemblies</li> <li>● Providing additional responsibilities (e.g. Class rep, House rep)</li> </ul>

		<ul style="list-style-type: none"> <li>Recognition of outstanding commitment and/or progress.</li> <li>Head Teacher/Principal Awards</li> </ul>
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### Inappropriate behaviours

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. The core aspects of The WIS Way and KHDA Parent Contract are reflected within, but not restricted to, a range of policies and expectations in school as listed on our school website.

All staff refer to WIS123 when dealing with inappropriate behaviour in the classroom in school. This is intended to encourage students to reflect on and learn from their choices. Restorative practices will be embedded in the resolution of student behaviours and actions. This is to ensure that students recognise the harm or discomfort that they may have caused others, or impact on their academic outcomes as a result of their action, and to help them recognise how to repair any relationship they may have negatively affected. The WIS123 supports students and staff in managing low level undesired behaviour. *(Examples of low level behaviour can be found in appendix 4)* and further incidents of poor behaviour of the WIS456 (in Appendix 4).

	Behaviour Points	Supporting undesired behaviours
	1. Reminder	<ul style="list-style-type: none"> <li>Non-verbal reminder of The WIS Way</li> <li>Verbal reminder of The WIS Way</li> </ul>
	2. Action	Supportive action from teachers to help prevent undesired behaviours such as: <ul style="list-style-type: none"> <li>Adaptation of seating plan</li> <li>Removal of distractions</li> <li>Additional tasks or roles to promote positive behaviour</li> <li>Independent reflection time</li> </ul>



	<b>3. Consequence</b>	<p>Should undesired behaviours continue after action from the teacher, consequence may include:</p> <ul style="list-style-type: none"><li>• Communication with parents</li><li>• Reflection time at break/lunch with a teacher</li><li>• Reflection time in another environment or with another member of staff</li><li>• Sent to Head of Year (Lower School) or the Curriculum Leader (Middle/Upper Schools)</li><li>• This behaviour will be recorded on ClassCharts as a negative behaviour point. This will include the reason for the consequence and details of the consequence, added as a comment.</li></ul>
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*\*Some behaviours and actions that students take also sit outside of the WIS123 and therefore the WIS456 approach will be followed (See Appendix 5).*

In circumstances where a restorative approach may not be appropriate, WIS will respond in ways which demonstrate our zero-tolerance approach to that behaviour, which could lead to a student's internal or external exclusion from the school. In some instances, the school may be required to involve outside agencies such as the Police, 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.

### **Responsibility**

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 on SIMS;
- 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 into SIMs;
- 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 into SIMs;
- 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 advanced 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 into SIMs;



- Refer ongoing 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;
- 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;
- Read and sign the following contracts
  - The KHDA Parent Contract
  - The Student, Parent School Agreement (*See appendix 2*)





## Appendix 1

### Uniform Expectations

# GEMS WELLINGTON INTERNATIONAL SCHOOL

CORE UNIFORM		FS1 - FS2		CORE UNIFORM		Y1 - Y4		CORE UNIFORM		Y5 - Y11	
<b>BOYS</b>	AED: 75.00 Navy Pinstripe Polo Shirt 95.00	AED: 129.00 Navy Pinstripe Trousers 95.00	First 2 Sizes will be in Full Elastic	<b>BOYS</b>	AED: 90-105.00 Navy Pinstripe Polo Shirt 95.00	AED: 129.00 Navy Pinstripe Trousers 95.00	House Colour Clip Tie AED: 42.00	<b>BOYS</b>	AED: 90-105.00 Navy Pinstripe Polo Shirt 95.00	AED: 129.00 Navy Pinstripe Trousers 95.00	House Colour Clip Tie AED: 42.00
<b>GIRLS</b>	AED: 75.00 Navy Pinstripe Polo Shirt 95.00	AED: 129.00 Navy Pinstripe Trousers 95.00	AED: 100.00 Floral Dress 115.00	<b>GIRLS</b>	AED: 90-100.00 Navy Pinstripe Polo Shirt 95.00	AED: 129.00 Navy Pinstripe Trousers 95.00	AED: 100.00 Floral Dress 115.00	<b>GIRLS</b>	AED: 90-105.00 Navy Pinstripe Polo Shirt 95.00	AED: 129.00 Navy Pinstripe Trousers 95.00	AED: 58.00 House Colour Neck Scarf 115.00

SWIMWEAR - UNISEX		WINTERWEAR - UNISEX		PE UNIFORM - UNISEX		ADDITIONAL ITEMS	
<b>ALL YEARS</b>	SWIMSUIT AED: 110.00 Navy / Red, Navy / Black, Navy / White, Navy / Green	<b>ALL YEARS</b>	AED: 130.00 UNISEX NAVY PULLOVER AED: 130.00 GIRLS NAVY CARDIGANS OPTIONAL	<b>ALL YEARS</b>	AED: 75.00 Navy / Red, Navy / Black, Navy / Green	<b>ALL YEARS</b>	AED: 47.00 UNISEX CAPS AED: 47.00 UNISEX CAPS AED: 47.00 UNISEX CAPS AED: 47.00

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### Additional Uniform guidance for students up to Year 11

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
Shoes	Boys: Plain black or navy Girls: Plain navy or white socks, navy tights
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 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



	Sixth Form Uniform Regulations
<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 nail 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>	Smart formal plain dark leather closed toe shoes. No trainers/casual shoes, 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 Black or natural coloured tights Girls in ballet pumps must wear liners (no trainer socks)
<b>Religious coverings</b>	Head coverings - plain black, white or navy blue 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 Policy and will affect the students' chances of enrolment for the upcoming academic year.*
- 5) *The school will not accept bullying in any of its forms.*
- 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. These will be recorded on ClassCharts.

WIS Way Habits of Excellence	Reward
Tolerant Confident Polite Kind	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.

**50 House Points** - Class Teacher/Form Tutor Certificate

**75 House Points** - Head of Year Certificate

**100 House Points** - House Champion Certificate

**125 House Points** - Head of School Certificate

**150 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 awards



## Appendix 4

### Low Level Negative Behaviours

Students who are demonstrating undesired behaviours not in line with the habits of excellence will receive negative behaviour points. Teachers will follow the WIS123 policy and log negative behaviour points on ClassCharts for the following low level behaviours but not restricted to.

Low level negative behaviours which might be observed and dealt with using the WIS123:

- Covid related safety
- Poor decision making
- Mobile phone use
- Missed deadline
- Incomplete work
- Homework issue
- Lack of PE kit
- Poor cafe conduct
- Chewing gum
- Late to lesson
- Missing equipment
- Misuse of device
- Uniform/jewellery issue
- Disruptive behaviour
- Lack of engagement



## Appendix 5

### WIS456 Next Steps Approach

Refer to the WIS123 approach in the first instance. The WIS456 approach is to be used when the WIS123 has been followed correctly by staff, and has not had the desired impact for a student or group of students or when the WIS123 approach does not apply due to the level of the behaviour the student has displayed.

Level	Behaviour Examples	Responsibility	Possible Actions	Follow up/Parental involvement
4	Repeated WIS123 behaviours, whereby the intervention has not led to improvement.	Curriculum/Subject Leader	Break/Lunch Reflection Time	Parents informed of the incident, any investigation taking place and conclusion/next steps.
	<p><u>Additional Behaviours:</u></p> <ul style="list-style-type: none"> <li>- Tardiness reflected in 3 late reflection sessions over a half term (6 late marks for Lower School)</li> <li>- Accumulated negative behaviour points across a number of Curriculum subjects (as reflected in staged intervention).</li> <li>- Missed Reflection Period from class teacher/form tutor</li> <li>- Using electronic devices inappropriately</li> <li>- Offensive language</li> <li>- Disrespecting a teacher</li> </ul>	<p>Director</p> <p>Head of Year</p> <p>Assistant Head Teacher</p>	<p>Subject or SC&amp;E Positive Behaviour Report</p> <p>Official written communication including a 1<sup>st</sup> Official Warning Letter</p> <p>Internal exclusion</p>	<p>Online meeting or a physical meeting in school may be required in addition to email or phone call.</p> <p>Student reflection document to be completed.</p> <p>Restorative meeting if the student involved has broken a relationship with students, teachers, family as a result of their action.</p> <p>All evidence of investigation and any letters, reports or documents are to be stored in the school pastoral folder and signed if required.</p> <p>Parents &amp; SLT/ELT to review Positive Behaviour Report and communicate successes and next steps.</p>



Level	Behaviour Examples	Responsibility	Possible Actions	Follow up/Parental involvement
5	<p>Repeated Level 4 behaviours, whereby the intervention has not led to improvement.</p> <p><u>Additional Behaviours:</u></p> <ul style="list-style-type: none"> <li>- Lesson Truancy</li> <li>- Bullying, either verbal, emotional, physical or online</li> <li>- Offensive or aggressive behaviour</li> <li>- Bringing the school's name into disrepute</li> <li>- Missed Reflection Period from Head of Year/Curriculum Leader</li> </ul>	<p>Curriculum Leader/Director</p> <p>Head of Year</p> <p>Assistant Head Teacher</p> <p>Head of School</p> <p>Vice Principal for SC&amp;E</p>	<p>After school reflection time</p> <p>Subject or SC&amp;E Positive Behaviour Report</p> <p>Internal exclusion</p> <p>External exclusion (1 day - 3 days)</p> <p>Official written communication including a 1<sup>st</sup> or 2nd Official Warning Letter</p>	<p>Parents informed of the incident, any investigation taking place and conclusion/next steps.</p> <p>Online meeting or a physical meeting in school may be required in addition to email or phone call.</p> <p>Student reflection document to be completed.</p> <p>Restorative meeting if the student involved has broken a relationship with students, teachers, family as a result of their action.</p> <p>All evidence of investigation and any letters, reports or documents are to be stored in the school pastoral folder and signed if required</p> <p>Parents &amp; SLT/ELT to review Positive Behaviour Report and communicate successes and next steps.</p> <p>KHDA may require contact to inform them of strategy.</p>





Level	Behaviour Examples	Responsibility	Possible Actions	Follow up/Parental involvement
6	Repeated Level 5 behaviours, whereby the intervention has not led to improvement.	Assistant Headteacher	Bag/student search if the student is suspected of having dangerous / banned or inappropriate materials.	Parents informed of the incident, any investigation taking place and conclusion/next steps.
	<u>Additional Behaviours:</u>	Head of School		Online meeting or a physical meeting in school may be required in addition to email or phone call.
	- Truancy from school	Vice Principal for SC&E	Subject or SC&E Positive Behaviour Report	Student reflection document to be completed.
	- Missed Reflection Period from Assistant Headteacher/Head of School	Principal	Official written communication, including a 1 <sup>st</sup> or 2nd or Final Official Warning Letter	Restorative meeting if the student involved has broken a relationship with students, teachers, family as a result of their action.
	- Possessing inappropriate or band material or substance	CEO	Internal exclusion	All evidence of investigation and any letters, reports or documents are to be stored in the school pastoral folder and signed if required
	- Theft	GEMS Head Office	External exclusion (1 - 3 days)	Parents & SLT/ELT to review Positive Behaviour Report and communicate successes and next steps.
	- Smoking/vaping on site		Managed Move – within GEMS	KHDA may require contact to inform them of strategy.
	- Physical altercation / fighting		Permanent Exclusion	Corporate office to be contacted to coordinate termination and managed moves.
	- Vandalism / graffiti			
	- Racist language or actions			
	- Sexualised misconduct			

\*Any other incident will be dealt with as appropriate, and could go to any level of the ladder, depending on the severity.

\*The School Counsellor may be seen if a student is viewed as vulnerable as a result of their action



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## Appendix 5 - 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 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.
20	Head of Year	One hour internal reflection with AHT accompanied by a Positive Behaviour Log 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.
25	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.
30	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.
35	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.
40	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 6



#### 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;
- 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.