

Learning Culture Policy

Vision: Grow - Flourish - Succeed

Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.

1. Introduction

At GEMS Founders School, Dubai (GFS) we are a mindful school. We want our pupils to be honest, respectful, and hard-working individuals who take responsibility for their own behaviour, learning and achievements. We aim to create a culture which ensures behaviour supports learning. This policy describes the GEMS Founders School approach to positive behaviour and the importance of responding well to others.

'A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.'- Ellis, S. and Tod, J. (2018) *'Behaviour for Learning: Promoting Positive Relationships in the Classroom'*, Routledge.

The key principles are:

- We recognise our emotions, use strategies to moderate our response to them and reach out for support when needed.
- We accept that we are always developing and that everybody will make mistakes. We commit to working to rectify mistakes.
- We all have a voice and we deserve to feel heard.
- We feel a sense of belonging at GFS and we feel pride in our school community.
- We are open to new learning opportunities and embrace challenges.
- We respect our school and the environment we occupy.

The mindful reminders are:

- We follow adult instructions the first time, every time
- We use words and actions that help and don't hurt
- We respect other people and their property
- We move safely and sensibly around the school

2. Purpose of policy

The Learning Culture Policy is to ensure that all members of our school community feel safe, feel understood and feel a sense of belonging. We understand the importance of building positive relationships to improve behaviour and support learning.

3. Aims and objectives

The expectation at GFS is that all students, staff and parents behave in a respectful manner. Standards are high and it is everybody's responsibility to remind individuals of our expectations. The main objective of this policy is to ensure these standards are clear to all.

- Respectful of each other at all times
- Polite and well mannered



- Courteous to each other at all times
- Considerate of each other's feelings
- Positive in supporting friends and colleagues
- Upholding and representing GFS Values inside and outside school.

4. Reward

At GFS we believe that rewarding positive behaviour is far more effective than punitive strategies. As such we must reward our students for positive behaviours. These are not restricted to in-class activities.

Rewards are a feature in each part of the school and are adapted to ensure the correct age appropriateness.

HPL in Action

- Members of staff should praise students when they see High Performance Learning (HPL) - Values Attitudes and Attributes (VAA) and Advanced Cognitive Performance Characteristics (ACPs) exhibited
- Students should be told why they are being raised
- House points can be awarded to encourage and promote positive behaviours.
- Throughout school the HPL – ACPs and VAAs posters are displayed in every classroom and corridors.
- Positivity should be the focus to negate and distract from poor choices or non-compliance.
- In Foundation Stage children are individually rewarded with HPL stickers when they demonstrate an example of applying and using an ACP or VAA.
- In the Foundation Stage, this also converts to 1 house point, which is recorded on a Achievement Chart in class and recorded on Phoenix. At the end of each week, 3 children will be selected for demonstrating excellence across the VAAs – Empathy, agile and hardworking. They will be awarded with a GEM of the Week Award and will take home the Agile Alligator, Empathetic Elephant or the Hardworking Hedgehog toys to share their successes with their family.

House Points

In EYFS, children will receive house points for positive behaviour and demonstration of VAAs in their learning. They will receive a HPL sticker (if relevant) to wear and share with their parents and a house point 'token' which will be temporarily displayed on their cubby. On each cubby will be a point collection card. Tokens will be collected from a Friday-Thursday. Teachers will transfer house points on a Thursday to Phoenix to contribute to the school house total for that week.

- In Primary, 3 children with the best behaviour for the day will receive 1 house point – this may be based on those who received the most house points that day.
- In secondary/specialists lessons, teachers will give at least 1 house point in every taught lesson
- In Secondary, Students will also receive HPL stickers, when they have completed a 'Hive', they can collect a badge which represents the ACP or VAA achieved.

KS2 and KS3 House Points

No. of House Points	Reward/Certificate	Presented by
100	Bronze	Form Tutor
150	Silver	Head of Year
200	Gold	ASHT
300	Platinum	DHT
400	Rhodium	Head of Secondary & Head of House



KS4/5 House Points

No. of House Points	Reward/Certificate	Presented by
50	Bronze	Form Tutor
100	Silver	Head of Year
150	Gold	ASHT
200	Platinum	DHT
250	Rhodium	Head of Secondary & Head of House

- House points will be collated on Phoenix automatically. Every Friday an announcement will be made informing of the weekly house winner.
- In extracurricular activities, house points will also be given during various competitions and extra curricula activities throughout the year. They will also be given on for good behaviour on school transport.
- House Points will also be given in and around the school and recorded on Phoenix.

5. Restorative Practice & Relationships

Mutual Respect - At GFS, we believe that everybody deserves respect. When communicating to one another, we are respectful in our volume, tone and speech.

We understand that behaviour for learning is best supported through strong relationships. We aim to follow the Establish-Maintain-Restore (EMR) method when developing and maintaining student-staff relationships.

- **Establish** – Intentional practices to cultivate a positive relationship with each student (i.e., build trust, connection & understanding)
- **Maintain** – Proactive efforts to prevent relationship quality from diminishing over time (i.e., ongoing positive interactions)
- **Restore** – Intentionally repairing harm to the relationship after a negative interaction (i.e., reconnecting with student).

Conflict Resolution - Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all parties involved. It requires active listening, restorative questions and behaviour as communication. A plan of action is created to solve the cause of the conflict and move forward using the 'restorative practice conversation scaffold.'

Please see 'Managing Behaviour Policy.'

We understand that universal behaviour systems are unlikely to meet the needs of all students. When necessary, the approach should be adapted to the individual's needs. This could include but is not limited to: pastoral support, welfare or counselling support or a positive report card.

6. Proactive behaviour for learning support

At GFS, we believe that the consistent use of strategies are the most effective way to ensure there is a positive learning culture in school. We ensure that staff are trained to understand the different approaches that students may need based on their stage of development.

'While every person's behaviour and their motivations for it are complex and unique, the age of your pupils, or their actual stage of development, can affect their behaviour in ways that are predictable.' – Education Endowment Fund (2021) *'Improving Behaviour in Schools Guidance Report.'*



Their stage of development informs behaviour for learning strategies to ensure effective relationships are established and maintained across all areas of the school.

7. Inclusion including reference to SENDo, EAL and Advanced Learners

We recognise that students of determination who exhibit adverse behaviour may need an individual approach to manage behaviour for learning. Where consideration for additional support is needed, the Inclusion Team will work alongside the student's teachers and parents to develop a personalised support plan for the individual.

Where a language barrier is contributing to adverse behaviour in students with English as an additional language, the inclusion team will support teachers to ensure they can communicate effectively with the student to help them to follow the learning culture policy.

8. Supporting Mental Health & Wellbeing – Welfare and Counselling Teams

We believe that the learning culture of a school thrives when all members of the school community have access to wellbeing support.

'A child's mental health is just as important as their physical health and deserves the same quality of support.'
– Kate Middleton, Princess of Wales, Royal Patron of the children's mental health charity Place2Be (February, 2015)

The purpose of the welfare and counselling teams at GFS is to implement a welfare strategy which promotes positive mental health and ensures that all stakeholders have equitable access to wellbeing support.

The counselling team works alongside the safeguarding leads and welfare team to ensure that individual cases are triaged effectively. Where needed, they offer 1:1 counselling sessions for students across the school.

The welfare team provide mental health first aid support for students as and when needed. They offer 1:1 wellbeing sessions with students who have been triaged by the counselling team.

Our trained adult mental health first aiders offer support for adults within the school community. Our trained student mental health first aiders (emotional buddies) offer support for other students within the school community.

9. Parental Involvement

We believe fully in working in partnership with parents to ensure our learning culture policy is adhered to by all members of the school community. We take regular feedback from the parent community to ensure we can support students to have a positive and successful experience at GFS.

10. Assessment and recording

All house points and behaviour incidents must be recorded in Phoenix and monitored by leaders across school. Relevant leaders should regularly monitor trends and patterns in behaviour in their areas of the school and act when needed to ensure our learning culture policy is adhered to. While we understand that unpredictable events can happen, we believe in using a range of data to frequently review the learning culture of the school. This includes but is not limited to the following data sets: attendance, punctuality, clinic records, achievement points, behaviour incidents, student, parent and teacher voice and observational data.



11. Roles and responsibilities

All staff, students, parents and visitors are responsible for upholding Learning Culture.

12. COVID-19/ Social distancing

The school employees, parents and students are expected to adhere to the rules regarding Social Distancing and any other precautionary procedures put in place as advised by the KHDA and the DHA to ensure everyone's safety. There is a zero tolerance of anyone who does not follow the rules in the KHDA readiness plan.

While social distancing and Covid 19 preventative measures are in place there will be no reflection time outside of school hours. Once the school is fully operational these elements of the behaviour policy will be reintroduced.

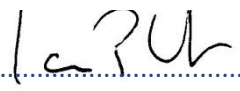
We expect all parents and students to be particularly mindful of their behaviour when in school and be aware of the environment they are in. Further details regarding what is expected of all persons when inside the building can be found in the KHDA readiness plan.

13. Monitoring and review

The policy has been discussed and agreed by Senior Leadership Team and Extended Leadership Team for implementation.

Signed 
Whole School Vice Principal

Date13 October 2023.....

Signed 
Associate Principal

Date13 October 2023.....

Signed 
Executive Principal/CEO/Senior Vice President of Education

Date16 October 2023.....

Next policy review date:

02 February 2024

28 June 2024