

Managing Behaviour 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 students 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 GFS approach to managing unwanted behaviours and is linked with the Learning Culture Policy.

2. Purpose of policy

The Managing Behaviour Policy is to ensure that all members of our school community feel safe and that unwanted behaviours are dealt with swiftly and appropriately.

3. Aims and objectives

The aim of the policy is to provide a clear set of guidelines for staff to follow when unwanted behaviours occur and for staff to understand how to escalate a sanction if necessary.

Strategies for managing adverse behaviour

Types of Adverse Behaviour	Examples	Strategies
Low-level disruption	Shouting out, not listening, not following instructions	A student-teacher conversation to establish why they are not demonstrating a desired behaviour. Establish clear expectations moving forward. Where there is repeated low-level disruption, teachers should log this. This may result in sanctions. For example, reflection time.
Lack of accountability	Missing work, lateness, lack of pride in work	A student-teacher conversation to establish why we are all accountable for our own success. Motivate and encourage. Where there is repeated low-level disruption, teachers should be logged. This may result in sanctions. For example, reflection time.
Serious incident/extreme behaviours - Please see section below for more details	Violence, harmful language	Consequences may also include suspension or exclusion where necessary. In the occasion of a suspension, on the student's return, a reintegration meeting may be included with their teacher, a welfare lead, a relevant pastoral leader and a parent/guardian to develop a reintegration plan to restore positive behaviour.



Extreme behaviours

The following are examples of extreme behaviours:

- Repeated breaches of the school rules
- Any form of bullying or cyberbullying
- Sexual assault / harmful sexual behaviour / child on child abuse
- Vandalism
- Theft/selling of items
- Fighting
- Racist or discriminatory behaviour or language
- Leaving the classroom without permission
- Repeatedly ignoring teacher's (staff members) instructions leading to harm of themselves or others
- Any behaviour which violates UAE laws

Serious Incidents

Serious incidents are defined as extreme behaviour that escalates and requires SLT intervention. Below is a chronology of actions which will be enacted:

- As soon as the incident is witnessed by or reported to a member of staff, that person must inform a member of SLT
- The member of SLT leading the investigation may seek support from a senior colleague and can ask colleagues to assist with the investigation
- The investigation will gather as much information about the incident (e.g what happened, what was said, who witnessed it, times, dates, locations)
- Parents of all children involved are informed before the end of the day that a serious incident has taken place and an investigation is underway
- When the investigation is concluded, parents are invited in for a meeting to discuss the findings
- Any sanctions or disciplinary action is communicated to parents
- Restorative conversations take place
- All serious incidents are logged, with disciplinary actions included

Incidents of cyberbullying and inappropriate use of ICT, including social media

Cyberbullying is defined as bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Cyberbullying is not tolerated and will be treated as a serious incident.

Examples of inappropriate use of ICT include:

- Recording a person on a device without consent
- Creating and posting media content which clearly identifies a child in GEMS Founders uniform
- Creating and/or sharing media content which occurred on school grounds
- Accessing illegal online content
- Accessing sexual online content
- Sharing media content which can be harmful or hurtful to others (e.g. airdropping a video or picture)

This is not an exhaustive list and any inappropriate use of ICT may be treated as a serious incident.

Staff must report any instances of cyberbullying or inappropriate use of ICT to a senior leader.



Incidents of racial language and behaviour

Racial harassment will not be tolerated and must always be reported. At GFS we promote and celebrate diversity. Staff members who witness an incident must inform an SLT member immediately. The school records all racial incidents. Developing appropriate attitudes and behaviours is supported through the schools' Moral Social Cultural Studies and PSHE curriculum.

4. Monitoring and review

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

Signed John Stapley
Whole School Vice Principal

Date13 October 2023.....

Signed Leah
Associate Principal

Date13 October 2023.....

Signed A. Profitt
Executive Principal/CEO/Senior Vice President of Education

Date16 October 2023.....

Next policy review date:

02 February 2024

28 June 2024



Appendix A – Escalated Consequence Chart

Stage	C1	C2	C3	C4	C5	C6	C7
Staff member	Class Teacher	HoY	HOY/AHT	AHT/DHT	DHT/SDHT	Head of School	Associate/Vice Principal
Behaviours	<ul style="list-style-type: none"> Classwork not completed Lateness to school Poor attendance Poor organisation 1st / 2nd Bus Report Incorrect Uniform Disruption in class 	Persistent C1 behaviours over time <ul style="list-style-type: none"> Refusal to comply Disrespectful language Disruptive behaviour/ not following instructions Inappropriate comments Truancy 	Persistent C1/ C2 behaviours <ul style="list-style-type: none"> Refusal to comply Offensive behaviour Verbal abuse Physical altercation 2nd/3rd Bus Report 	Refusal of C3 Report <ul style="list-style-type: none"> Continuous Refusal to comply Threatening behaviours Racist/discriminatory behaviour Damage to property Fighting or violent behaviour 4th Bus Report 	Refusal of C4 Report <ul style="list-style-type: none"> Continued Refusal to comply that violates UAE Law Continued Dangerous behaviour towards others Continued racism, violence, fighting, damage to property, cyberbullying 5th Bus Report 	Refusal of C5 and final Report <ul style="list-style-type: none"> Continued Extreme Refusal to comply that violates UAE Law Continued Extreme Dangerous behaviour towards others Continued Extreme racism, violence, fighting, damage to property, cyberbullying 	<ul style="list-style-type: none"> Serious and consistent Refusal of C6 report Immediate threat to life Serious violation of UAE Law Bringing the school into serious disrepute
Possible Actions	After three warnings: <ul style="list-style-type: none"> Restorative conversation Logged Email to parent Phone call to parent Reflection time Parent meeting 	<ul style="list-style-type: none"> Restorative conversation Logged Phone call to parent In class behaviour report 	<ul style="list-style-type: none"> Logged Reflection time Parent meeting HOY Report If successful: HOY Positive Report 	<ul style="list-style-type: none"> Logged Parent meeting AHT report Suspension/ 1st Undertaking letter if required 	<ul style="list-style-type: none"> Logged Parent meeting DHT report Suspension/ 2nd Undertaking letter if required. 	<ul style="list-style-type: none"> Logged Parent meeting HS report Suspension and 3rd Undertaking letter if required. 	<ul style="list-style-type: none"> Logged Parent meeting Meeting with KHDA Paperwork collated, sent to KHDA Immediate Exclusion