

## **GFS Mindful Behaviour Policy Behaviour for Learning 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 (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. This policy describes the Founders approach to positive behaviour and the importance of responding well to others.

The key principles are:

- Be mindful of yourself and the effect your actions have on those around you.
- Be mindful of others' actions and how their behaviour impacts on your own.
- Be mindful of your learning and always be open to new learning opportunities.
- Be mindful of your school and the environment you occupy.

The Mindful reminders are:

- We follow adult instructions the first 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 Behaviour for Learning Policy is to ensure that good behaviour is rewarded and consequences are consistent and fair. 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 mindful 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.

- Mindful 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. Rewards

***'The reward of our work is not what we get but what we become'***

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.

Members of staff should praise students when they see positive attributes exhibited and should explain to the student why they are being praised. House point counters can be awarded to encourage and promote positive behaviours, The 'Mindful Behaviour' system will be used throughout FS and Primary. Displays will also be in secondary but these can be managed on a class by class basis. Any class based reward systems can also be implemented including 'GEM of the Week.' "Class Dojo" is to be used in FS1, FS2 and Year 1 as appropriate.

In FS and 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 Dojos that day. In secondary/specialists lessons, teachers will give at least 1 House point in every taught lesson.






House points will be collated on SIMS automatically (displayed as 'achievement'). Every Thursday an announcement will be made informing of the weekly house winner.

House points will also be given during various competitions and extra curricula activities throughout the year. House Points will also be given for good behaviour on school transport.

House Points will also be given in and around the school with physical tokens. These tokens can then be banked with their class/form teacher who will add these to SIMS. Staff issuing physical tokens must ensure the student knows why they have been awarded this so they can feed this back to their teacher/form teacher.

Throughout school the 'Mindful Behaviour' charts will be displayed in every classroom. Positivity should be the focus to negate and distract from poor choices or non-compliance.

For individuals who achieve the most house points the GFS GEMS are as follows:

	<b>Diamond</b>	<b>Principal Award</b>	<b>SIMS Points</b> 1000 (over two years)	<b>Award</b> Nominated for scholarship	<b>Bi Annually</b>
	<b>Sapphire</b>	<b>Vice Principal Award</b>	<b>Award</b> 500	<b>Award</b> Formal dinner and nominated for Diamond	<b>Annually</b>
	<b>Ruby</b>	<b>Head of School Award</b>	<b>SIMS Points</b> 300	<b>Award</b> TBC	<b>Every Term</b>
	<b>Pearl</b>	<b>Head of Key Stage</b>	<b>SIMS Points</b> 200	<b>Award</b> TBC	<b>Every Half Term</b>
	<b>Marble</b>	<b>Head of Year Award</b>	<b>SIMS Points</b> 150	<b>Award</b> TBC	<b>Every Half term</b>

## 5. Consequences

*'You are free to choose but you are not free of the consequences of your choice.'*

All students will start on the mindfulness area of the visual behaviour system. Those not making good choices will be moved to the thought bubble. In FS and Primary names will be physically moved. In secondary these will be written on by the class teacher.

1<sup>st</sup> - reminder of the expectations of all students.

2<sup>nd</sup> – name is moved to/written on the thought bubble. Students are given the opportunity to remove themselves from the thought bubble.

3<sup>rd</sup> – If the students name is still on the thought bubble at the end of the lesson as their behaviour has not improved then this will be added to SIMS.

**Please see Appendix A for consequence system for school.**

**Please see Appendix B for guidance on what you might say in a classroom environment.**

**Please see Appendix C for guidance on 'Reflection Time'.**

## 6. Inclusion including reference to SENDo, EAL, G&T and Mental Health

The Behaviour for Learning is implemented for all children. Where consideration for additional support is needed, the Inclusion Team will be involved. However, there is a zero tolerance of any student who is physically violent to another student or member of staff. If a student puts themselves or others at risk (including being unable to follow a simple instruction to keep themselves safe) then the behaviour policy will be followed.

## 7. Parental Involvement

We expect all parents will be supportive to ensure learning is not disrupted at GFS for any reason. If needed parents will be called to school to discuss the need for further support. We also ask parents to be mindful of their behaviour towards members of staff.

## 8. Assessment and recording

All House points (Achievement) and behaviours must be recorded in SIMS and monitored by leaders across school.

## 9. Roles and responsibilities

All staff, students, parents and visitors are responsible for upholding to Behaviour for Learning Policy.

## 10. Bus Behaviour Code


We take safety very seriously and so students are expected to follow the Bus Behaviour Code. Working together to keep them safe and happy, while coming to and going home from school. Parents discussing these expectations with their child at home will be essential to ensure safe travel thought the year.

**Please see Appendix A for consequence system for buses.**

**Please see Appendix D for bus expectations.**

## 11. Monitoring and review

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

Signed  .....

Head of Primary

Date 1/10/19

Signed  .....

Head of Secondary

Date 1/10/19

Signed  .....

Vice Principal

Date 1/10/19

Signed  .....

Principal/CEO

Date 1/10/2019

*Policy review date: 30 September 2020*

# GFS Mindful Behaviour

## C1 - ALL STAFF

Log behaviours on SIMS if 3 warnings given– issuing 'short' break Reflection time. Inform parents of behaviours.

### C2 - Teachers (Primary) and Form Tutors (Secondary)

Day to day monitoring of students behaviour  
SIMS set up to track current/previous day behaviour  
C2 behaviour report when accumulating 20 behaviour points on SIMS  
Contacting parents about minor bus incidences  
Issuing 'long' break reflection time

**School:** Continuation of behaviour at any point that causes disruption of teaching and learning. Inappropriate behaviours in the corridor and around school.

**School:** Break time Reflection time .  
Secondary – Continuous Low level - Head of Department issuing Reflection Time and contacting parents.

**Bus:** Continuation of behaviour that causes disruption to the driver and other bus users (i.e. all of the above).

**Bus:** Documented notes and added to SIMS-1<sup>st</sup> warning given and parents informed by Head of Year via email.

### C3 - Heads of Year

Informing Class/Form Teachers if their student should be on C2 report card  
Placing students on C3 report card if accumulating 40 behaviour points and/or immediate behaviour warranting C3 report.  
HoY Reflection Time – Tuesday (Inform parents by Sunday at 4pm)

**School:** Persistent disruption of teaching and learning even after C1 and C2 have been given. Failure to attend C2 Reflection time. Failure to pass C2 report card.

**School:** 1 hour Secondary Reflection Time (Head of Year weekly rota) – Tuesday.  
Primary - 30 minute reflection time after school with class teacher and Head of Year.  
FS children will be sent to a different classroom/area of the school from the moment of the incident. (neighboring classroom)  
Parents informed and report card given.

**Bus:** Persistent disruption to the driver and other bus users even after C1 and C2 have been given.

Parent and child meeting with Head of Year. 2<sup>nd</sup> warning and 1-week suspension from the bus (24 hours' notice)

### C4 - Heads of Key Stage

Ensuring HoY have issued C3 report cards  
Placing students on C4 report card if accumulating 60 behaviour points and/or immediate behaviour warranting C4 report.  
Suspending students and completing the following:  
Issuing a letter to parents and letter of undertaking (1)  
Logging on SIMS  
KS Reflection Time - Wednesday (Inform parents by Monday 4pm)

**School:** Behaviour that causes greater disruption of teaching and learning and covers student behaviours that may lead to physical and mental harm to another person or may lead to property damage across school. Failure to attend C3 Reflection time. Failure to pass C3 report card.

If an immediate C4 is given then this will warrant a 1 day suspension and a reintegration meeting.  
Continuous behaviours' amounting to 40 SIMS points and failing report card.  
FS - Spend the following day with the Head of Year in their classroom. (Reflection time with Head of FS)  
Primary - After school 30 minute reflection with Head of Key Stage – Wednesday.  
Secondary - 1 hour Secondary Reflection Time (KS weekly rota) –Wednesday.  
Report Card given.

**Bus:** Continued behaviour and/or dangerous behaviours

**Bus:** Banned from the bus for the rest of term at GFS.

### C5 - Deputy Heads of School

80 points on SIMS  
Letter of undertaking completed (2) and signed by parent.  
Student blocked for reenrolment in the first instance.  
Final report card given following reintegration meeting - Log on SIMS  
SLT Reflection Time – Thursday (Inform parents by Tuesday 4pm)

**School:** Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people which may also be violations of UAE Laws.

**School:** Immediate C5-2 day Suspension given and a reintegration meeting with Deputy Head of school. Student will be blocked for reenrolment in the first instance.

Failure of C4 report card

SIMS points - SLT Reflection Time – Thursday  
Report card given

**Bus:** Very serious incident on the bus

Ban from Bus for the rest of time at GFS

### C6 - Heads of School

100 points on SIMS  
Letter of undertaking completed (3) and signed by parent and are aware that their child **will be** blocked for reenrolment for the next academic year.  
Final report card given following reintegration meeting.  
SLT Reflection Time – Thursday (Inform parents by Tuesday 4pm)

**School:** Behaviour that endangers or otherwise threatens the safety of fellow students, school staff and/or other people which may also be violations of UAE Laws.

**School:** 3rd Suspension given and a reintegration meeting with Head of school. Student will be blocked for reenrolment for the following academic year.

Failure of C5 card

SIMS points - SLT Reflection Time – Thursday and suspension if not received before.

**Bus:** Very serious incident on the bus

Report card given  
Immediate Ban and Letter of undertaken and blocked reenrolment

### C7 - Principal

120 points -Documents collated by Siobhan and sent to KHDA for immediate exclusion

**School:** Immediate threat to life. Failure to comply C1-6

Immediate: Send evidence to KHDA  
Over time: Send evidence to KHDA

**Bus:** Immediate threat to life.

Immediate ban and informing KHDA

## Appendix B – Giving consequences in class

The below is for guidance only on what to say when giving a consequence in class:

*‘Students name’ I am warning you that if you continue to behave by ‘not following instructions I will have to move you to the thought bubble/behaviour chart.*

If they make the right choice praise them for doing so –always give take up time to do the right thing before you react.

When a consequence has to be given the following phrase could be use.

*‘Students name, unfortunately you have not made the right choices and I will now be recording this on SIMS. Please take time to think about the consequence of the behaviour you are choosing to show and make sure you make the correct choices in the future as the next step is a class monitoring sheet.’*

Where appropriate students should be given positive reinforcement as soon as possible after the issuing of a consequence to help support the student in making positive choices.

Students do not need to work through the consequence system and for serious incidents (fighting, verbal abuse etc.) a higher consequence can be issued immediately –this will result in the student being removed from the classroom and their parents contacted for collection.

## **Appendix C – Reflection time**

Reflection time will allow for students to reflect on their behaviour and offer them the opportunity to speak to the member of staff regarding any issues they may be facing.

During this time the member of staff will expect the student to do one or more of the following:

- Talk with the member of staff
- Complete any unfinished work
- Read silently
- Complete an activity or additional work
- Support members of staff in completing tasks (where appropriate)
- Give support to a member of staff who was disrupted due to the behaviour/incident
- Meet with the school counsellor

## Appendix D – Bus Expectations

### Expected Behaviour on the bus.

- Arrive at your bus pick up on time.
- Be kind, be safe, be respectful at all times.
- Get the ID card scanned while boarding and exiting the bus.
- Treat the school bus attendant and driver with the same respect as you would your teachers.
- Remain seated on the designated seat and wear your seatbelts, throughout the bus journey.
- Sit facing forward in your seats at all times.
- Keep the aisles and walkway clear at all times.
- Report problems to the bus attendant and/or bus driver.
- Only travel on your designated bus. If a temporary change is required, parents must inform the Customer Care Executive of STS at the school.
- Be ready and on time for departure and pickup.
- Speak quietly with “inside voices” throughout the bus journey.
- Wait for the sign from the bus attendant to leave or enter the bus.

### Inappropriate Behaviour on the bus.

- Lateness to the bus.
- Not wearing a seatbelt.
- Failure to follow direct instructions.
- Putting themselves and others at risk.
- Throwing objects of any kind on the bus.
- Shouting or being unkind verbally and/or physically towards others.
- Damaging the bus in any way (e.g. drawing on or putting feet up on the seats).
- Bringing friends onto the bus without written permission from the school.
- Placing anything outside the windows of the bus at any time.
- Eating or drinking on the bus.