



GEMS Winchester School Dubai



Secondary School Behaviour Policy

Person(s) Responsible: Vice Principal, Head of Secondary & Director of Pastoral (Secondary)

Approved by ELT: August 2023

Date of Next Review: June 2024

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1. Introduction

At GEMS Winchester School Dubai (WSD), we believe that every child has the right to feel safe, happy and respected whilst being supported to reach their full potential. Our **core values of tolerance, respect and responsibility** ensure that all members of the school community and their cultures are treated equally.

It is the responsibility of each member of our staff to act as a role model for our students, ensuring he/she conduct him/herself in a polite and respectful manner. We can, in turn, encourage our students to show respect for themselves, others and the environment. At WSD, we aim to empower students to regulate their own behaviour by scaffolding their choices and guiding their actions via a system of positive acknowledgement, opportunities to reflect and restorative practice.

This policy aims to:

1. Outline our system of rewards and sanctions
2. Provide a consistent approach to behaviour management
3. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
4. Define what we consider to be unacceptable behaviour, including bullying and discrimination
5. Outline how students are expected to behave

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2. Roles and Responsibilities

2.1 The Local Authority Board

The Local Authority Board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive and Senior Leadership to account for its implementation.

2.2 The Principal/CEO

The Principal/CEO is responsible for reviewing and approving this behaviour policy.

The Principal/CEO and the Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

2.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on SIMS

The Senior Leadership Team will support staff in responding to behaviour incidents.

2.4 Parents

Parents are expected to:

- Support their child in adhering to the student Code of Conduct and Home-School Agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

2.5 Students

Alongside the Home- School Agreement signed by families and registered with the KHDA, students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Use appropriate language when communicating with other students and staff
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow the Code of Conduct – See [Appendix 1](#)

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3. Rewarding Positive Behaviour

At WSD, we want to reward our students when they display positive attitudes and behaviours. Often, this reward can be as simple as saying 'Well done!' to a student when they have worked hard during a lesson. We must always remember to praise the effort in a task rather than the outcome if we want to help improve our students' growth mindset.

Further to judicious use of praise, staff also have the opportunity to give up to three Achievement Points per student per lesson. These Achievement Points must be logged on SIMS by all staff and should primarily be awarded for one of the WSD 7Cs Learning Competencies.

In order to reward students who consistently demonstrate excellent behaviour for learning, we have created the 'WSD Award' which will be awarded to students who have great attendance, work really hard and behave really well.

The following table summarises what a student needs to evidence in order to achieve each level of The WSD Award. A student would need to complete all the activities in a column to gain an award. For example, to gain the Silver Award, the student would need to have 200 Achievement Points more than their Behaviour Points, as well as providing the necessary evidence in their e-Portfolio.

Criteria	Bronze Award	Silver Award	Gold Award
Attendance	94% and better	96% and better	98% and better
Conduct	Positive Residual of + 125 Points	Positive Residual of + 225 Points (including at least 10 points for each of the WSD 7Cs)	Positive Residual of + 325 Points (including at least 20 points for each of the WSD 7Cs)
Additional Info	None	Student-Led Conference E-Portfolio submitted to HoH	Student-Led Conference E-Portfolio submitted to HoH + Teacher Recommendation
Prize	Badge + Certificate	Badge + Certificate Cinema Event (Termly)	Certificate + Tea Party Reward Day Event + Activities

Each term, students who are eligible to win an award will be presented with their award and/or prize by the relevant member of staff.

Furthermore, over the course of each half term, we will run regular competitions for students, based around the number of Achievement Points given. Therefore, every member of staff must be responsible for recording the Achievement Points on SIMS that they give to their classes. Furthermore, regular contact with parents for great learning and positive behaviour can and should be recorded on Pulse.

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4. Behaviour Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student (as well as student to student), strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Our approach to managing student behaviour at GEMS Winchester School Dubai is to be proactive and positive; we want to 'catch our students doing the right thing' and acknowledge and reward them for this. If any member of staff feels they need support with any issue relating to behaviour, in the first instance contact either your Head of Department or the relevant Head of Year.

4.1 Classroom Management and the Consequence System

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

In order to support teachers when challenging poor behaviour, WSD has a consequences system to help students modify their behaviour so that it complies with our school expectations, ensuring a safe and positive learning environment for all students. These are consistent across the Secondary phase. We employ each sanction appropriately to each individual situation (in line with KHDA Rules and Regulations).

This staged approach is designed to promote a consistency of response. This is a guide and every incident must be judged and assessed according to circumstances and appropriate action taken.

Stage 1	A student must receive a verbal warning from the teacher along with an explanation of why they are failing to meet classroom expectations.
Stage 2	If the student continues to misbehave, their name should be written on the board and told why they have been given a verbal warning.
Stage 3	If this behaviour continues, the teacher should email: wsd_secbehavioursupport@gemsedu.com

In circumstances where a student is given a Stage 3 (Removal to Reflection Room) Warning and the teacher requests the support of the 'On-call' leader, teachers must ensure that:

- They have clearly completed the previous two stages: that both a **verbal** and a **written** warning have been issued (and that the student has been given sufficient opportunity to correct the behaviour)
- The behaviour fails to meet WSD expectations.
- The poor or inappropriate behaviour has been specified to the student in question

The 'On-call' leader reserves the right to discuss the behaviour with the student (outside the classroom) and then, specifically, ask the class teacher if they are willing to accept the student back into class or if they still wish for the student to be removed. When asked, the class teacher has the right to ask for the student to be removed if they believe this is the best course of action.

If a student has been removed from lessons, the following actions should take place:

1. The Reflection Room supervisor completes the Student Removal Log, shared by the Director of Pastoral at the start of each term and updates SIMS with an 'R' code and a comment that the student is in Reflection
2. The student is then expected to write a statement on why they have been removed (see [Appendix 2](#)) and have a mentoring conversation with the Reflection Room supervisor.
3. On reviewing the statement and reviewing the Behaviour Policy, either the Head of Year or SLT decides on how long the student should remain in the Reflection Room. Teacher to add code to register.
4. The teacher who called Behaviour Support must email the family to inform them of the removal and the reason why (see [Appendix 3](#)), copying in the Form Tutor, Head of Year and Assistant Principal.

The Head of Year and Assistant Principal will analyse the Student Removal Log on a weekly basis to identify if any students, staff or vulnerable groups need additional support or training.

For consistent poor behaviour, a student may be placed onto report. This can be at Department level, or by the Tutor, Head of Year, Assistant Principal, or Head of Secondary. When a student is placed on report, colleagues must inform parents with a phone call home, followed up with an email which is recorded on SIMS and Pulse. More information on the consequences for consistently poor behaviour can be found in [Section 5](#).

Type of Report
Head of Secondary
Assistant Principal
Director of Pastoral
Head of Department
Head of Year
Form Tutor

4.2 Uniform, Breaks and Lunch Duties

Addressing poor or inappropriate behaviour outside of lessons, ensuring students wear the correct uniform, as well as attending duties between lessons and at break and lunchtime, are the responsibility of all staff.

The following behaviour should be addressed by all teachers and, in the first instance, teachers should politely remind students of expectations. Where repeated poor behaviour is seen, colleagues should issue a negative behaviour point on SIMS and pass the information on to the relevant HoY and/or HoD to follow this up.

It is our expectation that Tutors check uniform and equipment each morning and Behaviour Points should be given for:

- Repeated uniform infringements (e.g. shirt out, top button undone, tie not correct length, incorrect shoes)
- Failure to wear their lanyard
- Running/shouting in the corridor
- Lateness to lesson (Log on SIMS so HoY/ Tutors can monitor and sanction if needed)
- Repeated instances of forgetting equipment (e.g. diary, exercise book, stationary)

Addressing students who are wearing uniform poorly outside of tutor-time and lessons is the responsibility of all members of staff.

When on duty, colleagues should follow procedure by reporting incidents to the HoY/HoD/DoP/SLT if it is felt necessary. During breaks, students should not be allowed to:

- Litter
- Fight, play fight or incite fighting
- Chant
- Spoil games
- Go in and out of the building at first break or when break is designated as 'Inside Break'
- Use any offensive language
- Breach the school healthy eating policy
- Climb or sit on walls/railings/fences
- Be disrespectful to staff or students alike
- Leave the premises
- Carry out any activity that might endanger themselves or others

4.3 Mobile Phones and Confiscated Items

In the Secondary Phase, mobile phones are not allowed to be used by any student. Therefore, the following rules apply:

- Phones must not be used for any purpose during the school day
- Any member of staff may confiscate a mobile phone that is being used inappropriately. Confiscated mobiles will be returned directly to student at the end of the day; phones must be labelled clearly with the student's name and tutor-group, and must be left for safe keeping in the KS4 and 5 Reflection Room (SF34)
- GEMS Winchester School Dubai is not responsible for any loss or damage to mobile phones and devices that are brought into school
- GEMS Winchester School Dubai and its staff reserve the right to take legal action against students who use their phones illegally, for example by taking and/or sharing photographs or making recordings of others without their consent

Alongside mobile phones, any prohibited items found in students' possession will be confiscated. These items will not be returned to students. GEMS Winchester School Dubai reserves the right to confiscate any item which is harmful or detrimental to school discipline. These items will be returned to families after discussion with senior leaders and parents, if appropriate.

4.4 Social Media Usage

We recognise that students may have personal, social media accounts, however, these must not to be accessed on the school site. They are currently blocked, so a student that is using a social media account during the day is either using personal data, or breaking UAE law by using a VPN. GEMS Winchester School Dubai supports the UAEs clear guidance regarding taking photographs without consent and posting on social media channels and will sanction in line with police guidance.

4.4 Bullying

At GEMS Winchester School Dubai, we commit ourselves to providing an environment where all students feel

safe and protected from harm. The WSD Behaviour Policy embraces the School's Core Principles of Tolerance, Respect and Responsibility to promote a safe, caring and happy learning environment. The WSD Behaviour Policy ensures that all members of the community become confident, self-motivated and independent lifelong learners.

The WSD Behaviour Policy has a zero-tolerance approach to bullying and we take proactive steps to teach our students about bullying through our curriculum, particularly in Moral, Social and Cultural lessons, PSHE lessons and through Computer Science classes for issues surrounding cyberbullying and staying safe online. This is further complimented by regular assemblies and communication to families to remind our community of the schools' expectations.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend

For further information, please refer to the GEMs Winchester School Dubai Anti-Bullying Policy.

4.5 Zero Tolerance Approach to Harassment and/or Violence

GEMS Winchester School has a very simple to understand 'no hands' policy which prohibits students from making physical contact with each other.

The school will ensure that all incidents of harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Report to the police

For further information, please refer to the GEMs Winchester School Safeguarding and Child Protection Policy.

4.6 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Representing the school at a sporting event/fixture
- Wearing school uniform
- Identifiable as a student of our school in any other way

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

4.7 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of violence or harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, pastoral support may also be appropriate for the student involved.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

4.8 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to Senior Leadership and families

4.9 Clinic Passes

At GEMS Winchester School Dubai, all students have the right to access the school clinic if they are feeling unwell. However, to combat a small number of students who might cheat this system in order to meet friends or be excused from particular lessons, the school has developed a simple system for tracking clinic use.

Unless life threatening, all students wishing to visit the clinic should have a clinic pass signed by the teacher whose lessons they are missing as a result of feeling unwell. Students should use the stairwell by the lift, show the security guard the clinic pass and then proceed directly to the clinic. Once well enough to return to classes, students should make their way back to their classroom using the same stairwell. The teacher should mark SIMS with C for that lesson.

If a student asks to use the clinic, the class teacher is responsible for ensuring:

- Either a note in a planner, or a 'clinic pass', is completed and handed to the student, signed by the teacher
- Their register is updated with a comment to show the student has been allowed to access the clinic

Where students visit the clinic too regularly, it will be the responsibility for the clinic to contact parents and inform home of any medical concerns. The school doctors should work in consultation with the Head of Year to ensure that students are not making unnecessary visits to the clinic.

4.10 Use of Washrooms by Students

A student should never be refused to use the washroom. However, professional judgement should be used to encourage students to only visit the washroom essential. Students should only be allowed to visit the washroom, one at a time, during lessons. At break times, two students from each class may visit simultaneously. Washrooms will be closed for 5 minutes at the start and at the end of each lesson to allow for essential cleaning.

4.11 STS Services

All students who use the School Transport Services are expected to adhere to the Bus Behaviour Code, which is outlined below.

Students are expected to:

- Wear your lanyard and scan your RFID card when boarding and getting off the bus
- Travel by your designated school bus
- Be on time for pick-up and departure
- Cooperate with the Bus Guardian
- Sit in the designated bus seat as advised by the Bus Guardian
- Keep your seat belt on for the entire journey
- Remain seated until advised by the Bus Guardian
- Always face forward when seated
- Keep the aisles and walkway clear at all times
- Be courteous and follow the Bus Guardian and Bus Driver's instructions
- Report immediately to the Bus Guardian or Bus Driver if you feel unwell
- Use electronic devices responsibly and report any misuse to your Bus Guardian or Bus Driver
- Take your personal items with you when you leave the bus.
- Make sure the road is safe before crossing the street
- Stay at least 10 steps away from the school bus and make sure the Bus Driver can see you
- Avoid the danger zone areas surrounding the bus

Students should not:

- Stand while the school bus is moving
- Sit on a restricted seat
- Distract the Bus Driver
- Shout or be disrespectful towards others
- Bring friends onto the bus without written permission from STS and the school
- Eat or drink (except water) on the bus
- Throw objects of any kind in the bus
- Place anything on the windows of the bus
- Damage the bus in any way

As part of registering for STS services, students and their families have to sign up to these expectations and if a student fails to meet the expectation, they can be sanctioned in line with school policies. For persistent failure to meet these expectations, student's will no longer be allowed to use the School Transport Service. Parents are encouraged to discuss the following standards with their child at home.

On the first occasion that a student is late arriving to the bus, a verbal warning will be given to the student. On the second occasion, an email will be sent home informing the parents. On the third occasion, the student will be suspended from using the bus for one day.

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5. Challenging Continued Poor Behaviour

5.1 Sanctions for Continued Poor Behaviour

Regular monitoring of student behaviour will be undertaken by Senior and Middle Leadership. Each week, student conduct data (including the Student Removal Log) will be analysed to identify if any students, staff or vulnerable groups need additional support or training. Furthermore, each half-term, a 'deep dive' into student conduct will be undertaken to identify any areas for further improvement.

The school will run weekly 'detentions' for those students who have repeatedly failed to meet the expectations we have in school. Where a student has received either 5, 10 or 15+ Behaviour Points in any given week, the following consequences will be actioned:

Behaviour Points	Consequence
5	Email home from Head of Year to inform the family of the fact that the student averaged 1 Behaviour Point each day in the previous week. For this email template, please see Appendix 4 .
10	The student will sit a detention on a Wednesday evening*, supervised by one of the Heads of Year or Heads of Department. The family must be contacted by Monday at 3pm to inform them of this detention; if a family refuses to allow the student to sit the detention, then the student will be sanctioned with 2 periods in the Reflection Room. For the email template to be sent to families, please see Appendix 3 .
15+	The student will be given a one-day internal exclusion for continued poor behaviour. The relevant Assistant Principal will contact the family by Monday at 3pm to explain that the student will spend one day in our Reflection Room, and follow up with a personalised email.

** This detention will run between 2.30pm and 3.45pm, with student collected at this time from main reception. During this detention, students will be expected to reflect on their behaviour and write down ways in which their behaviour needs to change in order to help support the student to make better choices in the future.*

Where our regular monitoring identifies consistent poor behaviour and our detention system is not having the desired impact on changing a student's poor behaviour, a student may be placed onto report. This can be at Department level or by the Tutor, Head of Year, Assistant Principal or Head of Secondary.

When a student is placed on report, colleagues must inform parents with a phone call home, followed up with an email which is recorded on SIMS and Pulse. Students are also given the opportunity to participate in Peer or Staff Mentoring (more information can be found in Section 8.2 below).

When a student fails to meet WSD's expectations, staff should consult the following table to guide their decision making. Incidents are ranked in order from Level 1 to Level 4. Initially, staff must decide at what level the incident falls into i.e. Level 1, 2, 3 or 4. Once this has been established, the following tables provide you with the relevant sanction.

A WSD Step Warning stays on a student's record for a period of 12 months from the issue date. When a student is issued with a Step 2 Warning, they must also be issued with a Behaviour Intervention Plan (BIP). A Behaviour Intervention Plan is a document that is shared between school, parents and the student. When a student is issued with a Step 3 Warning, the family and student must sign a letter of undertaking. All these documents should be filed with the Head of Year (signed and dated).

LEVEL 1

Offence No.	Description
1.1	Being repeatedly late to registration or failing to participate – parent’s fault
1.2	Repeatedly failing to attend lessons on time – staff need to follow this
1.3	Repeatedly failing to get on bus transport on time and/or failing to follow instructions in the bus bay
1.4	Non-compliance with school uniform expectations
1.5	Overgrown, dyed or unprofessional hair designs for all students. Hair colour should be the natural colour for that student.
1.6	Not bringing the required resources – dept to take ownership of this
1.7	Disruptive behaviour
1.8	Continued disruptive behaviour
1.9	Sleeping during lessons or formal school activities (after making sure of the student's health status)
1.10	Eating during lessons without permission (after making sure of the student's health status)
1.11	Non-compliance with presenting homework and assignments given to him / her in a timely manner
1.12	Minor misuse of electronic devices
1.13	Violating the ‘hands off’ policy without injury or intentions to harm ie tap, ‘friendly’ contact.
1.14	Years 7 – 11 wearing make up that draws attention
1.15	Any other offence deemed to be of similar nature by the SLT

LEVEL 1 - SANCTION

Repetitiveness	Action	Responsibilities
Upon committing	<ul style="list-style-type: none"> Teacher logs on SIMS. 1 x Behaviour Point added to SIMS by teacher 	<ul style="list-style-type: none"> Teacher must add information to SIMS and inform student why a Behaviour Point has been added. Inform student that communication will be sent to family. Teacher emails family Cc HOY into email communication Student to take responsibility of the situation to ensure it does not happen again
When repeated for the first time	<ul style="list-style-type: none"> Email to family by Form teacher or subject teacher explaining the behaviour incident. 1 x Behaviour Point added to SIMS by teacher Student placed on Form Teacher/Subject Teacher report for two weeks 	<ul style="list-style-type: none"> Teacher must add information to SIMS and inform student why a Behaviour Point has been added. Inform student that communication will be sent to their family. Cc HOY into email communication Teacher emails family.
When repeated for the second time	<ul style="list-style-type: none"> Email to family by Form teacher or subject teacher explaining the behaviour incident. 1 x Behaviour Point added to SIMS by teacher Student is referred to HOY HOY to inform student’s family that the incident has been repeated and next time it is a WSD STEP Warning 1 x Behaviour Point added to SIMS by HOY 	<ul style="list-style-type: none"> Teacher must add information to SIMS and inform student why a Behaviour Point has been added. Inform student that communication will be sent to family. Teacher emails family Teacher must ensure Family acknowledge email Cc HOY into email communication HOY to inform student’s family that the incident has been repeated.
When repeated for the third time or if they have been sent 3 times to the reflection room	<ul style="list-style-type: none"> Parent meeting with AP the day of, or day after the incident HOY to liaise with student and confirm mentor Student placed on HOD/HOY report for two weeks WSD STEP Warning Issued Internal suspension 1 day 	<ul style="list-style-type: none"> AP must meet with parents on the day or after the incident The AP shall issue the WSD STEP Warning, counter signed by ELT AP or HOD/ HOY to conduct re-integration meeting and collect signed WSD STEP Warning Letter
When repeated more than 3 times- Step Warnings issued every time and sent to the RR	<ul style="list-style-type: none"> HOS to meet parents the day after the incident HOY to implement a set of strategies aimed at reducing negative behaviour – Operation Make a Difference HOY conduct round robin. 	<ul style="list-style-type: none"> HOS and AP to meet and decide on consequences the day of, or day after the incident. The HOY shall be responsible for following up and monitoring the behaviour case in liaison with class teachers and Inclusion dept. HOY to provide feedback to AP and HOS from teaching staff

LEVEL 2

Offence No.	Description
2.1	Unauthorised absence (3 rd Instance)
2.2	Using inappropriate language towards a student or their family
2.3	Using another language, other than English, to upset or cause offence to another student
2.4	Truancy and/or leaving the classroom without permission
2.5	Failing to attend mandatory school activities and events
2.6	Inciting a quarrel, threatening or intimidating peers in the school
2.7	Acting in a manner contradicting with the public morals or the public order
2.8	Graffitiing
2.9	Using a mobile phone and airpods during the school day and misuse of any means of communication
2.10	Verbally abusing another student
2.11	Smoking, possessing or trading in the relevant kits inside the school campus
2.12	Defiance
2.13	Malpractice first time in internal assessment
2.14	Trading any items in order to make a profit
2.15	Water fight, spraying sanitizer or throwing water at another student.
2.16	Inappropriate clothing when representing the school or on a school trip
2.17	Bringing and/or using silly string, party poppers or snaps
2.18	Cutting another student's hair or beard with permission
2.19	Any other offence deemed to be of similar nature by the SLT

LEVEL 2 - SANCTION

Repetitiveness	Action	Responsibilities
Upon committing	<ul style="list-style-type: none"> HOY/AP Meet with family day after the incident Student to be placed on HOY report for a further two weeks HOY / DoP to implement a set of strategies aimed at reducing negative behaviour Continued liaison with the Inclusion Dept WSD STEP Warning issued by HOY to family to sign 1-day internal suspension 	<ul style="list-style-type: none"> AP must meet with family the day after the offence ESLT / HoD / HoY and SLT to meet and decide on consequence the day after the offence SLT shall issue the WSD STEP Warning counter signed by ELT AP must ensure family acknowledge email The HOY shall be responsible for following up and monitoring the behaviour case
When repeated for the first time	<ul style="list-style-type: none"> Written Warning issued to student and family Student internally suspended for a maximum of two days HOY / AP to meet with family HOY to implement a set of strategies aimed at reducing negative behaviour Continued liaison with the Inclusion Dept (if required) Student to be placed on Director of Pastoral report for two weeks 	<ul style="list-style-type: none"> AP / SLT must meet with family the day after the offence HOS and AP to meet and decide on consequence the day after the offence. SLT shall issue the WSD STEP warning counter signed by ELT. AP must ensure family acknowledge email. The HOY shall be responsible for following up and monitoring the behaviour case
When repeated for the second time	<ul style="list-style-type: none"> Student internally suspended for a max of 3 days. AP/ELT to meet with family. AP and HOS to meet with the family and issue final WSD Step Warning for the student and his /her family. Transferring the student to another school as a disciplinary action if he/she does not reform his/her behaviour. Student to be placed on SLT report. ELT to issue WSD Step Warning to the family (transferring the student to another school if he /she does not respond positively to the BIP) 	<ul style="list-style-type: none"> HOS and AP to meet and decide on consequences the day or after the incident The AP must meet with the family the day after the offence and discuss the student transferring to another school. AP must ensure the family acknowledge the meeting. The AP shall be responsible for following up and monitoring the behaviour case.

LEVEL 3

Offence No.	Description
3.1	Bullying
3.2	Plagiarism or Malpractice for a second time in an internal assessment
3.3	Truancy - Leaving the school premises without permission during the school day
3.4	Defamation of a person or the school including via social media
3.5	Forgery - impersonating others
3.6	Vandalism
3.7	Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or other road users
3.8	Fighting without causing any injuries to the victim
3.9	Driving a car recklessly inside or around the school campus, and not following the security and safety instructions
3.10	Capturing, possessing, publishing or disseminating photos of the school staff and / or students without their permission
3.11	Verbally abusing or insulting staff or visitors to the school
3.12	Tampering with fire bell or using the PA system inappropriately
3.13	Physical contact with a member of staff
3.14	Display of affection
3.15	Urinating on the school bus or on the school premises outside of the washroom
3.16	Using or bringing a replica fire arm into school
3.17	Cutting another student's hair or beard without permission
3.18	Any other offence deemed to be of similar nature by the SLT

LEVEL 3 - SANCTION

Repetitiveness	Action	Responsibilities
Once committed	<ul style="list-style-type: none"> • Family notified by SLT of student's immediate internal suspension on the current day whilst investigating • External suspension issued for 1 day (maximum 2 days) • Family to sign the WSD STEP warning letter and given notification of the decision • AP, HOS, VP and Principal to decide whether to refer the case to KHDA • Follow up with Inclusion Dept regarding IBP • Summoning the student's guardian immediately and presenting the Leadership decision to them • Referring the student to the agencies concerned (such as the Inclusion Dept) 	<ul style="list-style-type: none"> • The school Principal, his / her deputy must report the case to the authorities • Deciding if/how the student has failed to meet the expectations of WSD and expelling him / her according to the severity of the offence he / she committed • AP and HOY to prepare the necessary paperwork to submit to KHDA • AP must ensure family acknowledge the meeting • The AP shall be responsible for following up and monitoring the behaviour case
When repeated	<ul style="list-style-type: none"> • If the student fails to reform his / her behaviour; then he / she shall be transferred to another school as a disciplinary action in liaison with KHDA 	<ul style="list-style-type: none"> • AP, HOS, VP and Principal meet to draw together paperwork for KHDA

LEVEL 4

Offence No.	Description
4.1	Using communication platforms and social media channels for unlawful or immoral purposes, or in a manner discrediting the school and its staff or others
4.2	Possessing or using weapons inside the school
4.3	Committing sexual assault or taking part in inappropriate consensual behaviour
4.4	Fighting resulting in injury to the victim
4.5	Theft or handling stolen goods
4.6	Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorised and inconsistent with the values, morals, public order, and public decency
4.7	Sexual harassment
4.8	Leaking exam questions/papers or engaging in any form of malpractice
4.9	Arson
4.10	Abusing political, religious, or social figures in UAE
4.11	Possession, using or selling drugs/alcohol
4.12	Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or harming the political and social regulations of the society
4.13	Disdaining the divinely revealed religions or stirring sectarian strife in the school
4.14	Any other offence deemed to be of similar nature by the SLT

LEVEL 4 SANCTION

Repetitiveness	Action	Responsibilities
Upon committing	<ul style="list-style-type: none"> The school Principal, or VP must notify the Legal Affairs Department of the Ministry and the concerned agencies, once the offence is committed Family notified by the Principal or VP of student's immediate external suspension Investigation must be completed within two school days. Suspension period may be extended until the end of the legal investigation in consultation with the Principal and KHDA AP, HOS, VP and Principal to decide whether to refer the case to KHDA VP to seize any evidence involved in the offence and to have over to the MSO for safety reasons 	<ul style="list-style-type: none"> The school Principal, his / her deputy must report the case to the authorities Deciding if/how the student has failed to meet the expectations of WSD and expelling him / her according to the severity of the offence he / she committed AP and HOY to prepare the necessary paperwork to submit to KHDA AP must ensure family acknowledge the meeting The AP shall be responsible for following up and monitoring the behaviour case

5.2 Student Support

The school recognises it has a responsibility to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Head of Inclusion will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

The school will also use a system of peer and/or staff mentoring to support students who have been identified as having ongoing behaviour concerns.

5.3 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

5.4 Transition

To ensure a smooth transition from the Primary phase into the Secondary phase, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

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6. Professional Learning and Development

As part of our commitment to Professional Learning and Development, all staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing PLD for staff identified as needing additional support.

Examples of PLD opportunities for staff include, but are not limited to:

- Induction training
- Whole-staff PLD Sessions
- Peer coaching and mentoring
- Action Plans designed to improve practice

If staff require this additional input to improve their behaviour management, they will be identified through our Monitoring, Evaluation and Review processes (such as lesson observations and learning walks). Staff may also request any additional training if they feel this would help them improve their practice.

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7. Links to Other Policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- ICT Acceptable Use Policy
- Home-School Agreement (agreed with KHDA)
- Anti-Bullying Policy

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8. Appendices

Appendix 1: [Student Code of Conduct](#)

Appendix 2: [Incident Report/Witness Statement](#)

Appendix 3: [Email from RR Supervisor to Families](#)

Appendix 4: [Emails to Families for Weekly Consequences](#)

Appendix 5: [Example of WSD STEP Warning email/letter](#)

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Appendix 1: Student Code of Conduct

Alongside the Home-School Agreement signed by families and registered with the KHDA, students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Use appropriate language when communicating with other students and staff
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Appendix 2: Incident Report/Witness Statement

Any student involved in an incident should be asked to complete this form. Ensure that you have both signed and dated it. It is this member of staff's responsibility to discuss the report, verify facts and add their comments on the reverse side.

 GEMS Winchester School Dubai 	
Name of student/staff completing this form	
Year Group/Dept	
Subject/Teacher's name	
Room/Area	
Date of incident	
Time of incident	
Who was involved in the incident? Full names. Year Group and section.	
Explain why you are now in the Reflection Room.	
What do you think may have caused the incident?	
Signed (student or staff member writing this report)	Date of reporting
Signed by the member of staff overseeing the writing of this witness/incident report.	Date of reporting
Contact telephone number	Relation

Appendix 3: Email from teacher who called behaviour support to Families

The following email should be sent by the teacher to the family, copying in the Head of Department, the Head of Year and the relevant Assistant Principal.

Dear Family,

Student Name:

Tutor Group:

Please be advised that your son/daughter has failed to meet WSD's Behaviour Expectations. As a result, they were removed from my lesson by Behaviour Support so that the rest of the class could continue to learn. WSD seeks your support in ensuring this does not happen again for the sake of your child and those who are being affected.

Reason for removal from lesson/s:

Teacher involved:

I have also CC'd your child's Head of Year and Assistant Principal so they can support you further if needed.

Thank you in advance for your support in this matter,

Kind regards,

Teacher Name

Appendix 4: Emails to Families for Weekly Consequences

The following email should be sent by the appropriate Head of Year to the family of any student who receives between 5 and 9 Behaviour Points in any given week.

Dear Families,

I hope you are well. I am sorry to write to you in such circumstances, but I wish to draw to your attention that your child, **ADD NAME (TUTOR GROUP)**, has this week received **ADD BEH POINTS TOTAL** Behaviour Points from his/her teachers during the last week, which is least one per day (on average).

I ask for your help in talking to your child about this and reminding them of our expectations for behaviour in school. If you wish to have a further conversation about this, please let me know and we can arrange a time for a telephone call.

I would like to take this opportunity to say thank you for your ongoing support of GEMS Winchester School Dubai.

Best wishes,

ADD HEAD OF YEAR NAME

The following email should be sent by the appropriate Head of Year to the family of any student who receives between 10 and 14 Behaviour Points in any given week.

Dear Families,

I hope you are well. I am sorry to write to you in such circumstances, but I wish to draw to your attention that your child, **ADD NAME (TUTOR GROUP)**, has this week received **ADD BEH POINTS TOTAL** Behaviour Points from his/her teachers during the last week.

As a result of this, your child has been placed into an after-school detention between 2.30pm and 3.45pm on **ADD DATE**. This will be supervised by one of the Heads of Year and students will be given a reflective task to complete during this time. If you normally pick your child up at this time, or if they get the bus, then I ask that you make alternative arrangements to ensure they are collected at 3.45pm on this day. Please respond to this email to confirm these arrangements have been made.

I would like to take this opportunity to say thank you for your ongoing support of GEMS Winchester School Dubai.

Best wishes,

ADD HEAD OF YEAR NAME

Appendix 5: Example of Step One Warning email/letter

The following is an example template that should be sent to families by the relevant member of Secondary SLT. When giving a report out, targets should be personalised. Students must know the expectations and who to report to at the end of the day.

GEMS Winchester School Dubai
CEO & Principal: Matt Lecuyer BSC (Hons) / MCCT
P.O Box 113272, Dubai, United Arab Emirates
Tel: +971 (4) 337 4112 | Fax: +971 (4) 3358942
www.gemswinchesterschool-dubai.com



22nd November 2022

Dear Parents and Guardians

Step 1 – Notice of External Suspension

This letter is to notify you that your child, Moinuddin Vaid (10D) has failed to meet the standards of behaviour expected at GEMS Winchester School Dubai and has been involved in behavioral incidents as detailed below:

- Truancy, fighting and bringing the school into disrepute

At WSD we treat any such incident very seriously, as such this incident has resulted in your child receiving a formal, step 1 warning and an external suspension on Wednesday 23rd and Thursday 24th November. Following the completion of this suspension, Moinuddin will complete a reintegration meeting with his head of year, Miss Anjana, before being allowed back into lessons. Following this, Moinuddin will be placed onto report to monitor his behaviour for a period of 2 weeks. While I hope he passes this report, if he fails, then he will be issued with a Step 2 Warning. As you will understand, this is a serious issue and if this was to happen again, Moinuddin would be risking his place at school. It is my hope that this will not happen again.

I would like to take this opportunity to say thank you for your ongoing support of GEMS Winchester School Dubai. If you have any questions, please get back in touch.

Yours Sincerely



Richard Smith
Assistant Principal

I acknowledge the above letter and understand that if further incidents take place, Moinuddin risks losing his place at GEMS Winchester School Dubai.

Parent:

Signed Name Date

Student:

Signed Name Date



GEMS
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DUBAI