



GEMS Winchester School Dubai



Behaviour Policy: Be A GEM

Person(s) Responsible: ELT

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1. Introduction

At GEMS Winchester School Dubai, our mission is driven by the GEMS Education Core Values of Care, One Team, Always Learning and Excellence. These values underpin our positive behaviour strategy and creates a culture of excellence.

At WSD, we value and promote an inclusive culture where all students are rewarded and praised regularly, consistently and fairly and where staff remove barriers to learning to allow each student to thrive. We are a 'family' school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.

Together, the school community creates a supportive environment which allows students to flourish. Relationships are key to our success. Our approach to developing positive relationships and a school with a strong heartbeat are summarised in the acronym HEART:

- H – habit of kindness
- E – Empathy everyday
- A – Awareness of others' needs
- R – Respect in all
- T – Trust built through care

Our students are set up for success by the explicit teaching and rehearsal of behaviour routines. Students are provided with additional support to learn behaviours, where required.

Furthermore, the school operates a 'GEMS excellence' approach. As such, this policy is to be applied with rigour, so that teachers can teach and students can learn, without disruption. Furthermore, this policy should be read in conjunction with the following:

- Student code of conduct
- Staff code of conduct
- Parent code of conduct
- Home-school agreement
- Safeguarding and Child Protection Policy
- Be a GEM: Playbook
- Leadership Gemstones
- Leadership Gemstones: Stand up, Speak out
- Positive handling Policy
- Anti-bullying policy
- Sparkling GEMS Policy (Students of Determination)
- Personal Electronic Devices (Mobile Phones) Policy
- Attendance Policy

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2. Aims

The WSD Behaviour Policy aligned with Be A GEM aims to:

- Establish a GEMS culture of excellence where all students and staff thrive.
- Forge caring relationships to develop a sense of belonging and secure a palpable heartbeat across each school community.
- Recognise, reward and celebrate behaviours that exemplify the GEMS values.
- Accentuate the positive and eliminate the negative by promoting good behaviour.
- Be fair and consistent in behaviour management.
- Support students who struggle to manage their own behaviour.
- Identify early, any undiagnosed or underlying needs for students who struggle to self-regulate.
- Provide targeted support for the most vulnerable students within the school.
- Involve students, parents/carers, staff and LAB members in the implementation of a consistent approach to the management and improvement of behaviour.
- Support the mission, vision and values of GEMS Winchester School Dubai and GEMS Education.

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3. Leadership of Behaviour

Roles and Responsibilities

GEMS Education has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant regulators. GEMS Education has delegated day-to-day responsibility for operating the standard operating procedure to Executive Principal/CEO of GEMS Winchester School Dubai.

The Local Advisory Board and Senior Leadership Team at each school have a specific responsibility to ensure the fair application of this standard operating procedure and all members of staff are responsible for supporting colleagues and ensuring the success of this policy.

Promoting positive behaviour and good attendance are the responsibility of the whole school community.

GEMS Education will be responsible for defining the principles underlying the Be A GEM Policy, including rewards and consequences.

The Local Advisory Board (LAB) will ensure this policy – and day-to-day procedures – encourage positive behaviour, discourage bullying and promote respect, diversity and equality.

The GEMS Education Executive Vice Presidents with the Brand Ambassadors will ensure this policy and related procedures are implemented with fidelity, in order to enable the creation of a GEMS culture of Excellence where the whole school community can thrive.

The Executive Principal/CEO will ensure that all staff prioritise a calm and purposeful environment by rigorous implementation of this policy. The senior leadership team will ensure they are visible around school and known to students across school; actively seeking out students for praise and recognition, demonstrating genuine care and respect for students and modelling effective implementation of this policy.

The Whole School Deputy Head Teacher (Children's Services), along with the relevant Inclusion Team and Pastoral Team members, will monitor and model all aspects of this policy and its application to promote equality for all students.

The Senior Leader assigned to a Year Group/Phase will ensure that each and every student receives the personal attention they need to ensure they thrive personally and academically.

The Inclusion Team Leadership will ensure a thorough assessment of need through the graduated approach so that students receive the necessary additional support to meet their needs.

The pastoral team for each Year Group (Head of Year, Form Tutor, link Senior Leader) will create a Year Group and Class identity where each student feels a sense of belonging and responsibility for supporting others and promoting excellence.

The Safeguarding Team will ensure barriers are removed to enable the most vulnerable students, including those looked after, are able to flourish.

All staff are expected to treat students respectfully with a strong HEART: Habit of kindness, Empathy, Awareness of others' needs, Respect and Trust and apply this policy consistently and fairly with a de-escalation mindset. This includes reasonable adjustments for those who struggle to regulate their behaviour over a sustained period of time.

All staff are expected to teach, re-teach and rehearse behaviour routines which are conducive to learning and wellbeing, as well as promoting, praising and rewarding excellent behaviour, attendance and punctuality. Where required, all staff are expected to address unacceptable behaviours promptly and appropriately to avoid a repeat occurrence

All students should live by the GEMS Values of Care, One Team, Always Learning and Excellence. Parents work in partnership with the school to maintain high standards of behaviour and attendance.

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4. Creating a GEMS Culture of Excellence

Code of Conduct

The school sets out clear and explicit expectations of all stakeholders through Codes of Conduct in line with expectations by the Governing body. The GEMS values of Care, One Team, Always Learning and Excellence are at the heart of all behaviours.

The Staff Code of Conduct is made available to all staff, and is routinely reviewed with them, including during their induction period.

The Student Code of Conduct is modelled by adults and taught and re-taught to students in all areas of school. It is displayed around school, alongside the common behavioural routines and norms so that all students are clear about their responsibilities.

The critical role that parents play in ensuring their child can learn in school and at home is captured in the Home-School Agreement and Parent Code of Conduct.

GEMS Way Song

The GEMS Way Song is a commitment to our mission, vision, and values from the entire GEMS family. It underscores the importance of resilience, determination, ambition, strength, longevity, courage, care, honesty,

goal setting with purpose, values, and vision, as a force for good leading to a demonstrable positive impact on the world.

At WSD, the GEMS Way Song will be played at 7.10am each morning as we open the doors of our school to the community. National Anthem 7.25am

Be a GEM: Expectations

We want every GEMS student to meet these 7 expectations:

- Be present: Attend school every day, on time, with correct uniform and equipment.
- Be ready to learn: Follow every routine as soon as you cross the GEMS Gateway.
- Be the best you can be: Live by our GEMS values in lessons and around the school.
- Be kind: Ensure everyone is able to learn in a calm and happy school.
- Be focused: Complete homework and on time. Take pride in your work.
- Be brave: Stand up and speak up if need support. Tell us about bullying and we will help you.
- Be an Ambassador: Join in the school's clubs, leadership programmes and play your part in our school community.

Be a GEM: Our Routines

Routines build rhythm, and rhythm drives excellence. They provide consistency for our GEMS family and make the school community safe. Routines are a proxy for control and are essential for securing a well-ordered environment. Routines, if broken, send an immediate message to our students that routines do not matter, and students are more likely to test the boundaries if the expectancy of a routine is broken.

There are 8 routines implemented in our school every day:

- Travelling to and from school (underlines the importance of maintaining positive relationships within the local community).
- Arriving at school (enables SLT and staff to engage with every student in the school as they enter the school premises known as the GEMS Gateway).
- Moving around school (ensures a calm, respectful environment when travelling around school).
- During lessons (ensures a calm, orderly and prompt start to the lesson and environment where all students are focused on learning).
- Leaving the classroom (allows students to show what they now know and remember and ensures an orderly exit from the classroom).
- Break and lunchtime (stresses the importance of good manners at social times when eating).
- Ending the day positively (provides an opportunity to show relationships matter and builds enthusiasm for the following day as they cross the GEMS Gateway).
- Reflection (supports students to pause, reflect and reset their behaviour).

Routines are taught and rehearsed to ensure students understand and perform expectations. To support this:

- A set of Leadership Habits defines the expectations placed upon all staff in the implementation of each routine.
- A simple 'strapline' and supporting 'script' are used by staff to teach and rehearse each routine, ensuring the 8 routines are easily understood by students and consistency of language is maintained across the school. The scripts which teach each routine are devised with an expectancy that staff will communicate them to students with HEART.

The following strategies help to embed our 8 behavioural routines quickly within the school:

- Teaching and re-teaching behaviour routines to all staff and students at the start of an academic year
- Ensuring extra care and attention is given to new students. They should be able to practise the new routines in a happy, nurturing environment.
- Re-teaching a behavioural routine to correct a misconception when the ethos and culture start to dip.
- Leaders and staff lead by example and execute routines exceptionally well using Be A GEM: leadership habits.
- Reinforcing the messaging that 'routines matter to everyone', all of the time.
- Holding out for 100% compliance and rigour for each routine.
- Providing additional support to those that may require support in learning the routine (either staff or students).

When a routine is embedded and becomes the behavioural norm, the script will be removed and only the strapline will be required.

Crossing the GEMS Gateway

Students cross a 'GEMS Gateway' as they enter and leave the school premises. The Gateway acts as a reminder to students about our GEMS expectations and is a crucial part of the school's daily routine (arriving at school and ending the day positively).

Leaders and staff should use the GEMS Gateway to:

- Communicate key messages to all students as they arrive and leave school.
- Implement the 'arriving at school' routine, ensuring students are greeted positively with a 'Good Morning' (and they, in turn, return the greeting) and reminding students of the strapline: 'Another day to sparkle'.
- Promote positive behaviours linked to the GEMS Core Values.
- Remind students that mobile phones are not allowed on to the school premises. If seen, it will be handed over to a member of staff until the parent/carer comes to collect it from school.
- All student Mobile Phones should be in a Fixby locked Pouch during the school day
- Attend to uniform issues so that all students are prepared for a successful day.
- Remind students to have the correct equipment and to resolve any issues with their form tutor at the start of the day

At the end of the day, as students cross the GEMS Gateway to exit the school, leaders and staff implement the 'ending the day positively' routine wishing students goodbye and reminding them that "Tomorrow we sparkle again!".

Dismissing every student at the end of the school day is an invaluable opportunity to show the care. It provides leaders with a golden opportunity to offer specific guidance/reminders to individual students and to stress the importance of being present and punctual the following day.

Teach Like a GEM: GEMS Culture

The Teach Like A GEM: Playbook provides additional guidance regarding the management of behaviour within the classroom. This Playbook sets out the teaching phases and associated techniques that support the delivery of successful and impactful lessons in the classroom.

GEMS Culture focuses on the techniques to create a strong learning environment for all GEMS students. By consistently implementing the following 4 techniques, teachers will ensure the highest expectations are clearly and positively communicated and classroom routines are rigorous, well-rehearsed and habitual for all:

- Technique 1: 'What to Do (directions and corrections)'. This is a clear and specific technique for giving directions that help students understand exactly what is expected of them.
- Technique 2: 'Whole Class Reset'. This is a technique for refocusing the entire class when behaviour, attention or focus has drifted off-task.
- Technique 3: 'Teacher Radar'. This technique requires teachers to constantly scan the room to identify when students may be struggling or are disengaged.
- Technique 4: 'Secure Student Attention'. This technique ensures all students are fully focused before giving instructions, asking questions or beginning any learning activity.

To bring each of these 4 techniques to life, teachers will employ the strategies below:

- Routines for learning – teachers explicitly teach and rehearse key routines to engineer efficiency in their lessons. Classroom routines will be rigorous, well-rehearsed and habitual for all.
- Pre-emptive behaviour management strategies—teachers will pre-empt any off-task behaviour in lessons by predicting key transition opportunities within their lesson plans where misbehaviour is most likely to occur. They will ensure 100% of students follow all instructions. Prompts will be specific, concrete, observable and sequential. Students of determination may have reasonable adjustments and personalised strategies to support behaviour on their GEMS Map, teachers will use these consistently.
- Correction—When behaviour falls below 100%, the teacher will intervene early by providing a what to do correction.
- Consequence—When a student's behaviour is disruptive to the learning of others, the teacher delivers a warning in private using a whisper correction so that no learning time is lost.

Leadership Gemstones

The Leadership Gemstones are the foundation of our character education and the proactive heart of our Be a GEM approach. It is a framework that assigns a specific, positive leadership value – such as Resilience, Respect, or Compassion – to each month of the school year. This provides the entire school community with a shared language and a consistent, year-long focus on building the core virtues that define a GEMS student.

The Leadership Gemstones framework is integral to creating a culture of excellence where positive behaviour is the norm. Its importance can be seen in three key areas:

- From Behaviour to Character: While the Be a GEM Expectations outline the positive behaviours we expect, the Leadership Gemstones instill the why. They shift the focus from simple compliance to deep-rooted character development. We are not just teaching students how to act; we are guiding them on who they can become – individuals who act with integrity, kindness, and respect because it is part of their character.
- Proactively Building Culture: The monthly focus on a specific Gemstone value allows us to proactively shape our school culture. When the entire community is focused on "Respect" (Sapphire) or "Unity" (Garnet), we create an environment where actions that contradict these values, such as bullying and exclusion, are naturally discouraged. It moves our approach from being reactive to "red line behaviours" to being proactive in celebrating and embedding positive actions.

Leadership Gemstones: Stand up, Speak Out

To connect these core values directly to our anti-bullying strategy, the Leadership Gemstones: Stand Up, Speak Out Playbook is the practical application of our Gemstone framework, providing teachers with monthly, age-appropriate activities that explicitly teach students how to be brave and become “upstanders.”

For example, during the month of “Compassion” (Emerald), the playbook guides students on how to turn that feeling into action by supporting a peer who is being cyberbullied. This ensures our character education is not just theoretical; it directly equips students with the skills and courage to Stand up and Speak out, creating a safe and respectful environment for all.

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5. Accentuating the Positive

At WSD, the rewards’ system centres around the GEMS Core Values of Care, Always Learning, Excellence and One team. Each reward links to a GEMS Core Value with a focus on positive behaviours that go beyond our 7 GEMS expectations and speak directly to students.

Teachers and staff will promote and encourage students to live by our GEMS Core Values at every opportunity. If there is an emerging behavioural pattern, leaders will correct it using the most appropriate GEMS Core Value. For example, if there is a spike in litter around the school, the value of Care should be promoted and used to explain why littering is not acceptable. This may also lead to a community service drive that enables students to work together to change a negative behaviour into a positive.

Posters outlining the behaviours for each GEMS value will be displayed in classrooms and across the school. Each student who exemplifies a GEMS behaviour will be awarded with 2 Achievement Points.

For a full list of Achievement Points, please see the [Appendices](#).

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6. Finding the Genius and Shining a Light on our GEMS

Praise

Praise is used as the greatest lever for securing a positive culture. All adults will habitually narrate the positive. A simple 'well done' can have a huge impact. Each teacher will praise students for meeting expectations; following the behavioural routines and demonstrating our GEMS values on a daily basis.

For praise to be most impactful, it needs to be:

- Specific.
- Linked to the effort of a student in order to develop a growth mindset.
- Sincere and genuinely expressed with appropriate language and tone.
- Personalised through the use of the student's name.
- Consistently used in all lessons as a part of our teaching.
- Discreet and private at times when appropriate.

Students should expect to receive regular praise from adults in school for notably good behaviour in line with GEMS expectations and GEMS values. Strategies include:

- Verbal praise and encouragement, specifically focusing on personal gains by individuals.
- Non-verbal praise (e.g., thumbs up, positive facial expressions).
- Acknowledgement of good effort and instant recognition for good homework produced.
- Displaying students' work around the learning environment as positive exemplars.

Positive interactions will ensure rewards outweigh the negative by a ratio of 5:1. With students who have experienced trauma or adverse childhood experiences (ACEs), the recommended ratio increases to 14:1.

Praise will also be addressed to parents through a call or a postcard sent home, which in turn aims to promote a positive working relationship with the family. Students who receive a disproportionate number of disruptive/red line points, may benefit from more regular positive calls home to support a change in behaviour.

Daily Rewards

Daily rewards support a culture of positivity. Each teacher praises students for meeting GEMS expectations including following the behavioural routines and demonstrating our GEMS values. Achievement Points are awarded to students for demonstrating the GEMS values throughout the day:

- Each Form Tutor/Homeroom Teacher aims to award at least 1 student with an achievement point during tutor time.
- Each class teacher aims to award at least 3 students within the lesson.
- Each Head of Year aims to award at least 5 students from their year group during social times.

It is important that all students are recognised for their achievements, including students of determination. For a full list of Achievement Points, please refer to the [Appendices](#).

Weekly Rewards

Weekly rewards recognise students who exemplify our GEMS values throughout the week. Positive postcards are sent home by the Head of Year acknowledging when a student has reached the following Achievement Point thresholds: 50, 100, 150, 200 etc.

The top students with the highest number of Achievement Points in each year group receive a positive text message home from the school and will be named GEM of the Week. Their names will be displayed on screens around the school and social media, where appropriate, to celebrate success.

Monthly Rewards

Monthly rewards recognise students who exemplify our Leadership Gemstone of the month. For example, leading with compassion, leading with integrity, and leading with vision, etc.

Half-Termly Rewards

A half-termly Sparkling Online or Face to Face GEMS assembly recognises the following achievements:

- GEMS excellence: Care award – certificate and letter home.
- GEMS excellence: Always Learning award – certificate and letter home.
- GEMS excellence: Excellence award – certificate and letter home.
- GEMS excellence: One Team award – certificate and letter home.
- GEMS excellence: 100% attendance award – certificate and letter home.
- GEMS excellence: Most improved attendance award – certificate and letter home.
- GEMS Determined Genius award: Pin badge – certificate and letter home.
- GEMS Beyond 100 award: Pin badge – certificate and letter home.
- GEMS Parent 360 award – family experience-
- GEMS Family First – family meal at our Family First Café.
- Sparkling GEMS: 100% attendance, 100% punctuality, no disruptive or red line points and outstanding embodiment of the GEMS Values of Excellence. – certificate and email home and a GEMS experience
- GEMS Excellence: Principal's Be a GEM – as above plus top 3 from each year group, highest combined achievement points awarded by the Principal.

Annual Rewards

- GEM of Honour – All the sparkling GEMS plus nomination from Directors and HOY Boy and Girl from each key stage. EYFS, Year 1 and 2, Year 3 – 6, Year 7 – 9, Year 10 and 11 and Year 12 and 13 and celebrated at a special breakfast with parents.

The Sparkling GEMS Awards will be promoted at the beginning of each new term during the 'expectations' assembly by the relevant school leader. All students will be encouraged to be the best they can be (GEMS Expectation 3).

'Good Conduct' Certificates

Some universities in the UAE and abroad will require a 'Good Conduct' certificate from the school. This must be issued by the school and submitted to regulator for attestation. Parents must request this certificate via email to their class teacher. This request goes through the Head of School and then to the PA to the Principal.

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7. Eliminating the Negative

Managing Unacceptable Behaviours

Unacceptable behaviours are categorised as Unmet Expectations, Disruptive Behaviour or a Red-Line Behaviour. All staff in school will communicate the Unmet Expectations Disruptive and Red-Line behaviours to students and parents so that they fully understand what constitutes unacceptable behaviours in school.

When a student displays an Unmet Expectation, Disruptive or Red-Line Behaviour, it is important the member of staff articulates the misbehaviour back to the student so that there is no misunderstanding around the wrongdoing. For example, 'This is a red line behaviour because you were using your mobile phone and failed to hand it over when asked.'

Late for Bus Departure

Arriving late to the bus is classified as an Unmet Expectation. The bus will depart at the scheduled time and cannot wait for students who arrive late, as this may inconvenience other families and delay the service.

Students who miss the bus due to late arrival will be supported in contacting their parents or guardians to arrange collection from school.

All students must be seated with their seatbelt fastened by 2:42pm Monday to Thursday and by 11.42am on Fridays.

Following three communications from the school regarding late arrival to the bus, the student will be suspended from using STS transport services for a period of one week.

Please see the full list of Unmet Expectations, Disruptive and Red-Line Behaviours in the [Appendices](#).

Disruptive Behaviours

Disruptive Behaviours are not acceptable. Teachers ensure Disruptive Behaviours are avoided and dealt with quickly.

Students who display a Disruptive Behaviour (despite the techniques being used effectively from Teach Like A GEM: GEMS Culture), will be given a whisper correction. A whisper correction is a discreet positive action step to fix the disruptive behaviour without causing undue embarrassment to the student and to ensure the student is seamlessly back on track learning.

If the student continues to display a Disruptive Behaviour despite the whisper correction, they receive a second correction and this will lead to 2 disruptive points being given; these can be viewed on GEMS connect. If they fail to correct their behaviour for a third time within a single lesson, the student will be referred to the Reflection Room and an additional 3 disruptive points will be given. Parents will also receive communication from the school regarding the incident.

Red-Line Behaviours

Red-Line Behaviours are not tolerated at any time and lead to immediate referral to the Reflection Room. Red-Line Behaviours marked with an * may lead to a suspension or expulsion from school, subject to the conditions set out by the Knowledge & Human Development Agency (KHDA) guidelines.

Section Changes

As part of the GEMS 'Be a GEM' Policy at WSD, class sections are reviewed at the end of each half term and following any red-line behaviour incident.

These reviews ensure that every child is placed in the class setting that best supports their academic progress, pastoral wellbeing, and the learning environment of all students. As a result, some students may move between class sections to ensure they have every opportunity to 'Sparkle like a GEM' and achieve their full potential.

Reflection Room

The Reflection Room is a space where students who require time away from the classroom with an adult, can reflect on their behaviour and fix the underlying cause. Reflection may be a physical space or 1:1 time with an adult away from the classroom in order to complete a Be a GEM: Reflection with a focus on a restorative approach to avoid a repeat scenario.

The restorative conversation will be an opportunity to:

- Rebuild the relationship and ensure there is no resentment.
- Help the student reflect on their behaviour (positive and negative).
- Provide support for any underlying issues.
- Move the student on from that behaviour so that the student does not repeat the behaviour.
- Reinforce behavioural expectations and positive aspirations.
- Instill belief and confidence in the student.

If a student refuses to engage in the Reflection Room, additional time will be given to help the student regulate their behaviour with an adult that is known to the student. The student may benefit from self-regulation activities such as breathing exercises and mindfulness techniques. When the student is calm, the adult will encourage the student to complete Reflection. If needed, the member of staff will sit with the student to discuss any issues. As a last resort, if all strategies have been exhausted to support entry into Reflection, the school will liaise with the parent to discuss next steps.

Some Students of Determination (SoD) may require additional support and reasonable adjustments to enable them to understand the purpose of Reflection and to be successful. If there are concerns around the number of referrals to Reflection for any given student, they will be picked up through the Be a GEM: Support Register. If the student has complex needs or has a Sparkling GEMS Excellence Plan (IEP), an emergency meeting will be held to determine best next steps for the student.

Referrals to the Reflection Room will be analysed each day and week. This information will inform best next steps to support the student and/or the member of staff who made the referral.

Detentions: The school will run weekly 'detentions' for students from Year 5 – Year 13 who have repeatedly failed to meet the expectations.

This behaviour policy and its consequences also apply when students are using STS transportation. The same expectations are applied as if the students were on site at GEMS Winchester School Dubai.

Disruptive or Red Line Behaviour Points	Consequence
18 and above	The student will be given a one-day internal suspension for continued poor behaviour. The Head of Behaviour Support/Director of Pastoral will contact the family to discuss the consequence of one day of internal suspension. In addition, the student may be referred to counselling services. Formal Warning home from Senior Leader to inform the family. This will stay on a student's record for 12 months. On the Third occasion of an internal suspension, this triggers a Letter of Understanding and a Be a GEM Support Plan.
12 - 17 Points	The student will sit a detention on a *Wednesday afternoon, supervised by a Pastoral Lead, Middle or Senior Leader. The family must be contacted by the end of the day on Monday for a Wednesday detention. If a family refuses to let the student sit the detention, they will be placed into one day of internal suspension (this usually takes place on Fridays).
6 - 11 Points	Every week, HOY and Senior Leaders will review the disruptive behaviour Points and call/email home for any student who is consistently failing to meet WSD expectations.

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 on Guard and or the Designated Safeguarding Officer (DSO) and/or Designated Safeguarding Lead (DSL) immediately, and then to families after consultation with leaders.

Clinic Passes

Clinic passes are in the student planner. All students wishing to visit the clinic should have their planner's clinic pass signed by the teacher whose lesson they are being excused from due to feeling unwell.

Where students visit the clinic too regularly, it will be the responsibility of the clinic to contact parents and inform them of any medical concerns. The school doctor should work in consultation with the Form Teacher and Head of Year to ensure that students are not making unnecessary visits to the clinic. Every fortnight, a breakdown of clinic visits will be circulated to SLT and HOYs. It is the responsibility of the clinic to follow up students who visit the clinic regularly, regardless of the reason.

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8. Using Behaviour Data Dynamically to Secure a Culture of Excellence

Recording of Achievement Points, Disruptive Points & Red-Line Behaviours

Rewards and consequences will be recorded in real time and accurately using the correct behaviour codification. This will enable pastoral teams to be more proactive in their role and help to avoid issues from escalating, particularly for more vulnerable students.

All Achievement Points must be recorded on SIMS. The member of staff who awards the Achievement Point is responsible for recording it live. The reason for the Achievement Point will be shown, selecting the appropriate category from the list in the GEMS Core Values.

All disruptive and red line points must be recorded on SIMS in real time. The member of staff who refers a student to the Reflection Room will be responsible for selecting the appropriate category from the Disruptive or Red-Line Behaviours.

If the student displays a Disruptive or Red-Line Behaviour outside of the classroom, the member of staff will inform a Senior Leader on duty who will record it on SIMS. The Senior Leader will also make the referral to the Reflection Room as required.

Addressing Patterns

Analysing behaviour data from a Senior Leader, Middle Leader, Head of Year and Form Tutor perspective will help to identify all potential issues and patterns. More importantly, it will enable staff to nip issues quickly in the bud in order to secure and sustain a culture of excellence.

Whole-School Analysis

On a weekly basis, the Senior Leader responsible for inclusion/pastoral will analyse the rewards and consequences whole school and share the findings with all staff. This information will provide a clear overview of the strengths and areas of behavioural concern within the school. Areas of concern will be addressed through 1-2 high leverage actions each week. Feedback against these actions will be shared on a daily basis.

The senior leader responsible for behaviour should be aware of students of determination. If a student is not identified as having an inclusion need but is accumulating Disruptive/Red-Line points, they should check if there is an unmet need.

Subject Analysis

On a weekly basis, subject leaders will analyse the data for their subject. Subject leaders will provide support for teachers who may require practice clinics on Teach Like A GEM: GEMS Culture.

Year Group & Individual Student Analysis

On a daily basis, Heads of Year will analyse behaviour data dynamically within their year group, particularly for students who struggle to regulate. They will help the student to de-escalate their behaviour at the earliest point so that they remain in lessons learning.

On a weekly basis, Heads of Year will analyse rewards and consequences for each student within their year group and spotlight those who appear to be struggling to regulate their behaviour and meet the school's expectations. Heads of Year will also keep the Be a GEM: Support Register updated for their year group. If

concerns are raised around a student of determination, then the Inclusion Department will advise on best next steps.

If the student is not on the inclusion register, then the student may benefit from the interventions outlined in the Be a GEM: Support Register.

Be A GEM Support Register

The Behaviour Support Register is used to identify and spotlight students who struggle to regulate their behaviour. It ensures:

- Behavioural interventions are personalised and responsive to need.
- Parents are fully involved in the agreed interventions.

The table below is a guide to the behaviour support categories alongside the potential pastoral support interventions to meet their needs.

Thresholds	Risk Threshold 1	Risk Threshold 2	Risk Threshold 3	Risk Threshold 4
Risk	12-17 Disruptive/Red-Line Points	18 - 29 Disruptive/Red-Line Points	30 - 39 Disruptive/Red-Line Points	40+ Disruptive/Red- Line Points
Intervention & Support	Email sent home Detention	Internal Suspension WSD Formal Warning	External Suspension WSD Formal Warning Be A GEM Support Plan (Co-produced by the student, parents and the school) If the student has an IEP, the IEP must be reviewed immediately.	Third Warning and Letter of Understanding Graduated approach for unmet need (assessments to check for unmet primary or secondary needs) Counsellor support

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9. Maximising Support for Vulnerable Students

Behaviour Interventions

Behaviour interventions should be implemented at the earliest opportunity to support vulnerable students.

The Behaviour Support Register should be used dynamically to determine the level of intervention required to help a student regulate their behaviour. There are different types of behaviour interventions that are proportionate to need.

Be a GEM: Support Plan

The Be a GEM: Support Plan will be implemented for a student who is not identified as having inclusion but may be presenting some unmet need.

The support plan will be used to identify key behavioural adaptations for the student including support from external agencies. It may also involve core assessments to identify if there is a specific category need. Parents and the student will be fully involved in the process of establishing a Be A GEM Support Plan including the review.

Sparkling GEMS: Excellence Plan (IEP)

If a student of determination is struggling to regulate their behaviour, then an urgent review of their GEMS Sparkling Excellence Plan (IEP) will take place with parents. Adjustments to the excellence plan will be made and all staff updated.

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10. The Role of the Inclusion Department

Early Identification

The Inclusion Department will use the register to analyse core assessment data for all students upon entry to the school; this will support early identification of cognition and learning and/or communication and interaction needs.

The Inclusion Leadership will be aware, through robust transition processes, of context that may indicate social, emotional and mental health needs. They will ensure that an internal referral system is in place so that teachers can refer students who may have a need at the earliest juncture. The presentation of need checklists will support identification of need.

Reasonable Adjustments for Students of Determination

A range of atypical behaviours including withdrawal and dysregulation may indicate an unmet SEND need which can be supported. Students who need a personalised approach to support their behaviour do not necessarily have SEND. In addition, students of determination will not necessarily need additional support with their behaviour.

A predictable and secure environment benefits all students and this is particularly valuable for students of determination. Despite consistent systems being beneficial for all students, some students will need more intensive support with their behaviour and this approach may need to be adapted to meet individual needs.

If students' primary cognitive or communication and interaction needs are not identified and supported early enough, they may develop a secondary social, emotional and mental health need due to disengagement in learning and/or poor self-esteem.

Some students will have a primary social, emotional and mental health need; it is important to understand this fully and to ensure that strategies to support are specific and personalised. Understanding a student's context will inform effective responses to complex behaviour or misbehaviour.

For students with special educational needs, strategies to support behaviour will be identified in the student's GEMS Map and updated in line with the information in the All GEMS Succeed Handbook. For example, a student with ADHD may have a reasonable adjustment or strategy to support this such as 'Use non-verbal prompts to remain on task'.

Role of the Designated Safeguarding Lead (DSL)

The DSL will play a key role in supporting the behaviour of vulnerable students. The DSL will ensure the appropriate multi-agencies are kept informed of any changes to a student's behaviour so that the appropriate support can be quickly put into place. Any changes in the behavioural patterns of vulnerable students are acted upon with urgency and recorded on the school's safeguarding system and monitored frequently.

Proactive strategies are embedded to avoid suspensions and permanent exclusions. The school may use suspensions and permanent exclusions as a sanction when warranted as part of creating a calm, safe and supportive environment where students and staff can work in safety and are respected. To achieve this, suspensions and permanent exclusions are sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school.

The school uses suspensions and permanent exclusion as a sanction of last resort. The school is committed to trying alternative strategies that are designed to help a student to reflect on their behaviour and to support self-regulation and more positive engagement in school life.

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11. Suspensions and Expulsions

At WSD, students who engage in red-line behaviours are likely to face an internal or external suspension from school, in line with the seriousness of the incident.

All decisions to suspend or expel a student will be made in line with government protocols. Schools are not permitted to suspend or expel students without authorisation from the Knowledge and Human Development Agency (KHDA).

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12. Appendices

[Appendix 1: Positive Behaviour Points](#)

[Appendix 2: Disruptive Behaviour Points](#)

[Appendix 3: Red Line Behaviours](#)

[Appendix 4: Unmet Expectations](#)

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Appendix 1: Positive Behaviour Points

GEMS Values	Positive behaviours	Achievement Points
	Showing creativity and innovation to deepen your understanding in a focus area	2 points
	Working hard and going the extra mile consistently	2 points
	Learning beyond the subject through podcasts, books, online courses or masterclasses	2 points
	Engaging in co-curriculum activities and mastering a skill through self-discipline	2 points
	Learning from mistakes and taking on board constructive feedback	2 points
	Learning from, with, and about each other very well	2 points
	Using everyone's ideas to achieve a good solution (problem solving)	2 points
	Working well with others to achieve team goals	2 points
	Sharing responsibilities and tasks to achieve the best for everyone	2 points
	Taking responsibility when things go wrong	2 points
	Having the grit to never give up	2 points
	Listening attentively and participating enthusiastically in lesson	2 points
	Trying hard to produce work of exceptional quality in lessons and during tests	2 points
	Being a self-starter and thinking outside the box	2 points
	Attending enrichment or additional catch-up sessions to help you reach your full potential	2 points
	Speaking politely with excellent manners	2 points
	Offering help to others through acts of kindness or community service	2 points
	Reporting bullying and speaking up when someone needs help	2 points
	Listening actively and respecting other opinions and differences	2 points
	Showing gratitude and appreciation for the little things that we often take for granted	2 points

Appendix 2: Disruptive Behaviour Points

BEHAVIOURS	1. Whisper correction to help the student get back on track quickly	2. Disruptive Points for a second correction within a lesson	3. Disruptive Points for a third correction resulting in an immediate referral to Reflection
Chewing gum in school	0 points	-2 points	-3 points
Disturbing others/out of seat without permission	0 points	-2 points	-3 points
Failure to speak to peers/staff/visitors with respect	0 points	-2 points	-3 points
Head on desk/slumped in chair	0 points	-2 points	-3 points
Refusing to follow instructions from staff	0 points	-2 points	-3 points
Talking over the teacher/answering back	0 points	-2 points	-3 points
Walking off from a member of staff	0 points	-2 points	-3 points
Using headphones/Bluetooth headsets without permission	0 points	-2 points	-3 points
Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting)	0 points	-2 points	-3 points
Littering in the classroom or around the school	0 points	-2 points	-3 points

Appendix 3: Red Line Behaviours

Red Line Behaviours Behaviour marked with an * could lead to an automatic expulsion	Red Line Points (Referral to Reflection)
Refusing to handover a mobile phone when visible in school	-4 points
Truancy from lessons	-4 points
Walking out of a classroom	-4 points
Failure to attend a detention	-4 points
Rude language or swearing at someone	-4 points
Cheating in exams/assessments	-4 points
Graffiti or obscene/offensive language or depictions	-4 points
Damaging equipment/property	-4 points
Dangerous or unsafe behaviours*	-4 points
Bullying (physical child-on-child abuse)*	-4 points
Bullying (verbal child-on-child abuse) *	-4 points
Racist language or behaviour*	-4 points
Cyber bullying*	-4 points
Having cigarettes/e-cigarettes or contraband on school premises*	-4 points
Theft or bringing in stolen items*	-4 points
Aggressive or threatening behaviour towards a member of staff*	-4 points
Aggressive or threatening behaviour towards peers*	-4 points
Fighting, physically aggressive or threatening violence*	-4 points
Extortion*	-4 points
Bringing a weapon into school*	-4 points
Bringing the school into disrepute (social media/within the community)*	-4 points
External truancy*	-4 points
Inappropriate touch*	-4 points
Substance use*	-4 points

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Appendix 4: Unmet Expectations

UNMET EXPECTATIONS without a valid reason		
Unmet Expectations First Correction	Description	Unmet expectations without a valid reason
UE1001	Incorrect uniform	-2 points
UE1002	Lack of equipment	-2 points
UE1003	Late to school	-2 points
UE1004	Late to lesson	-2 points
UE1005	Homework not completed to a high standard or on time	-2 points
UE1006	Failure to turn up for a detention	-2 points
UE1007	Lack of pride in work (check learning needs)	-2 points
UE1008	Failure to turn up to clubs	-2 points
UE1009	Failure to turn up for intervention	-2 points

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