



## 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. We strive to ensure that all members of the school community and their cultures are equally valued and treated with respect.

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 behavior by scaffolding their choices and guiding their actions via a system of positive acknowledgement, opportunities to reflect and restorative practice.

## General Principles for Classroom Management

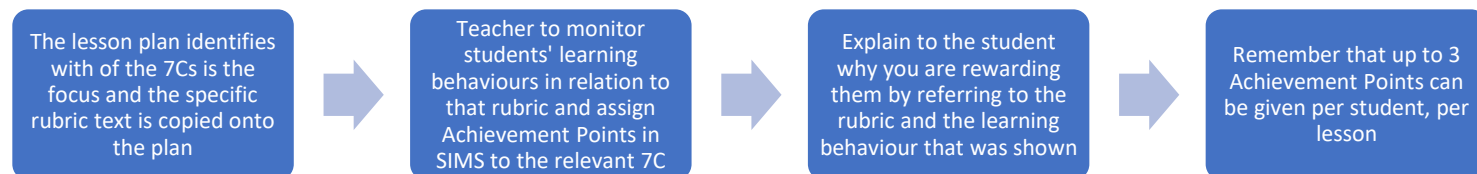
Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student (as well as student to student), strategies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

## 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 student's growth mindset.

Our achievement points should be linked to the 7Cs so that we are rewarding learning behaviours. Explain to the student why you are giving that achievement point but be clear and consistent.

- The lesson plan should have the specific rubric that the students must achieve in that lesson in order to be given the achievement point in relation to that
- During the lesson, ensure you are familiar with this expectation so that you can allocate according to the rubric



Further to this judicious use of praise, staff also have the opportunity to **give up to 3 Achievement Points per student, per lesson**. These Achievement Points must be logged on SIMS by all staff.

Over the course of the 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 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.

## Challenging Poor Behaviour

In order to support teachers when challenging poor behaviour, WSD Primary 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. We employ each sanction appropriately to each individual situation (in line with KHDA Rules and Regulations).

The following stepped approach is designed to promote a consistency of response. Examples of inappropriate behaviour are linked to possible sanctions on the table below. This is a guide and every incident must be judged and assessed according to circumstances and appropriate action taken.

*Please note that the serious incidents (such as physical fighting, racism, Cyberbullying, etc.) will lead to instant removal from the classroom. (Internal & External Suspension) and placed on behaviour report for 2 weeks. Under such circumstance, immediate action should be taken and the below steps will not apply. These instances must be reported to the Senior Phase Leader for your Year Group.*

Steps	Staff Actions/Recording	Examples
<i>Prior to formal steps below, positive reinforcement of behaviour in class, to the whole class should be given.</i>		
Step1: Verbal Warning	<ul style="list-style-type: none"> <li>If a student misbehaves – a verbal warning should be given to students where it doesn't need to be recorded on SIMS.</li> </ul>	Low-level disruptive behaviour: <ul style="list-style-type: none"> <li>lack of focus, talking, distracting peer/s</li> <li>Playing on their device</li> <li>Not following Covid – protocols.</li> <li>Poor application to work.</li> <li>Ignoring an instruction.</li> </ul>
Step2: Written Warning	<ul style="list-style-type: none"> <li>If the student continues to misbehave despite of a previous verbal warning, a written warning should be given (on the board) and record onto SIMS with the relevant behaviour event</li> <li>The class teacher may give a breaktime detention to the student with the following guidelines               <ul style="list-style-type: none"> <li>It must be made clear to the student why the detention is being given</li> <li>The student must have time to eat and use the bathroom during the breaktime</li> <li>If the teacher giving the detention is on duty, the student must accompany the staff member and remain under the medical shade</li> <li>The Primary Reflection Room may be used for detention but ONLY if there is supervision for 100% of the time</li> </ul> </li> </ul>	Low-level disruptive behaviour continues: <ul style="list-style-type: none"> <li>lack of focus, talking, distracting peer/s</li> <li>Playing on their device</li> <li>Not following Covid – protocols.</li> <li>Poor application to work.</li> <li>Ignoring an instruction.</li> </ul>
Step 3: Approach HOY	<ul style="list-style-type: none"> <li>Despite the prior warnings, if a student continues to misbehave, the teacher emails the on-call member of staff to remove</li> <li>The HOY speaks to the student in person on the same day. The behaviour needs to be recorded on SIMS by the teacher with the relevant behaviour criteria. Do not record it as an incident report on SIMS.</li> <li>At this stage, the parent MUST be given a phone call by the respective teacher informing them about the poor behaviour and followed up with an email ccing the HOY.</li> <li>It should be further consequences and communication to Pulse.</li> </ul>	High-level Disruptive behaviour continues: <ul style="list-style-type: none"> <li>Cases where the low-level disruptive behaviour is persistent</li> <li>Hands-off policy is violated in school.</li> <li>Abusive language</li> <li>Being disrespectful to Teachers &amp; Students.</li> </ul>
Step 4: Approach Phase Leader & Written warning	<ul style="list-style-type: none"> <li>The Phase Leader calls the parents and sends a written warning via an email and it should be recorded on SIMS with appropriate behaviour criteria and an incident entry.</li> <li>Here the Phase leader meets with the student and the parent are informed via email about the future consequences which could include – Behaviour Report/ suspension.</li> </ul>	
Step 5: Parent and Student Meeting & Behaviour report (PSLT)	<ul style="list-style-type: none"> <li>After the 1st parent meeting if the behaviour hasn't improved HOY &amp; Phase leaders need to meet the parent and the student needs to be put on a behaviour report for an initial one week.</li> <li>An end of report meeting to review the behaviour report with HOY, Phase leader, parent &amp; student.</li> <li>If the behaviour issues are 'serious' (as exemplified above) or persistent, then a 2-week behaviour report is applied with an option to end after 1 week</li> </ul>	

While the example above indicates some examples of poor behaviour, it is not an exhaustive list. All new colleagues will receive specific guidance on Behaviour Management in PLD sessions and by their Line Manager.

For consistent poor behaviour, a student may be placed onto report. This can be at Department level, by Tutor, Head of Year, Phase Leaders/ Primary pastoral Leader/ Assistant Principal, Deputy Head of Primary or Head of Primary. 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 in Pulse.

### **Removal from Class, On-call and Reflection Room**

- Students who display 'serious' behaviour issues or repeated disruption may be removed from class
- Teachers must email via the **primarybehaviour\_wsd@Gemsedu.com** email address
- A member of the 'on call' team will support and remove the student from class
  - Depending on the age of the student, the student will be taken to the Primary Reflection Room, where a member of staff will monitor and the student will continue with classwork
  - *Please note that online learning will not be provided*
- The staff member 'on call' will email the student's parents to inform about the removal from class
- The student may be placed onto a Behaviour Report in line with this policy – see **Assigning a Behaviour Report** below
- **Please see the On Call appendix for details of the duty**

### **Reporting Behaviour Points to Parents**

Every two weeks, the behaviour points are downloaded from SIMS by the Pastoral Leader for Primary and Secondary and the results are analysed and parent sent an email from a mail merge template email. The emails are sent from the Heads of Houses.

- The Pastoral Leader will oversee the process below and monitor for accuracy and to ensure it is completed as per the agreed timeline
- Behaviour points downloaded every two weeks
- The number of behaviour points per students is compared in the analysis spreadsheet to the previous two weeks
- The students are filtered to show those where the behaviour points have increased by 5 or more over the two-week period
- From the filtered list, parents are sent the mail merge email from the relevant Head of House

### **The Behaviour Report Document**

The behaviour report is a document that is used for up to 1 week's report details to monitor behaviour in class and around school. Students can be placed on report for longer if required. The document shows the following details:

- Student details including class
- Start and end date of report
- Three targets that the student will work on related to their behaviour
- Blank timetable with space for each lesson of each day where the teacher grades the student's behaviour against targets and signs
- Reflection section for the student
- Feedback section for parents
- Feedback section for the form tutor, Head of Year, Phase Leader or senior leader
- The names of teachers who would normally teach each subject for the student are listed on the document

## Assigning a Behaviour Report

The procedure below must be adhered to when assigning a behaviour report;

- The use of the behaviour report must be approved in consultation with the relevant Head of Year or member of Primary SLT
- The report document will be printed on different coloured paper depending upon who set the report for the student
  - Class Teacher – Green
  - Head of Year - Blue
  - Phase Leader -Yellow
  - SLT - Orange
  - ELT - Red
- There must be clear evidence such as witness statements or security camera footage of the incident
- If it is not a serious incident (as described above), then evidence of the 5-step process, indicated in the table above, must be gathered and show the process has been followed
- Parents must be contacted and informed of the behaviour report via a face to face/Teams meeting or phone before the period of the report begins
  - If parents cannot be contacted, email the parent outlining that we are trying to contact them and copy in the Assistant Principal
  - A follow-up email must be sent after meeting or speaking with the parents
  - The student can be placed onto report, without speaking to the parents, in these circumstances
- The behaviour report may begin on any day of the working week
- Each behaviour report must last for one working week (5 school days)
- The targets and reasons for the report must be clearly explained to the student and their parents
- At the end of each week (5 days of report) the document is reviewed with parents and either Head of Primary or other assigned member of staff
- The member of staff who put the student on report must email all members of staff who teach the student with the targets that have been set prior to the report start date along with the timeline of the report

## Use of a Behaviour Report

- The Behaviour Report of Students up to Year 4 will be kept by the class teacher who will ensure specialist teachers have access to the report
- The Behaviour Report of Students up in Years 5 and 6 will be kept by the student who will ensure all teachers have access to the report
  - It is the responsibility of Year 5 and 6 students to ensure each teacher completes the report for each lesson. Failure to do so could result in an extension of the report period
- The class teacher (up to Year 4) or the form tutor (Years 5 and 6) must check the report each day to ensure it has been completed

## Completing entries for a Behaviour Report

- At the end of each lesson, the teacher will score the student's behaviour against the targets on the behaviour report to indicate if the student has achieved the target
  - Cover teachers must be made aware of the student(s) with a Behaviour Report and are responsible for completing the report for any lessons covered
- The teacher must sign within the box at the end of the lesson

## **Students with an Individual Behaviour Plan (IBP)**

For students who have a behaviour need (such as ADHD) will have an Individual Behaviour Plan (IBP). There will be specific de-escalation strategies and a process to follow if such a student has a behaviour episode.

Physical assault, racist or other serious incident will result in the use of a Behaviour Report at the discretion of the Head of Primary in consultation with the Director of inclusion. Teachers must;

- Ensure they have the latest Individual Behaviour Plan (IBP) and a printed copy is kept in the Teacher Folder in each class
  - Any cover teachers must be made aware of the needs of the student
- Ensure their classroom environment follows the recommendations
- All staff who teach the student are familiar with and understand the IBP and how to support the student
- A printed copy of the Behaviour Pathway document for such students must be kept in the teacher's folder

## **Antisocial Behaviour**

WSD promotes positive behaviour and has a zero-tolerance of;

- Swearing
  - This includes defamatory comments made in any language that cause offence
  - Witness statements should be taken from students who heard/understood the swearing firsthand
  - Behaviour points must be recorded in SIMS and parents contacted via telephone or email to arrange a meeting
- Inappropriate use of social media or Devices
  - The sharing of inappropriate images, language or content either electronically or visually is not permitted or tolerated
    - AirDrop or other such communication protocol should be disabled on all student devices
  - If a member of staff suspects inappropriate content is shared, the student's device(s) should be confiscated and parents contacted to seek permission to inspect the device
    - Staff should not inspect a device without consent from the parents or the Head of Primary
  - Social media apps should only be used in accordance with the age of consent guidelines for each platform
- Physical Assault
  - Winchester School Dubai has a zero-tolerance of any physical contact and strictly adheres to a 'no hands' policy and is in accordance with all current COVID protocols
  - Physical contact is treated as a 'serious incident' and witness statements must be taken and reported immediately to the Head of Year and a senior leader in the Primary team

## **Antisocial Behaviour during bus Journeys**

The journeys on STS bus transportation are subject to this WSD Behaviour policy and all school rules and expectations apply

- Any antisocial behaviour must be logged by the Bus Supervisor on the STS report incident form
  - The report is passed to the STS representative in school
  - The relevant member of SLT is informed of the event
  - If required, video footage is requested to be downloaded to be viewed
  - Parents must be contacted
- Any negative behaviour must be recorded as a behaviour event in SIMS and behaviour points applied
- Any 'serious' incident (as described in the examples above) will result in
  - Student(s) placed on behaviour report
  - Possible suspension from bus journeys
  - Possible internal or external suspension from attending school

- Possible permanent removal from the STS transportation service

### **Process of Suspension from school**

Suspension of any kind is in response to 'serious' behaviour issues as outlined above. The suspension process must be followed as outlined below

- The student is removed from class if this is during the school day
  - The student will be spoken to by a member of SLT at this point to explain the reasons why this is happening
- The SLT member will decide, depending on the severity of the incident to either internally or externally suspend
- Internal suspension
  - Students are removed from class and complete learning activities in a separate room for the remainder of the day or for a determined number of days
  - Parents must be informed via telephone
  - A restorative conversation will take place with a member of staff ahead of returning to class and the teacher who requested the removal will lead a restorative conversation with the student where possible
  - *Note: Online learning will not be granted in this case however, work will be provided*
- External Suspension
  - A member of the Executive Leadership Team must give permission for external suspension
  - Parents must be informed via telephone call or a face to face meeting
    - Depending on the severity of the incident
  - Students will not be permitted to attend at school for the agreed number of days
    - STS must be informed if the student travels by bus
  - The student will be asked to complete reflections on their actions and how they will modify their behaviour when returning to school
  - A re-integration meeting, led by a member of SLT, must take place with the student and parent before returning to lessons in class
  - *Note: Online learning will not be granted in this case*
  - Upon return to school, the student will be placed on a Behaviour Report to monitor their behaviour

## Uniform, Bathroom breaks, Breaktimes, Lunch Duties and Clinic Visits

Ensuring students wear the correct uniform, as well as 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 Head of Year, Phase Leaders/ Primary Pastoral Leader to follow this up.

### **Uniform and Readiness for Learning**

\*Homeroom teachers to check uniform and equipment each morning.

- Minor uniform infringement (e.g. shirt out, top button undone, tie not correct length, incorrect shoes)
- Lateness to lesson (Log on SIMS so HoY/ Tutors can monitor and sanction if needed)
- First instance of forgetting equipment (e.g. diary, exercise book, stationary)

- Student uniform infractions must be noted on SIMS via a behaviour point
  - Follow the Primary Uniform process and use the email templates to communicate with parents (see appendix)

### **Outdoor Duty**

When on duty, colleagues should follow procedure by reporting incidents to the Head of Year, Phase Leaders/ Primary Pastoral Leader if it is felt necessary. During breaks, students should not be allowed to:

- Litter
- Fight, play fight or incite fighting
- Go in and out of the building without permission
- 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

### **Bathroom Monitoring**

Members of staff will be on duty outside the bathrooms during break times to monitor behaviour and to be available to support as required

- Two male and two female 'Bathroom Passes' will be available for each teaching area of the school on lanyards
  - Students may only visit the bathroom with those passes

### **Clinic Visits**

- Students must take their planner to the clinic for each visit
- Teachers must use SIMS to log the visits to the clinic
  - Monitor students who frequently visit to establish patterns of clinic visits
- Following monthly analysis of clinic visits through the SIMS behaviour event, parents can be contacted if excessive visits have been made by students

## Misuse of Electronic Devices

In line with GEMS Winchester School Dubai expectations, electronic devices must only be used for educational purposes. Any use of a device, other than as directed by the teacher for educational purposes is prohibited and subject to disciplinary action;

- Verbal/Written warning
  - E.g. using when not instructed to
- Confiscation of device or Removal from Lesson
  - E.g. Inappropriate use of device or failure to follow teacher's instructions
- Suspension/exclusion
  - E.g. Inappropriate use of device for cyberbullying or videoing other students

### On-Call Staff Duty

The on-call duty is set on a rotation basis and staff are expected to keep that time available to complete the duty.

*It is imperative that no student is unsupervised at any time, for any reason and it is the responsibility **of the staff member who is scheduled to be on-call** to ensure the safety and well-being of all students who have been removed from their normal lessons.*

Whilst on-call, the staff member must;

- Attend the Primary Reflection Room (location TBC) for the duration of the duty
  - If the staff member is absent they must inform the PSLT and endeavor to find cover where possible
- On-Call will be timetabled into SIMS as a subject therefore cover can be planned for
- Be available for the duty times and not to schedule meetings or other commitments at this time unless unavoidable and cover is approved in advance
- Be on time for the start time of the duty
- Whilst on-call, monitor the WSD Primary Behaviour email address for any communication
- Collect students from classrooms when teachers request a removal\* of a student
  - When collecting students from the classroom, the on-call staff member must take all students from the Primary Reflection Room with them – **students must not be left unattended**
- Monitor the students in the Primary Reflection Room to ensure the students
  - Complete any work set
  - Complete a reflection on their behaviour
  - Behave appropriately and respectfully
- Be responsible for the students during a fire alarm or lockdown and follow all procedures in such events
- Email the parents of any students removed from class using the template in the appendix section below

\*Students must only be removed from lessons if a more serious breach of the school rules has taken place or if a children has gone through steps 1-3 which includes a verbal and written warning first. For minor disruptive behavior where the teacher has not given step 1 and 2 warnings then emailed for removal for the 3<sup>rd</sup> strike, then the student will be spoken to and issued with the appropriate warning but will remain in class.

### Removal from Class – email to parents by the on-call member of staff.

- ***'CC the class teacher and Head of Year and Assistant Principal into this email***
- ***Add the On-Call behaviour event into SIMS***

Subject Line: STUDENT NAME's and Class Removal From Class Today

Dear parent,

**Name of Student:**

**Class Teacher:**



**Lesson:**

**Incident Details:**

I am writing to inform you that your child's behaviour today has resulted in the need to remove them from lesson/s. Your child will discuss their behaviour with a member of our team as well as continuing with independent learning.

I am including the class teacher, Head of Year and Assistant Principal into this email for reference and as a point of contact if you have further questions. The class teacher will be able to provide you with further details should you wish to contact them.

Depending on the severity and pending further investigation into the incidents, this may result your child being placed onto a monitoring report to support positive behaviour and to avoid a repeat of similar incidents. You will be notified if this will happen.

Thank you for your support in this matter.

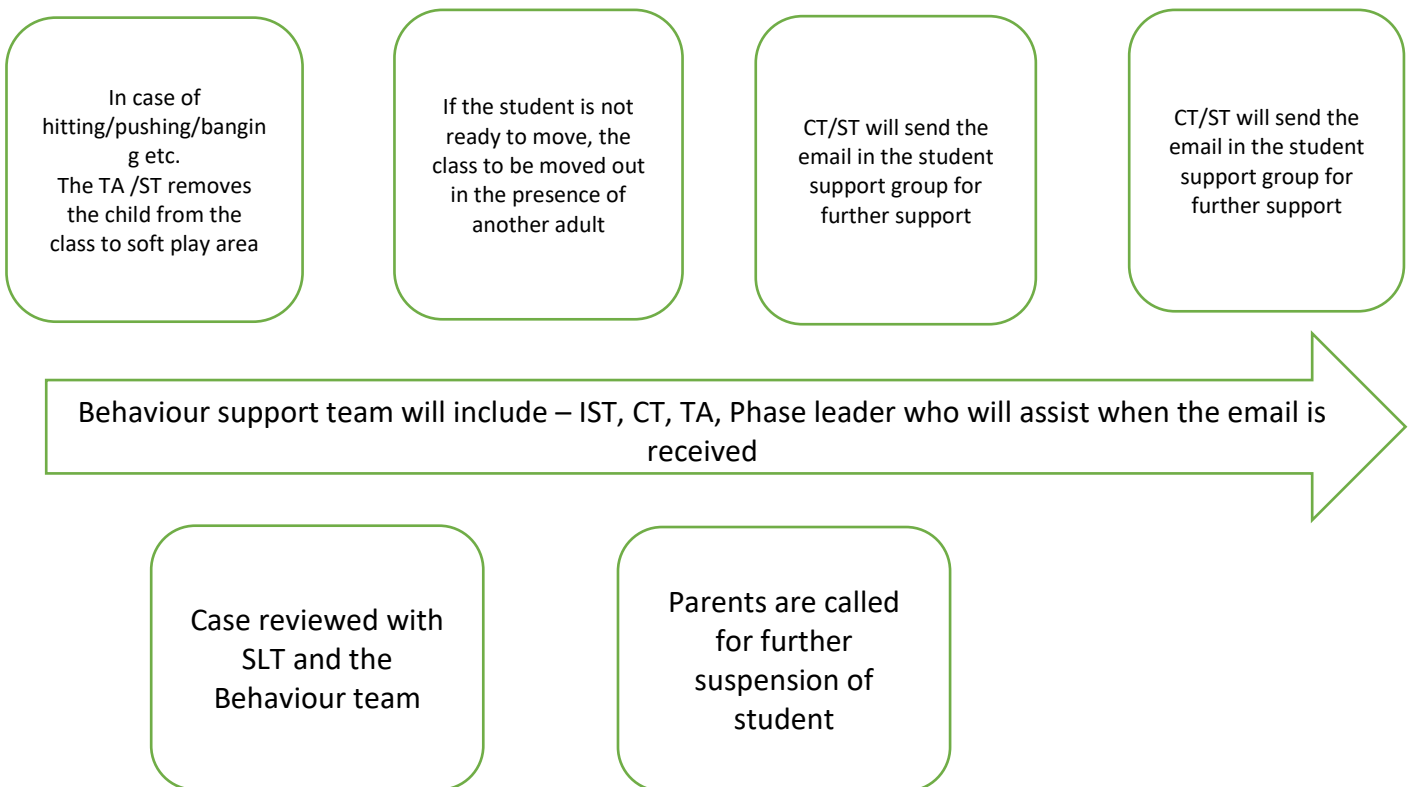
*Email signature*

**IBP Behaviour process**

**In the event of 'mild' behaviour**

- Engage student with Fidget toys in class have cushions for his/her seat. If that doesn't work he/she needs to go for walk for 3 mins with TA or designated staff.
- Go through visual schedule/rules to settle down.
- Behavior cards need to be shown and shared.

**In the event of 'extreme' behaviour**



**Records to be maintained:**

- Online behavior checklist is updated by the class teacher
- The class teacher is responsible to check the behavior log is updated by the end of the day
- Every Thursday the class teacher calls the parent and acknowledges the same and explain the contents of the behaviour checklist
  - If the class teacher is absent, the Director of Inclusion or senior member of staff must ensure the parent is called and updated
- If TA is away someone has to see the child and updates behavior log – identified staff from his/her support group
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<u>IST – inclusion support teacher</u>	<u>CT- Class teacher</u>	<u>TA – Teaching Assistant</u>	<u>ST- Subject Teacher</u>
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Please use these email templates, replacing details highlighted in yellow.

## Report Card meeting – email to parents

Subject Line: Report Card for **STUDENT NAME**

Dear parents,

**Name of Student:**

**Class Teacher:**

**Member of Staff initiating the report:**

**Reason for Report:**

Thank you for your time regarding your child's behaviour and I hope that the reasons for the behaviour report card are clear. The partnership between home and school is very important and I thank you for your support.

A copy of the report card is attached to this email which outlines the targets and expectations for the duration of the report. Please note that this card must be sent to school each day with an acknowledgement from yourselves that you have seen the report card. Failure to bring the report card to school may result in an extension of the report duration.

I hope that the process of the Behaviour Report results in positive behaviour from now on. We see this as a positive process and one that is designed to provide support.

Please be aware that further negative behaviour could jeopardise your child's place in school. Please support us at home by reinforcing the need for positive and cooperative behaviour.

If you have further questions, please do not hesitate to contact me.



# Primary Missing Uniform Check

## Actions

If you notice missing or incorrect uniform for students in your class/es, please follow this procedure. Uniform is an important part of creating a culture of community and it is an expectation for all students.

### Process

Politely and discreetly ask if the student has the correct item of uniform with them. If not, follow the steps below.

- Add a behaviour point in SIMS for Uniform
- In the first and second instances, send the teacher email shown in the templates below
  - We allow 7 days from the email being sent to correct the uniform issue
- If 2 teacher emails have been sent and one week has passed from the second email, the HOY send the email using the template below. Allow 7 days for a response or the uniform to be purchased.
- If there is no change, 7days after the HOY email was sent, the Phase Leader sends the email using the template below
- Add the student’s details to the Teams sheet [here](#)

The emails contain links to Threads uniform online portal with a description of the WSD uniform.

### Teacher Uniform Email – Sent by the homeroom teacher

Dear parents of *Student Name*,

Today, *Student Name* did not have the correct uniform today as indicated below. Having the correct uniform is an important part of showing our identity as the Winchester School Dubai community and it is an expectation for all students.

Uniform Item	Missing Item (X)
Black school shoes	
School trousers or skirt	
School approved stockings/leggings	
School Shirt/blouse	
School tie	
WSD P.E. kit	
Black/white Socks for Uniform	
White socks for PE Kit	

Please ensure that you purchase the correct item(s) within the next 7 days. You can purchase our uniform from Threads Uniform shops. Please search ‘Threads Uniform Shop Dubai’ or click this [link](#) to find your local store or to purchase online. The uniform guide is available [here](#) in PDF format.

Best regards

**Head of Year Uniform Email – Sent by the Head of Year**

Dear parents of *Student Name*,

Your class teacher has been reaching out via email regarding *Student Name's* uniform. There have incorrect or missing items which need to purchased.

You can purchase our uniform from Threads Uniform shops. Please search 'Threads Uniform Shop Dubai' or click this [link](#) to find your local store or to purchase online. The uniform guide is available [here](#) in PDF format.

Best regards

**Phase Leader/AP email – Phase Leader, AP or HOP**

Dear parents of *Student Name*,

We have tried to contact you via email regarding *Student Name's* uniform. These items have still not been purchased.

I will give you a phone call personally to discuss the issue.

You can purchase our uniform from Threads Uniform shops. Please search 'Threads Uniform Shop Dubai' or click this [link](#) to find your local store or to purchase online. The uniform guide is available [here](#) in PDF format.

Best regards