

# Behaviour Policy

The key competencies to be developed ..



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At the GEMS Cambridge International School – Abu Dhabi (CIA), we aim to value and respect one another irrespective of age, gender, religious beliefs, race, disability or nationality.

## Introduction

This policy underpins the principles, aims and strategies for promoting best behaviour at CIA. It is based on the rights and responsibilities of all members of the school community - learners, staff and parents - to provide a safe and positive learning environment.

This policy should be read comprehensively in conjunction with the appendices for **Cyber-bullying, Anti-bullying, Rewards and Sanctions ladders** as well as for Learning, Teaching and Moral Education as these underpin the ethos of the school. The **Attendance and Punctuality policy** and **Safeguarding policy** should also be referred to.

## Rationale

This policy outlines the underlying philosophy, nature, organisation and management of learners' behaviour at CIA. Its fair and consistent implementation is the responsibility of all staff.

## Aims

This policy is designed to:

- Promote and reward positive behaviour
- Boost self-esteem
- Manage challenging behaviour in an assertive, non-confrontational and positive way
- Ensure fairness and encourage consistency of response to both positive behaviour and behaviour incidents
- Promote early intervention
- Enhance teaching and learning
- Develop a sense of self-discipline in learners and an acceptance of responsibility for their own actions
- Ensure that every member of the school community feels respected and valued
- Enable all members of the school to live and learn together in a positive, supportive way, promoting an environment where we are all safe and happy
- Ensure that all members of the school community will fully understand the consequences of failing to meet their responsibilities to others.

***At CIA we do not tolerate bullying of any kind. Any incidence of bullying is recorded by the Head of Year or Pastoral Team members and the Anti-bullying policy is followed. Please refer to CIA Anti-Bullying policy.***

**This policy applies to all learners:**

- In school
- Travelling to and from school
- On all school-based and Educational Visits and activities
- When representing or commenting on the school in any capacity
- During Distance Learning.

We expect learners, staff and parents to work together to achieve the highest standards of behaviour within and beyond the school, in accordance with this policy document. We model and promote positive behaviour at every opportunity. We encourage each learner to take responsibility for themselves and others, their learning and the environment.

### **Positive behaviours**

We recognise the following HPL Values, Attitudes and Attributes (VAAs), HPL Advanced Cognitive Performance Characteristics (ACPs) and positive behaviour:

HPL Values, Attitudes and Attributes	HPL Advanced Cognitive Performance Characteristics
<ul style="list-style-type: none"> <li>• Agility</li> <li>• Hard-work</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Meta Thinking</li> <li>• Linking</li> <li>• Analysing</li> <li>• Creating</li> <li>• Realising</li> </ul>
<ul style="list-style-type: none"> <li>• Sporting contributions</li> <li>• Community contributions</li> </ul>	

These positive behaviours are acknowledged and celebrated in a variety of ways, across the tutor groups, academic classes and year group assemblies. These are shared with learners each week in their form classes and regularly celebrated around the school via notice boards and telescreens.

### **Whole school expectations**

As a learner at GEMS Cambridge International School – Abu Dhabi you are kind, polite, tolerant, confident and part of the school community. This also applies to the wider school community (teachers, parents and staff).

We will all:

- Greet each other
- Be polite
- Comfort someone if they are upset
- Congratulate others for their achievements
- Be open to ALL cultures, religions, ideas and nationalities
- Speak politely and respectfully to people, even when angry or upset
- Ensure that your appearance is impeccable and wear your uniform with pride
- Support your school community and be proud of the school you attend.

### **Movement around school:**

- Walking on the left
- Walking quietly
- Walking in an orderly manner
- Being respectful of others.

### **Rewards for positive behaviour include:**

- Verbal praise
- Informal conversation with parent in school
- House Points
- Written praise e-cards, emailed to parents (Appendix C)
- Phone calls home
- Display of work
- Certificates and awards at assemblies and presentations
- GEMS of the Week and Writer of the Week.
- Recognition of outstanding commitment and/or progress
- Head Teacher/Principal Awards' – for exceptional behaviour, work or attitude.

### **Behaviour incidents - Learner Code of Conduct (ADEK Policy 50)**

All learners must respect the main code of conduct. Additionally, at GEMS CIA this code of conduct applies while learners are in school and while participating and attending any school field trips and extra-curricular activities. We expect that all learners will comply with the following main rules:

- Comply with all school rules and instructions.
- Behave responsibly and not endanger the safety and welfare of others or self.
- Care for the facilities and property of the school and of others.
- Arrive at school and lessons on time and justify any tardiness and absences.
- Participate in promoting a positive school community image.
- Demonstrate a positive attitude and apply the very best effort toward learning.
- Behave responsibly so as not to disrupt the classroom or the learning of others.
- Commit to the heritage and culture of the UAE.
- Show respect to all members of the school community, and parents/guardians and other members of the local community.

### **Consequences/Sanctions include:**

- Non-verbal Warning
- Verbal warning
- Detention
- Communication with parents
- Individual Behaviour Report (Form Tutor, Head of Year, Senior Leadership Team)
- Withdrawal from school-based or educational visits/activities
- Isolation – internal, external.

### **Determining a consequence/sanction**

The School will investigate behaviour-related issues. Written statements will be taken. Learners will often be kept separate to avoid influencing others. Generally, parents will not be notified until the matter is fully investigated.

### **Intervention Strategies**

A range of interventions may similarly be applied in conjunction with a consequence/sanction or as an alternative. These include:

- Teacher involvement
- Counsellor Involvement
- Mentoring
- Reports – attendance /punctuality/behaviour/home learning
- Pastoral support plans (all phases).

## Record Keeping

Teachers, Middle Leaders and Senior Leadership Team will keep a communication log to record incidents of positive or inappropriate behaviour. The communication log will be accessed via school information management system (SIMS) and can be accessed by both the class and specialist teachers when they are teaching. Class teachers need to be conscious of language, punctuation and spelling when adding notes.

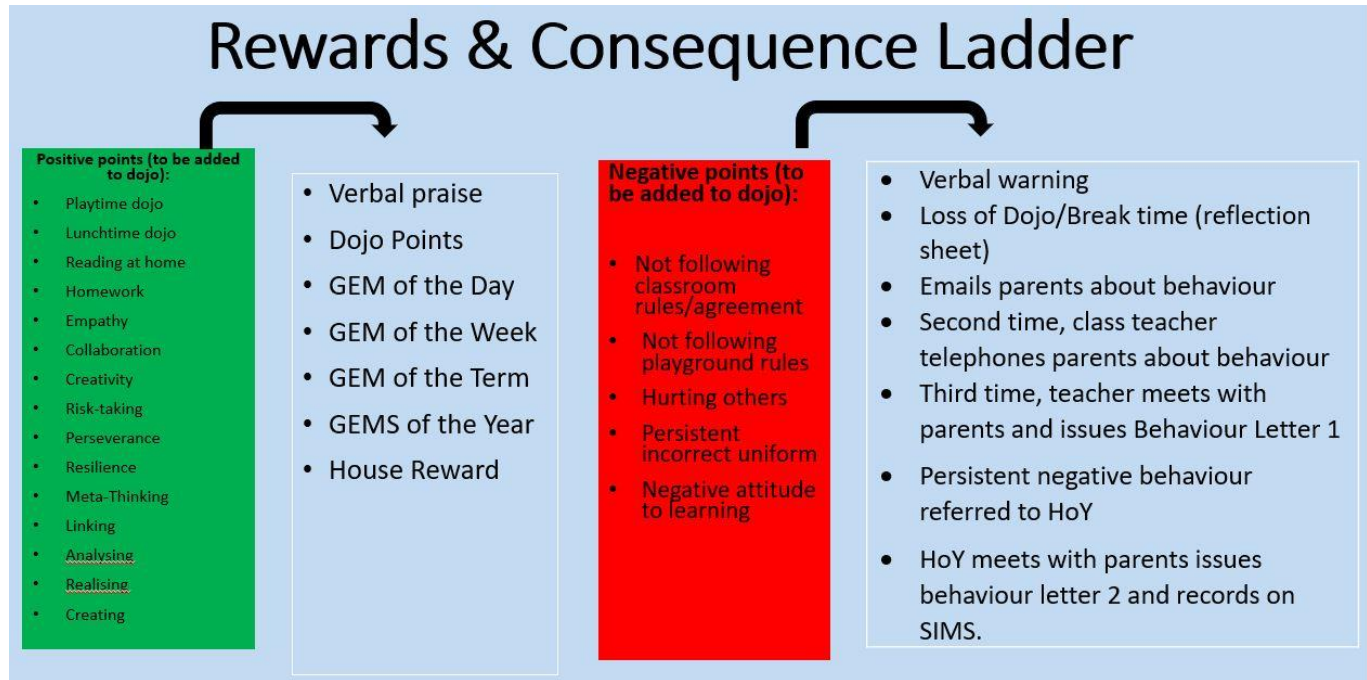
Class teachers are responsible for keeping up to date records regarding both achievements and behaviour incidents of learners in their class.

## Rewards Ladder:

E-Praise Card	Frequency	Awarded By
Class Teacher's Reward	1 per week per class	Class teacher
Head of Department's Reward	2 per month (one boy one girl)	Head of Department
Head of Year's Reward	2 per week (one boy one girl)	Head of Year
Head of School's Reward	1 per half term	Mr Craggs
Vice Principal's Reward	1 per term	Mr Craggs
Principal's Reward	1 per term	Mr Hornsby

Reward	Frequency	Awarded By
Dojo Points	Daily	Class Teacher
GEMS of the Week	1 per week per class	Class Teacher
Writer of the Week	1 per week per class	Class Teacher
GEM of the Term	1 per term, per class	Class Teacher
GEM of the Year	1 per year, per class	Class Teacher
Subject specific GEMS of the Term/ Year in specialist subjects.	1 per year, per class	Specialist Teacher

## Primary School Rewards and Consequence Ladder




## Class Dojo Consistencies

- We only ever give 1 dojo at a time (all points worth 1 point)
- We only ever take away 1 and this is generally after they have already received a verbal warning
- Average dojo's 10 per child per week (this is an average to promote some consistency and will be significantly higher in weeks 1 and 2)
- Children should NEVER go into negative
- Rewards can be given for the class or individual at the teachers' discretion e.g. class get a reward when they achieve 500 points, children get a special job when they reach 100 (please liaise within your teams to ensure consistency)

Primary School Reflection Sheets

# Reflection Sheets

 GEMS Cambridge International School  
ABU DHABI






**Key Stage 1 Reflection Sheet**

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

What happened? ماذا حدث؟

I felt.... عُرت

ANGRY AFRAID

Next time a better choice would be to... في المرة القادمة سيكون الخيار الأفضل هو...

Teacher comment: \_\_\_\_\_

 GEMS Cambridge International School  
ABU DHABI

**Key Stage 2 Behaviour Reflection Sheet**

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

What I did:

Why I did it:

What happened as a result:

How did my behaviour make others feel?

How do I feel now?

Plan to make it better:

Signed: \_\_\_\_\_

## **Offense level**

### **Level 1**

Any behaviour that results in disruption of the teaching and learning environment, which may include, for example:

- Tardiness (lateness/unpunctuality)
- Unexplained absences
- Not bringing the necessary books and equipment to class
- Incorrect school uniform (including sports uniforms)
- Disruptive behaviour in classrooms and in school
- Breaking school rules including in classrooms, hallways, playgrounds and buses
- Defying orders from school management and staff
- Mocking others
- Disruptive behaviour on school buses (refer to the bus sanction ladder).

### **Level 2**

Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- Skipping classes or school
- Entering school after school hours without the presence of supervisors
- Using abusive or inappropriate language toward peers and/or teachers
- Fighting with other learners and/or bullying them
- Theft
- Vandalizing school property or the property of others
- Using cell phones during school time without the school administration's permission
- Possessing or viewing pornographic or other inappropriate material
- Cheating in exams or assignments
- Providing false documents (e.g. forging parents'/guardians' signatures)
- Misuse or abuse of the School's IT systems.

### Level 3

Any behaviour that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:

- Assaulting teaching faculty members, staff or members of the local community
- Distributing (or participating in the distribution of) pornographic material
- Wilful damage to, or destruction of, school and personal property
- Possessing or selling weapons or explosives
- Using or promoting illegal drugs or substances in violation of public order and morals
- Exchanging any inappropriate materials, such as letters or photos
- Committing major actions contradictory to public morals such as sexual assault.

**Banned Disciplinary Actions** - It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment
- Lowering or threatening to lower grades
- Group punishment for an individual's misconduct
- Imposing more school work
- Mocking or insulting the student in private or in public
- Preventing the student of using washroom facilities or consuming food.

### **Staged Approach for Dealing with Wilful or Persistent Misconduct**

Learners are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours before disciplinary action (e.g. warnings, written notices) is taken.

- Firstly, we shall provide counselling for the learner, with a clear explanation, with reasons, of the changes in behaviour that are required of the learner.
- Next, we will put in place a strategy, with the appropriate monitoring and support (report), to address and correct the learner's unacceptable behaviour.
- If there is a need for further escalation of response, we shall inform parents/guardians by email and hold a meeting or a series of meetings with them to agree to a reasonable joint home-school strategy. Parents/guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the learner continue to behave unacceptably, we may suspend the learner temporarily from school for up to five days and shall issue to the learner and his or her parent/guardian a final warning.
- In the final stage, if the learner fails to modify his or her behaviour in accordance with the requirements of the school, we may apply to the Council to transfer the learner to another school or to permanently exclude the learner concerned. In making an application to the Council, we shall include evidence that all these stages have been followed.

### **Students with Special Educational Needs (Pupils of Determination)**

Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education need and the Individual Education Plan for that student. Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations. The implementation of a school code of conduct must not generally differentiate between students with special education needs and other students.

## Anti-bullying policy

The GEMS Cambridge International School (CIA) is committed to providing a caring, friendly and safe environment for all our learners so all can learn in a relaxed and secure atmosphere, without the fear of being bullied.

‘It’s ok to tell.’ If bullying does occur, all learners should be able to “speak out” and know that incidents will be dealt with promptly and effectively. Being a “speak out” school, anyone that knows bullying is happening is expected to tell a member of staff (LSA, Tutor, Head of House, Nurse, and Classroom teacher, School Counsellor, Senior Leadership Team, Principal). Our learners know that all staff will take incidents seriously.

### Definition

Bullying is the unprovoked, intentional, deliberate and repeated intimidation taken by one or more children with the deliberate intention of upsetting, intimidating or hurting another child. In order to be considered bullying, the behaviour must include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others
- Repetition: Bullying behaviours happen more than once.

Bullying can be direct, in the form of physical or verbal, or indirect, which involves psychological or emotional actions such as being ignored or not spoken to.

### Examples

- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Verbal** – name calling, sarcasm, spreading rumours, teasing
- **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books)
- **Racist** - racial taunts, graffiti, gestures
- **Gender** - unwanted physical or verbal contact based on gender
- **Harassment** – threatening or disturbing behaviour inflicted on another
- **Cyber** – all areas of the internet, such as email and internet chat rooms, mobile use, any misuse of associate technology.

### Definition of cyber-bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly, sometimes anonymously, 24/7 against a victim who cannot easily defend themselves.

### Examples

- Bullying by text or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites including blogs, personal websites and social networking sites
- Using emails to message others
- Hijacking/cloning email accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms.

### Aims

- All teaching and non-teaching staff, learners and parents should have an understanding of what bullying and cyber-bullying are.
- All teaching and non-teaching staff should know what the school policy is on bullying/cyber - bullying and follow it when bullying is reported.
- All learners and parents should know what the school policy is on bullying, cyber-bullying and what they should do if bullying arises.
- As a school we take bullying in all forms seriously. Learners and parents should be assured that they will be supported when bullying is reported.
- CIA has a “zero tolerance” to bullying.
- Confidentiality will be maintained where possible.

## **Scope**

This policy affects the entire CIA community - all the learners, teaching and non-teaching staff and parents.

## **Guidelines**

The person who is displaying bullying behaviours must be left in no doubt that bullying is unacceptable and that this conduct will be systematically monitored. As a general principle, however, it is best to avoid confrontation and harsh sanction, as aggression breeds aggression and the bully is likely to become more vindictive.

The person who is displaying bullying behaviours is most likely to change their behaviour when they are helped to see things from the target's perspective and to feel social pressure from their peers rather than righteous indignation from adults. In this way, the person who is displaying bullying behaviours may begin to realise that group opinion is against them.

## **Risk factors**

The following factors can be instigated by any form of bullying:

- Depression
- Self-harming behaviours
- Mental health issues
- Eating disorders
- Dropping out of school
- Low self esteem
- Suicide.

### **Prevention**

GEMS Cambridge International School – Abu Dhabi will prevent bullying and cyber-bullying by:

- Raising awareness of what bullying is
- Promoting positive-social behaviour
- Promoting strategies to protect and support the targets
- Dealing effectively with incidents
- Regularly review the Anti-bullying policy
- Provide information and training for all members of staff to prevent bullying, manage incidents and create and maintain a culture of mutual respect, free from bullying behaviour
- Increase understanding and awareness of cyber-bullying
- Continue to promote 'zero tolerance' and promote preventing all bullying through assemblies, and class activities, aiming to develop a whole school approach to self-monitoring with regards to bullying
- Staff, learners and parents to have agreed guidelines when cyber bullying become an issue within the school
- To educate learners and parents on what to do should cyber-bullying arise, steps to protect themselves from cyber-bullying and how to report cyber-bullying.

### **Legal issues**

Cyber-bullying is generally criminal in nature, and legislations in countries such as the USA, UK, Europe and Australia are beginning to change so that prosecutions can be made.

In the UAE, it is illegal to use an IT System to:

- Offend religious sanctities or encourage sins
- Slander another person
- Breach the privacy of another (e.g. by intercepting communications, taking photographs, publishing information, etc).

### **Internet safety**

The school endeavours to block access to inappropriate sites, each learner has a personal ID to log on to the user account on the GEMS network. This is where learner work is stored. Learner devices connect to a secure student network that is monitored and controlled as per the acceptable use policy.

Regular reviews regarding the security arrangements in place by the ICT communication staff.

### **Bus Behaviour Policy**

The use of school buses is to ensure learners travel safely to and from school. The following is a stepped action procedure to ensure the health and safety of the learners is not put at risk whilst travelling on the bus. Sanctions are recorded within the school information management system (SIMS) as per behaviour policy. Statements will be taken regarding any inappropriate behaviour on the bus.

Inappropriate behaviour on the bus includes but is not restricted to:

- Moving around the bus while it is moving
- Standing up while the bus is moving
- Throwing items inside, or outside of the bus
- Shouting
- Inappropriate language
- Verbal and/or physical abuse towards others
- Bullying or fighting
- Littering
- Damaging the bus
- Distracting the driver
- Refusing to follow instructions from the driver or conductor
- Failing to wear a seatbelt
- Getting off at an unauthorised stop
- Bringing friends onto the bus without written permission from the school
- Placing anything outside of the windows of the bus at any time.
- Eating or drinking on the bus
- Breaking the alarm systems for no required reason
- Not respecting the personal space of others.

### **Bus sanction consequence ladder**

**1<sup>st</sup> offence:** Lunch detention with form tutor, logged on school information management system (SIMS) and phone/email home sent by the form tutor informing parents of the next steps (Head of Year informed and tutor keeps a record of incidents for whole class).

**2<sup>nd</sup> offence:** Lunch detention with Head of Year, parents called by Head of Year, this is the final warning before the 3-day ban.

**3<sup>rd</sup> offence:** 3-day ban, to be enforced by the Head of Year phoning parents. Parents to be given 24 hours' notice to arrange alternative transport.

### Step 1

Form tutor to send email below for **first** warning; form tutor to keep a record of the date of the email.

*Dear Parent*

*Your child has received a first bus warning for not following the school bus rules. The rules are in place to ensure all students are transported to and from school safely. This is your child's first warning. Your child will complete a lunchtime detention with me for this. Any further poor behaviour on the bus will result in further sanctions. Please ensure your child follows our bus rules.*

### Step 2

For final warning, prior to bus ban. Telephone by Head of Year. Conversation below. Head of Year to keep a record of the date of this and inform the form tutor.

*Dear Parent*

*Your child has received a second and final bus warning for not following the school bus rules. The rules are in place to ensure all students are transported to and from school safely. Your child will complete a lunchtime detention with me for this. Any further poor behaviour on the bus will result in a three-day bus ban. During the bus ban you will have to find alternative transport to and from school. Please ensure your child follows our bus rules.*

### Step 3

Head of Year to speak to parents to enforce the bus ban.

Conversation below

*Your child will be receiving a bus ban, for 3 days, for not following the school bus rules. The rules are in place to ensure all students are transported to and from school safely. Your child has received two prior warnings. Any further poor behaviour on the bus will result in further sanctions. Please ensure your child follows our bus rules. The bus ban will be from (start date to end date)*

### Step 4

Head of School to meet with parents. 1 week ban.

Certain disciplinary action will be fast tracked by Head of School and Principal depending on the seriousness of the behaviour.

### Use of Digital Devices

- Use of digital devices are only allowed by the owner of the device for quiet reading or listening to music (with earphones only)
- Learners can use devices for educational purposes (Seesaw, Nearpod, GCSEPod / Dr Frost Mathematics etc.)
- Taking photos or filming is prohibited.

### Parent Actions

- Parents will ensure that learners are prompt in getting onto the bus in the morning
- Notify the school and BBT by phone or email if there is a change of plan for their child in getting home, **prior to 1pm**
- Parents will support school sanctions in relation to bus behaviour
- Parents will communicate with BBT and school should there be concerns about the behaviour on the bus.

### Record Keeping

At each stage a written record of action taken will be recorded on the school information management system (SIMS).

### **Isolation & Exclusion Policy**

If a learner fails to improve their behaviour or commits one of the offenses listed above, they could face isolation, exclusion or permanent exclusion.

In such cases the Head of School is required to divulge the full investigation to the Principal, if they believe that an exclusion or isolation is required. All isolations, exclusions and permanent exclusions are at the Principal's discretion only and can only be actioned once the Principal gives approval. The Principal may be required to present information relating to the case to the ADEK and/or GEMS Corporate Office for full review.

If the isolation or exclusion is approved then the Head of School or Heads of Year have to contact the parents of all learners and notify them of the exclusion. Upon their return to school, the behaviour of the learner is reviewed (either as a standalone incident or their full behaviour file) with the parent and the stage letter (see Appendix B), outlining the reasons for the disciplinary, is signed by all parties (Head of School, Parents and Learner). This documentation is then stored in the learner's file and could be passed on to schools or colleges that they may attend in the future. If a parent refuses to sign the document, then this is written on the form but it is still stored in the learners' file.

If a learner is isolated, work is set for them to complete during their day in isolation. Any work that they do not complete is to be completed for homework. Subject teachers are responsible for marking this work. Learners are then able to return to their first lesson the day after their final isolation day.

If a learner is excluded, work is set for them to take home with them (or can be collected by parents in extreme circumstances) and must be completed at home. After the learner has completed their exclusion then the parents are invited into the school, along with their child, for a reintegration meeting. Once this is conducted and expectations have been reiterated on behaviours moving forward, the learner can return to their classes.

Any learner returning from exclusion will be placed on behaviour report, which is monitored by the Head of Year on a daily basis. The Head of Year will contact the parents with updates on behaviour during the following weeks.

### **Update regarding access to work using MS Teams.**

Learners can access work using MS Teams whilst isolated / suspended, however the ability to chat will be disabled.

## APPENDIX A

### Stage 1 Behaviour Letter

To: Guardian of the student: NAME Class: FORM GROUP

Date:

**Present:** Name of attendees.

Further to our meeting/phone call, the school has placed NAME on Form Tutor report. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME. Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

### Key points discussed

- NAME's repeated incidents of unacceptable behaviour.
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

### Key points agreed in the meeting

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which will include a Stage 2 behaviour meeting, Head of Year report and/or internal exclusion.

### **Declaration (please complete and return as acknowledgment of this letter):**

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above.

Signature of the parent: \_\_\_\_\_

Signature of the Head of Secondary School / Senior Leader : \_\_\_\_\_ Date: \_\_\_\_\_

## Stage 2 Behaviour Letter

To: Guardian of the student: NAME Class: FORM GROUP

Date:

**Present:** Name of attendees.

Further to our meeting/phone call, the school has placed NAME on Head of Year report. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME. Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

### **Key points discussed**

- NAME's repeated incidents of unacceptable behaviour. (ADD NUMBER OF SIMS BEHAVIOUR POINTS – can send the Behaviour incident report template).
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

### **Key points agreed in the meeting**

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which is likely to include internal exclusion from lessons or fixed-term exclusion from school as they move to Stage 3 of the school's behaviour process.

### **Declaration (please complete and return as acknowledgment of this letter):**

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above.

Signature of the parent: \_\_\_\_\_

Signature of the Head of Secondary School / Senior Leader : \_\_\_\_\_ Date: \_\_\_\_\_

### Stage 3 Behaviour Letter

To: Guardian of the student: NAME Class: FORM GROUP

Date:

**Present:** Name of attendees.

We are disappointed to report that NAME has not improved their behaviour since we wrote to you with a Stage 2 behaviour letter. Further to our meeting, the school has now issued NAME with a X day internal exclusion / fixed-term exclusion. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME.

Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

#### **Key points discussed**

- NAME's repeated incidents of unacceptable behaviour. (ADD NUMBER OF SIMS BEHAVIOUR POINTS – can send the Behaviour incident report template).
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

#### **Key points agreed in the meeting**

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which is likely to include a longer exclusion as they move to Stage 4 of the school's behaviour process.

#### **Declaration (please complete and return as acknowledgment of this letter):**

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above.

Signature of the parent: \_\_\_\_\_

Signature of the Head of Secondary School / Senior Leader : \_\_\_\_\_ Date: \_\_\_\_\_

#### Stage 4 Behaviour Letter

To: Guardian of the student: NAME Class: FORM GROUP

Date:

**Present:** Name of attendees.

We are disappointed to report that NAME has not improved their behaviour since the Stage 3 behaviour meeting, held on DATE. Further to our meeting, the school has now issued NAME with a X day fixed-term exclusion. This is due to the repeated undisciplined and unacceptable behaviour shown by NAME.

Violations of the school behaviour policy have included:

- Rudeness to staff, including threatening a member of staff who challenged his lateness.
- Aggressiveness towards other students.
- Cheating in an assessment
- Failing to complete homework.
- Persistently disrupting the learning of others.

#### **Key points discussed**

- NAME's repeated incidents of unacceptable behaviour. (ADD NUMBER OF SIMS BEHAVIOUR POINTS – can send the Behaviour incident report template).
- NAME's rudeness to staff and other students.
- How violence/ aggressive behaviour is not an acceptable reaction to name calling.
- NAME must tell a teacher if someone calls him/her names.

#### **Key points agreed in the meeting**

- You agreed to sign NAME's report card every day, discuss any behaviour violations and set relevant punishments.
- You agreed to make sure NAME arrives at school before 7.45, so that (s)he is in class at the appropriate time.
- You will speak to NAME regarding his/her current behaviour in school to avoid any repetition.
- 

If NAME continues to show behaviour that is against the school's regulations and what is stipulated under the student conduct disciplinary bylaws of ADEK, we will be obliged to take more serious action which could involve permanent exclusion from the school since they will have reached Stage 5 – the highest level of the school's behaviour process.

#### **Declaration (please complete and return as acknowledgment of this letter):**

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above.

Signature of the parent: \_\_\_\_\_

Signature of the Head of Secondary School / Senior Leader : \_\_\_\_\_ Date: \_\_\_\_\_

### Stage 5 Blocking Letter

To: Guardian of the student: NAME Class: FORM GROUP

Date:

**Present:** Name of attendees.

Further to our meeting today on -----, the school has now blocked re-enrolment of NAME at GEMS Cambridge International School for the reasons listed below:

Repeated failure to meet the school's Code of Conduct and behavioural expectations. Examples of this include:

- Rudeness and aggressive behaviour towards staff.
- Truancy.
- Threatening staff.
- Smoking at school.
- Defiance.
- Persistent disruption of lessons etc. (more detail is provided in the behaviour report attached to this letter).
- Lateness to lessons.
- Fighting.
- Inadequate work.
- Missed detention.
- Failing to bring equipment or books to school.
- Repeatedly falling asleep in lessons.

Should NAME significantly improve HIS/HER behaviour and meet the conditions listed below they will be allowed to re-enroll for the next academic year. Unfortunately, if this improvement in both attitude and behaviour does not occur HE/SHE will not be allowed to continue their studies at GEMS Cambridge International School – Abu Dhabi. It will then be HIS/HER parent(s)' responsibility to find another school for HIM/HER for the following academic year.

NAME must adhere to the following conditions:

- They will behave at all times in line with the school's behaviour policy.
- They must have a minimum of 96% attendance, unless a medical note has been provided to state any unforeseen circumstance in which he cannot attend school.
- All of school work must be completed to a good standard. This includes classwork and homework.
- NAME must turn up to school and lessons on time.

The School will:

- Place NAME on report to help monitor his/her targets.
- Provide weekly review meetings with HIS/HER Head of Year, to discuss their progress.

Cont....

NAME's parent(s) must attend the following meetings to discuss and review HIS/HER progress. A failure to attend these meetings will enforce the blocking decision.

- Meeting dates to be provided – (ONCE A MONTH).

Declaration:

I \_\_\_\_\_ parent of \_\_\_\_\_ agree to fully adhere to the agreement above. I understand and accept that if my SON/DAUGHTER does not abide to the conditions set out by the school, HE/SHE will not be permitted to re-enrol at the school for the next academic year.

Signature of the parent: \_\_\_\_\_

Signature of the Head of Secondary School / Senior Leader : \_\_\_\_\_

Date: \_\_\_\_\_

### Remote Learning Behavioural Policy

Staff should follow the following steps in any of their contact with learners during periods of remote learning or where a learner is Distance Learning. This is inclusive of both form time and subject lessons, team page chat forums, Q&A sessions and any live lessons you do.

#### Warning 1 & 2

##### **Form Time or lesson time**

**Issued by:** By class teacher.

These warnings would be issued in such circumstances when a learner is demonstrating **persistent misbehaviour**, such as:

- 1) Inappropriate use of Teams (chat/social use)
  - Inappropriate comments
  - Off topic conversations (social use)
  - Overuse of emoji's
- 2) Interrupting over a live session

**Action:** Warning 1 or 2 e-postcards would be sent to the parents by the teacher

#### Warning 3

##### **Form Time or lesson time**

**Issued by:** HoY (Form Time), HoD (Lesson time)

**Action:** Contact home would be made with parents by the HoY or HoD via email

(Record on school information management system (SIMS))

**Warning 4**

**Form Time or lesson time**

**Issued by:** HoY

**Action:** Contact home would be made with parents by the HoY via email

(Record on school information management system (SIMS))

**Warning 5**

**Form Time or lesson time**

**Issued by:** SLT

**Action:** A member of SLT would contact home for a meeting

(Record on school information management system (SIMS))

**\*\* Any behaviour that violates UAE cultural sensitivity or is seen as an act of bullying will automatically move to Warning 4**

**Staff Expectations:**

**Staff are expected to be:**

- Moderators of all of the Team groups that they are 'owners' of
- Role models and demonstrate best on-line practice
- Ensure they set clear expectations just as they would in a classroom
- Follow the remote learning behaviour policy and ensure that learners are aware of this too

**Form Tutors:**

- Tutors are expected to be on line and available to contact between 7:45 and 8:15 Sunday-Thursday
- To post the Head of Years' daily message
- Remind learners to register themselves via the survey monkey attendance platform
- Follow the remote learning attendance policy and communicate concerns with Head of Year
- Share the various whole school initiatives and encourage participation (e.g. PE daily workouts)
- Engage with their form, through various activities (this could be in collaboration with form reps)

**Class Teachers:**

- Monitoring of learners' engagement in lessons and completion of assignments
- Follow the remote learning learners' engagement policy and communicate this with their Head of Department
- Provide innovative, thoughtful and engaging lessons to learners
- Provide timely feedback in accordance with the policy

**Learner Engagement Remote Learning Policy**

**Stage 1**

**Purpose:** learner not submitted first assignment

**To be sent by:** First day after deadline

**E-POSTCARD TO BE SENT BY CLASS TEACHER**

(To keep a record of this)

**Stage 2**

**Purpose:** learner not submitted two (or more) assignments

**To be sent by:** After deadline for second assignment

**E-POSTCARD TO BE SENT BY CLASS TEACHER**

(To keep a record of this)

**Stage 3**

**Purpose:** Continued non-submission of assignments

**Head of Department to send E-mail home (Use school template)**

Head of Department records this on to the excel spreadsheet  
(CIA\_Remote Learning)

### **Stage 4**

**Purpose:** Lack of engagement across subjects

Head of Year records this on SIMS (CIA Remote Learning)

**SENT BY Head of Year (HoY) (Relevant Senior Leader to be cc'd in)**

E Reward Cards and examples of rewards (Primary and Secondary)

E-Rewards – Class Teacher Award



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ABU DHABI



## Class Teacher's Reward

*Just a quick note to let you know that:*

[Enter Learner's Name Here]

has been working extremely hard lately and this hard work has been recognized by the class teacher. I am extremely pleased with the progress made and hope that this continues in the future.

**Class Teacher:** [ Class Teacher's Name]

**Date:** [ Enter Date Here]

**Department:** [ Enter Subject Name]



High  
Performance  
Learning



E-Rewards – Head of Department Reward

# Head of Department's Reward



*Just a quick note to let you know that:*

[Enter Learner's Name Here]

has been working extremely hard lately and this hard work has been recognized by the Head of Department. We are extremely pleased with the progress made and hope that this continues in the future.

**Rewarded by:** [ HOD's Name]  
Head of Department  
[Enter Subject Here]

**Date:** [Enter Date Here]





## Head of Year's Reward

*Just a quick note to let you know that:*

[Enter Learner's Name Here]

has worked extremely hard lately across all subjects and this hard work has been recognized by the Head of Year. We are extremely pleased with the progress made and hope that this continues in the future.

**Rewarded by:** [ Head of Year Name]  
Head of [ Enter Year Here]

**Date:** [Enter Date Here]





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## Head of School's Reward

*Just a quick note to let you know that:*

[Enter Learner's Name Here]

has shown outstanding performance across all subjects and this has been recognized by the Head of School. We are extremely pleased with the progress made and hope that this continues in the future.

**Rewarded by:** Mr David Craggs  
Head of Secondary

**Date:** [Enter Date Here]



E-Rewards – Vice Principal Reward



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## Vice Principal's Reward

*Just a quick note to let you know that:*

[Enter learner's name here]

has shown outstanding performance across all subjects and this has been recognized by the Vice Principal. We are extremely pleased with the progress made and hope that this continues in the future.

**Rewarded by:** Mr David Craggs  
Vice Principal

**Date:** [Enter Date Here ]



E-Rewards – Principal Reward



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## Principal's Reward

★★★★★★★★

*Just a quick note to let you know that:*

[Enter Learner's Name Here]

has shown outstanding performance across all subjects and this has been recognized by the Principal. We are extremely pleased with the progress made and hope that this continues in the future.

**Rewarded by:** Mr Kelvin Hornsby  
Vice President Education  
High Performance Learning Lead  
Cambridge Brand Leader  
CEO/Principal

**Date:** [ Enter Date Here]



High  
Performance  
Learning



CREATING



REALISING



LINKING



ANALYSING



META  
THINKING



HARD  
WORKING



EMPATHETIC



AGILE



