



GEMS Cambridge Abu Dhabi Primary School

Behaviour Policy



CARE



**ALWAYS
LEARNING**



EXCELLENCE



**ONE
TEAM**

GEMS CIA Behaviour Policy

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GEMS Cambridge: Behaviour Policy

1. Behaviour Ethos – GEMS Cambridge Primary School

At GEMS Cambridge, we believe that all behaviour is a form of communication, often reflecting an unmet need, feeling, or challenge. Our approach is rooted in the Be a GEM values – Care, One Team, Always Learning, and Excellence – and fully aligned with ADEK Behaviour Policy expectations.

We work collectively as a learning community to understand the root cause of behaviour and implement appropriate strategies for support, ensuring that every child feels safe, respected, and able to thrive.

We are committed to:

- **Promoting emotional literacy** – helping children name, understand, and manage their feelings.
- **Explicitly teaching social and emotional skills** in line with BE A GEM ethos and ADEK requirements.
- **Using proactive, preventative strategies** to reduce escalation and promote positive behaviour.
- **Prioritising connection over correction** – focusing on relationships and trust before discipline.
- **Promoting self-esteem, self-regulation, and resilience** through reflection and restorative practice.
- **Ensuring fairness and equality** – every child treated with consistency, dignity, and respect.
- **Adapting support and resources** so that all children, including Students of Determination, are able to succeed.
- **Providing a safe, calm, and inclusive environment** that nurtures belonging.
- **Encouraging strong partnerships** with families and the wider community to support behaviour.
- **Developing positive relationships** with learners to enable early intervention and avoid escalation.
- **Promoting a culture of belonging** where every child is valued as an important member of our school family.

We acknowledge that children, at times, may make undesirable choices. At GEMS Cambridge, we use the Be a GEM Behaviour Framework to redirect behaviour, focusing on restorative approaches, reflection, and interventions at the earliest opportunity.

We also recognise that behaviour may sometimes reflect educational needs, wellbeing, or mental health challenges. In these cases, we are committed to using preventative strategies, working with inclusion staff, educational specialists, and external agencies to ensure every child receives the right support as early as possible.

2. GEMS Values & Responsibilities

At GEMS Cambridge, all behaviour expectations are aligned with our values:

Excellence, Care, Always Learning, and One Team.

Each value sets shared responsibilities for staff, learners, and parents to ensure consistency, fairness, and belonging across our school.



EXCELLENCE

We strive for the highest standards in behaviour, learning, and relationships.

Staff

- Model respectful language and behaviour in all interactions.
- Maintain high expectations for behaviour, inclusion, and wellbeing.
- Provide engaging lessons that prevent disengagement and misbehaviour.

Learners

- Show pride in their learning, effort, and presentation.
- Demonstrate perseverance and resilience when challenges arise.
- Take responsibility for their actions and behaviour choices.

Parents

- Support their child in meeting high expectations for learning and behaviour.
- Reinforce respect and effort at home.
- Collaborate with staff to ensure a consistent approach.



CARE

We show kindness, empathy, and respect to all.

Staff

- Prioritise connection over correction in behaviour support.
- Use restorative approaches to repair harm and rebuild trust.
- Ensure vulnerable learners receive the right support at the right time.

Learners

- Speak kindly and treat everyone with respect.
- Show empathy and support to peers.
- Take care of the school environment and resources.

Parents

- Use supportive and respectful language with staff.
- Model kindness and empathy at home and in the community.
- Inform the school of circumstances that may affect their child's behaviour.



We learn from mistakes and grow as individuals and as a community.

Staff

- Explicitly teach social, emotional, and self-regulation skills.
- Provide consistent feedback, routines, and reflection opportunities.
- Use evidence-based strategies to meet diverse needs.

Learners

- Reflect on mistakes and make positive choices.
- Use self-regulation strategies to manage feelings and actions.
- Accept feedback and strive to improve behaviour and learning.

Parents

- Encourage resilience and problem-solving at home.
- Support behaviour plans or interventions put in place.
- Promote a growth mindset by reinforcing that mistakes are learning opportunities.



We work together to create a safe, inclusive, and supportive community.

Staff

- Follow the Steps of Support consistently across the school.
- Collaborate with colleagues, SENDCo, and pastoral leads when challenges arise.
- Promote equality, inclusion, and fairness for all learners.

Learners

- Work together respectfully and support one another.
- Contribute to a safe and inclusive environment.
- Take responsibility for class and school routines.

Parents

- Partner with teachers and leaders to support consistent behaviour expectations.
- Uphold the school's vision and values in the wider community.
- Engage positively in meetings, restorative conversations, and celebrations of learning.

3. Agreed Language

This language supports a holistic understanding and allows us to identify the needs.

Traditional terminology	Agreed terminology
Challenging behaviour	Presenting big feelings
Low level behaviour	Unsettled
Lazy behaviour	Disengaged
Attention seeking	Connection Seeking
Out of control	Dysregulated
Unacceptable	Undesirable
Touching everything	Sensory seeking

4. Our CIA Emotional Literacy Practices:

At GEMS CIA, we believe that teaching emotional literacy and creating predictable routines are key to learners' wellbeing, learning, and behaviour.

Grounded in our Be a GEM values and the expectations of Be Present, Be Ready to Learn, Be Focused, Be Brave, Be Kind, Be the Best You Can Be, and Be an Ambassador, we ensure children develop the social, emotional, and behavioural skills they need for success.



Visual “Balls of Emotions” emotions Check-in (See Appendix 1)

- Every classroom displays “Balls of Emotion” graphics to explicitly teach feelings and emotions.
- Learners learn to name emotions, recognise their impact on body language, actions, and expressions, and reflect on behaviours that follow.
- We always focus on the feeling behind the action, not just the behaviour itself.

Daily Emotion Check-Ins (See Appendix 2)

- Combined with the “Balls of Emotions”, this provides an opportunity for children to share how they are feeling at different points in the day (morning, after play, before home).
- Teachers can quickly identify who may need early intervention.

Our CIA Emotional Literacy Practices:

Journaling & Reflection (See Appendix 3)

- Optional daily or weekly sessions to process emotions, calm after play, or reflect at the end of the day.
- Supported by calm music and mindfulness practices, with staff modelling positive wellbeing.

Visual Timetables

- Every classroom displays a daily visual timetable updated each morning.
- Supports predictability, especially for children with SEND, attachment needs, or anxiety.
- Personalised “Now, Next, Then” timetables provided where required by inclusion recommendations.

Non-Verbal Signs (See Appendix 4)

- Learners use agreed hand signals to request help, water, toilet, or repetition without verbal interruption.
- Supports children who struggle to verbalise needs or who feel anxious about asking publicly and our EAL learners.

Sensory & Regulation Toolkits

- Available in classroom and used proactively to help children stay regulated.
- Tools may include fidgets, sand timers, or calming items, shared at staff discretion.

5. Recognition & Rewards

GEMS Cambridge are passionate about developing pupil self esteem. We use a range of strategies for this:

- **Verbal Praise** – Specific praise linked to Be a GEM values.
- **Dojo / House Points** – Awarded for showing Excellence, Care, Always Learning, One Team and living the “Be A GEM” expectations.
- **Certificates & Assemblies** – Weekly recognition of effort, kindness, and achievement.
- **Positive Notes & Proud Post** – Shared privately with children and families. (See Appendix 5)
- **Celebration Assemblies** – End-of-term recognition for sustained progress.





GEMS CIA House Teams:



Rewarding positive behaviour:

- Each reward links to a GEMS value.
- Teachers and staff promote and encourage students to exemplify a GEMS value at every opportunity.

Recognition & Rewards

 ALWAYS LEARNING	 ONE TEAM	 EXCELLENCE	 CARE
Showing creativity and innovation.	Learning from, with and about each other very well.	Having the grit to never give up.	Speaking politely with excellent manners.
Working hard and going the extra mile.	Using everyone's ideas to achieve a good solution.	Listening attentively and participating in lessons.	Offering to help others through acts of kindness or community service.
Learning beyond the subject through podcasts or books.	Working with others to achieve team goals.	Trying hard to produce work of exceptional quality.	Reporting bullying or speaking up when someone needs help.
Engaging in co-curricular activities and mastering a skill through self-discipline.	Sharing responsibilities and tasks to achieve the best for everyone.	Being a self-starter and thinking outside of the box.	Listening actively and respecting other opinions and differences.
Learning from mistakes and taking in feedback.	Taking responsibility when things go wrong.	Adding enrichment or catch-up sessions to help you reach your full potential.	Showing gratitude and appreciation for the little things we often take for granted.
House points awarded: +2			

6. Supporting Children Who Are Dysregulated

CALM Scripts

To support children, all staff will use key language and scripts that are centred around regulation and are non-triggering or confrontational. Teachers may use the CALM approach.

C - Connect with yourself & the child

A - Acknowledge the feeling beneath the behaviour

L - Set the Limit

M - Move the behaviour forward

Calm Corners/box

- Each classroom to have a Calm Area/box with resources to support regulation and co-regulation.
- This area or tools are never used as punishment.
- Activities may include breathing, Lego, drawing, or reflection sheets.
- Where harm has occurred, pupils complete a Reflect & Reset sheet. (See Appendix 6)

Guard Logging (Safeguarding and wellbeing reporting system)

- Frequent use of Calm Corners or repeated dysregulation are logged on Guard.
- Ensures consistent tracking and timely support from Inclusion or Pastoral Leads.

7. Behaviour Management at GEMS CIA:

Misconduct Procedures

At GEMS CIA, we believe behaviour must be understood through the lens of connection, regulation, and learning. While we have structured procedures for managing misconduct, our primary focus is always to:

- Reinforce positive behaviours,
- Build respectful relationships, and
- Support learners in self-regulation through restorative strategies.

Prevention & Early Intervention

- Teachers use positive recognition, proactive classroom strategies, and CALM Scripts (Connect, Acknowledge, Limit, Move).
- Children are given opportunities to self-regulate before formal disciplinary steps.
- Misconduct is addressed using the Be A GEM model and ADEK Guidelines.

Referral route:

If learners do not respond to consequences we will follow the referral route:

- Class teacher
- Heads of Year/ Heads of Department
- Senior Leader
- Deputy Headteacher
- Head of School
- Vice Principal
- Principal

Determining consequences or sanctions: (Following ADEK guidelines)

The school will investigate any inappropriate behaviour-related issues. This may involve students being removed from class and statements being taken. Parents will be notified once the matter is investigated.

Any inappropriate behaviour will be subject to one or more consequences or sanctions. These will be determined by the severity and frequency of the inappropriate behaviour and circumstances. All guidance on consequences from Year 5 and older will be taken directly from the ADEK behaviour policy.

Consequences/Sanctions include:

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

Determining a consequence/sanction

The school is committed to addressing behaviour-related issues through a thorough investigation process. Written statements from any students or staff members involved will be collected to ensure a comprehensive understanding of the situation.

To prevent any potential influence on one another, learners may be separated during this process. Generally, parents will be informed only after the investigation is complete to ensure a fair assessment of the matter.

The school is working towards the guidelines set out in ADEK's Student Behaviour Policy and as mentioned above. The behaviour management process is structured in stages. All outcomes will be discussed by the Disciplinary Committee:

Stages	Description
1	This involves initial verbal and written warnings, communicated through a Stage 1 Letter.
2	A written warning is issued along with behaviour monitoring, documented in a Stage 2 Letter.
3	At this stage, a behaviour contract will be established, accompanied by significant intervention, detailed in a Stage 3 Letter.
4	This stage will lead to suspension and a referral to the Disciplinary Committee, as outlined in a Stage 4 Letter.
5	This stage will lead to an expulsion and a referral to the Disciplinary Committee, as outlined in a Stage 5 Letter.

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 needs 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 (Please see Anti-Bullying Policy)

Bullying will not be tolerated at CIA.

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 associated technology.

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.

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.

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.

Disruptive Behaviours: Level 1

Disruptive behaviour	1. Whisper correction	2. Disruptive points	3. Disruptive points
Chewing gum in school.	0 points	-2 points	-3 points
Disturbing others/out of seat with permission	0 points	-2 points	-3 points
Failure to speak to others 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 teacher/answering back.	0 points	-2 points	-3 points
Walking off from a member of staff	0 points	-2 points	-3 points
Heading headphones of Bluetooth headsets without permission	0 points	-2 points	-3 points
Occurrence	Action, person & resource		Points
1 st Occurrence	1 st Verbal warning		0 points
2 nd Persistent behaviour after 1 st warning:	Offence logged 2 nd verbal warning Email sent to parents by teacher		-2 points
3 rd Persistent behaviour after 2 nd warning:	-Offence logged -Teacher calls/emails parent -Referred to HOY		-4 points

**Disruptive Behaviours:
Level 1**

Occurrence	Action, person & resource	Points
<p>Continuous repetition over a period of time.</p>	<ul style="list-style-type: none"> -Offence logged -Class Teacher invites parents in for a meeting. -APDR created and signed by HOY, Teacher & parents -School Counsellor/Social worker informed. 	<p>-4 points</p>
<p>Further recurrence - Escalate to Level 2</p>		

Red Line Behaviours

Level 2

Red Line Behaviours	Red Line Points
Refusing to hand over a mobile phone when visible in school.	-4 points
Behaviour disrupts the learning of others in the group.	-4 points
Walking out of a classroom.	-4 points
Using inappropriate language	-4 points
Damaging equipment or property	-4 points
Threatening or intimidating peers	-4 points
Behaviour could lead to automatic expulsion:	
*Dangerous or unsafe behaviour	-4 points
*Bullying (Verbal or Physical)	-4 points
*Racist language or behaviour	-4 points
*Cyber bullying	-4 points

Red Line Behaviours

Level 2

Occurrence	Action, person & resource	Points
1 st offence	<ul style="list-style-type: none"> -Offence logged -Class teacher calls parents/guardians -HOY & Class teacher meet with parents -Stage 1 Behaviour Letter signed (SLT present) 	-6 points
2 nd offence	<ul style="list-style-type: none"> -Offence logged -Parents invited in for a meeting with SLT -Stage 2 Behaviour Letter signed -School Counsellor/Social worker informed. 	-8 points
3 rd offence	<ul style="list-style-type: none"> -Offence logged -SLT calls to schedule in person meeting with parents -Stage 3 Behaviour Letter signed -Review behaviour report with agreed actions and consequences. 	-10 points

Red Line Behaviours**Level 3**

Red Line Behaviours *Behaviour could lead to automatic expulsion:	Red Line Points
Leaving the school building without permission	-4 points
Damaging/destroying school property.	-4 points
Tampering with or damaging the school bus or causing harm to the bus driver or bus conductress.	-4 points
Graffiti or obscene/offensive language or depictions	-4 points
Using social media to spread negative messages/images of my school, teachers or peers, inside or outside of school.	-4 points
Not telling the truth in a serious event	-4 points
*Dangerous or unsafe behaviour	-4 points
*Bullying (Verbal or Physical)	-4 points
*Racist language or behaviour	-4 points
*Cyber bullying	-4 points

Red Line Behaviours

Level 3

Occurrence	Action, person & resource	Points
1 st offence	<ul style="list-style-type: none"> -Offence logged -Immediate isolation while issue is being investigated -SLT Calls parents to come in for meeting. -SLT and other relevant staff meet with parents for first Level 3 offence. -Stage 1/2/3/4 Behaviour Letter signed. 	-6 points
2 nd offence	<ul style="list-style-type: none"> -Offence logged -Immediate isolation while issue is being investigated -HOS Calls parents to come in for meeting. -HOS and other relevant staff meet with parents for second Level 3 offence. -Stage 1/2/3/4 Behaviour Letter signed or parents issued with Stage 5 letter. 	-8 points
3 rd offence	<ul style="list-style-type: none"> -Offence logged -Immediate isolation while issue is being investigated -HOS Calls parents to come in for meeting. -HOS and other relevant staff meet with parents for third Level 3 offence. -Stage 1/2/3/4 Behaviour Letter signed or parents issued with Stage 5 letter. 	-10 points

Red Line Behaviours

Level 4

Red Line Behaviours *Behaviour could lead to automatic expulsion:	Red Line Points
*Having cigarettes/e-cigarettes or contraband on school premises.	-4 points
*Aggressive or threatening behaviour or language towards peers.	-4 points
*Aggressive or threatening behaviour or language toward a member of staff.	-4 points
*Fighting, physically aggressive or threatening violence.	-4 points
*Theft or bringing in stolen items	-4 points
*Extortion	-4 points
*Bringing a weapon into school.	-4 points
*Bringing the school into the disrepute (social media/withing the community)	-4 points
*External Truancy	-4 points
*Inappropriate touch	-4 points
*Substance abuse	-4 points
*Bullying (Verbal or Physical)	-4 points
*Cyber bullying	-4 points

Red Line Behaviours
Level 4

Occurrence	Action, person & resource	Points
1 st offence	-Offence logged -Immediate offsite suspension until the end of the investigation, with notification to the parent. -SLT Calls parents to come in for meeting. -SLT and HOS meet with parents for first Level 4 offence. -The behaviour Committee evaluates the evidence and agrees on a set of disciplinary actions and a corrective plan.	-6 points
2 nd offence and onwards	-Offence logged -Expulsion <ul style="list-style-type: none"> • Immediately suspend the student offsite until the end of the investigation, with notification to the parent. • The behaviour committee evaluates the evidence and agrees on a set of final disciplinary actions which may include expulsion. • After following prior steps, if the student continues to repeat offences, the school is permitted to apply to ADEK to expel the student. • In making the application to ADEK, the school must include evidence that all prior stages have been followed, including proof of sufficient counselling as per the behaviour strategy. 	-8 points

12. Bus Behavior

Purpose

The safety and wellbeing of all students during school transport is our highest priority. This policy outlines the behaviour expectations for students travelling on school buses and the procedures for addressing incidents of misbehaviour.

Expectations for Students on the Bus

- Remain seated at all times while the bus is moving.
- Wear seatbelts correctly and securely.
- Speak quietly and respectfully; no shouting or disruptive behaviour.
- Keep hands, feet, and belongings to yourself.
- No eating, drinking, or littering on the bus.
- Respect the bus attendant and driver at all times.
- No dangerous or prohibited items (scissors, sharp objects, etc.) are allowed on the bus.

Roles & Responsibilities

Students

- Follow all bus rules and listen to instructions from the bus attendant and driver.

Parents

- Reinforce safe bus behaviour at home.
- Support school actions in the case of sanctions.

Bus Attendant/Driver

- Supervise students, enforce rules fairly, and report any incidents immediately to the school.

School

- Investigate incidents and communicate with parents.
- Apply sanctions consistently, in line with this policy.



Sanctions for Misbehaviour on the bus

The following steps will be applied for repeated or serious breaches of bus behaviour expectations:

Step 1 – First Warning

- Student receives a verbal warning.
- Parent notified via a letter/email.
- Student completes a reflection sheet.

Step 2 – Final Warning

- Student receives a second and final warning.
- Parent notified formally.
- Student completes a reflection sheet.
- Parent advised that further incidents will lead to a bus ban.

Step 3 – Temporary Bus Ban (1/2/3 Days)

- Student is banned from using the bus for 1/2/3 school days depending on the severity of behaviour and frequency.
- Parent must arrange alternative transport.

Step 4 – Extended/Indefinite Bus Ban

- For serious or repeated breaches, student may lose bus privileges for an extended period or the remainder of the term.

Serious Incidents

Immediate removal from the bus and direct referral to SLT may occur for:


- Violence (hitting, kicking, physical aggression).
- Bullying, intimidation, or harassment.
- Bringing dangerous objects on the bus.
- Wilful damage to bus property.


Communication with Parents


- All incidents will be logged.
- Parents will be informed promptly of warnings or sanctions.
- Copies of behaviour warning/ban letters will be provided.

13. Steps of Support - Level 1 Behaviours

When faced with undesirable behaviour GEMS Cambridge follows steps of support routes.

 Check in with yourself
(90 Seconds pause)

 Check in with the child
(Visual Check-In/What can I do to help you?)

 Think about the root of the behaviour.
Have they been sitting for too long? Need support with activity?

Not sure
↓
Responsive

↓
Continuous

↓
Pushing boundaries

Calm Scripts &
Whisper Correction

Connect The Dots
What is the root of the behavior?

Boundary Scripts

Calm Space

Trial suggested strategies

Nip it in the bud

Inform HOY & Log on Guard

Co-regulation

Reflect and Reset

Reflect and Reset

Reflect and Reset

Parent Meeting

Positive redirection IOI

Agreed plan with SLT and HOY & Update Guard

Connect The Dots interventions

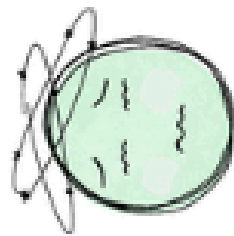
Parent Meeting

Connect with Specialist services
and create APDR

Visual Support Plan & APDR

Appendix 1 - "Balls of Emotion"

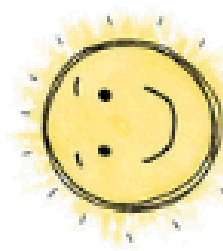
Right now I feel like a ball of...



sickness



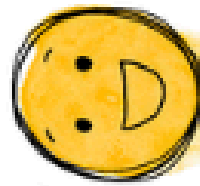
embarrassment



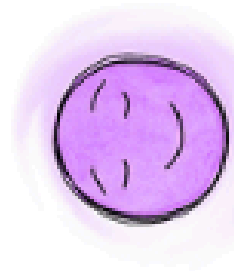
happiness



sadness



excitement



calm



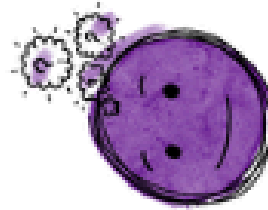
strength



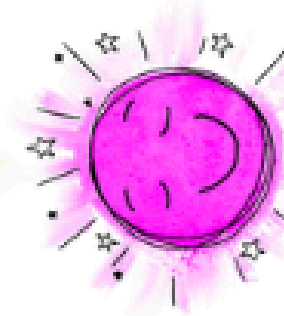
fear



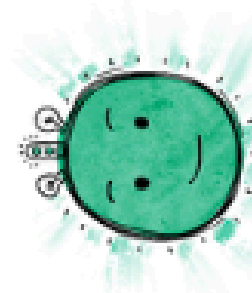
confusion



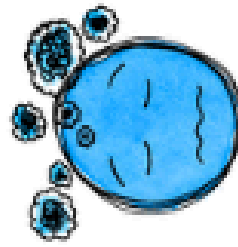
curiosity



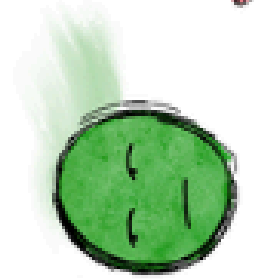
pride



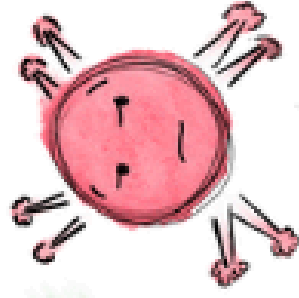
focus



worry



jealousy



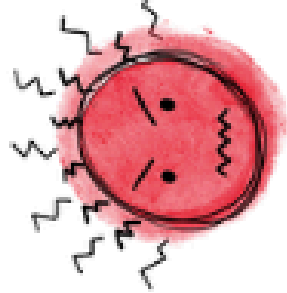
frustration



silliness



tiredness



anger

Appendix 2 - Daily Check-In

A vertical energy level scale on a wood-grain background. It features 10 cartoon faces arranged vertically, with an upward-pointing arrow on the right side. The faces are: a red angry face with lightning bolts, a blue sad face with sweat drops, a yellow happy face with a wide smile, a green neutral face, a pink happy face with radiating lines, a yellow happy face with a wide smile, a purple neutral face, a blue sad face with a wide open mouth, and a blue sad face with a wide open mouth. To the right of the faces are 10 empty circles. The text "high energy" is written at the top right, and "Low energy" is written at the bottom left.

Rest

Go

Slow

Stop



A grid of four detailed zone cards, each with various icons and text:

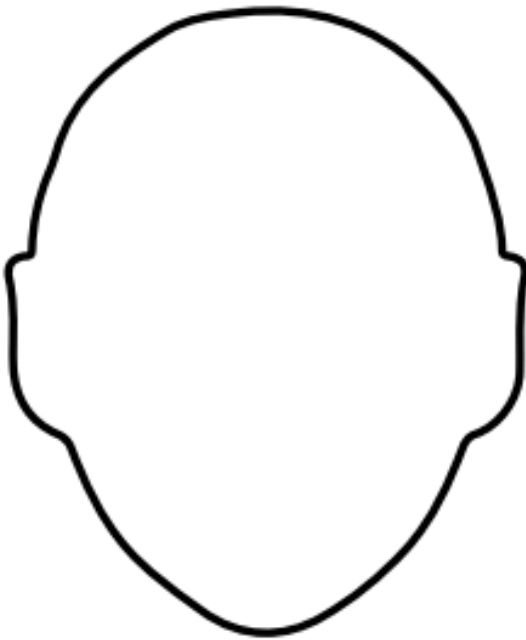
- Blue zone:** Includes icons for a sock (feeling a bit chilly), a cloud (feeling a bit fresh), a person with a headache (feeling tired), a person with a sad face (feeling sad), a person with a sad face (feeling shy), a person with a sad face (feeling stuck), a person with a sad face (feeling lost), a person with a sad face (feeling confused), and a battery icon (feeling low).
- Green zone:** Includes icons for a person with a sad face (feeling calm), a sun (feeling sunny), a person with a sad face (feeling focused), a person with a sad face (feeling in my life), a person with a sad face (feeling happy), a person with a sad face (feeling warm and fuzzy), and a person with a sad face (feeling fuzzy).
- Yellow zone:** Includes icons for a person with a sad face (feeling a bit bubbly), a person with a sad face (feeling a bit silly), a person with a sad face (feeling a bit worried), a person with a sad face (feeling a bit worked up), a person with a sad face (feeling a bit excited), and a person with a sad face (feeling a bit wiggly).
- Red zone:** Includes icons for a person with a sad face (feeling angry), an elephant (big feelings), a person with a sad face (feeling blurry), a person with a sad face (feeling dizzy), a person with a sad face (feeling hot), a person with a sad face (feeling like), a person with a sad face (feeling like), and a person with a sad face (feeling like).

Appendix 3 - Journalling



Morning Check-in

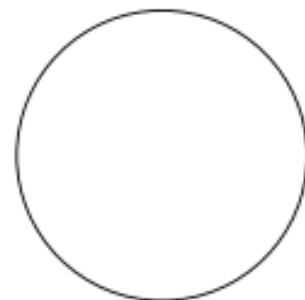
Right now I feel...



My goal today

Something I am looking forward to today...

Imagination workout
What can you turn this into?



Appendix 4 - Non-Verbal Signs



Appendix 5 - Proud Post

You should be so proud



of yourself today because...

You should be so proud



of yourself today because...

You should be so proud



of yourself today because...

You should be so proud

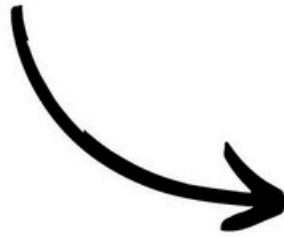


of yourself today because...

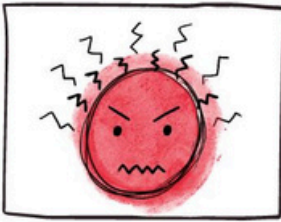
Appendix 6 - Reflect and Reset

Reflect and Reset

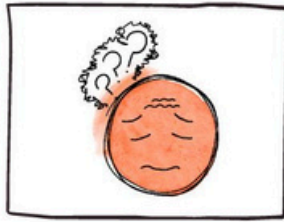
What happened?



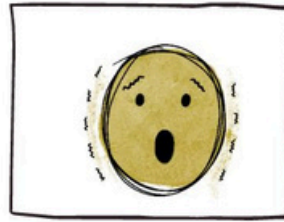
How were you feeling?



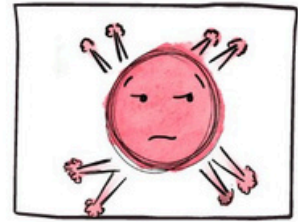
Angry



Confused

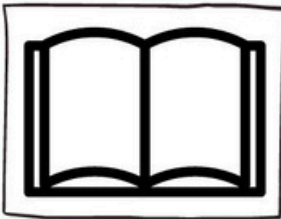


Scared

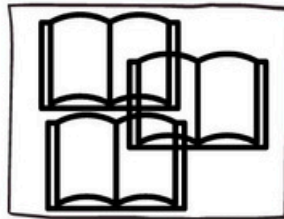


Frustrated

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning

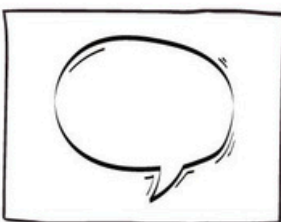


I feel sad

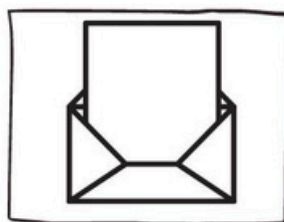


I have made others feel sad

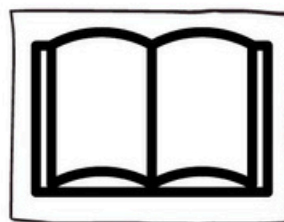
What can you do to make it right?



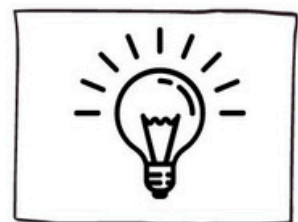
Say Sorry



Write a sorry letter



Complete my work

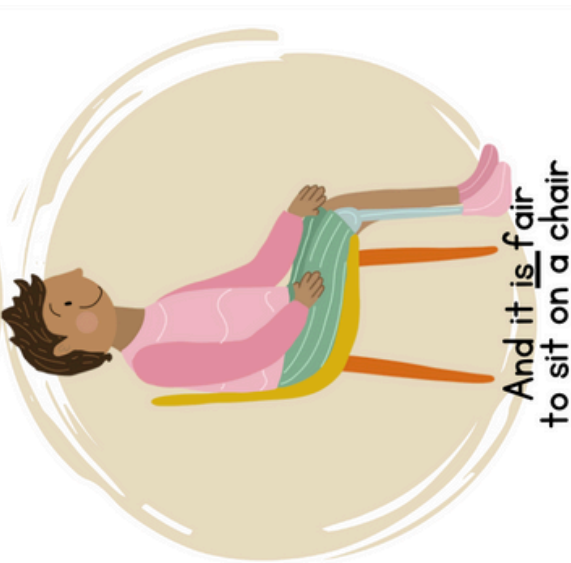


I have an idea

Appendix 7 - Flexible Seating



How do we sit on the carpet?



Be A Gem Cerrificates

A certificate with a light gray background. At the top center is a circular gold seal with a blue border and the text 'Be a GEM' and 'GEMS EDUCATION'. Below the seal is a pink ribbon with two stars and the text 'YOU HAVE ACHIEVED'. In the center is the number '50' in large pink font. Below the number is a smaller pink ribbon with the text 'REWARD POINTS'. At the bottom are four icons: 'EXCELLENCE' (target), 'CARE' (hands holding a heart), 'ONE TEAM' (group of people), and 'ALWAYS LEARNING' (gears and brain).

A vertical graphic on a pink background. At the top is the 'Be a GEM' logo. Below it is a vertical stack of four puzzle pieces. The top piece is red and contains the letter 'G'. The second piece is white with a pink outline and contains the letter 'E'. The third piece is white with a pink outline and contains the letter 'M'. The bottom piece is white with a pink outline and contains the letter 'S'. At the bottom right is the 'GEMS EDUCATION' logo.

A certificate with a light gray background. At the top center are three circular gold seals with blue borders and the text 'Be a GEM' and 'GEMS EDUCATION'. Below the seals is a green ribbon with two stars and the text 'YOU HAVE ACHIEVED'. In the center is the number '450' in large green font. Below the number is a smaller green ribbon with the text 'REWARD POINTS'. At the bottom are four icons: 'EXCELLENCE' (target), 'CARE' (hands holding a heart), 'ONE TEAM' (group of people), and 'ALWAYS LEARNING' (gears and brain).

A vertical graphic on a green background. At the top is the 'Be a GEM' logo. Below it is a vertical stack of four puzzle pieces. The top piece is dark green and contains the letter 'G'. The second piece is white with a green outline and contains the letter 'E'. The third piece is white with a green outline and contains the letter 'M'. The bottom piece is white with a green outline and contains the letter 'S'. At the bottom right is the 'GEMS EDUCATION' logo.

Be A Gem Cerrificates



Be A Gem Cerrificates

Reader of the Week



قارئ الأسبوع



for being a super reader. Well done!

Awarded by

Date



The Sparkling GEM Award



جائزة الجوهرة المتألقة



for exemplifying GEMS values!

Ms. Michelle Schwarz
Awarded by

Date





Appendix 8 Stage 1 Behaviour Letter

To: Parent/Guardian of [Student Name]

Class: [Form Group]

Date: [Insert Date]

Present: [List attendees]

Further to our meeting/phone call, the school has placed [Student Name] on Form Tutor report. This is due to repeated undisciplined and unacceptable behaviour shown by [Student Name].

Violations include:

- [Insert specific issues, e.g. rudeness to staff, disruptiveness, incomplete homework]

Key points discussed:

- [Student Name]'s repeated incidents of unacceptable behaviour
- How aggressive/violent responses are not acceptable
- Importance of speaking to a teacher if issues arise

Agreed actions:

- Parent to sign daily report card and discuss behaviour
- Parent to ensure punctuality (arrive before 7:45 am)
- Parent to discuss current behaviour with student to avoid repetition

If behaviour continues, more serious action will follow, including Stage 2 meeting, Head of Year report, or internal exclusion.

Declaration:

I, _____, parent of _____, agree to

fully adhere to the agreement above.

Parent signature: _____

Head of Secondary/SLT signature: _____

Date: _____



Stage 2 Behaviour Letter

To: Guardian of [Student Name]

Class: [Form Group]

Date: [Insert Date]

Present: [List attendees]

Further to our meeting/phone call, the school has placed [Student Name] on Head of Year report. This is due to repeated unacceptable behaviour.

Violations include:

- [Insert relevant issues]

Key points discussed:

- Repeated incidents logged on SIMS ([insert number of behaviour points])
- Rudeness to staff and peers
- Aggressive/violent responses not acceptable
- Importance of speaking to a teacher if problems occur

Agreed actions:

- Daily parent signature on report card
- Ensure punctuality (before 7:45 am)
- Reinforce positive behaviour at home

If behaviour continues, sanctions may include internal exclusion or fixed-term exclusion under Stage 3.

Declaration:

I, _____, parent of _____, agree to

fully adhere to the agreement above.

Parent signature: _____

Head of Secondary/SLT signature: _____

Date: _____



Stage 3 Behaviour Letter

To: Guardian of [Student Name]

Class: [Form Group]

Date: [Insert Date]

Present: [List attendees]

We are disappointed to report that [Student Name] has not improved their behaviour since the Stage 2 meeting. As a result, the school has now issued a [X day internal exclusion/fixed-term exclusion].

Violations include:

- [Insert relevant issues]

Key points discussed:

- Continued incidents logged on SIMS ([insert number of behaviour points])
- Aggressive/violent responses not acceptable
- Need to seek adult support when problems arise

Agreed actions:

- Daily parent signature on report card
- Ensure punctuality (before 7:45 am)
- Ongoing parent support to reinforce behaviour expectations

If behaviour does not improve, sanctions may escalate to longer exclusion or Stage 4 measures.

Declaration:

I, _____, parent of _____, agree to

fully adhere to the agreement above.

Parent signature: _____

Head of Secondary/SLT signature: _____

Date: _____



Stage 4 Behaviour Letter

To: Guardian of [Student Name]
Class: [Form Group]
Date: [Insert Date]
Present: [Principal, SLT, Head of Year, Parent]

Dear [Parent's Name],

I regret to inform you that, following repeated incidents of unacceptable behaviour and failure to improve despite the support and interventions put in place, the school has decided to issue a Stage 4 sanction to [Student Name].

This means that [Student Name] has been given a [fixed-term exclusion of X days / permanent exclusion] effective from [start date].

Reasons for this decision include:

- [List specific repeated or severe incidents – e.g., violence, bullying, serious disruption, refusal to follow school rules]

We have taken into account the earlier support strategies, behaviour reports, and meetings with you, but unfortunately, [Student Name] has not shown sufficient improvement.

Next steps:

- [Explain what parents must do during the exclusion period, e.g., ensure supervision at home, attend a reintegration meeting before return].
- [For permanent exclusion: provide details about appeal process / ADEK requirements].

Please be assured this decision was not taken lightly. The safety and wellbeing of all students and staff must remain our priority, and this sanction is in line with the school's Behaviour Policy.

If you would like to discuss this matter further, please do not hesitate to contact me directly.

I, _____, parent of _____, agree to

fully adhere to the agreement above.

Parent signature: _____

Head of Secondary/SLT signature: _____

Date: _____

