



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# Behaviour for Learning- Primary

Approved by:	Jeremy Hallam
Last reviewed on:	August 2025
Next review due by:	August 2026

## MISSION

Lead, nurture and succeed.

## VISION





A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
**LEADERSHIP**

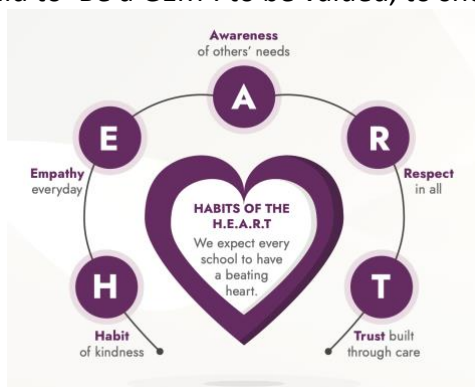
## Our Core Beliefs and Values

At MTW Primary School, we are committed to creating a safe, happy and nurturing environment where every child can thrive and achieve their full potential. This Behaviour for Learning policy sets out our shared expectations for maintaining a positive Attitude to Learning (AtL), ensuring that all children are supported to flourish academically, socially and emotionally. Through a consistent and supportive approach to behaviour, we establish a school culture where effective learning takes place, strong relationships are built and every individual feels valued.

Our approach is rooted in the **GEMS Core Values – Always Learning, One Team, Excellence, and Care** – which provide the foundation for our positive behaviour strategy and guide all aspects of school life.

GEMS Value	In Action
	Care underpins a safe and inclusive learning environment. Students are expected to show kindness, respect differences and take responsibility for supporting others. By reporting concerns, standing against bullying, and expressing gratitude, they contribute to a positive school culture where everyone feels valued, respected and ready to learn.
	We expect students to approach every day with curiosity, resilience and a willingness to learn beyond the classroom. By working hard, taking risks and engaging with feedback, they develop independence and a growth mindset. Co-curricular activities, self-discipline, and reflection on mistakes ensure that students are always building the skills and attitudes needed for lifelong learning.
	Excellence is achieved when students show perseverance, pride and determination in their learning. By actively participating in lessons, aiming for high standards and thinking creatively, students build the confidence to achieve their best. Opportunities for enrichment, alongside respectful communication and good manners, further support students in striving for personal success and inspiring others to do the same.
	Collaboration is central to learning. Students are encouraged to listen to and respect the ideas of others, share responsibilities, and work towards common goals. By learning with and from one another, and by taking responsibility when things go wrong, students strengthen relationships and develop the teamwork skills essential for success both in and beyond school.

Alongside these values, we also foster the **Habits of the H.E.A.R.T. – Habit of Kindness, Empathy Every day, Awareness of Others' Needs, Respect in All, and Trust Built Through Care**. Together, these values and habits underpin our vision of enabling every child to 'Be a GEM': to be valued, to show kindness and to achieve highly.



In our Primary school, we recognise that while expectations are clear, children are still learning and may sometimes need guidance in maintaining a positive Attitude to Learning. We believe that a culture of excellence is a shared responsibility, and our priority is to support students in making positive choices, learning from challenges, and building responsibility. To achieve this, we use a range of strategies such as reflection, restorative conversations and personalised support plans that promote growth, self-improvement and stronger relationships.

Equally, we place a strong emphasis on recognising and celebrating positive attitudes and behaviours, as these form the foundation of a thriving learning community. By praising effort, rewarding achievement and highlighting progress, we ensure that every child feels encouraged and valued. In this way, our approach to behaviour sustains a culture of excellence where positive relationships flourish, learning is maximised and all students are empowered to succeed.

At MTW we also believe that consistency, routine and rhythm drive excellence. These routines matter all the time because:

Routines provide consistency for our GEMS family and make the school community feel safe.

Routines are a proxy for control and are essential for securing a well-ordered environment.

Routines, if broken, send an immediate message to our GEMS that routines do not matter.

GEMS are more likely to test boundaries if the expectancy of a routine is no longer there.

### Scope of policy

Our Policy applies to all students:

- While in school, travelling to and from school or at other times when in uniform or school sports kit.
- While on trips, exchanges or when representing the school.
- While in the community.
- While online using our official e-mail address or representing our school community on any Internet activity (please refer to our Acceptable ICT use policy).

### Be a GEM Expectations

The seven 'Be a GEM' expectations are regularly shared with all students and form the foundation of our positive school culture. They guide students in making the best choices, supporting both their own success and the wellbeing of the whole school community.





## Examples of a GEM In Action

Expectation	In Action
1. Be Present	<ul style="list-style-type: none"> <li>Attend school every day, on time, in correct uniform.</li> <li>Arrive at school from 7:15am. (FS–Year 2: marked absent if arriving after 8:00am; Year 3–6: marked absent if arriving after 7:40am).</li> <li>Wear your uniform with pride – looking smart helps you feel ready to learn and do your best.</li> </ul>
2. Be Ready to Learn	<ul style="list-style-type: none"> <li>Bring the correct equipment every day so you can take part fully in your learning.</li> <li>Read at home every day to build confidence and imagination.</li> <li>Complete home learning and projects on time to show responsibility.</li> <li>Arrive on time, ready to listen, think, and do your best.</li> <li>Show curiosity by asking questions and trying new things.</li> <li>Listen carefully to instructions so you can start learning straight away.</li> <li>Keep a positive attitude, even when learning feels challenging.</li> </ul>
3. Be the Best You Can Be	<ul style="list-style-type: none"> <li>Understand and act on our GEMS values.</li> <li>Listen actively to teachers and peers.</li> <li>Value and respect others' work and opinions.</li> <li>Maintain a positive attitude to learning.</li> <li>Strive to achieve your best, in lessons and in the wider school community.</li> <li>Move quickly and quietly to buses, siblings or designated exits at the end of the day.</li> </ul>
4. Be Kind	<ul style="list-style-type: none"> <li>Be respectful and responsible at all times.</li> <li>Show good manners to all staff and peers and value those around us who may not always be seen but are part of our team.</li> <li>Play safely and with care for others.</li> <li>Respect the beliefs, opinions, and cultural differences of others.</li> <li>Support a positive and inclusive environment free from bullying.</li> </ul>
5. Be Focused	<ul style="list-style-type: none"> <li>Take responsibility for your own belongings, schoolwork and homework.</li> <li>Concentrate in lessons and take pride in your learning.</li> <li>Take pride in classrooms and eating areas – being respectful and working as a team to look after the areas.</li> </ul>
6. Be Brave	<ul style="list-style-type: none"> <li>Take risks and put yourself out of your comfort zone – this will help you grow.</li> <li>Be confident in asking questions or sharing ideas in class.</li> <li>Report any issues or concerns about others to your class teacher or any member of staff.</li> <li>Speak up if you need support, including about bullying — we are here to help you!</li> </ul>
7. Be an Ambassador	<ul style="list-style-type: none"> <li>Represent MTW positively in and out of school.</li> <li>Follow school dress code at all times.</li> <li>Be a sustainable ambassador by helping the school care for the environment through recycling, saving energy, and reducing waste.</li> <li>Put yourself forward for leadership responsibilities, competitions, or initiatives.</li> </ul>



## The role of parents/guardians

At MTW, we believe parents and guardians are central to building a community where all students can flourish. We ask families to work in partnership with us by modelling and reinforcing the attitudes and behaviours outlined in our 'Be a GEM' expectations, and by demonstrating respect for others, our environment, and this policy. In doing so, parents actively contribute to our shared vision of a culture of excellence.

We encourage parents to support our approaches, strategies and consequences, and to work with us in helping children rebuild self-esteem, respect, and positive communication when expectations are not met. Families also play a vital role in ensuring children:

- arrive at school on time and in correct uniform,
- complete home learning and projects on time
- maintain positive learning routines at home.

These actions reinforce the **GEMS values** of *Care, Always Learning, Excellence, and One Team*, which underpin both our reward system and our approach to Behaviour for Learning.

We believe our goals are best achieved when students, parents and staff share a consistent understanding of expectations and recognise their joint responsibility for upholding them. A culture of excellence is everyone's responsibility.








































Finally, while the school is responsible for conduct within the school and during school visits, parents should be aware that any behaviour contravening **UAE law** may require referral to the relevant authorities. This includes the possession of prohibited items, unsafe online behaviour, and the use of social media accounts below the permitted legal age. We ask all parents to ensure their children understand and follow UAE law, supporting both their safety and wellbeing.

## Rewards and Recognition System

<b>Daily Praise</b>	<p><b>Praise</b> is our greatest lever for securing a positive culture. It is the most effective reward because it is immediate and clearly identifies the action or behaviour being recognised.</p> <p><b>Effective praise will be:</b></p> <ul style="list-style-type: none"> <li>• <b>Specific</b> – clearly stating what is being praised.</li> <li>• <b>Sincere</b> – genuinely recognising effort or achievement.</li> <li>• <b>Personalised</b> – using the student's name.</li> <li>• <b>Consistent</b> – used in all lessons and by all staff.</li> <li>• <b>Appropriate</b> – matched to the context and situation.</li> <li>• <b>Focused</b> – recognising personal progress and individual gains.</li> <li>• <b>Non-verbal as well as verbal</b> – such as a thumbs-up or positive facial expression.</li> </ul>
<b>Daily Rewards</b>  <b>+2 house points each</b>	<p><b>GEM of the LESSON</b></p> <p>In each lesson one student will be selected as a GEM, they will receive a GEM of the lesson sticker and complete the back cover to enter their name into a draw. On Friday one name will be picked from each Key Stage and the winner will receive a prize</p>





	<h3>House Points in Lesson Time</h3> <p>To ensure recognition is consistent and inclusive across the school:</p> <ul style="list-style-type: none"><li>• <b>Class Teachers and specialist teachers</b> – aim to award those students who are achieving and exemplifying our values an achievement point during lesson time.</li><li>• <b>Heads of Year, Pastoral Leaders and Senior Leaders</b> – aim to award those students who are achieving and exemplifying our values an achievement point during social times.</li></ul>																																										
<b>Weekly Rewards</b>	<p>To celebrate and communicate student success, the following recognition measures will be in place:</p> <ul style="list-style-type: none"><li>• <b>Postcards Home</b> – The Welfare Lead will send a postcard to acknowledge students who reach the following Achievement Point milestones: <b>50, 100, 150, 200</b>, and so on.</li><li>• <b>Top 10 Recognition</b> – The ten students with the highest number of achievement points in each year group will receive a positive communication home.</li><li>• <b>GEM of the Week</b> – The student in each year group with the highest number of GEMS points in a given week will be named <i>GEM of the Week</i>. Their names will be displayed and celebrated on the appropriate platforms.</li></ul> <p><b>Weekly Rewards</b> – Highlights of weekly rewards will be posted on the school’s social media platforms.</p>																																										
<b>Monthly rewards</b>	<p>Monthly recognition of a student demonstrating the leadership Gemstone of the month across the school.</p> <table><thead><tr><th>Month</th><th>GEMSTONE</th><th>Leadership Focus</th></tr></thead><tbody><tr><td>January</td><td> Moonstone</td><td>Leading with Reflection</td></tr><tr><td>February</td><td> Emerald</td><td>Leading with Compassion</td></tr><tr><td>March</td><td> Diamond</td><td>Leading with Integrity</td></tr><tr><td>April</td><td> Labradorite</td><td>Leading with Vision</td></tr><tr><td>May</td><td> Aquamarine</td><td>Leading with Adaptability</td></tr><tr><td>June</td><td> Peridot</td><td>Leading with Service</td></tr><tr><td>July</td><td> Ruby</td><td>Leading with Empathy</td></tr><tr><td>August</td><td> Onyx</td><td>Leading with Resilience</td></tr><tr><td>September</td><td> Sapphire</td><td>Leading with Respect</td></tr><tr><td>October</td><td> Fluorite</td><td>Leading with Diversity</td></tr><tr><td>November</td><td> Citrine</td><td>Leading with Gratitude</td></tr><tr><td>December</td><td> Garnet</td><td>Leading with Unity</td></tr><tr><td>Ramadan</td><td> Amethyst</td><td>Leading with Self-Discipline</td></tr></tbody></table>	Month	GEMSTONE	Leadership Focus	January	 Moonstone	Leading with Reflection	February	 Emerald	Leading with Compassion	March	 Diamond	Leading with Integrity	April	 Labradorite	Leading with Vision	May	 Aquamarine	Leading with Adaptability	June	 Peridot	Leading with Service	July	 Ruby	Leading with Empathy	August	 Onyx	Leading with Resilience	September	 Sapphire	Leading with Respect	October	 Fluorite	Leading with Diversity	November	 Citrine	Leading with Gratitude	December	 Garnet	Leading with Unity	Ramadan	 Amethyst	Leading with Self-Discipline
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<b>Half-termly rewards</b>	<p>A half-termly Sparkling GEMS assembly recognises the highest number of positive achievement points achieved by a student in each half term, in each category within each homeroom/tutor group.</p> <p>The student receives a certificate and badge relative to the award. All half-termly rewards are posted on to the school's social media platforms.</p> <p><b>Categories include:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <ol style="list-style-type: none"> <li>1. <b>GEMS Excellence: Care award</b> – pin badge, certificate and letter home</li> <li>2. <b>GEMS Excellence: Always Learning award</b> – pin badge, certificate and letter home</li> <li>3. <b>GEMS Excellence: Excellence award</b> – pin badge, certificate and letter home</li> <li>4. <b>GEMS Excellence: One Team award</b> – pin badge, certificate and letter home</li> </ol> </div> <div style="width: 50%;"> <ol style="list-style-type: none"> <li>5. <b>GEMS Determined Genius award</b> – pin badge, certificate and letter home</li> <li>6. <b>GEMS Beyond 100 award</b> – pin badge, certificate and letter home</li> <li>7. <b>GEMS Parent 360</b> – family experience</li> <li>8. <b>GEMS Family First award</b> – family meal at our Family First Café</li> </ol> </div> </div> <p><b>Additional potential awards:</b></p> <ul style="list-style-type: none"> <li>GEMS excellence: 100% attendance award</li> <li>GEMS Excellence: Most improved attendance award</li> <li>Sparkling GEMS: 100% punctuality and no disruptive / redline behavior points.</li> <li>GEMS Excellence: Principal's BE a GEM</li> </ul>
<b>Annual Rewards</b>	<p>GEMS of Honour – students who have excelled consistently throughout the year receive a GEMS of Honour. This is a special reception with the principal.</p>

### Focusing upon the positive and eliminating the negative

At MTW, we focus on celebrating and rewarding the positive behaviours we want to see. However, there may be occasions when students display an unacceptable Attitude to Learning or engage in behaviours that disrupt the learning environment.

In these situations, it is important that students clearly understand which behaviours are acceptable, which are not, and the consequences that follow. These consequences will always be applied consistently and fairly, as inconsistency would undermine our commitment to positive behaviour, optimum learning and excellent relationships — the foundations of our culture of excellence and world-class education.

Our sanctions policy is fully aligned with the Ministry of Education (MoE) and KHDA regulatory frameworks to ensure compliance, fairness and accountability.

## Addressing Disruptive Behaviours

When a student's behaviour does not meet expectations, the following steps outline how staff will respond. The table below provides examples of behaviours and the ways in which teachers and the leadership team will intervene to support positive change.

### Step 1 - Whisper Correction

<ul style="list-style-type: none"> <li>Disturbing others</li> <li>Out of seat without permission</li> <li>Refusing to follow instructions</li> <li>Avoiding lesson time</li> <li>Failure to speak to peer/staff/visitors with respect</li> <li>Littering in the classroom or around school</li> </ul>	<ul style="list-style-type: none"> <li>Use of device or electronics without permission</li> <li>Walking off from a staff member</li> <li>Answering back to the teacher</li> <li>Failure to behave sensibly around school (pushing or horseplay – precursor to fighting)</li> <li>Chewing gum</li> </ul>	<ul style="list-style-type: none"> <li><b>Whisper correction</b> – the teacher will find a suitable moment whether immediate or after the issue and use a gesture or 'whisper' to remind the child to correct their behaviour. This is an opportunity for the student to make a positive choice.</li> <li>Use of visual displays can be used to support the student</li> </ul> <p><b>NO negative points recorded on class dojo</b></p>
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### Step 2 - Second Correction

<ul style="list-style-type: none"> <li>A second correction is needed during a lesson (from the disruptive behaviours above)</li> </ul>	<ul style="list-style-type: none"> <li>Student has not changed their behaviour or displayed a different disruptive behaviour</li> <li>The student to be given a second correction to reinforce that they can make a positive choice and change their behaviours.</li> <li>Use of visual displays can be used to support the student</li> </ul> <p><b>-2 points recorded on ClassDojo and the class/specialist teacher to message home via class dojo</b></p>
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### Step 3 - Third Correction

<ul style="list-style-type: none"> <li>A third correction is needed during a lesson (from the disruptive behaviours above)</li> </ul>	<ul style="list-style-type: none"> <li>Student has not changed their behaviour or displayed other disruptive behaviours</li> <li><b>Reflection time</b> with the class/specialist teacher in a reflection room on the student's next available break or immediately if required</li> <li><b>In the Foundation Stage</b> reflection time will occur the moment the behaviour happens to ensure immediate understanding and learning</li> </ul> <p><b>-3 points recorded on ClassDojo and Class/Specialist teacher to phone home to discuss the incident and reflection</b></p> <p><b>Corrections will be monitored by the Key Stage Pastoral Lead and SLT and could result in a Be a GEM support plan</b></p>
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## Red Line Behaviours

Red Line behaviours are serious breaches of our expectations and result in immediate consequences due to their severity. These incidents bypass the usual three-step behaviour correction process. Red Line behaviours marked with an asterisk (\*) may also escalate to formal warning procedures, as outlined in the final section of this policy.

The behaviours listed below are examples and are not exhaustive; other serious behaviours may also be treated as Red Line incidents at the discretion of the school.

<ul style="list-style-type: none"> <li>Rude language/swearing at others</li> <li>Graffiti or obscene/offensive language or depictions</li> <li>Damaging schools or other equipment or property</li> <li>Truancy from lessons</li> <li>Failure to adhere to the BE a GEM support plan*</li> <li>Dangerous or unsafe behaviours*</li> <li>Bullying (physical abuse) *</li> </ul>	<ul style="list-style-type: none"> <li>Racist language or behaviour *</li> <li>Cyber bullying*</li> <li>Bringing banned items on school property*</li> <li>Theft*</li> <li>Aggressive or threatening behaviour to staff or peers*</li> <li>Fighting, physically aggressive or threatening violence*</li> <li>Bringing the school into disrepute (social media or in the community) *</li> <li>External truancy*</li> <li>Bullying (verbal abuse) *</li> <li>Extortion*</li> <li>Inappropriate touch*</li> </ul>	<ul style="list-style-type: none"> <li>Reflection time with the Key Stage Pastoral Lead in a reflection room on the student's next available break</li> <li>Statements of the incident from all students to be taken</li> </ul> <p>-4 points recorded on ClassDojo. Pastoral lead and class teacher to meet with parents and discuss the incident and reflection</p> <p>Red Line behaviours will be monitored by the Key Stage Pastoral Lead and SLT. Repeated red line behaviours could result in a Be a GEM support plan to support the student</p> <p>*Behaviour marked with an * can lead to a red line escalation</p>
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## Red Line behaviour – Escalation

<p><b>Stage 1 – 1<sup>st</sup> offence</b></p> <ul style="list-style-type: none"> <li>1-day <b>internal exclusion</b></li> <li>Issuing of a 'Stage 1 Warning letter' from Principal which remains on permanent internal school record and recorded on <b>Go4Schools</b></li> <li>AHT and parents meet on the day of the incident, and at drop off and pick up of internal exclusion day.</li> </ul> <p><b>Stage 2 – 2<sup>nd</sup> offence</b></p> <ul style="list-style-type: none"> <li>2 days <b>internal exclusion</b></li> <li>Issuing of 'Stage 2 Warning letter' from Principal which remains on permanent internal school record and recorded on <b>Go4Schools</b></li> <li>AHT and parents meet on the day of the incident and on exclusion days at drop off and pick up</li> </ul> <p><b>Stage 3 – 3<sup>rd</sup> offence</b></p> <ul style="list-style-type: none"> <li>1-day <b>external exclusion</b></li> <li>Issuing of 'Stage 3 Warning Letter' from Principal which remains on permanent internal school record and recorded on <b>Go4Schools</b></li> <li>AHT and parents meet on the day of the incident and for reintroduction</li> <li>Student temporarily blocked from reenrolment</li> <li><b>KHDA to be informed</b></li> </ul>	<p><b>Stage 4 – 4<sup>th</sup> offence</b></p> <ul style="list-style-type: none"> <li>2 days <b>external exclusion</b>/action as per KHDA directive</li> <li>Issuing of 'Stage 4 Warning Letter' from Principal which remains on permanent internal school record and recorded on <b>Go4Schools</b></li> <li>Meeting with parents, AHT and Head of Primary on the day and reintroduction</li> <li>Student blocked from reenrolment</li> </ul> <p><b>Final Warning – 5<sup>th</sup> offence</b></p> <ul style="list-style-type: none"> <li>3 days <b>external exclusion</b>/action as per KHDA directive</li> <li>Issuing of 'Final Warning' letter from Principal which remains on permanent internal school record and recorded on <b>Go4Schools</b></li> <li>Meeting with parents, AHT and Principal</li> </ul> <p>For all stages -4 points recorded on <b>ClassDojo</b></p>
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## Inclusion Students

We recognise that inclusion students may require differentiated approaches to behaviour support. While the same high expectations apply to all students, adjustments will be made in line with individual needs, to ensure equity rather than uniformity.

Inclusion students may thrive with tailored recognition:

- Teachers and tutors should ensure that recognition is accessible to all students including those with SEND and ELL needs, using alternative methods (visual cues, home-school communication, non-verbal praise, etc.) where necessary.
- Achievement points and certificates should take account of personal progress and effort, not just outcomes, to celebrate small steps of success for inclusion students.

Classroom Expectations and Adjustments:

- Staff should apply flexibility and scaffolding for inclusion students where necessary (e.g. processing time, use of assistive technology, or adapted seating).
- Whisper corrections and staged interventions should consider student profiles/IEPs, ensuring staff use strategies that help regulate behaviour rather than escalate it.

Behaviour Management & Sanctions:

- Behaviour incidents involving inclusion students should be reviewed considering their identified needs triggers, and existing support plans.
- Before escalation, staff should confirm that appropriate reasonable adjustments and strategies have been applied (e.g. sensory breaks, visual reminders, regulation space).
- Where repeated behaviours occur, and Individual Behaviour Plan will be created in collaboration with the Inclusion team, parents and the student.

Red Line Behaviours:

- For Inclusion students, investigations will consider their diagnosis, communication differences or regulation difficulties, ensuring sanctions are fair, proportionate and linked to restorative approaches where appropriate.

Parent and Inclusion Team Involvement:

- The Inclusion Team will be consulted for any student with identified additional needs who reaches Escalation Point 1 or above, ensuring behaviour management is consistent with their IEP or Behaviour Plan.
- Parents of Inclusion students will be invited to review meetings whenever sanctions escalate, to ensure a collaborative approach.

## Ensuring Continued Impact

To ensure that our approach to behaviour continues to support a culture of excellence at MTW, it will be regularly evaluated and reviewed through a process of ongoing monitoring, reflection, and feedback. We will use a range of data, including behaviour logs, rewards records, student voice, staff input, and parental feedback to assess the impact of our systems and identify areas for improvement. This review process will be embedded into our wider cycle of school self-evaluation and strategic planning, ensuring that our behaviour policy remains responsive, consistent, and aligned with our core values. By continually reflecting on what works well and where we can grow, we will strengthen our shared commitment to respect, responsibility, and aspiration—ensuring all students thrive in a safe, inclusive, and aspirational learning environment.