



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Behaviour for Learning- Secondary

| | |
|---------------------|-------------|
| Approved by: | L Seeley |
| Last reviewed on: | August 2025 |
| Next review due by: | August 2027 |

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP

This policy is applied at MTW alongside our school's vision, mission and values.

Rationale

MTW Secondary School is committed to ensuring that every child is safe, happy, and able to achieve their full potential. This policy outlines the key expectations for maintaining a positive Attitude to Learning (AtL) and the safeguarding measures that support this aim. It also sets out the consequences for those who do not meet these expectations.

Through a consistent approach to positive behaviour, we aim to create an environment where optimum learning can take place, and strong, respectful relationships can flourish. This culture of excellence forms the foundation for delivering a truly world-class education.

'Consistency is important to students, their families and all school staff, so that boundaries are clear, school feels fair and safe, and teaching, learning and positive relationships can thrive.' Freya Morrissey

Furthermore, our GEMS values are at the heart of everything we do. They support our positive behaviour strategy and help us achieve our vision, enabling every child to 'Be a GEM'.

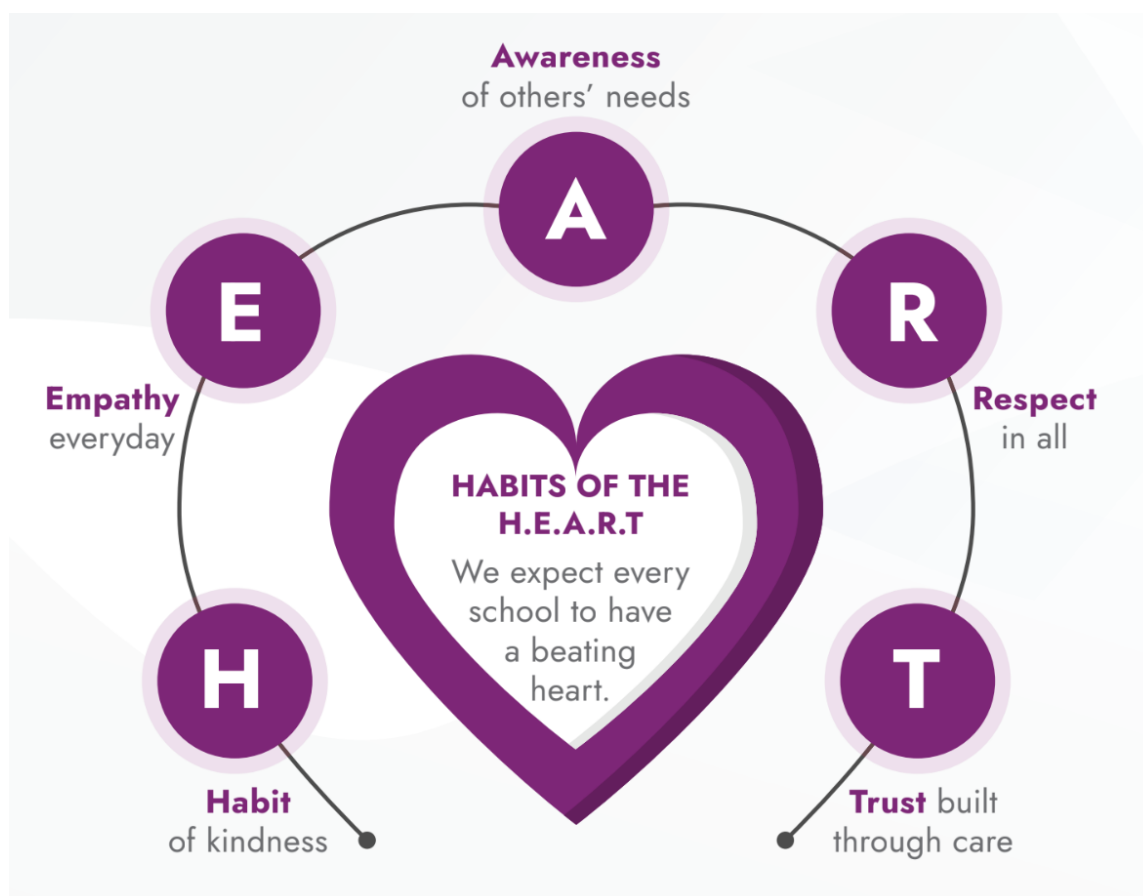


By ensuring a consistent approach to behaviour management, and in alignment with other MTW Secondary policies, this policy therefore aims to achieve these four key objectives, all with the shared vision of fostering a culture of excellence.

| | |
|----------------------------|--|
| <p>CARE</p> | Narrate the positives and ensure they outweigh the negatives. |
| <p>ALWAYS LEARNING</p> | Staff identify and remove barriers to learning to allow each pupil to thrive. Instill a GEMS culture of excellence so that GEMS' teachers can teach and our GEMS' students can learn, without disruption. |
| <p>EXCELLENCE</p> | Ensure every GEM has the right to access a high-quality education that will lead to excellent qualifications that open doors and help them to realise their dreams and aspirations. |
| <p>ONE TEAM</p> | Value and promote an inclusive culture where all GEMS are rewarded and praised regularly, consistently and fairly. Ensure the whole-school community creates a supportive environment allowing all GEMS to flourish. |

In addition to the above, we expect all students to demonstrate respect, tolerance, honesty, empathy, and sincerity. These expectations are underpinned by, and incorporate, the four British values: **Individual Liberty**, **Rule of Law**, **Respect and Tolerance**, and **Democracy**.

This will help foster a positive learning environment while protecting the cultural values that many parents uphold. Ultimately, these principles, we hope, will form the '**Habits of the H.E.A.R.T.**'



Despite these expectations, we recognise that students may occasionally struggle to meet them or to maintain a positive Attitude to Learning. We believe that a culture of excellence is everyone's responsibility, and our focus is always on supporting students to stay on track for success while addressing the needs of those adversely affected by poor behaviour. To this end, we employ a range of strategies, including reflection, restorative approaches, and supportive monitoring plans.

On the rare occasion that a student falls short of expectations, tensions may arise between the needs of the individual and the needs of the wider school community. In these circumstances, there may be consequences for a student that serve to signal the seriousness of the matter and protect the well-being of the wider community. Our goal is simply to 'eliminate the negative' as failure to do so could undermine our ongoing commitment to positive behaviour that enables optimum learning and excellent relationships to flourish, creating a culture of excellence and a world-class education

In balance, a positive attitude and the demonstration of positive behaviours will be recognised, praised, and rewarded. This policy therefore serves as a guide to what we value as a school community. We are committed to recording both positive and negative incidents, ensuring that we highlight progress and acknowledge all forms of Attitude to Learning.

We report on AtL in the following ways in each curriculum area:

- The student has a **Maturing** attitude to learning which means they can further improve.
- The student has a **Thriving** attitude to learning which means they make positive choices regularly in and outside of school.
- The student's attitude to learning is **World-class**. This is the optimum aspiration that we have for all students, to exhibit a mindful and considerate approach and having a positive attitude to learning.

In addition, we strive to recognise the unique strengths of every student and to celebrate our 'GEMS' through the rewards policy outlined later in this document. Our rewards system is built around the GEMS values of Care, Always Learning, Excellence, and One Team. Students are recognised and rewarded for exemplifying these values, with each reward linked directly to one of them. Teachers and staff actively promote and encourage students to demonstrate GEMS values at every opportunity, and these values are also used to reinforce the positive when addressing unacceptable behaviour.

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).

The Form Tutor

The primary role of the Form Tutor is to ensure that each student is ready to learn each day. The Tutor serves as the main point of contact between home and school for students in their Tutor Group, maintaining an overview of both their academic progress and personal development. Parents are encouraged to contact the Tutor if they wish to discuss their child's progress or behaviour. In addition, parents may contact subject teachers directly with any subject-specific queries but should also copy the Tutor into any correspondence to enable them to maintain a comprehensive oversight of the student's education.

Our expectations for students

There are seven 'Be a GEM' expectations, which are regularly communicated to all students. These form the core behavioural standards and are expected to be upheld at all times.



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



A list of these routines can be found on the following pages.



Uniform Expectations:

At MTW, we believe that wearing the school uniform with pride helps create a sense of belonging and sets the tone for a positive and professional learning environment. Thank you for working with us to ensure that our students look smart and feel ready to learn each day.

Uniform supply

- Our school uniform is available from THREADS – The Uniform Store (www.threadsme.com).
- To maintain consistency in style and fabric, uniforms must be purchased only from THREADS.
- Substitutes are not permitted.

Grooming and presentation

Students are expected to come to school neatly groomed and dressed in the correct uniform each day. If any item of the uniform becomes damaged or discoloured, we kindly ask parents to arrange a replacement at the earliest opportunity. Wearing the uniform correctly reflects a professional work ethic and encourages students to take pride in their appearance. In line with school expectations, makeup for female students must be discreet, ensuring it does not detract from a professional and appropriate appearance. **E.g.** light blush, clear lip-gloss etc.

Footwear

As part of our school uniform expectations, students in Years 7 to 10 must wear the correct footwear at all times. Appropriate shoes are an important part of maintaining high standards of appearance, ensuring safety, and promoting a professional school environment.

The following rules apply:

- Shoes must be black, polished leather and kept in good condition.
- Socks must be either black, navy blue or white, depending on the student's division.
- Girls are not permitted to wear heels of any kind.
- Year 7 to Year 9 students may wear black lace up or Velcro shoes.
- Year 10 students are required to wear standard black plain shoes.
 - For boys, these shoes must have laces.
- Trainers, fabric shoes, boots, or any non-uniform footwear are **not** permitted.



Before School students should:

- Enter school calmly and queue outside of their Tutor Room from 7:15am where they will be welcomed in by their Form Tutor.
- A student will be marked as late if they fail to arrive by 7.40am.

At Break-time students should:

- Take collective responsibility for the clearing of all of their own litter.
- Only play games or run around on the MUGA or Astro.
- Report any issues to the nearest duty teacher.
- Be sensible and show concern for others.
- Return promptly and purposefully to their lessons at the correct time or as instructed by staff.

At Lunch Time students should:

- Form an orderly queue whilst waiting for food.
- Be respectful towards the canteen staff.
- Take collective responsibility for clearing away all litter.
- Remain seated in designated eating areas while eating.
- Use chairs for sitting on – not tables.
- Leave eating areas neat and tidy, with any chairs placed under the tables.
- Only play games or run around whilst on the MUGA or Astro.
- Report any issues to the duty teacher.
- Be sensible and show concern for others.
- Return promptly and purposefully to their lessons at the correct time or as instructed by staff.

At the end of the school day students should:

- Stand quietly behind their chairs ready to be dismissed.
- Only leave the classroom with the permission of their teacher.
- Move sensibly and quickly to the bus park or waiting area.
- Ensure that all belongings are taken with them.
- Wear full school uniform according to the uniform code.

In lessons students should:

- Be respectful and responsible.
- Put their hands up when they want to speak.
- Listen to the teacher at all times.
- Value and respect other peoples' work and opinion
- Try hard and concentrate
- Have a positive attitude to learning



Respect yourself:

- Show commitment in all that you do.
- Wear the full correct school uniform with a sense of pride.
- Adhere to any additional dress code i.e. on non-uniform days/activities.
- Always bring the correct equipment to lessons.
- Complete home learning activities/assignments/exam papers/projects, within the stated due dates.

Respect our community:

- Arrive on time to lessons.
- Follow instructions given by the teacher.
- Conduct themselves in a sensible manner, showing regard for others and the surroundings.
- Behave in a polite manner to all members of our community.
- Show respect for the opinions and beliefs of others.
- Be respectful of cultural differences.
- Refrain from inappropriate public displays of affection **(to avoid breach of UAE law)**.
- Refrain from offensive or invasive social media use such as bullying online, uploading photos or content without a person's consent **(to avoid breach of UAE law)**.

Respect our environment:

- Show respect for the working environment.
- Not vandalise, deface or graffiti any areas of the school site or anywhere in the community.
- Avoid wasting paper, water and other resources (i.e. leaving lights or air conditioning on in an empty classroom).
- Eat only in designated areas.
- Not litter or leave garbage anywhere expect in the bins.
- Keep our school free from chewing gum.
- Keep our school free from alcohol, drugs and cigarettes inc. e-cigarettes or vapes **(to avoid breach of UAE law)**.
- Eat only in designated areas.

Mobile phone and device policy

At GEMS Metropole School – Al Waha (MTW), we uphold a clear and consistent mobile phone and digital device policy to ensure a safe, focused, and respectful learning environment. In line with this policy, students are **not permitted to have mobile phones or digital devices out or visible at any time while on school premises**. Phones must remain switched off and stored securely throughout the school day. This approach supports our commitment to reducing distractions, safeguarding student wellbeing, and maintaining high standards of behaviour, allowing all learners to fully engage in their studies and embody the values of “Be a GEM.”



Guidelines for gender interactions:

In light of global events around harassment and unwanted attention or contact with the opposite gender, we take a very serious approach to ensure safety is preserved. While we maintain our identity as a co-education school, it is important that all members of the community understand and respect boundaries of gender interaction.

General guidelines include:

- Respectful and purposeful interactions between members of the opposite gender at all time
- Physical contact (touching, hugging etc.) should be avoided. Personal space and proximity should be understood, respected and protected - this is both in the classroom, corridors and especially in the school grounds during recreation time.



The role of parents/guardians

Parents, guardians, and carers are central to our success in creating a community where all students can flourish. We ask parents to work in partnership with us by modelling and reinforcing the exemplary attitudes and behaviours outlined in our '**Be a GEM**' expectations, and by demonstrating respect for others, our environment, and this policy. In doing so, they actively contribute to our shared vision of fostering a culture of excellence.

Parents should support our approaches, strategies, and sanctions, and work with us to restore self-esteem, respect, and positive communication when expectations are not met. In particular, they should ensure their children arrive at school neatly dressed in full uniform, and that home learning and other tasks are completed on time. These actions help reinforce the GEMS values of Care, Always Learning, Excellence, and One Team that underpin our reward system.

We believe our goals are best achieved when students, parents, and all adults in the school share a clear and consistent understanding of expectations and recognise their joint responsibility to meet them through equitable approaches. Remember that the Culture of excellence we are striving for is everyone's responsibility.

Furthermore, while the school is responsible for conduct within the school and during school visits, we cannot be held liable for incidents that originate outside school. Any actions that contravene UAE law may result in involvement from official authorities, in line with our legal obligations to comply and cooperate with them. This includes physical or online access to prohibited material or content. To this end, parents must ensure their children are aware of, and abide by, UAE laws, ensuring they do not possess prohibited items, engage in unsafe online conduct, or hold social media accounts below the permitted legal age, which is illegal.

Recognition for positive behaviour and meeting expectations

As aforementioned, at MTW we aim to accentuate the positive for all students, helping them to 'Be a GEM'.

Our rewards system is built around the GEMS values of Care, Always Learning, Excellence, and One Team. Students are recognised and rewarded for exemplifying these values, and teachers and staff encourage them to do so at every opportunity. Importantly, GEMS values are also used to reinforce the positive when addressing and correcting unacceptable behaviour.

Rewards – Finding the genius and shining a light on our GEMS.

| | |
|---|---|
| Step 1 - Praise | <p>Praise 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>Effective praise will be:</p> <ul style="list-style-type: none"> • Specific – clearly stating what is being praised. • Sincere – genuinely recognising effort or achievement. • Personalised – using the student's name. • Consistent – used in all lessons and by all staff. • Appropriate – matched to the context and situation. • Focused – recognising personal progress and individual gains. • Non-verbal as well as verbal – such as a thumbs-up or positive facial expression. |
| Step 2: Daily Rewards +2 points each | <p>Achievement Points</p> <p>To ensure recognition is consistent and inclusive across the school:</p> <ul style="list-style-type: none"> • Form Tutors– aim to award student with achievement point during tutor time. • Class Teachers – aim to award those students who are achieving and exemplifying our values an achievement point during lesson time. • Heads of Year– aim to award those students who are achieving and exemplifying our values an achievement point during social times. <p>It is essential that all students are recognised for their achievements.</p> |
| Step 3 – Weekly Rewards | <p>To celebrate and communicate student success, the following recognition measures will be in place:</p> <ul style="list-style-type: none"> • Postcards Home – The Head of Year will send a postcard to acknowledge students who reach the following Achievement Point milestones: 50, 100, 150, 200, and so on. • Top 10 Recognition – The ten students with the highest number of achievement points in each year group will receive a positive communication home. • GEM of the Week – 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 on school screens / house mails, and, where appropriate, on social media to celebrate their success. • Weekly Rewards – Highlights of weekly rewards will be posted on the school's social media platforms. |

| | |
|-------------------------------------|--|
| Step 4 – Month rewards | Monthly recognition of a student demonstrating the leadership Gemstone of the month across the school. |
| Step 5 – Half-termly rewards | <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>Categories include:</p> <div> <ol style="list-style-type: none"> GEMS Excellence: Care award – pin badge, certificate and letter home GEMS Excellence: Always Learning award – pin badge, certificate and letter home GEMS Excellence: Excellence award – pin badge, certificate and letter home GEMS Excellence: One Team award – pin badge, certificate and letter home GEMS Determined Genius award – pin badge, certificate and letter home GEMS Beyond 100 award – pin badge, certificate and letter home GEMS Parent 360 – family experience GEMS Family First award – family meal at our Family First Café </div> <p>Additional potential awards:</p> <ul style="list-style-type: none"> GEMS excellence: 100% attendance award GEMS Excellence: Most improved attendance award Sparkling GEMS: 100% punctuality and no disruptive / redline behavior points. GEMS Excellence: Principal's BE a GEM |
| Step 6 – Annual Rewards | GEMS of Honour –students who have excelled consistently throughout the year receive a GEMS of Honour t-shirt/tie/scarf or pin badge linked to the academic year. This achievement includes a special reception |

Other school rewards may include:

| | |
|--------------------------------|---|
| Subject Award Event | Each term, students receive recognition for their academic achievements in every subject. |
| Interhouse Competitions | Ongoing competitions where students collect points for their respective houses. |



Focusing upon the positive and eliminating the negative

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

In this situation, students must clearly understand what behaviours are acceptable and what are not, as well as the consequences that will follow if they engage in disruptive or “red line” behaviours. These consequences will be applied consistently and fairly, as failure to do so would undermine our commitment to positive behaviour, optimum learning, and excellent relationships, foundations of our culture of excellence and world-class education.

In line with this, our sanctions policy aligns with the Ministry of Education (MoE) and/or KHDA regulatory framework to ensure compliance and accountability to regulatory bodies.

Procedures for dealing with unacceptable attitude to learning

At MTW, we believe that maintaining high standards of behaviour and a positive Attitude to Learning is a shared responsibility across the school community.

Minor incidents are best addressed immediately by the member of staff present, ensuring that learning can continue with minimal disruption. The Form Tutor should always be informed so they can maintain a clear overview of each student’s progress and conduct. Class teachers and Form Tutors play a vital role in monitoring attitudes to learning on a day-to-day basis, addressing concerns early, and celebrating improvements.

Where more serious matters arise, these will be managed collaboratively between the teacher, Form Tutor, and middle leadership, including Year Leaders and Subject Leaders. Form Tutors and Heads of Year also oversee the broader patterns of behaviour across their groups, escalating concerns when necessary to ensure students receive the right support.

Senior Leaders will step in where a student’s attitude to learning requires more targeted intervention, while the most serious cases will be addressed by the Heads of School to safeguard the culture of excellence that defines MTW.

Moreover, at MTW, all behaviour data is tracked and recorded on the Go4schools system and is used proactively by Form Tutors, Heads of Year, and the Leadership Team to drive targeted, supportive interventions. By recording all behaviour points in real time and analysing patterns weekly, monthly and termly, leaders can identify students who may require additional guidance or support before issues escalate. Moreover, the Go4schools application can be accessed and monitored by parents and guardians to ensure home school communication. This will also permit parents to track their child’s rewards and attitude to learning.

This data-driven approach enables staff to work collaboratively, ensuring that interventions are timely, personalised, and focused on helping every student regulate, succeed, and thrive in line with our *Be a GEM* expectations



Addressing disruptive behaviors

In the context of this policy, *disruptive behaviour* refers to any action, verbal or non-verbal, that interferes with teaching, learning, or the safe and respectful environment of the school. This includes behaviours that:

- *Prevent the student or others from engaging productively in learning.*
- *Interrupt the flow of a lesson or activity.*
- *Undermine the authority of staff or the rights of other students.*
- *Cause distraction, discomfort, or distress to others.*

Examples of disruptive behaviour **may** include, but are not limited to:

- *Chewing gum in school*
- *Disturbing others / out of seat without permission*
- *Failure to speak to peers, staff, or visitors with respect*
- *Head on desk / slumped in chair*
- *Refusing to follow instructions from staff*
- *Talking over the teacher / answering back*
- *Walking off from a member of staff*
- *Using headphones / Bluetooth headsets without permission*
- *Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting)*
- *Littering in the classroom or around the school*

In class behavior and engagement

| | |
|--|---|
| Whisper correction | <p>This is a low-key, discreet way of addressing a student's behaviour or mistake without drawing unnecessary attention to it in front of the whole class.</p> <p>Instead of stopping the lesson or making a public comment, the teacher moves close to the student and quietly (or literally in a whisper) gives a reminder, correction, or instruction and is designed to help the student get back on track quickly.</p> |
| Second correction (SC) | <p>If a student requires a second correction during the same lesson or period, a 'Second Correction' will be recorded on the school's Management Information System (Go4Schools). This will result in a deduction of 2 points from the student's accumulated achievement points score. A communication will also be sent to parents to inform them of the incident.</p> |
| Third correction (TC) | <p>If a third correction is required within the same lesson or period, the student will receive a deduction of 3 points from their accumulated achievement points score and will be issued a 15-minute break or lunchtime detention. This detention provides the student with an opportunity for reflection and will be supervised by the class teacher and/or tutor who took the action. The incident will also be recorded on the school's Management Information System (Go4Schools). A communication will also be sent to parents to inform them of the incident.</p> <p>Note: Failure to attend will result in HOD / HOY intervention and further follow-up.</p> |
| Escalation Point 1 | |
| HOY / HOD Intervention and after school reflection. (3TC) | <p>If warranted by the severity of disruptive behaviour, students may be escalated directly to this stage. Alternatively, this stage will be activated if a student receives three * 'Third Corrections' within a single academic term.</p> <p>At this stage, the student will attend a 45-minute after-school detention, during which they will have the opportunity to reflect on their Attitude to Learning and behaviour with the Head of Department (HOD), Head of Year (HOY), and/or a member of the Senior Leadership Team. An individualised plan will then be agreed upon and actioned to support the student in becoming a 'GEM' once more.</p> <p>A formal communication will be sent to parents/guardians informing them of the date, location, and reason for the after-school detention. This incident and its outcome will also be recorded on the school's Management Information System (Go4Schools).</p> <p>Please note: Parents and guardians are responsible for ensuring that their child has suitable transport arrangements to return home after the detention has been completed.</p> |
| Escalation Point 2 | |
| Senior Leadership Intervention (STEP 1) | <p>If a student receives three after-school detentions within a single academic year, they will be escalated to the next stage: Senior Leadership intervention. This will involve a meeting with the Head of Pastoral or Deputy Head, attended by the student's parents/guardians. The purpose of this meeting is to provide the student with an opportunity to reflect on their actions and, in collaboration with the leadership team and their family, agree on a clear pathway forward to support them in becoming a 'GEM' once more.</p> <p>At this stage, the student will also be placed on Stage 1 of the Senior Leadership Consequence Pathway. This will be recorded on the school's Management Information System (Go4Schools), with all agreed actions monitored for progress and reviewed at set intervals.</p> |

In addition to the previous in class behaviour and engagement steps, students may, unfortunately engage in what, for the purpose of this policy are referred to as '**Red Line**' behaviours. These are recorded as Academic Red Line (ARL) or Pastoral Red line behaviours (PRL)

Red Line' behaviours can be defined as – “behaviours that are unacceptable and must not be tolerated”.

These behaviours may include, but are **not** limited to:

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

In accordance with **KHDA, Ministry of Education (MOE)**, and **GEMS Education** policies, any student who engages in a red line behaviour may be subject to consequences up to, and including, **automatic exclusion**. Exclusion may be either **internal** (removal from mainstream lessons but supervised within the school) or **external** (removal from the school). Students may also be isolated and / or asked to remain away from school during a period of investigation .

All disciplinary decisions will be taken in consultation with the **Senior Leadership Team** and in line with UAE federal law, the relevant Emirate's education regulatory framework, and the school's own Code of Conduct. Sanctions will be proportionate to the severity of the offence, consistent with the principles of procedural fairness, and aimed at safeguarding the wellbeing of all members of the school community.

As per UAE regulations, certain red line behaviour, particularly those involving violence, illegal substances, weapons, theft, bullying, or actions that bring the school into disrepute, may also result in **mandatory reporting** to the appropriate government or law enforcement authorities. In such cases, the school will fulfil its legal obligation to fully cooperate with these bodies.

The ultimate aim of these measures is to uphold a **safe, respectful, and inclusive environment** that supports the school's culture of excellence, protects the rights of all students, and reflects the high standards expected in UAE schools.

All incidents of red line behaviour will be formally discussed in a agreed parental and child meeting, documented in writing and recorded on the school's Management Information System (Go4Schools). In addition, such behaviour may also automatically trigger the corresponding stage on the School Leadership Consequence Pathway, ensuring a consistent and transparent response in line with policy.

Consequences Pathway

This pathway is designed for students who consistently fail to meet the standards outlined in this policy despite earlier interventions. While it represents the final opportunities for a student to remain at MTW, it is intended to be a supportive and corrective process, providing structured chances for reflection, improvement, and re-engagement with our Be a GEM expectations. At each stage, students will be given the opportunity to take responsibility for their actions, supported by parents, teachers, and school leaders, with the aim of helping them return to a positive path.

At every stage:

- A Home–School Agreement or Student Parent Contract will be agreed
- Students will be given a clear action plan with realistic targets.
- Suitable periods for reflection will be built into the process.
- The outcome and next steps will be recorded on Go4Schools and the student's permanent record.

| | |
|--|---|
| Stage 1 Written warning | <p>This stage is triggered by persistent poor behaviour, repeated failure to meet Attitude to Learning expectations, or a serious red line behaviour.</p> <p>At this stage, the student will receive a Stage 1 Warning Letter from the Principal, and a meeting will be held with the student, parents/guardians, the Head of Key Stage or Head of Department, and the Head of Pastoral. The focus will be on setting clear improvement targets, reviewing existing support strategies, and agreeing a written behaviour contract to guide the student back on track.</p> |
| Stage 2 Written warning | <p>If there is ongoing poor behaviour and/or further red line behaviours after Stage 1.</p> <p>The student will receive a Stage 2 Warning Letter from the Principal, and a similar meeting will take place with the Head of Key Stage or Head of Department and the Head of Pastoral. This stage focuses on reviewing progress since Stage 1, identifying barriers to improvement, updating the behaviour contract, and providing more targeted support to address persistent concerns.</p> |
| Stage 3 Written warning | <p>This stage is reached when a student continues to fail to meet agreed targets or engages in further red line behaviours after Stage 2.</p> <p>The student will receive a Stage 3 Warning Letter from the Principal, and a meeting will be arranged with the Secondary Headteacher and the Deputy Headteacher. At this point, the KHDA will also be formally informed of the situation. This stage serves as the final structured opportunity for the student to make the necessary changes, with close monitoring and a clear explanation of the possible consequences at Stage 4.</p> |



| | |
|--|--|
| Stage 4 Final Written warning | <p>Final Warning occurs if a student continues to display poor behaviour or commits a serious breach of expectations following Stage 3.</p> <p>The student will receive a Stage 4 Final Warning Letter from the Principal, and a meeting will be held with the Headteacher and Principal. At this stage, it will be confirmed that the student is likely to be blocked from re-enrolment for the following academic year and may be asked to leave the school.</p> <p>While this is the final stage, it still offers the student one last opportunity to demonstrate the positive behaviours expected of a <i>GEM</i> and to restore their place as a valued member of the school community.</p> |
|--|--|



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.



Closing statement

At MTW, our approach to behaviour is built on the belief that every student has the potential to thrive, contribute positively, and embody the values of a *GEM*. Our rewards systems are designed to recognise effort, celebrate achievement, and inspire students to maintain a strong Attitude to Learning. At the same time, our sanctions framework provides clear, consistent, and fair consequences when expectations are not met, ensuring that the learning environment remains safe, respectful, and focused for all.

We believe that by combining praise, encouragement, and recognition with clear boundaries and proportionate consequences, we create a culture of excellence in which every student can succeed. Even when behaviour falls short, our focus remains on support, reflection, and restoration, helping students to learn from their actions, make positive choices, and return to the high standards that define MTW. Together, through partnership between students, staff, and parents, we will continue to build a community where respect, responsibility, and aspiration enable all learners to achieve their best.