



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# Behaviour for Learning Primary

Approved by:

Jeremy Hallum

Last reviewed on:

August 2023

Next review due by:

August 2025

## 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. Alongside the principles of Effective Learning.

## Introduction

Good behaviour and positive relationships are necessary conditions for effective teaching and learning. They are also essential skills for the long-term wellbeing and safety of the whole community and beyond. Our policy seeks to develop confident, reflective students who have a positive ethos, respect for their environment and everything and everyone in it. Rewards and sanctions are used constructively to restore behaviours and encourage better choices.

## Our core beliefs:

At GEMS Metropole School – Al Waha, we believe that behaviour is a conscious choice and that every student has the capacity for positive change. Our approach to behaviour management is rooted in the following principles:

- **Positive Reinforcement Encourages Growth:** We prioritise targeted praise and recognition over blame and punishment, understanding that acknowledging positive behaviour fosters a supportive learning environment.
- **Celebrating Success Builds Self-Esteem:** Recognising and celebrating students' achievements and good choices enhances their self-worth and motivation to continue making positive decisions.  
**Fair and Consistent Reward Systems:** Our reward systems are designed to be equitable and consistently applied, reflecting our commitment to British Values such as fairness, respect, and democracy.
- **Restorative Practices Promote Understanding:** When addressing behavioural issues, we employ restorative approaches that encourage students to reflect on their actions, understand the impact on others, and make amends, thereby promoting empathy and accountability.
- **Inclusive Support for All Learners:** We recognise the diverse needs of our student body and provide individualised support to ensure that every student can succeed, in line with our inclusive education policies.
- **Collaborative Community Engagement:** We actively engage with parents, guardians, and the wider school community to foster a collaborative approach to behaviour management, ensuring consistency and support across all environments.

## Accessibility

At GEMS Metropole Al Waha, our values of *Kindness* and *Respect* guide our approach to behaviour. We recognise that while consistent expectations are important, some students may need additional support to meet them due to their developmental stage or individual needs.

These students will receive personalised Positive Behaviour Plans, which may include tailored rewards and sanctions to reinforce positive choices. Plans are developed collaboratively with families and support teams to ensure they are fair, inclusive, and effective.



## MTW Teacher Essentials – Behaviour Approach

### Intentions:

- o Every child deserves a champion.
- o Prioritise building strong, positive relationships.
- o Promote respect and kindness at all times.

### Visible Adult Consistencies:

- o Daily meet and greet at classroom doors or playground.
- o Use consistent behaviour language:  
“Good choice”, “Wrong choice”, “Consequence of your choice”.

### Recognition for Positive Behaviour (Above and Beyond):

- o Verbal and non-verbal praise.
- o Class and year group recognition boards (including FS).
- o Weekly GEM awards (E-GEM), peer praise, and certificates.
- o SLT Praise and Breakfast with the Head of School.
- o Social media celebrations.

### Regular Routines:

- o Clear classroom routines aligned with teaching and learning essentials.
- o Praise and reward systems linked to house points.

## Behaviour Sanctions and Strategies Overview

The school uses a progressive 5-step system (C1–C5) to manage behaviour, with increasing levels of intervention and consequence based on the severity or repetition of incidents.

*Image below of progressive 5-step system (C1–C5) to manage behaviour:*

## C1 – Negative Behaviour Choice

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|---|---|---|
| <ul style="list-style-type: none"> <li>• Uncooperative behaviour</li> <li>• Persistent chatting</li> <li>• Off-task</li> <li>• Lack of equipment</li> <li>• Low level disruption</li> <li>• Not using device correctly</li> </ul> | <ul style="list-style-type: none"> <li>• Ignoring instructions</li> <li>• Minor arguments</li> <li>• Unkind language</li> <li>• Eating/playing in a non-designated area</li> <li>• Not meeting school expectations of home learning</li> <li>• Not following school values</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Teachable moment</b> dealt with by the class teacher</li> <li>• <b>Verbal warning</b> given if needed – this is an opportunity for the student to make a positive choice</li> </ul> |
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## C2 – Negative Behaviour Choice

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| <ul style="list-style-type: none"> <li>• Persistent/ongoing level C1 behaviour after verbal warning has been given</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Teachable moment</b> dealt with by the class teacher</li> <li>• <b>Visual warning</b> given if needed – this is an opportunity for the student to make a positive choice</li> </ul> |
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## C3 – Time-out of Learning Area

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|---|---|---|
| <ul style="list-style-type: none"> <li>• Persistent/ongoing level C1 behaviour after visual warning has been given</li> <li>• Serious inappropriate use of language</li> <li>• Disrespectful to staff or peers</li> <li>• Late to lesson</li> </ul> | <ul style="list-style-type: none"> <li>• Dangerous or reckless behavior</li> <li>• Physical/ verbal abuse</li> <li>• Discrimination</li> <li>• Serious property damage</li> </ul> | <ul style="list-style-type: none"> <li>• Behaviour is recorded</li> <li>• 10 minutes in reflection room on student's next available break.</li> <li>• <u>Class teacher to email/ call home and record communication on Pulse</u></li> </ul> |
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## C4 – Referral to Head of Key Stage

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| <ul style="list-style-type: none"> <li>• Refusal to cooperate during time-out of learning area</li> <li>• Ongoing C3 behaviour after time out has been given</li> </ul> | <ul style="list-style-type: none"> <li>• Internal truanting from lessons (on school site)</li> <li>• Missing reflection time</li> <li>• E-Safety incident</li> </ul> | <ul style="list-style-type: none"> <li>• Behaviour is recorded</li> <li>• 20 minutes in reflection room on student's next available break.</li> <li>• <u>Head of Key Stage to email/ call home and record communication on Pulse</u></li> </ul> |
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## C5 – SLT Referral

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| <ul style="list-style-type: none"> <li>• Truanting (leaving school site)</li> <li>• Repeated internal truanting</li> <li>• Refusal to cooperate after referral to HoKS</li> <li>• Illegal behaviour</li> <li>• Ongoing C4 behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Serious vandalism</li> <li>• Major bullying incident</li> <li>• Academic malpractice</li> <li>• Gross misconduct that is not in the power of the school to address or modify</li> <li>• Repeated or serious discrimination</li> <li>• Serious physical altercation</li> </ul> | <p>Student isolated during investigation of any serious incidents<br/>Meeting with parents arranged by SLT and possible actions taken below. <u>Record all communication and minutes on Pulse.</u></p> <p><b>Warning - 1<sup>st</sup> offence</b></p> <ul style="list-style-type: none"> <li>• 1-day internal exclusion</li> <li>• Meeting with parents, Assistant Head Teacher</li> </ul> <p><b>Stage 1 – 2<sup>nd</sup> offence</b></p> <ul style="list-style-type: none"> <li>• Issuing of a 'stage 1' letter from SLT which remains on permanent internal school record</li> <li>• Meeting with parents, Assistant Head Teacher</li> <li>• 2- Day internal exclusion</li> </ul> <p><b>Stage 2 – 3<sup>rd</sup> offence</b></p> <ul style="list-style-type: none"> <li>• Issuing of a 'stage 2' letter from Head of School which will remain on school record</li> <li>• Meeting with parents, Secondary Head Teacher. <b>SLT to inform Principal</b></li> <li>• 3- Day internal exclusion</li> </ul> <p><b>Stage 3 – 4<sup>th</sup> offence</b></p> <ul style="list-style-type: none"> <li>• Issuing of a 'stage 3 notice to improve' letter from Head of School which will remain on school record (4 weeks to show improvement) <b>SLT to inform KHDA</b></li> <li>• Meeting with parents, Secondary Head Teacher</li> <li>• 2- Day external exclusion</li> </ul> <p><b>Final Warning – 5<sup>th</sup> offence</b></p> <ul style="list-style-type: none"> <li>• Issuing of an 'undertaking agreement' letter from the principal. Conditional reenrollment agreement must be signed by students' parents. <b>SLT to inform KHDA</b></li> <li>• Meeting with parents and School Principal</li> <li>• 3- Day external exclusion</li> </ul> |
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## Primary Reward Systems

Reward	How and Why Received	When Celebrated
House Points	Awarded as deserved for attitudes to learning outcomes of learning, kindness and respect on class Dojo.	<ul style="list-style-type: none"> <li>Recorded on Class Dojo at any point</li> <li>Team points calculated every Friday and announced.</li> <li>End of term reward for winning house</li> </ul>
GEM of the Lesson	In each lesson for a student who demonstrate positive behaviour /learning choices in line with MTW Values (curiosity, confidence, creativity, kindness, or respect)	<ul style="list-style-type: none"> <li>Daily during lessons.</li> <li>Leads into Jewels of Kindness at the end of each week.</li> <li>MTW camel given to randomly selected GEM of the lesson student from each year group.</li> </ul>
Jewel of Kindness	<p>One student from each class selected each week based on GEMS/House Points.</p> <ul style="list-style-type: none"> <li>Curiosity</li> <li>Confidence</li> <li>Creativity</li> <li>Kindness</li> <li>Respect</li> </ul>	<ul style="list-style-type: none"> <li>On a Friday in the Parent Newsletter students will be celebrated.</li> <li>Student achievements celebrated on the class Dojo, shared with parents.</li> </ul>