



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# Behaviour for Learning- Secondary

Approved by:	Jeremy Hallum
Last reviewed on:	March 2025
Next review due by:	March 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 ensures every child should be **safe, happy and able to achieve**. This policy outlines some basic expectations to ensure positive attitude to learning (AtL) and safeguards to ensure this as well as consequences for those who are unable to meet the expectations.

In order to ensure safety, happiness and achievement for all students, we expect all students to have **respect, tolerance, honesty, empathy and sincerity**.

Students and staff will incorporate the four British Values

- Individual Liberty
- Law and order
- Respect and Tolerance
- Democracy

This will support a positive learning environment and in doing so, protect cultural values that many parents adhere to.

We recognise that students may sometimes not meet our expectations. Our focus is always to help students remain on track for success, while addressing the needs of those who may be adversely affected by poor attitude to learning. Restorative approaches and supportive monitoring plans are part of our repertoire of strategies.

Where a student repeatedly 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. A positive attitude to learning is to be recognised, praised and rewarded, and this policy serves as a guide to what we value as a school community. We will therefore consider a balance in recording positive and negative incidents, stressing progress and acknowledging 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.

### Scope

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 role of the Form Tutor is first and foremost to help the student in being ready to learn each day. Significantly, the Tutor is the point of contact between home and the school for students in their Tutor Group and the Tutor has an overview of their students' academic progress and personal development. Please contact the Tutor if you wish to discuss your child's progress or behaviour. Parents are, in addition to contacting the Tutor, encouraged to contact their child's teachers if they have any subject specific questions but are reminded to also include the Tutor in any correspondence so that the Tutor can maintain an oversight of their students' education.

### Our expectations for students

#### Before School students should:

- Enter school calmly and queue outside of their Tutor Room by 7:15am where they will be welcomed in by their Form Tutor.
- Aim to arrive no later than 7.35am.

#### 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:

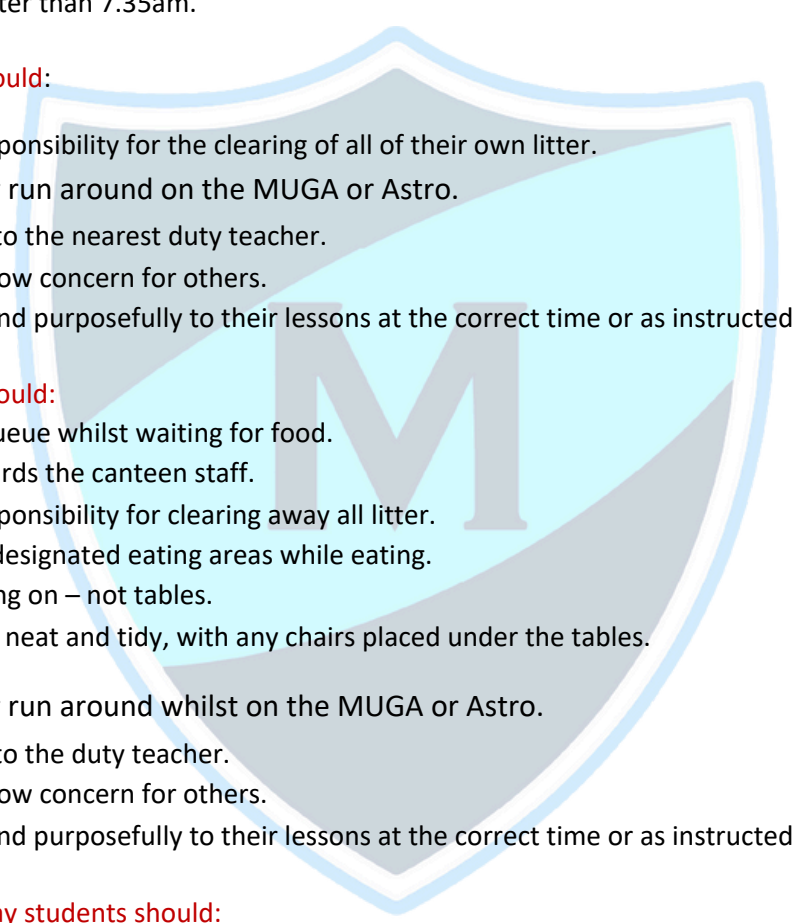
- Form an orderly queue whilst waiting for food.
- Be respectful towards the canteen staff.
- Take collective responsibility for clearing away all litter.
- Remain seated in designated eating areas while eating.
- Use chairs for sitting on – not tables.
- Leave eating areas neat and tidy, with any chairs 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 opinions.



- 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.

#### 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:

- a) Respectful and purposeful interactions between members of the opposite gender at all times.

b) 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 developing a community in which all students can flourish. We expect parents to work with us in modelling and reinforcing exemplary attitude to learning and behaviour, demonstrating respect for members of the community, our environment and this policy.

Parents should support our approaches, our strategies and our sanctions and cooperate with us in restoring self-esteem, respect and communication when expectations are not met by their children. They should, in particular, support their children by ensuring that they arrive at school neatly dressed in full school uniform and that home learning and other tasks are completed on time.

We believe that our goals are best achieved when students, parents and all adults in the school have a clear and consistent understanding of expectations. They recognise their responsibility to work together to develop equitable approaches to meeting those expectations.

Whilst as a school, we are responsible for what happens within the school and on school visits externally, we cannot be held liable for events that often are initiated from outside of school. Anything that we find the student(s) to be contravening UAE law, could result in further action by other official authorities under our legal obligation to comply and cooperate with all authorities in the UAE.

These include access to material and content physically or online. Parents should ensure their children are informed of and are abiding by the law of the UAE. This includes ensuring students do not possess or access anything prohibited and ensuring their conduct online is safe and supervised. On many occasions, students have had social media accounts below the permitted legal age with the full awareness and consent of parents. This is illegal.

### Recognition for positive behaviour and meeting expectations

#### Rewards

Reward	How and Why Received	When Celebrated
<b>Merits</b>	Awarded as deserved for attitudes to learning, outcomes of learning, kindness and respect.	<ol style="list-style-type: none"> <li>Recorded on Go4Schools at any point</li> <li>Student points are calculated every Friday, and students receive a reward in assembly for every 50 merits earned.</li> </ol>
<b>GEM of the Lesson</b>	In each lesson for a student who demonstrate positive behaviour /learning choices in line with MTW Values (curiosity, confidence, creativity, kindness, or respect) or HPL ACP/VAA	<ol style="list-style-type: none"> <li>Recorded on Go4Schools at any point</li> <li>Each day during lessons, students receive a GEM of the Lesson sticker to wear, they are automatically entered into a weekly draw for an additional reward.</li> </ol>



<b>GEM of the Week</b>	In weekly assemblies, 1 student per form is selected by their form tutor for going above and beyond in school.	Students receive a postcard and are celebrated in the weekly newsletter.
<b>Bus Gem</b>	Every morning, for a student who demonstrate positive behaviour /learning choices in line with MTW Values (curiosity, confidence, creativity, kindness, or respect) or HPL ACP/VAA on the school bus.	<ol style="list-style-type: none"> <li>1. Recorded on Go4Schools at any point</li> <li>2. Each day during a bus journey, students receive a Bus GEM sticker to wear, they are automatically entered into a weekly draw for an additional reward.</li> </ol>
<b>Principal's Awards</b>	Special recognition presented by the school's Principal for outstanding attitude towards learning and academic achievements.	Students receive a framed certificate and are recognised each term in a special celebration attended by parents.
<b>Subject Award Event</b>	Each term, students receive recognition for their academic achievements in every subject.	Students are awarded a certificate to celebrate their accomplishments each term in a special assembly attended by parents.
<b>Metropole's GEMS</b>	Weekly interform competition where students accumulate gems for attendance, punctuality, merits, and fewest demerits.	The winning form is rewarded with free time to celebrate together, allowing them to choose their own activity as a team.
<b>Interhouse Competitions</b>	Ongoing competitions where students collect points for their respective houses.	The winning house is rewarded with free time to celebrate together, allowing them to choose their own activity as a team.

### Positive Strategies

- Giving praise and positive feedback, verbal and written.
- Rewards include merits, GEM stickers, prize draws, badges, and certificates.
- Subject, effort and improvement awards at awards evening.
- Positive emails to parents/guardians from tutors, lead teachers and SLT.

The school will implement a range of strategies to promote Behaviour for Learning, taking into account individual circumstances where necessary

- An appropriate and differentiated curriculum.
- Meeting and greeting students on time for all lessons.
- Well planned and taught lessons linked to student data.
- Use of restorative language.
- Quiet word with student.
- Verbal warnings - avoiding shouting.
- Use of seating plans.
- Referral to class teacher or form tutor.
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- Letters to parents/guardians.
- Meetings with parents/guardians.

### Procedures for dealing with unacceptable attitude to learning

It is the responsibility of staff to deal with minor incidents at the time they occur. The form tutor should always be informed. It is the responsibility of the form tutor or class teacher to monitor students' attitude to learning generally.

More serious incidents can be dealt with by the teacher and the form tutor in consultation with middle leadership - year leaders/ subject leaders.

It is the responsibility of the **Form Tutors** to monitor student attitude to learning across the school. The **Senior Leaders** will become involved if a student's attitude to learning is a cause for concern beyond minor isolated incidents that have been escalated through from the Form Tutors.

More serious incidents and actions should be taken by the **Heads of School**.

### Detention

The reflection room has been provided where we feel certain actions by student(s) may warrant some temporary time with regards to detention. Teachers will denote a detention after students have not complied with the warning system. Students can receive 2 types of Detentions.

- C2 - 15 mins - **Issue 1 demerit on Go4Schools**
- C3 - 20 mins - **Issue 2 demerits on Go4Schools**
- C4 - 30 mins - **Issue 2 demerits on Go4Schools**

### Use of Mobile Phones

- This is not permitted to be used in school, on school premises during the school day. It should be turned off and kept away within their bag. **The school is NOT responsible for any damage, loss or theft of students' mobile phones.**
- If the phone is seen to be used or visible, it will be confiscated and returned to the student at the end of the next day.
- Students that forget their laptop/IPAD cannot use their phones to access Teams or study.
- Students should not keep their phones or any devices in the lockers.
- **The school is NOT liable for any damage caused to confiscated material.**
- **Furthermore, in signing the KHDA Parent-School contract, stakeholders agree to abide by school policies.**

### Consequences

- Outlined below are examples of unacceptable attitude to learning and their consequences. This list is not exhaustive but serves as a guide. Where necessary, students with a Special Educational Need or Disability, may have an individualised Attitude to learning Support Plan, developed by the Inclusion Department.

**Behaviour Sanctions and Strategies** - 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.

### Consequence 1 – Verbal Warning

#### Incident Examples

- Uncooperative behaviour
- Talking in class
- Off-task
- Low level disruption
- Ignoring instructions
- Incorrect uniform
- Minor arguments
- Eating/playing in a non-designated area
- Lack of equipment
- Misuse of device\*
- Use of mobile phone\*

- 1) *Teachable moment dealt with by the class teacher*
- 2) *Visual warning given if needed – this is an opportunity for the student to make a positive choice*
- 3) *confiscated and kept in the Secretary's office until the end of the next school day. Parents will be informed by the Secretary. For repeated offences, the mobile phone policy will be adhered to*

### Consequence 2 – 15 minutes detention

#### Incident Examples

- Repeated C1 behaviour
- Minor vandalism (graffiti in books)
- Chewing gum
- Between 5 and 10 minutes late
- Unkind or disrespectful language
- Disrupting assemblies or school events
- Unsafe corridor behaviour

- 1) *Behaviour is recorded on Go4Schools*
- 2) *Parents are notified of the reason, date, and time of the detention.*
- 3) *Students to write detention in planner of date, time and location SF D 02*

### Consequence 3 – 20 minutes detention

#### Incident Examples

- Persistent poor behaviour which disrupts the learning of others
- Serious inappropriate use of language
- Disrespectful to staff or peers
- Dangerous or reckless behaviour
- Missing a C2 detention
- Not completing classwork/homework
- More than 10 minutes late to lesson



- 1) Behaviour is recorded on Go4Schools
- 2) Parents are notified of the reason, date, and time of the detention.
- 3) Students to write detention in planner of date, time and location SF D 02

#### Consequence 4 – 30 minutes detention

##### Incident Examples

- Refusal to cooperate during time-out of learning area
- Inappropriate use of social media that relates to school
- Inappropriate conduct in the community
- Missing a C3 detention
- Deliberately activating the HALO system
- Damaging school property
- Racial slander
- Physical reaction

- 1) Behaviour is recorded on Go4Schools
- 2) Parents are notified of the reason, date, and time of the detention.
- 3) Students to write detention in planner of date, time and location SF D 02 Head of Department/Head of Year to call home

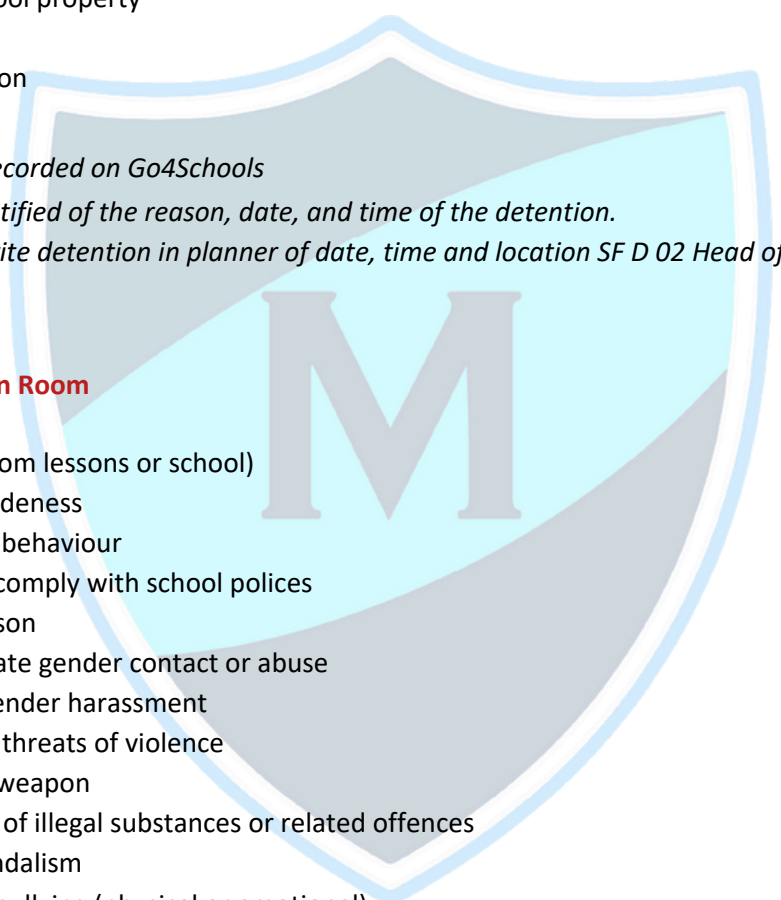
#### Consequence 5 – Reflection Room

##### Incident Examples

- Truancy (from lessons or school)
- Extreme rudeness
- Aggressive behaviour
- Refusal to comply with school polices
- Theft or arson
- Inappropriate gender contact or abuse
- Racial or gender harassment
- Fighting or threats of violence
- Carrying a weapon
- Possession of illegal substances or related offences
- Serious vandalism
- Persistent bullying (physical or emotional)
- Academic malpractice
- Gross misconduct within school
- Failed day in reflection
- Refusal to cooperate after referral to Head of Department or Head of Year
- Physical aggression

- 1) Student isolated during investigation of any serious incidents
- 2) Meeting with parents arranged by Head of Year/Head of Department and possible actions taken below

#### Stage 1 - 1st offence





- 1 day internal exclusion
- Issuing of 'Level 3 Warning Letter No. 1' letter from Principal which remains on permanent internal school record
- Meeting with parents, Head of Key Stage and Head of Year/Head of Department

#### Stage 2 – 2nd offence

- 2 days internal exclusion
- Issuing of 'Level 3 Warning Letter No.2' letter from Principal which remains on permanent internal school record
- Meeting with parents, Head of Key Stage and Head of Year/Head of Department

#### Stage 3 – 3rd offence

- 1 day external exclusion
- Issuing of 'Level 3 Warning Letter No.3' letter from Principal which remains on permanent internal school record
- Meeting with parents, Secondary Headteacher and Head of Key Stage.
- Student temporarily blocked from reenrolment
- KHDA to be informed

#### Stage 4 – 4th offence

- 2 days external exclusion/action as per KHDA directive
- Issuing of 'Level 3 Warning Letter No.4' letter from Principal which remains on permanent internal school record
- Meeting with parents, Secondary Headteacher and Principal.
- Student blocked from reenrolment

#### Final Warning – 5th offence

- 3 days external exclusion/action as per KHDA directive
- Issuing of 'Level 3 Warning Letter No.5' letter from Principal which remains on permanent internal school record
- Meeting with parents, Secondary Headteacher and Principal.

