



Behaviour for Learning Policy

2022 - 23

Date last reviewed | June 2022

Review period | Annually

Lead Reviewer(s) | Primary & Secondary Assistant Principals



“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”



The Science of Learning



Social Enterprise



Student Agency and Innovation

Guiding Principles

At GEMS Wellington Academy Al Khail, we promote and nurture a positive learning environment. Our aim is that our students are responsible, resilient and respectful global citizens.

As an accredited World-class High Performance Learning School, the Values, Attitudes and Attributes (VAAs) associated with HPL are embedded in our daily practice. We strive for all students to be hard working, agile and empathetic in everything that they do.

Hard Working:

- Contributing actively during lessons, giving their best and allowing everyone else to do the same.
- Doing their best in all curricular areas

Agile:

- Making the most of the opportunities provided by The Academy and its curriculum
- Being open to new experiences and having a ‘can do’ attitude
- Working together to ensure that everyone connected with the school is free from prejudice and bullying, regardless of ethnicity, nationality or need.

Empathetic:

- Encouraging personable relationships with one another
- Being courteous and polite to peers, all staff and visitors

Monitoring Well-being

We check in with student well-being daily via play interactions (Early Years), ‘Wellbeing Check-ins’ (KS1) and ‘Upstrive’ (KS2 and Secondary). Staff address any well-being concerns directly with students before the end of the school day. Staff can also use these systems to raise any concerns about their own well-being. School Counsellors are on-hand to support student and staff well-being.

Whole-school Incentives

Across the term, students in every class (FS2-Y13) are awarded House Points. At the end of each term, the winning house is awarded a celebration activity, as agreed by the student council and student well-being committee.



Promoting Positive Behaviour for Learning

We strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. Promoting a positive learning environment, where everyone can work together in a supportive and organised manner, enables all students to reach their full potential, emotionally, socially and academically.

Shared Responsibility

The behaviour of the children is the responsibility of all adults in the school. This includes adults being aware of behaviour-for-learning expectations of students across the school, providing praise and addressing issues as they arise, even where adults do not teach/support in that year group. Leaders, Teachers, TAs and LSAs must be seen to work together and have equal responsibility. Adults must not undermine their own authority or that of others.

An example of an adult undermining their own authority is, “Don’t do that, or I will tell the teacher/your form tutor.” etc.

An example of an adult undermining another adult’s authority is a Teacher allowing a child to do something that the TA has not permitted.

Adults are encouraged to have private conversations about classroom/school expectations and rules out of earshot of the children.

FS Positive Behaviour for Learning

Morning Time:

Teacher greeting children and parents at the door and welcoming each child into class – model appropriate response

TA (and LSA) reinforcing independence skills, e.g. organising belongings for the day

All children have a selection of morning activities – TA (and LSA) supervision

TA (and LSA) encouraging children to greet each other

LSA greet family and handover with enquiry about the child’s evening/weekend

When the National Anthem plays, all children stand with their hands by their side. Children join in singing the National Anthem.

Transitions around School and Corridor Etiquette:

TA always takes the fire register with the class

Walking in straight lines, one behind the other

Stay to the right with hands by our sides

“When we are walking, we are not talking”

One adult at the front of the line (TA) and one at the back (Teacher)

If there are not two adults available for the line, the adult at the front of the line walks backwards, supervising all



children, paying close attention when walking around corners, through doors etc.

Children hold the door for peers – not the adult. FS children may need to place their back on the door. Encourage children to whisper 'thank you' as they pass the person holding the door.

Greet adults and visitors in a quiet voice, e.g. saying 'Good morning' together as a class and smiling as others pass

Children do not drink from water bottles while walking

Entry and Exits to Classrooms:

Count children in and out of the classrooms, including specialist rooms

Specialist teachers and class teachers take register when children arrive in class

Home Time and End-of-day Routines:

TA supervises the children packing their own bags and checks cubbies and cleared fully

Children put their packed bags next to their chair

Teacher ensures all children are ready (on carpet or on chairs) before opening the door to parents

Teacher at the door greeting parents and modelling appropriate 'goodbyes'

Teacher passes on messages of praise/celebration, where appropriate

TA takes bus children to the bus

Bus list, ECA list and Extended Care lists on the back of the classroom door

'Busy pots' ready for children whose parents arrive a little later

Toilet Times:

Class register displayed outside the toilet door at the beginning of the year and for any new children for two weeks – monitor who is using the toilet, washing hands, dressing themselves and levels of independence

Only one child in a toilet at any time

Adults refrain from going into the cubicles – if children need support, talk through from the toilet door. If physical help is required, another member of staff (Teacher or TA) is present at sink area. Seek advice from FS leaders if this is a regular requirement

Adults monitor children using the sinks – using soap, turning off taps, paper in the bin etc.

Children supervised at sinks if washing up after painting activities



Lunch Times:

Children collect lunch bags and water bottles and line up quietly at the classroom door

When all children are all ready, they move to the shared area

Children allocated a lunch seat (this may change throughout the year)

Independence encouraged – collecting items, cleaning up after themselves, opening packets (scissors may be required) and lunchboxes, using cutlery, filling own water bottle etc.

Adults encourage social communication, physical development and P.S.E.D. skills during lunch time

Children who finish quickly can chat to their friends on their own lunch table

House Points & Learning Zoo:

House Points (from FS2) should only be referred to as **House Points** and not Dojos (Class Dojo is only the system we use to collect House Points)

Learning Zoo animals displayed in each FS class with photos for each child to move to each animal throughout the day

Teachers review HPL links during lessons, play and before/as part of transitions

To reinforce positive behaviour, children are awarded House Points (using class dojo) when they show examples of behaviour linked to the 'Learning Zoo'.

When the children reach 10 House Points, they are allowed to choose a new 'Monster.' House Points are reset weekly on a Monday, so all children begin on 0 again. Primary House Captains collect the weekly House Points and add these to the school total. House Points need to be added to the House Points Poster displayed on the FS2 classroom door so they can be collected by the House Captains.

FS children are praised by staff, e.g., verbal praise, displaying/sharing work, celebrating choices throughout the day using vocabulary consistent with the Learning Zoo and HPL VAAs.

FS Learner of the Week certificates awarded weekly and linked to the COEL, HPL, VAA statements.

FS children visit the Primary Assistant Principal to receive stickers for special achievements.

If negative behaviour occurs, a verbal reminder is given. If it continues, a second reminder is given and the child is clearly reminded of the rule that he/she has forgotten and supported to make the correct choices. If it persists, a third reminder is given and the child is placed on a 'thinking' cushion in the classroom for a short time. Communication is given to parents at collection time face-to-face, or via email if the child goes on the bus.

Repetitive negative or disruptive behaviour will result in a meeting with the class teacher, Head of Year and / or Phase Leader. Details of this meeting will be recorded on Pulse. A behavioural plan may be developed between school and parents to ensure consistency, and this is monitored and reviewed regularly. Children may have individual behaviour reward charts implemented as a result of this – these are shared with parents to be used at home also.



KS1 (Years 1 & 2) Positive Behaviour for Learning

Morning Time:

Teacher greeting children and parents at the door and welcoming each child into class – model appropriate response and social skills, taking an interest in children’s lives/activities outside of school

TA (and LSA) reinforcing independence skills, e.g. organising belongings for the day

All children have a selection of morning activities that are consistent across the year group e.g. Maths Mondays. Morning activities are displayed on the interactive whiteboard for the children to read – TA (and LSA) supervision

All children to independently access morning activity and resources needed for completion

TA (and LSA) encouraging children to greet each other

LSA greet family and handover with enquiry about the child’s evening/weekend

When the National Anthem plays, all children stand behind their chair with their hands by their side. Children join in with the National Anthem.

Transitions around School and Corridor Etiquette:

TA always takes the fire register with the class

Walking in straight lines, one behind the other

Stay to the right with hands by our sides

“When we are walking, we are not talking”

Any children who are talking, or not standing one behind the other, are sent to the end of the line

If multiple children are talking or standing out of the line, the whole class stops until the line is silent and organised. If this occurs more than once in the week, the class will have to spend the next playtime practising

One adult at the front of the line (TA) and one at the back (Teacher)

If there are not two adults available for the line, the adult at the front of the line walks backwards, supervising all children, paying close attention when walking around corners, through doors etc.

Children hold the door for peers – not adult. Year 1 and 2 children may need to place their back on the door.



Encourage children to whisper 'thank you'

Greet adults and visitors in a quiet voice, e.g. saying 'Good morning' together as a class and smiling as others pass

Children do not drink from water bottles while walking

Entry and Exits to Classrooms:

Before entering the classroom or specialist lesson, children to line up outside the class one behind the other

Children enter the class once they are all silent and looking at the teacher

Teacher count children in and out of the classrooms, including specialist rooms

Specialist teachers and class teachers take register when children arrive in class

Children enter the classroom in silence and sit at their table or on the carpet as directed

Playtime & Reflection Time:

Children cannot buy food for break or lunches in school. These must be ordered online via Slices and delivered to class

Adult takes the class to the playground

Adults on duty engage the children in purposeful play and discussion and include any children who are alone

Adults observe health and safety of the children in their area – report any near misses/incidents/health and safety concerns

Each class is allocated a line-up spot

Each class has a box where water bottles are stored

One adult supervises the reflection area. If children are not following the playground rules, they go to the reflection area to discuss their choices with the adult.

One whistle at the end of break indicates that children must stand still

All adults ensure all children are still before two whistles are blown

Two whistles indicates that children must tidy up and walk sensibly to their line

All adults are responsible for making sure the children have put away all equipment – no child leaves the playground



until everything is tidied away

Any children who run to the line are sent back to walk

Allocated adult decides which class goes back to class first (based on behaviour and organised line)

Children must be silent before walking back to class

“When we are walking, we are not talking”

Walking in straight lines, one behind the other

Indoor breaks:

No movies or iPads

Each year group will provide a rota of activities for children to complete throughout the week (e.g. crafts, puzzles, challenges, reading, games, drawing, colouring etc.)

Adults encourage children to talk with one another to develop social skills

Home Time and End-of-day Routines:

Children independently pack their own bags. TA on hand to support and ensure all cubbies are empty

Children put their packed bags next to their chairs

Teacher ensures all children are ready (on carpet or on chairs) before exiting

Bus list and ECA lists on the back of the classroom door

Teacher at the door greeting parents and modelling appropriate ‘goodbyes’ for Y1

Teacher leads children to the allocated pick-up point for Y2. Children alert the teacher when they see their adult. Teacher ensures all adults are wearing a yellow lanyard. If a parent does not have a lanyard (and is not the usual parent collecting) a phone call is made to ensure the child is allowed to go with the adult. Depending on how many children are left, you may ask another teacher to dismiss your remaining few children while you phone home or you



may make the adult wait until all children have been collected.

Teacher passes on messages of praise/celebration to parents where appropriate

TA takes bus children to the bus and dining hall for ECAs

End-of-the-day activity for children in Y1 who are waiting for parents

No movies or iPads at the end of the school day (including Storyline Online)

Assembly:

Children enter in silence, walking one behind the other

Children sit down in silence and wait for assembly to begin

At the end, children leave one class at a time, as directed, using all available exits across the classes to alleviate queuing. Adult chooses which class leaves first based on behaviour.

Dining Hall:

Children cannot buy food for break or lunches in school. These must be ordered online via Slices and delivered to class

Children enter in silence, walking one behind the other

Each class must sit at their allocated table

Children sit down quietly and unpack their food

Children must remain at their table and not walk around the Dining Hall (rubbish disposed of at the end of lunch)

One whistle indicates that children must stop and listen

Two whistles indicates that children must tidy up and walk sensibly to their line

All adults ensure all children are silent and still before two whistles are blown

All adults are responsible for making sure the children have tidied their tables and pushed their chairs in

All classes are allocated a line-up spot

Any children who run to the line are sent back to walk

Where classes/year groups do not adhere to Dining Hall rules, they will practise during assembly time

House Points & Learning Zoo (Learning Zoo – Y1 only):

House Points should only be referred to as **House Points** and not Dojos (this is only the system in which we collect



House Points)

Learning Zoo animals displayed in each Y1 class with photos for each child to move to each animal.

Teachers review HPL links during lessons and before transitions. House Points are awarded throughout the lesson and added to dojo by a nominated child from the class using the class iPad.

To reinforce positive behaviour, children are awarded House Points (using class dojo) when they show examples of behaviour linked to the Learning Zoo in Year 1 and the VAA statements in Year 2.

House Points are reset weekly on a Monday, so all children begin on 0 again. House Captains collect the weekly House Points on Fridays and add these to the school total. House Points need to be added to the House Points Poster displayed on the classroom door so they can be collected by the House Captains.

Children are praised by staff, e.g., verbal praise, displaying/sharing work, celebrating choices throughout the day using vocabulary consistent with the Learning Zoo and HPL VAAs.

WEK Learner of the Week certificates awarded weekly and linked to the HPL VAA statements.

Children visit the Primary Assistant Principal to receive stickers for special achievements.

Traffic Light System:

Teachers, including specialists, should incorporate the traffic light behavioural system in class. All children start the day on the green traffic light. If negative behaviour occurs, a verbal reminder is given. If it continues, the child is clearly reminded of the rule that he/she has forgotten and moved to the orange traffic light. They are told that if they need to be reminded again, they will be moved to the red traffic light. If it persists, a third reminder is given, and the child is placed on the red traffic light. Children should move back to orange/green if behaviour improves.

Children who are on orange will miss 5 minutes of their playtime in the Reflection Time area on the playground. Children on red will miss the full play time in the Reflection Time area. If negative behaviour continues to persist when already on the red traffic light, children will speak to the Head of Year about their behaviour. Children move back to green once the time has been 'spent'.

Parents will be informed if children remain on orange or red at the end of the day. This may be face-to-face, by telephone or via email only if parents cannot be reached in person.

Repetitive negative or disruptive behaviour will result in a meeting with the class teacher, Head of Year and / or Phase Leader. Details of this meeting will be recorded on Pulse. A behavioural plan may be developed between school and parents to ensure consistency, and this will be monitored and reviewed regularly. Children may have individual behaviour reward charts implemented as a result of this – these are shared with parents to be used at home also.

Lower KS2 (Years 3 & 4) Positive Behaviour for Learning

Morning Time:

Teacher greeting children at the door and welcoming each child into class – model appropriate response and social



skills, taking an interest in their lives outside of school

TA (and LSA) reinforcing independence skills, e.g. organising belongings for the day

All children have a selection of morning activities. Morning activities are displayed on the interactive whiteboard for the children to read in a consistent year group format– TA (and LSA) supervision

All children to independently access morning activity and resources needed for completion. TA (and LSA) on hand to support if children have questions

TA (and LSA) encouraging children to greet each other

If the LSA picks up from the school gates, greet family and handover with enquiry about the child's evening/weekend

When the National Anthem plays, all children stand behind their chair with their hands by their side. Children join in singing the National Anthem.

Transitions around School and Corridor Etiquette:

Always take fire register with TA and class

Walking in straight lines, one behind the other

Stay to the right and hands by our sides

“When we are walking, we are not talking”

Any children who are talking or not standing one behind the other are sent to the end of the line

If multiple children are talking or standing out of the line, the whole class stops until the line is silent and organised. If this occurs more than once in the week, the class will have to spend the next playtime practising.

Class Teacher in the middle of the line supervising all children



Children hold the door for peers – not adult. Encourage children to whisper 'thank you'

Greet adults and visitors in a quiet voice, e.g. saying 'Good morning' together as a class and smiling as others pass

Children do not drink from water bottles while walking

Children must not have iPads on or open when walking

Entry and Exits to Classrooms:

Before entering the classroom or specialist lesson, children to line up outside the class one behind the other

Children enter the class once they are all silent and looking at the teacher

Teacher count children in and out of the classrooms, including specialist rooms

Specialist teachers and class teachers take register when children arrive in class

Children enter the classroom in silence and sit at their table or on the carpet as directed.

Playtime & Reflection Time:

Y3-6 children cannot buy food for break time in school. These must be ordered online via Slices and delivered to class.

Adult takes the class to the playground

Adults on duty engage the children in purposeful play and discussion and include any children who are alone

Adults observe health and safety of the children in their area – report any near misses/incidents/health and safety concerns

Each class is allocated a line-up spot

Each class has a box where water bottles are stored

One whistle indicates that children must stand still

All adults ensure all children are still before two whistles are blown

Two whistles indicate that children must tidy up and walk sensibly to their line

All adults are responsible for making sure the children have put away all equipment – no child leaves the playground



until everything is tidied away

Any children who run to the line are sent back to walk

Allocated adult decides which class goes back to class first (based on behaviour and organised line)

Children must be silent before walking back to class

“When we are walking, we are not talking”

Walking in straight lines, one behind the other

One adult supervises the reflection area. If children are not following the rules, they go to the reflection area to discuss their choices with the adult.

Indoor breaks:

No movies or iPads

Each year group will provide a rota of activities for children to complete throughout the week (e.g. crafts, puzzles, challenges, reading, games, drawing, colouring etc.)

Adults encourage children to talk with one another to develop social skills

Home Time and End-of-day Routines:

Children independently pack their own bags. TA on hand to support and ensure all cubbies are empty

Children put their packed bag next to their chair

Teacher ensures all children are ready (on carpet or on chairs) before exiting

Bus list, ECA list and Extended Care lists on the back of the classroom door

Teacher leads children to the allocated pick-up point for Y3 or 4. Children alert the teacher when they see their adult. Teacher ensures all adults are wearing a yellow lanyard. If a parent does not have a lanyard (and is not the usual parent collecting) a phone call is made to ensure the child is allowed to go with the adult; depending on how many children are left, you may ask another teacher to dismiss your remaining few children while you phone home or you



may make the adult wait until all children have been collected.

Teacher passes on messages of praise/celebration to parents where appropriate

TA takes bus children to the bus and dining hall for ECAs – no iPads on or open

End of the day activity for children who are waiting at their desks for the bus

No movies or iPads at the end of the school day (including Storyline Online)

Assembly:

Children enter in silence, walking one behind the other

Children sit down in silence and wait for assembly to begin

At the end, children leave one class at a time, as directed, using all available exits. Adult chooses which class leaves first based on behaviour.

Dining Hall:

Y3-6 children may buy food for lunch in school, or they are free to bring their own food

Children enter in silence, walking one behind the other

Each class must sit at their allocated table

Children sit down quietly and unpack their food

Children must remain at their table and not walk around the dining hall (rubbish thrown at the end)

One whistle indicates that children must stop and listen

All adults ensure all children are silent and still before two whistles are blown

All classes are allocated a line-up spot

Two whistles indicate that children must tidy up and walk sensibly to their line

All adults are responsible for making sure the children have tidied their tables and pushed their chairs in

Any children who run to the line are sent back to walk

Where classes/year groups do not adhere to Dining Hall rules, they will practise during assembly time

House Points:

Teachers review HPL links during lessons and before transitions. House Points are awarded throughout the lesson



and added to dojo by a nominated child from the class using the class iPad.

Adults encourage children to talk about learning behaviours using the vocabulary from the HPL VAAs

To reinforce positive behaviour, children are awarded House Points (using class dojo) when they show examples of behaviour linked to the VAA statements

House Points are reset weekly on a Monday, so all children begin on 0 again. House Captains collect the weekly House Points on Fridays and add these to the school total. House Points need to be added to the House Points Poster displayed on the classroom door so they can be collected by the House Captains

Children are praised by staff, e.g., verbal praise, displaying/sharing work, celebrating choices throughout the day using vocabulary consistent with the HPL VAAs

WEK Learner of the Week certificates are awarded weekly and linked to the HPL VAA statements

Children visit the Primary Assistant Principal to receive stickers for special achievements

Traffic Light System:

Teachers, including specialists, should incorporate the traffic light behavioural system in class. All children start the day on the green traffic light. If negative behaviour occurs, a verbal reminder is given. If it continues, the child is clearly reminded of the rule that he/she has forgotten and moved to the orange traffic light. They are told that if they need to be reminded again, they will be moved to the red traffic light. If it persists, a third reminder is given, and the child is placed on the red traffic light. Children should move back to orange/green if behaviour improves.

Children who are on orange will miss 5 minutes of their playtime in the Reflection Time area on the playground. Children on red will miss the full play time in the Reflection Time area. If negative behaviour continues to persist when already on the red traffic light, children will speak to the Head of Year about their behaviour. Children move back to green once the time has been 'spent'.

Parents will be informed if children remain on orange or red at the end of the day. This may be face-to-face, by telephone or via email only if parents cannot be reached in person.

Repetitive negative or disruptive behaviour will result in a meeting with the class teacher, Head of Year and / or Phase Leader. Details of this meeting will be recorded on Pulse. A behavioural plan may be developed between school and parents to ensure consistency, and this is monitored and reviewed regularly. Children may have individual behaviour reward charts implemented as a result of this – these are shared with parents to be used at home also.

Negative behaviour in KS2 may result in loss of student leadership responsibilities or squad participation in agreement with the Primary Assistant Principal.

Upper KS2 (Years 5 & 6) Positive Behaviour for Learning

Morning Time:

Teacher greeting children at the door and welcoming each child into class – model appropriate response and social



skills, taking an interest in their lives outside of school

TA (and LSA) reinforcing independence skills, e.g. organising belongings for the day

All children have a selection of morning activities. Morning activities are displayed on the interactive whiteboard for the children to read in a consistent year group format

All children to independently access morning activity and resources needed for completion – TA (and LSA) supervision and support where needed

TA (and LSA) encouraging children to greet one another

If the LSA picks up from the school gates, greet family and handover with enquiry about the child's evening/weekend

When the National Anthem plays, all children stand behind their chair with their hands by their side. Children join in singing the National Anthem.

Transitions around School and Corridor Etiquette:

The TA must always take fire register with class – a child should be selected for Arabic and Islamic lessons

Walking in straight lines, one behind the other

Stay to the right and hands by our sides

“When we are walking, we are not talking”

Any children who are talking or not standing one behind the other are sent to the end of the line

If multiple children are talking or standing out of the line, the whole class stops until the line is silent and organised. If this occurs more than once in the week, the class will have to spend the next playtime practising.

Class Teacher or TA walking alongside the middle of the line supervising all children



Children hold the door for peers. Encourage children to whisper 'thank you'

Greet adults and visitors in a quiet voice, e.g. saying 'Good morning' together as a class and smiling as others pass

Children do not drink from water bottles while walking

Children must not have iPads on or open when walking

Entry and Exits to Classrooms:

Before entering the classroom or specialist lesson, children to line up outside the class one behind the other

Children enter the class once they are all silent and looking at the teacher

Teacher count children in and out of the classrooms, including specialist rooms

Specialist teachers and class teachers take register when children arrive in class

Children enter the classroom in silence and sit at their table

Playtime & Reflection Time:

Y3-6 children cannot buy food for break time in school. These must be ordered online via Slices and delivered to class.

Adult takes the class to the playground

Adults on duty engage the children in purposeful play and discussion and include any children who are alone

Adults observe health and safety of the children in their area – report any near misses/incidents/health and safety concerns

Each class is allocated a line-up spot

Each class has a box where water bottles are stored

One whistle indicates that children must stand still

All adults ensure all children are still before two whistles are blown

Two whistles indicate that children must tidy up and walk sensibly to their line

All adults are responsible for making sure the children have put away all equipment – no child leaves the playground



until everything is tidied away

Any children who run to the line are sent back to walk

Allocated adult decides which class goes back to class first (based on behaviour and organised line)

Children must be silent before walking back to class

“When we are walking, we are not talking”

Walking in straight lines, one behind the other

One adult supervises the reflection area. If children are not following the rules, they go to the reflection area to discuss their choices with the adult.

Indoor breaks:

No movies or iPads

Each year group will provide a rota of activities for children to complete throughout the week (e.g. crafts, puzzles, challenges, reading, games, drawing, colouring etc.)

Adults encourage children to talk with one another to develop social skills

Home Time and End-of-day Routines:

Children independently pack their own bags. TA on hand to support and ensure all cubbies are empty

Children put their packed bag next to their chair

Teacher ensures all children are ready before exiting

Bus list, ECA list and Extended Care lists on the back of the classroom door

Teacher leads children to the allocated pick-up point for Y5 or 6. Children alert the teacher when they see their adult. Teacher ensures all adults are wearing a yellow lanyard. If a parent does not have a lanyard (and is not the usual parent collecting) a phone call is made to ensure the child is allowed to go with the adult. Depending on how many children are left, you may ask another teacher to dismiss your remaining few children while you phone home or you



may make the adult wait until all children have been collected.

Teacher passes on messages of praise/celebration to parents where appropriate

TA takes bus children to the bus and dining hall for ECAs – no iPads on or open

End of the day activity for children who are waiting at their desks for the bus

No movies or iPads at the end of the school day (including Storyline Online)

Assembly:

Children enter in silence, walking one behind the other

Children sit down in silence and wait for assembly to begin

At the end, children leave one class at a time, as directed, using all available exits. Adult chooses which class leaves first based on behaviour.

Dining Hall:

Y3-6 children may buy food for lunch in school, or they are free to bring their own food

Children enter in silence, walking one behind the other

Each class must sit at their allocated table

Children sit down quietly and unpack their food

Children must remain at their table and not walk around the dining hall (rubbish thrown at the end)

One whistle indicates that children must stop and listen

All adults ensure all children are silent and still before two whistles are blown

All classes are allocated a line-up spot

Two whistles indicate that children must tidy up and walk sensibly to their line

All adults are responsible for making sure the children have tidied their tables and pushed their chairs in

Any children who run to the line are sent back to walk

Where classes/year groups do not adhere to Dining Hall rules, they will practise during assembly time

House Points:

House Points should only be referred to as **House Points** and not Dojos (this is only the system in which we collect



House Points)

Teachers review HPL links during lessons and before transitions. House Points are awarded throughout the lesson and added to dojo by a nominated child from the class using the class iPad.

Adults encourage children to talk about learning behaviours using the vocabulary from the HPL VAAs

To reinforce positive behaviour, children are awarded House Points (using class dojo) when they show examples of behaviour linked to the VAA statements

House Points are reset weekly on a Monday, so all children begin on 0 again. House Captains collect the weekly House Points and add these to the school total. House Points need to be added to the House Points Poster displayed on the classroom door so they can be collected by the House Captains

Children are praised by staff, e.g., verbal praise, displaying/sharing work, celebrating choices throughout the day using vocabulary consistent with the HPL VAAs

WEK Learner of the Week certificates are awarded weekly and linked to the HPL VAA statements

Children visit the Primary Assistant Principal to receive stickers for special achievements

Traffic Light System:

Teachers, including specialists, should incorporate the traffic light behavioural system in class. All children start the day on the green traffic light. If negative behaviour occurs, a verbal reminder is given. If it continues, the child is clearly reminded of the rule that he/she has forgotten and moved to the orange traffic light. They are told that if they need to be reminded again, they will be moved to the red traffic light. If it persists, a third reminder is given, and the child is placed on the red traffic light. Children should move back to orange/green if behaviour improves.

Children who are on orange will miss 5 minutes of their playtime in the Reflection Time area on the playground. Children on red will miss the full play time in the Reflection Time area. If negative behaviour continues to persist when already on the red traffic light, children will speak to the Head of Year about their behaviour. Children move back to green once the time has been 'spent'.

Parents will be informed if children remain on orange or red at the end of the day. This may be face-to-face, by telephone or via email only if parents cannot be reached in person.

Repetitive negative or disruptive behaviour will result in a meeting with the class teacher, Head of Year and / or Phase Leader. Details of this meeting will be recorded on Pulse. A behavioural plan may be developed between school and parents to ensure consistency, and this is monitored and reviewed regularly. Children may have individual behaviour reward charts implemented as a result of this – these are shared with parents to be used at home also.

Negative behaviour in KS2 may result in loss of student leadership responsibilities or squad participation in



agreement with the Primary Assistant Principal.

Secondary (Years 7 – 13) Positive Behaviour for Learning

Form Time

We start our day in the Secondary School with Form Time. This is a 20-minute session with the Form Tutor. During this time, we expect students to:

- Arrive punctually and be sat in their designated seat by no later than 7:40am
- Be fully equipped for the day ahead with stationary, books and a fully charged device
- Take note of key dates and information presented on the Year Group Notices
- Contribute and participate fully in all form time activities
- Show respect towards all members of the class, including the teacher and any teaching assistants. This includes being a good listener when other members of the class are sharing ideas or presenting
- Check in-to Upstrive on a Friday morning as a way of self-regulation and reflection.

Transitions around School and Corridor Etiquette

In the Secondary School, we expect transitions between lessons to be calm and sensible. Meaning that students:

- Walk quietly and quickly on the right-hand side of corridors
- Follow the one-way system that is in place
- Are sensitive to any examinations in session
- Show good manners (e.g. smiling, opening doors, being courteous)
- Refrain from using personal devices on the transition to lessons
- Refrain from eating and drinking whilst moving around the school
- Students are not to use lifts, unless they have a lift pass from their Head of Year

Entry and Exits to Classrooms

When arriving to lessons, students should:

- Line up quietly outside their classroom, where their teacher will greet them
- When asked, enter the classroom sensibly and quickly move to their designated seat as per the teacher's seating plan
- Ensure that all learning materials are swiftly put on desks to establish a readiness to learn

When leaving the classroom, students should:

- Pack up quickly when asked to by the teacher, ensuring no personal belongings are left on or under desks
- Stand quietly behind their chair and when asked, leave the classroom sensibly, and follow the one-way system to the next lesson or break time

Exam and Assessment Etiquette

During exam cycles, both internal and external, the following protocol must be followed:

- All students must be in full school uniform for all examinations.
- It is the responsibility of students to ensure they have read all the examination information sent by the exams officer.
- Students are expected to be in school at least 30 minutes before each GCSE or A-Level exam, and anyone who arrives late must report to reception.
- Arriving later than 30 minutes may result in the exam board not awarding any grade for that exam.
- Students are to ensure they have only the correct and specific equipment for all exams.
- Students must not have any unauthorised items when going into an exam room.



Break Time & Reflections

Break times should be used to engage with peers and eat and drink in order to maintain energy levels. There will be times that break times are used for other purposes alongside eating and drinking, such as:

- Intervention (extra time spent with a teacher to catch up on work or clear up a concern)
- Reflection time (with class teacher, Head of Department or Head of Year after a behaviour incident)
- Earning time back due to lateness (e.g. if you are 5 minutes late, you will spend 5 minutes with that teacher over break or lunch time)

Students taking part in normal break time should always leave the school areas free of litter.

End-of-day Routines

The school day ends at 3:10pm and students should be picked up at this time by parents or a driver. Students who use the bus should go directly to their bus, as buses leave promptly at 3:20pm.

If students are late being picked up, they will be sent to the late room at 3:20pm, which is supervised by a member of the Senior Leadership Team. They will be released once their driver has arrived.

Students should not use the Parent-Teacher Café at any time.

Mobile Phones

Students should not be using their mobile phones during the school day. If a student is using their phone, the following steps should be applied:

1. Teacher warns student – phone to go in bag or on teacher desk (**student agency**)
2. If seen again, the phone must go on the teacher's desk until the end of the day when the student should come back to collect it. **This should be logged on Go4Schools.**

Phones seen in the corridors should be given a warning. If more than once, teacher should keep on desk.

Use of Toilets

Students should endeavour to only use the toilets at break and lunch times, unless there is a medical condition that staff and the clinic are aware of. Toilet trips are recorded on Go4Schools, so that patterns can be tracked if necessary.

Assembly

The auditorium is used by the whole school and should be done so respectfully. The below systems are in place in there, and students should always:

- Enter and exit the auditorium sensibly and quietly
- Sit down quickly in the correct seat and year group/House zone
- Read in seats until assembly begins
- Show respect and manners to all members of the community in the auditorium
- Remain quiet when an adult or peer is presenting, only speaking when asked to
- Keep devices in bags

Dining Hall (Canteen)

The canteen is used by the whole school and should be done so respectfully. The below systems are in place in the canteen, and students should always:

- Enter and exit the canteen sensibly and quietly
- Queue appropriately for food and drink, and not skip the line
- Show respect and manners to all staff and teachers on duty
- Sit sensibly and not play any ball games inside
- Keep devices in bags, and verbally engage with peers
- Leave the canteen litter-free at the end of break or lunch time, using the bins provided

Fire Alarm Procedures

If the fire alarm sounds, students and teachers should:



- Leave the classroom and school in silence and quickly by the nearest fire exit
- Proceed to the correct class meeting point on the sports field
- Line up in silence, in alphabetical order so registration can be taken
- Proceed back into the building only when instructed to do so by the Secondary Principal

Rewards

We will always reward our students in the Secondary School, more than we will sanction. It is our aim to celebrate the success of our students as often as possible. Below are some of the ways in which this will be achieved:

- House Points will be awarded for demonstrating outstanding learning, a positive attitude and displaying the High-Performance Learning strands. These will be awarded every lesson. ***This can be monitored on Go4Schools.***
- Praising and recognising outstanding student work, both verbally and in writing
- Displaying exceptional work in classrooms and public areas
- Providing celebration visits to the Senior Leadership Team
- Creating leadership opportunities such as Prefects, School Council and beyond
- Recognition in assemblies and form time
- Letters, phone calls and emails home to parents from teachers, Tutors, Heads of Year and SLT
- Arts Colours for services to the Arts at the Academy
- Sports Colours for services to Sport at the Academy
- Tutor group rewards mornings
- Termly rewards trips
- House rewards – e.g. Pizza Parties for the winning House
- Express lunch passes/booking table tennis tables and sports facilities
- The GEMS Jewel of Kindness

Certification and Celebration

Bronze, silver and gold certificates are given out for House Point totals at our annual end of year celebration assembly. Other awards include 100% attendance, subject awards and the Annual Secondary Principal's Awards.

Presentation evening is held each year to reward students academically for progress and attainment, with each subject recognised. Parents and senior management will attend the event.

HH Sheikha Fatima Bint Mubarak Award for Excellence is awarded for to one female student every year based on academic, sporting and charitable success criteria.

Sanctions

At the Academy, we have clear sanctions in place to deal with any behaviour incidents that occur inside and outside of our classrooms. There will be times when student behaviour needs to be corrected. Students are sanctioned and intervened with according to the severity of the indiscretion. The teacher will always try their best to ensure that there is limited disruption to learning.

The table below illustrates our whole school stepped approach for dealing with any disruptive behaviour in our classrooms. It is vital that teaching staff remind students of the steps whilst establishing themselves with a new class and why such steps may be needed (i.e. to protect each person's right to learn and feel safe in the classroom).

Sanction Step	Example Behaviour
Step 1	<ul style="list-style-type: none"> • Not following staff instructions • Showing disrespect towards others



Verbal warning	<ul style="list-style-type: none">Disrupting learning of others
Step 2 Behaviour logged on Go4Schools and appropriate action taken <i>Parent informed if behaviour is repeated in consecutive lessons.</i>	Continuation of behaviour above or serious offence which does not need a warning
Step 3 Student removed from lesson and Head of Department supervises. Email sent to Pastoral email address. <i>Parents contacted, logged on Go4Schools and student cannot return to lesson until resolution met.</i>	<ul style="list-style-type: none">Pattern of disruptive behaviourEscalated disruption of behaviour

Reflection/Resolution Time

The teacher may require giving the student some additional time (such as restorative justice or reflection) to put the behaviour incident right or catch up on incomplete work.

All recorded behaviour on Go4Schools is to be monitored daily on Go4Schools by Heads of Department and Head of Year/Assistant Principal Pastoral and used to help assign student support and intervention. We will always keep parents informed of any sanctions. Everything is recorded on Go4Schools and this may be accompanied by an email, phone call or a face-to-face meeting.

In the unlikely event of poor behaviour persisting over a period of time in a variety of lessons, students will follow a reporting system:

1. Form Tutor Report
2. Head of Year Report
3. Assistant Principal Report

Departments administer their own centralised reflections and resolutions. Reasons could range from a discussion about appropriateness of behaviour, an appropriate resolution or completing work that has yet to be completed. Departments will also run their own report system for students where poor behaviour seems to only appear in that subject. This will be carefully monitored by the Pastoral team.

All behaviour should be dealt with within departments as a starting point, with escalation towards Heads of Year and the Senior Leadership Team if a problem is recurring.

Sanction Steps for patterns of behaviour or multiple serious offences

Each half term, Heads of Year will identify students that are consistently falling short of the expectations set at the Academy outside the routine support and sanctions given. These students will be added to a Pastoral Intervention Register. Pastoral intervention meetings will be held which diagnostically analyse



students' performance in all areas of the school. The Secondary Assistant Principal will chair the meeting along with the Vice Principal, Head of Year, Head of Inclusion, SENCO and School Counsellor(s). The actions implemented, will be reviewed for impact each half term. Applying appropriate intervention will mean students quickly move off the Intervention Register. For those who don't, intervention will be refined until the student reaches their target(s).



Sixth Form (Years 12 & 13)

Please refer to the Sixth Form Handbook [here](#) for all information on Sixth Form.



Internal Suspensions

In the case of rare serious incidents and or repeated incidents of poor behaviour, students may be internally suspended from lessons/the classroom for a period of time, normally a day or more, depending on the nature, severity and repetitive nature of the incident(s). Children who are internally suspended will work in isolation under the supervision of a school leader. Prior to the suspension, a letter should be shared with the student's parents to inform them that recurring behaviour will result in the suspension.

The decision to internally suspend a student can only be made in conjunction with the Academy Leadership Team. Parents will be informed of the suspension in writing. Appropriate work will be set and checked throughout the day. Throughout the process, the student will receive support and guidance to try and eliminate the chance of a repeated suspension.

Parents will be required to attend a re-integration meeting with key staff after any internal suspension.

External Suspensions

A letter should be shared with the student's parents to inform them that recurring behaviour will result in the external suspension (outside of the school) prior to its occurrence. The decision to externally suspend a student must be made by the Academy Leadership Team, with approval from the CEO, Secondary Principal or Primary Principal.

A meeting, with a member of the leadership team and parents, will take place prior to the student returning to school.

Permanent Exclusions

The Principal (or Primary & Secondary Principal in their absence) has the power to exclude a student from school, having sought written permission from the KHDA, following ongoing written communication with parents around repeated negative behaviour.

If the Principal excludes a student, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can appeal against the decision with GEMS management and the KHDA. Appeals are to be made in writing and the school informed.