

Behaviour for Learning Policy

2024 - 25

Date last reviewed | June 2024

Review period | Annually

Lead Reviewer(s) | Primary & Secondary Assistant Principals

***“Empowering today,
for a limitless tomorrow.”***



**Limitless
Learning**



**Limitless
Solutions**



**Limitless
Possibilities**

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 a school, our values and attitudes are embedded in our daily practice. We strive for all students to have Limitless Learning, Limitless Solutions and Limitless Possibilities. Some examples of these are:

- Contributing actively during lessons, giving their best and allowing everyone else to do the same.
- Doing their best in all curricular areas
- 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.
- 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. Cultivating positive relations are vital. Take time to build positive relationships and ensure your teacher pupil interactions are always calm and respectful.

5:1 Ratio

At WEK, we have implemented a 5:1 ratio of positive to corrective phrases. This approach ensures that for every corrective statement made, five positive affirmations are also given, fostering a supportive and encouraging atmosphere. By emphasising positive reinforcement, our students feel valued and motivated, which leads to improved behaviour and academic performance. This ratio helps to build strong teacher-student relationships, where students feel recognised for their efforts and good behaviour, thus reducing the frequency and necessity of corrective measures.

Teaching Learning Habits and Behaviours

In each Primary classroom, the class rules (maximum of 5 rules) are discussed and agreed upon then displayed for all to follow. These rules are in line with the school vision and this policy. When teaching learning habits, we encourage over correction and ensure children go back and try again to get them to recognise what they could have done differently. This strategy involves providing an individual with an opportunity to correct their behaviour and then engage in a designated corrective action.

When students engage in attention seeking behaviours, it is important to maximise the positive attention and minimise the negative attention (e.g. reduce eye contact and demonstrate relaxed body language if a child is displaying attention-seeking behaviour). A tailored, individualised approach is offered for some children who are finding it difficult to make positive behaviour choices. These Individual Behaviour Plans (IBP) consist of recommendations and strategies for children who consistently have difficulty in following whole school rules, or who display challenging or concerning behaviours. Unlike the class rules, IBPs are made specifically for individual students. Teachers work with parents and other staff to come up with a plan to support these children. This process consists of identifying the possible causes or triggers of the behaviours of concern and addressing these where possible.

Establish, Maintain and Restore

The Establish, Maintain, and Restore (EMR) strategy is designed to build and sustain positive teacher-student relationships. The "Establish" phase focuses on creating a strong foundation by setting clear expectations, routines, and positive interactions from the outset. Teachers invest time in getting to know their students, understanding their needs, and fostering a welcoming classroom environment. The "Maintain" phase involves consistent reinforcement of these positive relationships through regular check-ins, encouragement, and recognition of student achievements, ensuring that students feel valued and supported on an ongoing basis. Finally, the "Restore" phase addresses any disruptions or conflicts that may arise, with an emphasis on repairing and rebuilding relationships through open communication, empathy, and problem-solving.

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 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.

FS Learner of the Week certificates awarded weekly and linked to the COEL and the Learning Zoo 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.

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 learning behaviours 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 class rules 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 class/school rules.

WEK Learner of the Week certificates awarded weekly and linked to the class/school expectations.

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 demonstrating they are 'Ready to Learn'. 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 where they are encouraged to 'Pause and Think'. 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 and must spend 'Time to Reflect' in the Reflection Zone on the playground or in the Calm Corner in the shared area. Children should move back to orange/green once they have spent their time reflecting. Class teachers should give positive reinforcements when a child is placed on orange or red encouraging them to work hard to move back up to green by the end of the lesson/end of the day.

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 must 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 then the 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.

The Behaviour Logos must be on display in all Primary classrooms and can be referenced throughout the day.



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 learning behaviours 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 class/school rules.

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

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 class/school rules.

WEK Learner of the Week certificates are awarded weekly.

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 demonstrating they are 'Ready to Learn'. 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 where they are encouraged to 'Pause and Think'. 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 and must spend 'Time to Reflect' in the Reflection Zone on the playground or in the Calm Corner in the shared area. Children should move back to orange/green once they have spent their time reflecting. Class teachers should give positive reinforcements when a child is placed on orange or red encouraging them to work hard to move back up to green by the end of the lesson/end of the day.

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 must 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 then the 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.

The Behaviour Logos must be on display in all Primary classrooms and can be referenced throughout the day.



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

Children are released from class at 3.10pm and make their way to the agreed meeting point. Parents inform class teachers of the designated meeting point at the beginning of the school year. Children may wait in Primary Reception if their parent is late to pick up.

Teacher passes on messages of praise/celebration to parents where appropriate via a phone call or email.

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 learning behaviours 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 class/school rules.

To reinforce positive behaviour, children are awarded House Points (using class dojo) when they show examples of positive learning behaviour.

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 class/school rules.

WEK Learner of the Week certificates are awarded weekly.

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 demonstrating they are 'Ready to Learn'. 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 where they are encouraged to 'Pause and Think'. 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 and must spend 'Time to Reflect' in the Reflection Zone on the playground or in the Calm Corner in the shared area. Children should move back to orange/green once they have spent their time reflecting. Class teachers should give positive reinforcements when a child is placed on orange or red encouraging them to work hard to move back up to green by the end of the lesson/end of the day.

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 must 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 then the 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.

The Behaviour Logos must be on display in all Primary classrooms and can be referenced throughout the day.



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

Internal Suspensions – Primary and Secondary

In the case of rare serious incidents and or repeated incidents of poor behaviour, students may receive a Formal Behaviour Warning letter and be internally suspended from lessons/the classroom for a period of time, normally two days or more, depending on the nature, severity and repetitive nature of the incident(s). Children who receive a formal letter and are internally suspended will work in isolation under the supervision of a school leader. Behaviour letters are shared with the student's parents to inform them that recurring behaviour letters (three) will result in a discussion regarding re-enrollment for the next academic year. Parents are emailed the formal behaviour letter and are required to attend a meeting with the class teacher and Head of Year/Head of Phase/Assistant Principal to discuss next steps.

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.

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 weekly 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
- Do not to use lifts, unless they have a lift pass from their Head of Year
- Do not display boisterous behaviour and keep their hands to themselves
- Do not crossover to the Primary side of the school, unless with a teacher.

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
- Ensure the area is free from litter/mess, and chair is tucked under desk
- 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
- Students should not communicate with anyone other than the invigilator during an exam. This includes verbal communication, passing notes and hand gestures
- Plagiarism is strictly prohibited and will result in disqualification.

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. This is student's responsibility.

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 without a parent present.

Devices + Social Media

Students should not be using their mobile phones or AirPods/headphones during the school day. If a student is found using these devices, the following steps should be applied:

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

Devices seen in the corridors should be given a warning.

Social Media is not permitted to be used in school. Any students found to be using social media will have their device confiscated until the end of the school day.

Banned Items

Students should refrain from being in the possession of/using banned items such as e-cigarettes and vaping devices in and outside of school. If a student is caught vaping, they will be immediately sent home and a 3-day suspension will be issued. If there is a repeated offence, we will work in collaboration with KHDA to permanently suspend the student.

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. Students should not gather in the bathrooms in large groups or participate in foul play such as splashing water and flooding the toilets. Students should also not share cubicles.

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, or run, indoors
- 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
- Eat food in the canteen, and nowhere else around school.

Elite Sports Performers: Swimming, Tennis and Football

Student who represent our Performance Swimming, Football or Tennis Centres must adhere to the school rules at all times, alongside all other students. Specific rules for these students are:

- All student athletes must dress in the correct sports kit at all times
- Trainers must be worn, no sliders or flip-flops
- Athletes must adhere to their personalised contract signed in collaboration with the Director of Sport for the Academy
- Athletes must represent the school to the highest standards at all times

Failure to adhere to the above will result in a meeting with the Director of Sport and potential suspension from sporting activities. Repeated poor behaviour will result in removal from our Elite Sports Programme.

Uniform Guidance

All uniform information can be found in the Academy Parent Guide: [WEK Uniform Guide.jpg](#)
Secondary students are reminded of the below important rules regarding uniform:

- No trainers
- Ties to be worn by all students

- No necklaces or rings
- One pair of stud earrings and a bracelet is allowed
- No bright hair dye
- Nails should not be long and only painted in a nude colour
- Tattoos are not permitted

Failure to adhere to the uniform rules will result in sanctions, which are detailed in this policy.

Rewards

We aim to reward our students in the Secondary School 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 positive behaviour characteristics. These will be awarded every lesson and around school during break and lunch times. ***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
- Positive Postcards given out in lessons
- Wall of Fame
- 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
- Consolidation Rewards in assembly

Duty Expectations

Secondary school staff have a variety of duties and responsibilities to ensure the smooth operation of the school and the well-being of students. This is an active duty where staff are expected to be visual and intervening with any issues. Here are some common expectations:

- All Secondary staff are expected to do 2 x 20-minute duties per week. If timetable is under capacity, there could be an additional duty added.
- Duty Rota: staff are expected to be on time for their duty as per rota. Supervising students during non-class times, such as lunch breaks and between classes. Duty staff need to leave areas last, after all pupils have been moved on to classes.
- Safety Protocols: Ensuring students adhere to school safety rules and procedures. If on outdoor play, this includes supervision of appropriate school games such as football.
- Reporting: Reporting incidents, such as bullying or safety concerns, to the Duty leader.

Inappropriate Behaviour and 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 following tables illustrate 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 and why such steps may be needed (i.e. to protect each person's right to learn and feel safe in the classroom).

Class Teacher Expectations

<u>Level 1 Behaviour (B1)</u>	<u>Sanction</u>	<u>Lead Staff Member</u>
<p>Student behaviour did not improve after verbal warning/learning adaptation. Examples include:</p> <ul style="list-style-type: none"> • Not following instructions • Disrespect towards staff • Ill-equipped for learning • Incorrect uniform 	<p>Sanctioning staff member to meet student and map out next steps. These may be:</p> <p>Mandatory:</p> <ul style="list-style-type: none"> • Reflection time with teacher within 24 hours + restorative conversation • BP added 	<p>Classroom teacher</p> <p>Form Tutor</p> <p>Any teacher who witnesses misconduct around school</p>

<ul style="list-style-type: none"> • Lateness to lesson/Reg • Disruption • Chewing gum • Incorrect use of device • Food delivery to school • Littering • Indirect bad language • Classwork dishonesty 	<p>Optional Addition:</p> <ul style="list-style-type: none"> • A handwritten apology letter • Communication home to parents 	
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Middle Leadership Expectations

Level 2 Behaviour (B2)	Sanction	Lead Staff Member
<p>Persistent level 1 behaviour or escalated behaviour concerns. Examples include:</p> <ul style="list-style-type: none"> • Truancy • Direct bad language • Repeated disruption to learning • Repeated lateness • Unkind behaviour towards others • Graffiti • Being out of bounds • Missed two level 1 reflections • Pattern of B1 points across subjects • Assessment dishonesty 	<p>Sanctioning staff member to meet student and map out next steps. These may be:</p> <p>Mandatory:</p> <ul style="list-style-type: none"> • One or more reflections in which student completes reflection document • Communication home to parents. <p>At HOY/HOD Discretion:</p> <ul style="list-style-type: none"> • Standards Card 	<p>Classroom teacher in collaboration with HOD/HOF</p> <p>HOD/HOF if recurring behaviour is subject specific</p> <p>Head of Year for patterns in B1 points as per Standards Card escalation</p>

Assistant Principal Expectations

<u>Level 3 Behaviour (B3)</u>	<u>Sanction</u>	<u>Lead Staff Member</u>
<p>Persistent level 2 behaviour or escalated behaviour concerns. Examples include:</p> <ul style="list-style-type: none"> • Persistent truancy • Racism • Physical altercation • Bullying • Serious defiance and disruption to learning • Theft • Vandalism • Bringing banned items into school (e.g vape) • Missed two level 2 reflections • Pattern of B2 points across subjects 	<p>Sanctioning staff member to meet student and parents and map out next steps. These may be:</p> <p>Mandatory:</p> <ul style="list-style-type: none"> • Removal from lesson • Restorative conversation • Internal or external suspension, depending on incident • AP Standards Card • Official warning letter which can lead to non-enrolment for following year 	<p>Middle leaders in collaboration with Assistant Principals</p>

Head of School Expectations

<u>Level 4 Behaviour (B4)</u>	<u>Sanction</u>	<u>Lead Staff Member</u>
<p>Persistent level 3 behaviour or escalated behaviour concerns. Examples include:</p>	<p>Sanctioning staff member to meet student and parents and map out next steps. These may be:</p>	<p>Head of School</p> <p>Designated Safeguarding Leader</p>

<ul style="list-style-type: none"> • Aggressive behaviour towards staff • Fighting • Possession of weapon or illegal substance (e.g drugs/alcohol) • Use of banned items in school (e.g vape) • Missed a level 3 reflection • Pattern of B3 behaviours across subjects 	<p>Mandatory:</p> <ul style="list-style-type: none"> • External suspension of 1-3 days, depending on incident • HOS Standards Card • Official warning letter which can lead to non-enrolment for following year 	
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Principal Expectations

<u>Level 5 Behaviour (B5)</u>	<u>Sanction</u>	<u>Lead Staff Member</u>
<p>Persistent level 4 behaviour or escalated behaviour concerns. Examples include:</p> <ul style="list-style-type: none"> • Illegal activity or actions • Endangering the life of others 	<p>Sanctioning staff member to meet student, parent and external body and map out next steps. These may be:</p> <ul style="list-style-type: none"> • Final official warning letter which will lead to non-enrolment for next year. • Managed move • Permanent exclusion 	<p>Principal/CEO GEMS Corporate Office</p>

Parent Expectations

We pride ourselves on having strong and supportive partnerships with our parents. For WEK and families to work together successfully, we expect the following of our parents:

- Take an active interest in their child's education
- Communicate any concerns or praise to the school in a timely manner
- Communicate in a calm and polite manner with all members of the WEK community
- Engage with school events relating to their child's education
- Respond in a timely manner (24-48 hours) to staff communication regarding their child
- Engage with Go4Schools to track child's progress, attainment and behaviour
- Model positive behaviour in person, and online
- Work collaboratively with the school when dealing with a behaviour incident involving their child
- Sign any Standards Cards that their child brings home
- Sign the KHDA Parent Contract

Reflection/Restorative 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 and Form Tutors, Head of Year/Assistant Principal Pastoral and used to help assign student support and intervention. We will always keep parents informed of any escalated 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 Standards Card
2. Head of Year Standards Card
3. Assistant Principal Standards Card
4. Head of School Standards Card

The below table outlines the escalation process for students who accrue **half-termly** behaviour points.

Behaviour Points	Monitored by	Support for Student	Parent Communication
3	Form Tutor	Informal Conversation	N/A
5		Formal conversation + reminder that 10 BPs = 2 weeks Standards Card	Email
10		Standards Card	Call + parents to sign and celebrate SC.
15-25	Head of Year	Conversation + reminder that accumulation of 2 more BPs = 2 weeks Standards Card and 1-day internal isolation	Email/Phone Parents to sign SC and celebrate success.
25-35	Assistant Principal	Conversation + reminder that accumulation of 2 more BPs = 2 weeks Standards Card and 2 days internal isolation	Meeting informing parents of conversation. Parents to sign SC and celebrate success.
35+	Head of School	Conversation + reminder that accumulation of 2 more BPs = 2 weeks Standards Card and 3 days internal isolation	Meeting informing parents of conversation. Parents to sign SC and celebrate success.

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.

If a student fails to respond to the WEK Standards Card or various levels of behaviour intervention, they will be issued with a behaviour contract and an Individual Behaviour Plan. These will be signed by the school, student, and parents.

Sixth Form (Years 12 & 13)

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