

GLS POSITIVE BEHAVIOUR POLICY

2024

APPROVED BY:



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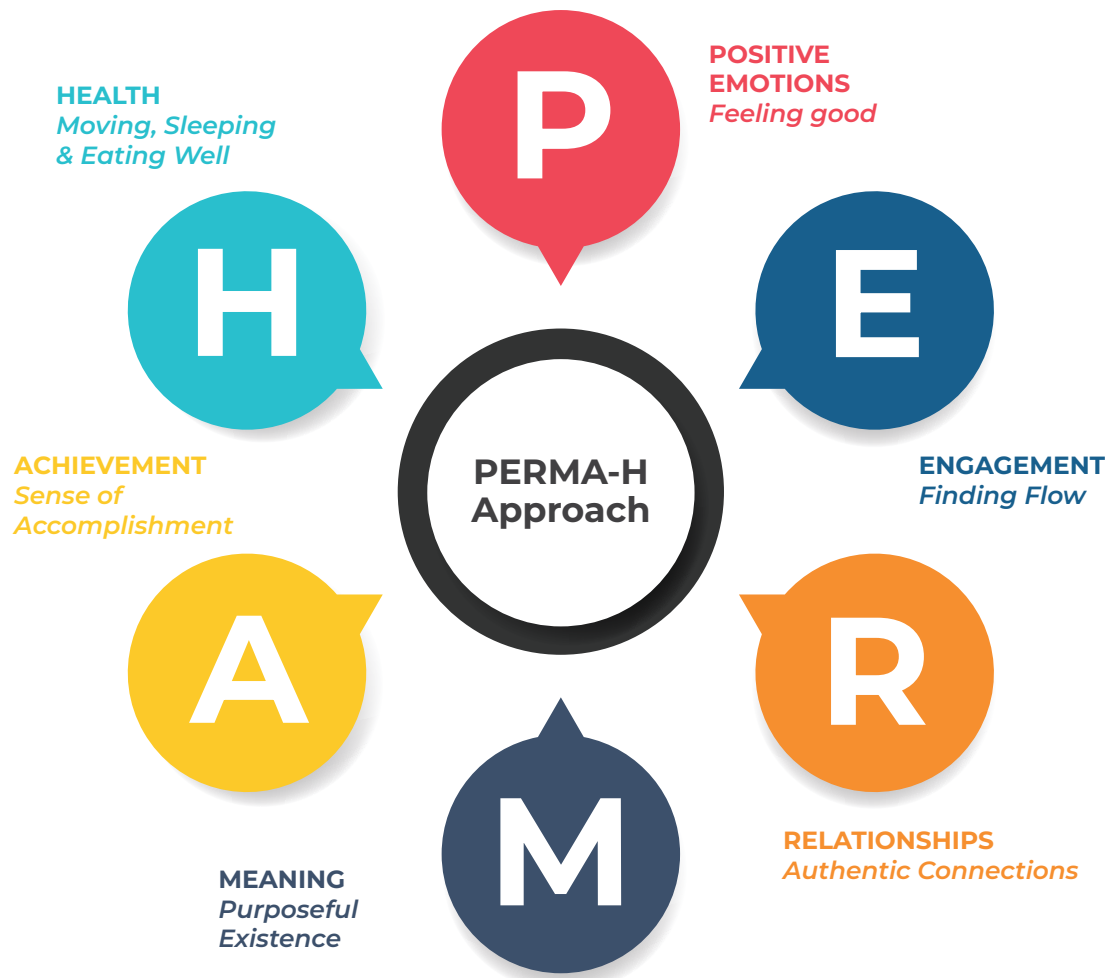
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AIM

At GEMS Legacy School (GLS), we firmly believe that a solid foundation is the cornerstone of success. Our approach to education goes beyond mere academic learning; we strive to prepare students for life beyond school. At GLS pastoral care and well-being is at the heart of everything we do, supporting our core value of togetherness. We recognize that students thrive in an environment that is safe, nurturing, and inclusive, with clear expectations for both work and behaviour. Our goal is to cultivate an atmosphere where students can reach their fullest potential while also fostering mindfulness and responsibility as global citizens.

PHILOSOPHY

The GLS Positive Behavior Policy draws inspiration from Martin Seligman's PERMA-H well-being model and the school's core PRIDE values. The PERMA-H model of well-being was introduced by Professor Martin Seligman (2011) in which well-being is understood as being more than experiencing positive emotions and feeling happy. By integrating these principles, we create a holistic approach to learning that cultivates enriching environments. These environments are designed to nurture students' physical, personal, social, emotional, intellectual, cultural, and spiritual well-being, fostering a comprehensive educational experience.



THE PERMA-H APPROACH TO WELLBEING AND HAPPINESS

Apart from providing an empowering learning environment, we consciously build the personal, social, emotional, intellectual, cultural and spiritual quotient of our students and staff by taking inspiration from Martin Seligman's PERMA model for well-being.

At GLS, we endeavor to provide a vibrant learning environment that encompasses Positive Emotions, Positive Engagement, Positive Relationships, Positive Meaning, Positive Accomplishment and Positive Health to ensure holistic growth of all members of the school's fraternity.

The GEMS core values that are an integral part of the day-to-day functioning of all students and staff are encompassed in the acronym **PRIDE**.



These simple yet core universal values form the founding pillars of the school's ethos and culture. These are well integrated into the curriculum, lesson plans, school events and assemblies so that they are internalized by students and staff.

CARE
I respect the needs of my stakeholders. I ensure they feel listened to and cared for.

EXCELLENCE
I dream big, setting ambitious goals, delivering the highest quality and aiming to be the best at what I do.

ONE TEAM
I am a team player. I work with the bigger picture in mind. I put the teams needs ahead of my own.

ALWAYS LEARNING
My open minded curiosity fuels my love for learning. I ask questions and listen to keep learning and improve.

**GEMS
CORE VALUES**

The Five Core Competencies

Contributor, Communicator, Collaborator, Creator and Critical Thinker, built on the foundation of the core values permeate the school culture. Students and staff are provided with a range of opportunities to apply these competencies as they are learning and are awarded certificates for demonstrating these competencies.

OBJECTIVES

This policy aims to:

- Foster a nurturing, vibrant, and secure atmosphere where all the school's stakeholders can work and collaborate without fear.
- Recognize that upholding positive behaviour in the school requires the collective effort of the entire school community.
- Set and maintain high standards for positive behaviour, emphasizing role modelling and positive reinforcement.
- Cultivate self-discipline and responsibility among students, encouraging them to appreciate the school's environment and routines.
- Ensure that everyone is treated with fairness and equality.
- Empower all staff members to establish and uphold standards for appropriate behaviour.
- Raise the self-worth of students through positive engagement and meaningful relationships.
- Enhance the self-esteem of students through constructive interaction and relationships.
- Embrace a philosophy that accepts the student, not negative behaviour.
- Ensure comprehensive understanding, consistent application, and effective monitoring and evaluation of this policy across the school.

THE ROLES & RESPONSIBILITIES OF STAFF

All staff are expected to understand and recognize that in

their interactions with the students, it is the student's behaviour and not the student which is being addressed.

- Lead by example.
- Share high expectations of pupils through the class charter.
- Be consistent in dealing with the students.
- Facilitate the development of the Core Competencies.
- Promote high expectations within the community.
- Meet the educational, social and behavioural needs of all students.
- Monitor and document any recurring behaviour that violates the school's guidelines and protocols.
- Keep detailed records and reports of incidents.
- Collaborate with the line manager to apply disciplinary actions tailored to each situation.

THE ROLES & RESPONSIBILITIES OF PARENTS AS PARTNERS

- Collaborate actively with teachers, so that children receive necessary support and guidance on demonstrating positive and desirable behaviour.
- Reiterate the school's rules and expectations applicable outside of school hours.
- Monitor student's behaviour choices outside of school hours to support them in their learning and progress.
- Effectively communicate with the school about any concerns observed related to the student's welfare or behaviour.

REWARDS

In line with the school's approach to creating positivity and happiness, good behaviour is actively encouraged and rewarded. The school celebrates students' success and achievements to boost their self-esteem and confidence. The school has outlined the following reward systems to acknowledge and encourage positive and desirable behaviour at all times:

PHASE 1

- Specific praise from members of staff and other students highlighting good work, effort or behaviour.
- Reward systems in the form of points acquired through Class DOJO, house points, smileys, stickers, class charter etc. on classroom walls.
- Class Teacher Recognition/Rewards/Character Strength Stickers - All class teachers recognize and reward achievement so that during a school year all pupils receive praise and also taste success tangibly. In class, recognition of success covers all areas of school life and further reinforces the importance of core values and character strengths.

PHASE 2

- Certificates, rewards and acknowledgement at class level to students' teamwork and morale.
- Celebrating good behaviour in class and assemblies. House Points - All staff members at the school can award house points to any children in recognition of success or achievement. The house system promotes responsibility and a team ethos and is effective in reinforcing good behaviour, positive attitudes and good citizenship.
- House points are divided into two categories:
 - Points awarded for good work and behaviour - These are totalled weekly and shared with class teachers.
 - Points gained through House Competitions - These are organised throughout the year and are based on building and developing a variety of skills.
- Class Teacher Recognition/Rewards/Character Strength Stickers - All class teachers recognize and reward achievement so that during a school year all

- pupils receive praise and also taste success tangibly. In class, recognition of success covers all areas of school life and further reinforces the importance of core values and character strengths.

PHASE 3

- House Points - All staff members at the school can award house points to any children in recognition of success or achievement. The house system promotes responsibility and a team ethos and is effective in reinforcing good behaviour, positive attitudes and good citizenship.

House points are divided into two categories:

- Points awarded for good work and behaviour - These are totalled weekly and shared with class teachers.
 - Points gained through House Competitions - These are organised throughout the year and are based on building and developing a variety of skills.
- Individual certificates of appreciation for character.

- Appreciation Letter to Parents / Badge of Honour.

PHASE 4

- House Points - All staff members at the school can award house points to any children in recognition of success or achievement. The house system promotes responsibility and a team ethos and is effective in reinforcing good behaviour, positive attitudes and good citizenship.

House points are divided into two categories:

- Points awarded for good work and behaviour - These are totalled weekly and shared with class teachers.
 - Points gained through House Competitions - These are organised throughout the year and are based on building and developing a variety of skills.
- Recommendation Letter for University or Higher Education
 - Appreciation Letter to Parents

SANCTIONS

Although the focus should always be on developing and reinforcing positive behaviour, there is a system in place for students who fail to meet our basic expectations. Most behaviour concerns will be managed by the class teacher. How this is done will depend upon the circumstances but will begin with a clear explanation of why the behaviour is not acceptable. As a final resort, in common with all private institutions, the Principal retains the right to exclude a pupil when a child is having a detrimental effect on the learning of the rest of the group or when there are serious safety issues and all other avenues have been exhausted. The Principal is required to demonstrate this, with documentary evidence, to the KHDA, should parents challenge his or her decision. Dated letters to parents regarding their 'Letter of Undertaking' references the school's Parent School Contract (PSC) must be produced. The letter will outline the support offered by the school and the agreed next steps.

Most examples of undesirable behaviour can be dealt

with informally by the class teacher, member of staff and the child.

The sanctions may include:

- Reminder of class rules being broken and choices of behaviour
- Reminder of appropriate behaviour and cautioning of possible consequences.
- Discussion with a child at the appropriate time e.g. end of the lesson.
- 'Time-out/cooling-off' period in the classroom.
- Quiet time and reflection with the teacher/counsellor
- Withdrawal of Privileges - Loss of part or whole of playtime

If the above sanctions are not working and a child persists in behaving inappropriately, a more formal procedure is employed. The student, teacher, parent, counsellor and supervisor work in tandem to help the child in his/ her behaviour modification.

A LEVELLED APPROACH

The structured method employed by the Positive Behaviour Policy aims to ensure a uniform response in addressing the diverse array of issues encountered within a large school organization.

INAPPROPRIATE BEHAVIOURS	ACTIONS / SANCTIONS / CONSEQUENCES				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Uniform Code not followed, fancy haircuts, accessories, make-up	Deduct House Points	The teacher logs the concern	Supervisor informed	Parents informed	Parents Teacher Conference
Not equipped for school/ Late to school / Incomplete work/ Work not submitted on time.	Deduct House Points	Completion during the co-scholastic period	Email / Call the parents	Parent Teacher Conference	A disciplinary letter from the Head of Phase (Grades 3 upward)
Disrupting the class and not following the class rules / Disrespect towards the peers and teachers.	Deduct House Points	Self Reflection	Supervisor Informed	Counselor Observation / Support	Parent Teacher Conference
On the bus - bad behaviour, foul language, leaving one's seat while the bus is in motion, vandalism, gestures, drawing of symbols, using an electronic device for visuals or gaming.	STS informs Supervisor	Behaviour Log, Behaviour Contract Signed	Leave Certificate Requested	Bus services are withdrawn temporarily	Bus services are withdrawn permanently
Absenteeism without a specific reason (Truancy) and without information to the teacher and supervisor.	Teacher Logs	Supervisor Informed	Leave Certificate Requested	Undertaking Signed by Parent	May impact promotion
Inappropriate use of ICT <ul style="list-style-type: none"> - Using someone's electronic device without permission. - Playing games on their and other students' devices during school hours - Clicking someone's photograph without permission. - Downloading, displaying and sharing inappropriate materials. - Creating or posting media content which identifies a staff member or a student of GLS. - Creation, circulation and use of social media accounts during school hours. - Use of devices when not assigned by teachers. - Participation in online age-inappropriate and culturally prohibited gaming / betting / trading competitions 	Behaviour Log by teacher	Behaviour Contract Signed by the Students	Counselling Support / Strategies shared	Parents informed / Meeting with SLT	Out of School - Suspension
Bullying including Cyberbullying	Incident Log	Behaviour Contract signed	Parents are informed	Parents meeting with SLT Member	Suspension or Expulsion
Substance Abuse / Alcohol / Vaping	Report to Safeguarding Team	Safeguarding team reports to the Principal.	Incident Log on GEMS Guard portal	Principal meets parents	Suspension or Expulsion
Indecent or Inappropriate behaviour in school	Report to Safeguarding Team	Safeguarding team reports to the Principal.	Incident Log on GEMS Guard portal	Principal meets parents	Suspension or Expulsion
Possession and sharing of illicit, age-inappropriate material and harmful tools.	Report to Safeguarding Team	Safeguarding team reports to the Principal.	Incident Log on GEMS Guard portal	Principal meets parents	Suspension or Expulsion

At GLS, we are committed to demonstrating to our students that we are responsible for the conduct (and consequently, the achievement) within our classrooms. The foundation of effective communication lies in the quality of relationships we strive to cultivate. Each teacher endeavours to foster connections with both parents and students, aiming to instil core values and promote a holistic approach that fosters positivity and well-being. Every aspect of our behaviour policy is designed to reinforce this commitment.

In the Kindergarten, we continue to follow positive behaviour strategies using:

- Positive Reinforcement
- Modelling behaviour expected.
- Proximity praise
- Visual reminders

The parents are involved at every step in one or more ways through frequent discussion, correspondence, through the planner, and telephone calls.

HEAD OF PASTORAL CARE

Each campus now has a dedicated Head of Pastoral Care responsible for overseeing the implementation of the Pastoral Support Plan and Monitoring Plan. The primary goal of these plans is to promote social inclusion and mitigate the need for permanent expulsion. The PSP is aimed as a supporting mechanism for the students, and the following will be/could be considered and/or carried out:

- A behaviour monitoring chart
- Review differentiation of curriculum adaptations for learning style
- Ensure that the behaviour policy is consistently

- applied
- Review behaviour management strategies
- Discuss difficulties with students
- Consult colleagues in the department, key stage, pastoral team and/or SEN
- Need-based staff training
- Referral to and liaison with SLT and the Head of Inclusion
- Risk assessment especially for those with medical conditions
- Internal expulsion
- Maintain incident reports

RECORDING OF BEHAVIOUR

The recording of any incident or inappropriate behaviour is logged in using the Safeguarding Portal-Guard. The GLS Positive Behaviour Policy respects and accepts the individuality of each student and aims to create an environment of positivity, learning and growth.

Record of a concern about a child

This form is for use by any adult working in the school who has concerns about a child or if a child discloses it to you.

Date and time form was completed:		Date and time of incident:	
Full name of child:			
Teacher's name and teacher's class:			
Where did the incident happen, and what was happening at the time?			
Other adults present (each adult please complete a separate form independently)			
Record: Details of the incident (e.g. what you heard, what you said, what you saw - no opinions, only facts) Have there been any previous concerns of which you are aware?			
Follow up: What are you going to do now?			
Signature	Name and job role / parent volunteer / contractor / services		

Links with other Policies:

This Policy is integral to all school policies. It has key links with policies such as - [GLS Inclusion Policy](#), [Safeguarding Policy](#), [Anti-Bullying Policy](#), [Attendance Policy](#) and [BYOD Policy](#). This policy will be reviewed annually.

