

Behaviour and Discipline Policy 2021-22

Implemented:	September 2011
Next Review:	June 2022

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust, GEMS Core Values and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 This policy applies to all students:

- In school
- Travelling to and from school
- On all school-based and Educational Visits and activities
- When representing or commenting on the school in any capacity

We expect students, staff and parents to work together to achieve the highest standards of behaviour within and beyond the school, in accordance with this policy document. We model and promote positive behaviour at every opportunity. We encourage each student to take responsibility for themselves and others, their own learning and the environment as a whole.

1.3 The school expects every member of the school community to behave as responsible, thoughtful and caring individuals to conform to sensible, practical rules, designed to ensure the smooth running of the school and the safety and well-being of all. These are the GOLDEN RULES that we all respect and follow.

- We are polite and honest – We greet each other and don't cover up the truth
- We are kind and helpful – We don't hurt others and help them socially and academically
- We are focussed and work hard – We don't waste time, have high aspirations and consistently work towards improving ourselves
- We look after personal and school property and work and play sensibly – We don't damage things and keep ourselves and others safe
- We are environmentally responsible – We keep our premises litter free and conserve energy
- We are punctual and organised – We are always on time and well equipped for our lessons

- We are well groomed – We take pride in wearing our uniform perfectly throughout the day
- We belong and are tolerant – We are proud to be a part of UAE and respect all religions and cultures.
- We are digitally responsible- We take pride in ensuring a safe and conducive online learning provision.

2 Rewards

2.1 The school acknowledges all the efforts and achievements of children, both in and out of school, at class level. We praise and reward children for positive behaviour in a variety of ways (reference Behaviour Stepped Response).

We recognise positive behaviour as:

- Positive learning, engaged effectively in lessons and producing good quality of work
- Positive behaviour in and outside classes and during trips/events
- Self-responsibility and right attitude
- Cooperative, supporting peers needing help and respectful towards all
- Outstanding attendance punctuality and uniform
- Timely submission of work
- Meeting targets in all areas
- Positive and effective collaboration with others
- Displaying creativity - innovation
- Outstanding punctuality, attendance and uniform
- Responsible, respectful and safe digital behaviour

These positive behaviours are acknowledged and celebrated in a variety of ways, within the form tutor / subject / year group, key stage and house, at registration time, in lessons, assembly and with the wider school community through newsletters, weekly updates, staff briefings, felicitation events.

3. SANCTIONS

3.1 Behaviour is considered inappropriate if it is not in-line with The Winchester School's policies and/or The KHDA Parent-School Agreement. Examples of the core policies are given below. Not following a policy or meeting an expectation is classed as inappropriate behaviour.

- Uniform Policy
- Anti-Bullying Policy
- Cyber-bullying Policy
- Home Learning Policy
- Cheating and Plagiarism Policy

- Examinations and Assessments guidelines.
- Educational Visits Policy
- Bus Policy
- BYOD Policy
- Toilet Policy
- Attendance and Punctuality Policy
- Distance Learning – Student Agreement

Note that these policies are on the school's website.

Any instance of inappropriate behaviour will be subject to one or more consequence /sanctions. These will be determined by the severity and persistence of the inappropriate behaviour and the circumstances.

We are committed to working in partnership with parents. If a child's behaviour is of concern we will contact the parents and ask for their support in dealing with any issues that arise.

In the very unlikely event of more serious or persistent misbehaviour, more serious sanctions may need to be applied. Parents would always be informed if their child's behaviour was reaching this level of concern. At this stage a member of the School Leadership Team would be involved.

- 3.2** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation (reference Behaviour Stepped Response).

4 The role of the teacher

- 4.1** It is the responsibility of teachers to ensure that the school rules are internalised by the students in their care and that their classes behave in a responsible manner during lesson time face to face or online.
- 4.2** The teachers in our school have high expectations of the children with regards to behaviour and they strive to ensure that all children work to the best of their ability. The high expectations are enforced in high priority areas around school such as the classroom, playground, the corridors and bathrooms.
- 4.3** The teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children with respect and understanding.
- 4.4** If a child misbehaves repeatedly in class, the class/subject teacher keeps a record of all such incidents. In the first instance, the class/subject teacher deals with incidents him/herself through counselling or a verbal warning. However, if misbehaviour continues i.e. the class/subject teacher has dealt twice and has an incident slip as evidence, then the teacher seeks help and advice from his/her line manager.
- 4.5** The class/subject teacher may also liaise with the HOKS/Achievement Centre if there are concerns about the learning needs of a child following discussion with the parents.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school in face to face lessons or online.
- 5.2 We share the school rules through the welcome packs as well as on school website, and we expect parents to read them and support in their implementation.
- 5.3 We expect parents to support their child's learning and to cooperate with the school. We try to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to modify a child's behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the form tutor/subject teacher, the Head of Year or Head of Key Stage depending on the nature of the concern.

6 Fixed-term and permanent exclusions

- 6.1 We do not wish to exclude any child from school, but sometimes this may be necessary.
- 6.2 Only the Principal has the power to exclude a child from school or block reenrolment for the next academic year. In extreme and exceptional circumstances the Principal may exclude a child permanently. This process is in consultation with KHDA.
- 6.3 If the Principal excludes a child, s/he informs the parents immediately, giving reasons for the exclusion.
- 6.4 The Principal informs the GEMS office about any exclusion.

7 Monitoring and review

- 7.1 The Heads of School monitor the effectiveness of this policy on a regular basis. S/he also reports on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 7.2 The school keeps a variety of records concerning incidents of misbehaviour. The class/subject teacher records minor classroom incidents and the HOYs and HOKs log misbehaviour of a higher level.
- 7.3 The Heads of Key Stage and the Heads of Schools keep a record of any child who is on behaviour contract/not recommended for reenrolment /excluded.
- 7.4 This Policy will be reviewed annually.

Signed : 

Date : June 2021