



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# Behaviour for Learning Secondary

Approved by:

Jeremy Hallum

Last reviewed on:

August 2023

Next review due by:

August 2025

## MISSION

Lead, nurture and succeed.

## VISION

A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
**LEADERSHIP**

This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of High Performance Learning; VAA and A.C.P. characteristics.

### Rationale

MTW Secondary School ensures every child should be **safe, happy and able to achieve**. This policy outlines some basic expectations to ensure positive attitude to learning (AtL) and safeguards to ensure this as well as consequences for those who are unable to meet the expectations.

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

Students and staff will incorporate the four British Values

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

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

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

Where a student repeatedly falls short of expectations, tensions may arise between the needs of the individual and the needs of the wider school community. In these circumstances, there may be consequences for a student that serve to signal the seriousness of the matter and protect the well-being of the wider community. A positive attitude to learning is to be recognised, praised and rewarded, and this policy serves as a guide to what we value as a school community. We will therefore consider a balance in recording positive and negative incidents, stressing progress and acknowledging all forms of attitude to learning.

We report on AtL in the following ways in each curriculum area:

- The student has a **Maturing** attitude to learning which means they can further improve.
- The student has a **Thriving** attitude to learning which means they make positive choices regularly in and outside of school.
- The student's attitude to learning is **World-class**. This is the optimum aspiration that we have for all students, to exhibit a mindful and considerate approach and having a positive attitude to learning.

### Scope

Our Policy applies to all students:

- while in school, travelling to and from school or at other times when in uniform or school sports kit.
- while on trips, exchanges or when representing the school.
- while in the community.
- while online using our official e-mail address or representing our school community on any Internet activity (please refer to our Acceptable ICT use policy).

### The Form Tutor

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

### **Our expectations for students**

#### **Before School students should:**

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

#### **At Break-time students should:**

- Take collective responsibility for the clearing of all of their own litter.
- Only play games or run around on the MUGA or Astro.
- Report any issues to the nearest duty teacher.
- Be sensible and show concern for others.
- Return promptly and purposefully to their lessons at the correct time or as instructed by staff.

#### **At Lunch Time students should:**

- Form an orderly queue whilst waiting for food.
- Be respectful towards the canteen staff.
- Take collective responsibility for clearing away all litter .
- Remain seated in designated eating areas while eating .
- Use chairs for sitting on – not tables.
- Leave eating areas neat and tidy, with any chairs placed under the tables.
- Only play games or run around whilst on the MUGA or Astro.
- Report any issues to the duty teacher.
- Be sensible and show concern for others.
- Return promptly and purposefully to their lessons at the correct time or as instructed by staff.

#### **At the end of the school day students should:**

- Stand quietly behind their chairs ready to be dismissed.
- Only leave the classroom with the permission of their teacher.
- Move sensibly and quickly to the bus park or waiting area.
- Ensure that all belongings are taken with them.
- Wear full school uniform according to the uniform code.

#### **In lessons students should:**

- Be respectful and responsible.
- Put their hands up when they want to speak.
- Listen to the teacher at all times.
- Value and respect other peoples' work and opinions.

- Try hard and concentrate.
- Have a positive Attitude to Learning.

#### Respect yourself:

- Show commitment in all that you do.
- Wear the full correct school uniform with a sense of pride.
- Adhere to any additional dress code i.e. on non-uniform days/activities.
- Always bring the correct equipment to lessons.
- Complete home learning activities/assignments/exam papers/projects, within the stated due dates.

#### Respect our community:

- arrive on time to lessons.
- follow instructions given by the teacher.
- conduct themselves in a sensible manner, showing regard for others and the surroundings.
- behave in a polite manner to all members of our community.
- show respect for the opinions and beliefs of others.
- be respectful of cultural differences.
- refrain from inappropriate public displays of affection **(to avoid breach of UAE law)**.
- refrain from offensive or invasive social media use such as bullying online, uploading photos or content without a person's consent **(to avoid breach of UAE law)**.

#### Respect our environment:

- show respect for the working environment.
- not vandalise, deface or graffiti any areas of the school site or anywhere in the community.
- avoid wasting paper, water and other resources (i.e. leaving lights or air conditioning on in an empty classroom).
- eat only in designated areas.
- not litter or leave garbage anywhere expect in the bins.
- keep our school free from chewing gum.
- keep our school free from alcohol, drugs and cigarettes inc. e-cigarettes or vapes **(to avoid breach of UAE law)**.
- eat only in designated areas.

#### Guidelines for gender interactions:

In light of global events around harassment and unwanted attention or contact with the opposite gender, we take a very serious approach to ensure safety is preserved.

While we maintain our identity as a co-education school, it is important that all members of the community understand and respect boundaries of gender interaction.

General guidelines include:

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

- b) Physical contact (touching, hugging etc.) should be avoided. Personal space and proximity should be understood, respected and protected - this is both in the classroom, corridors and especially in the school grounds during recreation time.

### The role of parents/guardians

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

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

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

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

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

### Recognition for positive behaviour and meeting expectations

#### Rewards

Reward	How and Why Received	When Celebrated
House Points	Awarded as deserved for attitudes to learning outcomes of learning, kindness and respect.	<ol style="list-style-type: none"> <li>Recorded on Phoenix at any point</li> <li>Team points calculated every Friday and announced.</li> <li>End of term reward for winning house</li> </ol>
E-GEM of the Lesson	In each lesson for a student who demonstrate positive behaviour /learning choices in line with MTW Values (curiosity, confidence, creativity, kindness, or respect) or HPL ACP/VAA	<p>Daily during lessons and sent to parents directly.</p> <p>Leads into Jewels of Kindness at the end of each week.</p>
E-Jewel of Kindness	One student from each class selected each week based on E-GEMS/House Points/Values (Curiosity, Confidence, Creativity, Kindness or Respect)	On a Friday in the Parent Newsletter students will be celebrated.

### Positive Strategies

- Giving praise and positive feedback, verbal and written.
- Rewards will include House points leading to prize draws on a weekly basis as well as the announcement of the House of the Week, Half term, Term and Year.
- Subject, effort and improvement awards at awards evening.
- Positive letters to parents/guardians from tutors, lead teachers and SLT.

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

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

### Procedures for dealing with unacceptable attitude to learning

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

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

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

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

### Reflection Room

This space has been provided where we feel certain actions by student(s) may warrant some temporary time with regards to detention. Teachers will denote a detention after students have not complied with the **V1, V2 (verbal)** warnings system. Students can receive 3 types of Detention.

- **C1 (consequence)**- 10-minute reflection during Break (first offence for the specific action) **Issue 1 demerit on Phoenix**
- **C2 (consequence)**- Full first break reflection-20mins (second offence for the same action) **Issue 2 demerits on Phoenix**
- **C3 (consequence)**- Full second break reflection -40mins (second offence for the same action) **Issue 3 demerits on Phoenix**

### Use of Mobile Phones

- This is not permitted to be used in school, on school premises during the school day. It should be turned off and kept away within their bag. **The school is NOT responsible for any damage, loss or theft of students' mobile phones.**
- If the phone is seen to be used or visible, it will be confiscated and returned to the student at the end of the day. **Issue 1 demerit on Phoenix**
- If this happens for a second time, it will be confiscated, and parents will be asked to collect it at the end of the day. **Issue 1 demerit on Phoenix**
- Students that forget their laptop/IPAD cannot use their phones to access Teams or study.
- Students should not keep their phones or any devices in the lockers.
- **The school is NOT liable for any damage caused to confiscated material.**
- **Furthermore, in signing the KHDA Parent-School contract, stakeholders agree to abide by school policies.**

### Consequences

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

Level 1- Class Teacher/Form Tutor <b>C1/C2</b>	Level 2 – Head of Department input (MLT) <b>C3</b>	Level 3 – Head/Deputy of School input <b>C4/C5</b>
<b>Example incidents</b> <ul style="list-style-type: none"> <li>• Chewing gum.</li> <li>• Not following instructions.</li> <li>• No home learning.</li> <li>• Lack of equipment.</li> <li>• Short term lack of effort.</li> <li>• Disruption or disrespect to staff.</li> <li>• Littering</li> <li>• Incorrect uniform</li> <li>• Lateness</li> <li>• Lack of respect</li> <li>• Inappropriate use of technology.</li> <li>• Inappropriate behaviour between students</li> <li>• Inappropriate language</li> </ul>	<b>Incident</b> <ul style="list-style-type: none"> <li>• Persistence of Level 1 incidents</li> <li>• Rudeness</li> <li>• Verbally aggressive behaviour.</li> <li>• Bullying - verbal</li> <li>• Defiance</li> <li>• Graffiti</li> <li>• Harassment.</li> <li>• Swearing or use of offensive language</li> </ul>	<b>Incident</b> <ul style="list-style-type: none"> <li>• Truancy from school &amp; lessons</li> <li>• Extreme rudeness.</li> <li>• Aggressive behaviour.</li> <li>• Refusal to comply with our Policy.</li> <li>• Theft/arson/vandalism.</li> <li>• Inappropriate gender contact/abuse.</li> <li>• Racial/gender harassment.</li> <li>• Fighting/threatened violence;</li> <li>• Carrying a weapon;</li> <li>• Illegal substances related offence.</li> <li>• Physical aggression.</li> <li>• Bullying persistent/physical</li> </ul>
<b>Possible Actions, Recording and Communication</b>	<b>Possible Actions, Recording and Communication</b>	<b>Possible Actions, Recording and Communication</b>

<ul style="list-style-type: none"> <li>• 1 demerit recorded on Phoenix.</li> <li>• Verbal reprimand.</li> <li>• Removal of technology for the duration of the lesson.</li> <li>• Student Support and Monitoring Plan if applicable Tutor or class teacher informed</li> </ul>	<ol style="list-style-type: none"> <li>1. Parents contacted and time set for team around the child meeting within 24 hours (TAC)</li> <li>2. TAC meeting takes place with key staff/parent and restorative plans agreed and signed by all present (uploaded onto Phoenix and Incident Log and Chronology of events started)</li> <li>3. Student on Report Card for 2 weeks, shared with parents and form tutor every day. Scanned and kept on Phoenix once complete.</li> <li>4. Review meeting to update restorative plans/report card as required.</li> </ol> <p><b>If required....</b></p> <ol style="list-style-type: none"> <li>5. Internal Exclusion (recorded on Phoenix under correct category)</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents contacted and asked to collect their child. Date set for team around the child meeting within 48 working hours (TAC)</li> <li>2. If required police, child protection or involvement of external agencies.</li> <li>3. TAC meeting takes place with key staff/parent and restorative plans agreed and signed by all present (uploaded onto Phoenix and Incident Log and Chronology of events started)</li> <li>4. Student on Report Card for 2 weeks, shared with parents and form tutor every day. Scanned and kept on Phoenix once complete.</li> <li>5. Review meeting to update restorative plans/report card as required.</li> </ol> <p><b>POSSIBLE ADDITIONAL ACTIONS</b> (for the below an Incident Log and Chronology must be kept) :</p> <ol style="list-style-type: none"> <li>a) Internal Exclusion (recorded on Phoenix under correct category)</li> <li>b) Short Fixed Term Exclusion (1-2 days) (exclusion letter must be created prior to exclusion, approved and stamped by the Principal and uploaded onto Phoenix. KHDA will be informed of exclusion)</li> </ol>
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		<p>c) Longer Fixed Term Exclusion (3 days) <b>(exclusion letter must be created prior to exclusion, approved and stamped by the Principal and uploaded onto Phoenix. KHDA will be informed of exclusion)</b></p> <p>d) Three Fixed Term Exclusion will result in blocking re-enrolment for the following year and this will be communicated with parents.</p> <p>e) In the case of illegal behaviour, a Permanent Exclusion may be implemented in partnership with KHDA</p>
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### Report Card

Name of Student: \_\_\_\_\_  
 Year Group: \_\_\_\_\_  
 Section: \_\_\_\_\_

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Excellent attitude to learning **E**  
 Good attitude to learning **G**  
 Acceptable attitude to learning **A**  
 Weak attitude to learning **W**

### Report Card

Day / Date	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Sign (Parent & Form Tutor)	
	Teacher Initials							
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This policy will be reviewed every two years or sooner if necessary.