

Behaviour Policy 2021 – 2022



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Approved by:	Mr. Naveed Iqbal
Date of review:	April 2021
Next review date:	September 2022

Aims

It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on the GEMS Jewels of Kindness and our school's Core values. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote a positive environment which encourages good behaviour and student wellbeing.

At MTS, we have a positive and inclusive approach to managing behaviour. We believe in developing positive relationships through a restorative approach, which promotes self-esteem, self-discipline and establishes clear expectations of all members of the school community. Recognition, positive reinforcement and encouragement are used as much as possible in all situations.

Staff Responsibility

Behaviour Management is the responsibility of all staff at our school.

Role of the Senior Leadership Team

It is the responsibility of the Senior Leadership to implement the school behaviour policy consistently throughout the school and to ensure the health, safety and welfare of all students.

The SLT supports all staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are understood and enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of all student behaviour, and they strive to ensure that all students work to the best of their ability.

Teachers are expected to be good role models and treat all students with respect and understanding. Should a student display inappropriate behaviour the teacher will take advantage of a teachable moment to remind him/her of expectations and which behaviours they need to practise.

Class Charters are crafted with the students at the start of each academic year. We believe that it is important our students are included in the decision-making processes of the classroom and in building a nurturing, positive classroom environment.

A clear sanctions pathway is shared with all stakeholders and medium to high level behaviours are recorded on the internal Behaviour tracker system.

The Role of the Specialist Teachers and Support Staff

Specialists and Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to students. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

The school collaborates actively with parents and carers, so that students receive consistent behavioral support. We expect parents and carers to support their child's learning, and to cooperate with the school. There is an expectation that all students will behave in school and that students should arrive in school ready to learn and able to follow all school expectations.

Rewards

We believe strongly in the importance of promoting and praising good behaviour. The role of rewards and praise is a key component of developing the potential of all students at MTS. Student's effort and good behaviour is rewarded and celebrated by teachers in many ways, including;

- Verbal praise
- Positive feedback
- Positive postcards or e-mails home
- Phone calls home
- In-class rewards and certificates
- Certificates, prizes and awards at assemblies and whole school events
- Displays of work
- Leadership responsibilities
- Principals gold star

Achievement/House Points

Students are awarded achievement/House points for demonstrating positive behaviour and exemplifying the High Performance Learning Values Attitudes and Attributes. Outstanding attainment of achievement/House points are celebrated across the school during weekly and celebration assemblies. In the Secondary School, Achievement points also convert to house points, which promote collaboration and community team spirit.

Rewards System at Metropole

	Reward	Reason	Frequency
R1	Foundation Stage		
	Stickers	Positive reinforcement or demonstrating the jewels of kindness or HPL VAA's	Daily
	Star Stamper	Acknowledgement of excellence in students work	Daily
	Primary		
	House point (token or tally score) <ul style="list-style-type: none"> 1 House point 	Positive reinforcement or demonstrating the Jewels of Kindness or HPL VAA's	Daily
	House point (token or tally score) <ul style="list-style-type: none"> Placed on class chart Weekly class, year group and Primary score update 1 house point 	Acknowledgement of excellence in students work	Daily
	Secondary		
	Positive Point <ul style="list-style-type: none"> Recorded on Phoenix Small card given 1 positive point 	Acknowledgement of excellence in students work against HPL standards	Daily
R2	Foundation		
	Certificate <ul style="list-style-type: none"> In weekly SWAY Awarded at the end of week class assembly Place on recognition board Recorded on GEMs classroom 	Jewels of the week – Demonstrating the values of Jewel that week – Nominated by class teacher	Weekly
	Take Home Bear <ul style="list-style-type: none"> Bear goes home with student 	Demonstrating the HPL VAA's through the week – Nominated by class teacher	Weekly Tea Part every

	<ul style="list-style-type: none"> Invited to teddy bear tea party 		Sunday with Head of FS	
	Primary			
	Certificate <ul style="list-style-type: none"> In weekly SWAY Awarded in assembly Recorded on GEMs Classroom 	Jewels of the week – Demonstrating the one of our core values – Nominated by class teacher	Weekly	
	Certificate <ul style="list-style-type: none"> In weekly SWAY Awarded in assembly Place on recognition board in class or corridor Recorded on GEMs classroom 	HPL Star of the Week – Demonstrating the values of the HLP VAA’s – Nominated by class teacher	Weekly	
	Secondary			
	Certificate <ul style="list-style-type: none"> In weekly SWAY Awarded in assembly Place on recognition board Recorded on GEMs Classroom 5 house points 	Star of the Week – Demonstrating the values of the HLP VAA’s – selected through accumulation of R1 logs on Phoenix rewards – Empathetic Agile Hard Working Celebrated on rewards wall in pastoral area.	Weekly	
	Certificate <ul style="list-style-type: none"> In weekly SWAY Awarded in class the following week Place on recognition board Recorded on GEMs Classroom 5 house points 	Subject Standout – Teacher nominates one student per week from their classes who has done something that separates from the rest	Weekly	
	Foundation/ Primary/ Secondary			
	R3	Subject Awards <ul style="list-style-type: none"> SLT postcards Certificate 	Subject progress and effort Awards	Weekly

	<ul style="list-style-type: none"> Presented in Celebration assembly In Weekly SWAY Year Group Breakfast – Meet the Head 20 House points 	<p>– Class teacher nominate a student who has demonstrated exemplary behaviour and/or Excellence in their work</p> <p>Subject progress and effort Awards</p> <p>– Departments nominate a progress and effort winner for each subject taught within each Year group</p>	Termly
R4	<p>Head of Year Award</p> <ul style="list-style-type: none"> Trophy/ Voucher Presented in Celebration Assembly In weekly SWAY Winners breakfast - Meet the Principle 50 house points 	<p>Head of Year Award</p> <p>HOY to analyse positive behaviour/achievement imputed and select a worthy student winner</p> <p>Winner must have demonstrated behaviours from each of the VAAs of the HLP</p>	Termly
Principles Gold Award	<ul style="list-style-type: none"> Awarded as and when recognised Students sign the Principle's gold award book. Given a golden star badge Featured on Social Media 100 house points 	<p>Students get this award for doing something extraordinary either in school or out of school.</p> <p>Teachers to pass the details of any students on via live online form with evidence.</p>	Continuous
Sheikha Fatima Award	<ul style="list-style-type: none"> Students recognised by GEMs Corporate and celebrated within the school. Presentation ceremony. 1 year's tuition fees payed for. 	<p>Students must fill in an application form evidencing what they have done to represent the school and the wider school community. Evidence could be built from Year 5 upwards. Previous winner is an advocate for the award – Inspiring others</p>	Awarded Yearly

	<ul style="list-style-type: none">• 200 House points		
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Sanctions

At MTS we promote positive behaviour by recognising potential and celebrating success. We also know that it is important to have appropriate consequences, which are fair and applied consistently. These sanctions are intended to encourage students to reflect on their behaviour and choices.

Intervention measures to help students with poor conduct

The school will take different follow up actions and support strategies according to the different behaviour levels outlined in the Sanctions charts found below.

Evaluation of intervention measures for effectiveness and improvement

Any intervention actions taken on student with behaviour issues are to be evaluated for effectiveness and improvements through the use of both individual evaluations done individually with students and parents, and group (i.e. Pastoral team) evaluations done at the School level

Foundation Stage

Stage	FS1 Behaviour Example	FS2 Behaviour Example	FS Sanction
B1	<ul style="list-style-type: none"> Not listening, unable to follow simple instructions, running in the classroom, hitting, sharing, shouting, turn taking. 	<ul style="list-style-type: none"> Snatching, kicking hitting punching, spitting, running, throwing. Not listening to instructions first time. 	<ul style="list-style-type: none"> Verbal warning <p>Teachable moment dealt with by classroom teacher</p>
B2	<ul style="list-style-type: none"> Repeating any of stage 1 behaviours. 	<ul style="list-style-type: none"> Repeating any of stage 1 behaviours. 	<ul style="list-style-type: none"> Name put on the Cloud <p>Teachable moment dealt with by classroom teacher</p>
B3	<ul style="list-style-type: none"> Repeating any of stage 1 behaviours. A consistent behaviour they know is wrong. Dangerous behaviour 	<ul style="list-style-type: none"> Repeating any of stage 1 behaviours twice. 	<ul style="list-style-type: none"> Thinking Chair Behaviour is logged and parents are informed by the class teacher.
B4	<ul style="list-style-type: none"> If another child is injured. Consistent aggressive behaviour. If another child gets hurt – mark left. Inappropriate behaviour. Aggressive behaviour, biting, throwing equipment which results in injury to another student 	<ul style="list-style-type: none"> If another child is injured. If child is persistent with violent and aggressive behaviour that is endangering others. Aggressive behaviour, biting, throwing furniture 	<ul style="list-style-type: none"> HoY informed. Head of FS/Head of Pastoral involved and parents asked into school

Year 1 - 6

Stage	Examples of Inappropriate Behaviour	Possible Support Strategies/Consequences
<p>B1 - Teacher</p>	<p>At this level could include:</p> <ul style="list-style-type: none"> • Ignoring instructions • Minor arguments • Unkind language • Rough play • Disruptive behaviour • Uniform transgressions • Minor safety issues- running in corridors... • Careless use of school equipment 	<p>At this level could include:</p> <ul style="list-style-type: none"> • Teachable moment dealt with by classroom teacher - guide the student to the behaviour, “what value do we need to call on?” • Year 1 – 4 Behaviour chart can be used • Year 5 and 6 a verbal warning is given • Please log third reminder on Behaviour Register at Level 1 (This is to be monitored over a 48 hour period. If another incident at Level 1 occurs during this time then the HoY to be informed) <p>Please note:</p> <ul style="list-style-type: none"> • Teachers are encouraged to use restorative practices • ‘Every day is a new day’ • Specialist Teachers to contact class teacher only at this stage
<p>B2 - HoY</p>	<p>Continued Level 1 behaviours</p> <ul style="list-style-type: none"> • Willful refusal to participate in program of instruction • Physical aggression e.g pushing, kicking, hitting • Using hands and feet to intentionally hurt someone • Intentional unsafe behaviour • Disrespect/ Insolence • inappropriate use of school tools and resources 	<p>At this level could include:</p> <ul style="list-style-type: none"> • Student completes MTS Behaviour Reflection during next available break with issuing Class Teacher; Specialist, Teaching Partner, SLT • Please log on Behaviour Register at B2 <p>Please note:</p> <ul style="list-style-type: none"> • Teachers are encouraged to use restorative practices and discuss Behaviour Reflection with child.

<p>B3 – Pastoral Team</p>	<p>Continued Level 2 behaviours</p> <ul style="list-style-type: none"> • All forms of bullying • Abusive / vulgar language including swearing and actions • Racist remarks • Threats / intimidation • Vandalism- graffiti and breakage • Truancy • Inciting others to behave inappropriately • Direct humiliation • Inappropriate use of social media 	<p>At this level children are,</p> <ul style="list-style-type: none"> • referred to VP Pastoral (or alternative VP staff in VP Pastoral's absence) • Deputy Head Pastoral can refer to any of the following based on the specific need: • Pastoral Team Counsellor LS • Parent interview <p>At this level,</p> <ul style="list-style-type: none"> • Student completes MTS Behaviour Reflection during next available break with Head of Pastoral or Head of Year <p>Possible support strategies / consequences;</p> <ul style="list-style-type: none"> • Individual behaviour Plan • Monitoring program - Daily Behaviour Record • Withdrawal of privileges (field trips, expedition, excursions, CCA sport events, ICT equipment) • Peer mediation or restorative conference • Interagency referral <p>- Log on Incident Tracker by the class teacher/Head of Year</p>
<p>B4 - SLT</p>	<p>At this level could include:</p> <ul style="list-style-type: none"> • Continued Level 3 behaviours • Racist remarks directed at other students including through the use of social media • Theft • Intentional violence / fighting resulting in injury • / assault of other students • Major vandalism / damage to property • Abusive language directed towards staff • Inappropriate sexualised language and conduct including through social media • Use of a weapon • Social media misuse to harrase and threaten 	<p>At this level children are referred to Head of Primary or the alternative SLT member in absence of Principal</p> <ul style="list-style-type: none"> • Head of Primary refers to Vice Principal/Principal <p>Possible support strategies / consequences;</p> <ul style="list-style-type: none"> • Internal/External Suspension - from 1 day increasing if appropriate • Re-entry meeting with parents • Individual Behaviour Contract • Restorative conference • Recommend exclusion / Cancellation of contract • Outside agency referral • Police notification

	<ul style="list-style-type: none"> Gross misconduct that is not in the power of the school to address or modify 	<ul style="list-style-type: none"> Log on Incident Tracker by the class teacher/Head of Year
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Year 7 - 13

Stages	Behaviour type	Strategies and Sanctions
B1	<ul style="list-style-type: none"> Persistent chatting Off-task Lack of equipment Low level disruption Not using device correctly Ignoring instructions Minor arguments Unkind language Eating/playing in a non designated area Not meeting school expectations of home learning Uncooperative behaviour 	<ul style="list-style-type: none"> Teachable moment dealt with by the class teacher Teacher to remind students of correct behaviour and expectations
B2	<ul style="list-style-type: none"> Persistent level 1 behaviour Willful refusal to participate in set activity Late to lesson (10 minutes) Intentional unsafe behaviour Inappropriate use of school resources and equipment Chewing gum Use of mobile phone during school hours* Inappropriate use of headphones outside of lesson time** 	<ul style="list-style-type: none"> Class teacher provides a clear verbal warning Class teacher to consider preventative measures before next lesson Class teacher records behaviour on Behaviour Tracker. <p><i>Persistent B2 behaviour:</i></p> <ul style="list-style-type: none"> Teacher contacts home This may result in a meeting with student/class teacher/LEAD teacher Student may be placed on LEAD report. LEAD teacher records meeting on Gems Classroom. <p>Phone is confiscated and given to HoY (Returned in 24hrs to student) *Headphones confiscated and replaced by alternative head set issued by HoY (returned in 24 hrs to student)</p>

<p>B3</p>	<ul style="list-style-type: none"> • Persistent poor behaviour which disrupts the learning of others • Serious inappropriate use of language • Disrespectful to staff or peers • Dangerous or reckless behavior during break time or lunch time • Third incomplete homework • No PE kit • Incorrect uniform • Incomplete home learning task • Late to lesson (<i>After 5 minutes</i>) 	<ul style="list-style-type: none"> • A 15-minute detention will take place break/lunch with the class teacher • Class teacher to log on Phoenix Classroom <p><i>Persistent B3 behaviour:</i></p> <ul style="list-style-type: none"> • Meeting with student and HoY • Student may be placed on HoY report • HoY contacts home • Behaviour recorded on Incident Tracker
<p>B4</p>	<ul style="list-style-type: none"> • Aggression towards another student (<i>pushing</i>) • Verbal aggression towards another student or teacher • Missing a detention after being given a second chance • Internal truanting from lessons (on school site) • Selling for profit on school site 	<ul style="list-style-type: none"> • Behaviour is referred to Head of Year • Behaviour recorded on Phoenix Classroom • 60 minute after school detention with HoY/SLT • This may result in a student being placed on Head of Year report or issuing of a stage letter* <p>Stage letter is an official behaviour letter from the Head of School. This is permanent on the students file.</p> <p>Behaviour is logged on the Incident Tracker</p>
<p>B5</p>	<ul style="list-style-type: none"> • Truanting (leaving school site) • Internal truanting - repeat behaviour x3 • Fighting (punching/kicking)* • Fighting resulting in injury • Smoking/E-Cigarettes – including consuming and selling/intending to sell • Vaping – including consuming and selling/intending to sell • Serious misdemeanours e.g. drugs, vandalism, racism, secularism, abusive language • Carrying dangerous equipment (a weapon/replica weapon) • Bullying • Social media misuse • Theft • Academic malpractice • Threats or intimidation • Gross misconduct that is not in the power of the school to address or modify 	<ul style="list-style-type: none"> • Behaviour is referred to Head of Year • Head of Year and SLT meeting with parents • Issuing of stage letter from Head of School • 1-day Internal exclusion <p><i>Repeated B5 behaviour:</i></p> <ul style="list-style-type: none"> • This will result in 2-day internal exclusion • Three stage letters will result in permanent expulsion <p>Behaviour is logged on the Incident Tracker</p>

Review of Student Behaviour policies and procedures

The student behaviour policy and procedures would be reviewed on an annual basis. Key stake holders will be part of this process including student voice through Student Council meetings.