



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Discover
LEADERSHIP



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Behaviour Policy 2023 – 2024

Rationale

We believe that all of the behaviour systems we have in place support our children in understanding what is expected of them and why. They provide our children with the opportunity to establish our core school values, openness to different cultures and promote our PERMAH model for wellbeing. Our systems are positive and help create a learning environment and relationships where the children feel secure and confident enough to take risks in their learning (i.e. they are not afraid to make mistakes).

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 our school's Core values, Kindness, Respect, Compassion, Empathy and Leadership. 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 has student wellbeing at the forefront.

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.

Working towards greater well-being under PERMA(H)

The behaviour policy aims to work within all aspects of PERMA(H) through:

Positive Emotions – Language of our School Values and following our passions

Engagement - Assemblies, Shared Experiences, House group events, Mustang squads

Positive Relationships - Across classes/grades, House Groups, between adults and students

Meaning – Class time, Assemblies, Service Projects, MSC lessons, PSHE Drop Down Days

Accomplishments - Weekly Values and HPL Cards, Merit Certificates

Health - Good behaviour aids good mental health and broader wellbeing, good health aids good behaviour.

Primary School Code of Conduct

Be Ready, Be Respectful, Be Safe

- Be Ready to Learn, wear the correct uniform and bring the correct equipment to school
- Be Respectful to others, school property and our class rules
- Be Safe in class, across school and online

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 (Appendix 1, 2 and 3) and all non-teachable moment 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 and Specialist teachers should log it themselves within Phoenix Classroom.

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
- House points (Dojo points in Year 1)
- High Performance Teddy and Tea Party with the Head of FS
- Values Superhero Weekly Certificate in FS1 and 2
- Year 2-6 Class Recognition Board
- Positive feedback
- Certificates or e-mails home
- Phone calls home
- In-class rewards and certificates
- Certificates and awards at assemblies and whole school events
- Displays of work
- Leadership responsibilities

- Metropole Magnificence
- Positive Postcards

Rewards System at Metropole

- Foundation School (Appendix 4)
- Primary School (Appendix 4)
- Prep and Senior School (Appendix 5)

House Points

Each child will be assigned to a House – of which there are four:

Ferrari - (Red)

Mclearen - (Yellow)

Williams - (Blue)

Mercedes - (Green)

Students are awarded House points

1. Points awarded for demonstrating positive behaviour and exemplifying the schools core values (Appendix 6) and High Performance Learning Values Attitudes and Attributes (Appendix 7). - These are totaled weekly and shared with class teachers and then added to the schools combined totals to celebrate in assembly.
2. Points gained through House Competitions - These are organised throughout the year and are based on building and developing a variety of skills.

House points are celebrated across the school during weekly assemblies and House Point announcements on the Tanoy. Across the whole school House points are used consistently, which promotes collaboration and community team spirit.

In Year 1, to help with transitioning from FS, House Points are represented by Dojo Points which are aligned with the school values and three school rules.

Managing Daily Behaviour in the classroom - Positive Recognition Boards in Year 2-6

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix.

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include “One voice” for classes who constantly talk over each other,” speak politely” to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback” persuasive language” or “show working” When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day/week (depending on context) the aim is for everyone to have their name on the board

Standards Card

We expect students within the school to uphold exceptional standards at all times. To reward those students with exceptional standards we have implemented a 'Standards Card' reward system.

Students will be given their own standards card, this is rewards draw ticket located inside the student planner. Failure to meet one of the standards will result in the card being signed by a member of staff and the broken standard code clearly marked. The card will be taken off the student and given to the HOY on the student receiving the 5th signature, this will result in a Wednesday evening B4 reflection and escalation up to the next stage. Should a student reach the end of the term without a single standards signature then that student will be able to hand their card in to the standards rewards draw where they can potentially win a prize. Students in Secondary (Year 6 – Term 3 to support transition) are given a standards reward card (Appendix 9).

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. Research by Gregory et al. (2016) emphasizes the need for schools to adopt a more comprehensive framework that combines prevention, intervention, and restorative practices. A balanced approach can foster a sense of accountability, encourage personal growth, and promote positive behaviour by addressing both the immediate incident and its underlying causes. These sanctions are intended to encourage students to reflect on their behaviour and make more informed choices should they encounter similar situations in the future. Sanctions range from teachable moments in class, break time reflections, after school reflections and periods of internal and external reflections depending on the behaviour severity. All B2-B5 behaviours are logged on Phoenix Classroom and all B3-B5 behaviors will be communicated with parents (Appendix 1,2 and 3)

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 'Behaviour Sanctions and Strategies chart' (Appendix 3,4 and 5). All behaviour interventions will take a restorative approach where all parties are given the opportunity to voice why any behaviour incidence had occurred. Conversations are led by experienced practitioners and guidance is given so that all parties can move forward positively with support mechanisms in place.

Junior School Talking Corner to Resolve Conflict

"The Talking Corner" or quiet space is used for students to speak calmly with each other about the problem and work in a peaceful way to reach a solution.

Guide for a talking corner conversation:

- Take, turns and speak truthfully
- Listen respectfully to other's point of view
- Share your feelings honestly
- Creatively find a virtue you need
- Use justice and forgiveness for amends to be made
- Practice commitment to act differently in future

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. It is ensured that we receive feedback from all stakeholders, our students and parents.

Review of Student Behaviour policies and procedures

The student behaviour policy and procedures will be reviewed on an annual basis. Key stake holders will be part of this process including the Student Council and Parent community. Student voice will be captured via the Student Council. Governor's feedback will be collected during subcommittee meetings.

This policy will be reviewed by Neil Corrigan (DHT Primary) and Joe Gannon (DHT Secondary)
At every review, the policy will be approved by Mr. Naveed Iqbal – Principal and CEO

Appendices

Appendix 1 – Foundation Behaviour Sanctions and strategies



BE READY, SHOW RESPECT, STAY SAFE

B1	<p>Not listening Unable to follow simple instructions, Running in the classroom, Hitting another child Forgetting to share, shouting, Forgetting turn taking.</p>	<p>All Staff Teachable Moment</p>
B2	<p>Continued B1 behaviours</p>	<p>All Staff Communication with parent by the teacher Log on the system</p>
B3	<p>Repeating any of stage 1 behaviours. A consistent behaviour they know is wrong. Dangerous behaviour</p>	<p>Referral to HoY Log on the system HoY speaks with the child Parent Communication by HoY Reflection with HoY</p>
B4	<p>Aggressive behaviour such as biting, scratching or throwing equipment resulting in hurting another child – mark left. Inappropriate behaviour.</p>	<p>Referral to Head of Pastoral Log on the system HoP speaks with the child Face to face meeting with parents Reflection Time with HoP Individual Behaviour Plan HoY/HoP to meet with child to review targets HoP contact parents for follow up</p>
B5	<p>Persistent aggressive behaviour which impacts safety and learning of others.</p>	<p>Referral to SLT Log on the system SLT to speak with the child Face to Face Meeting with parents Formal letter issued to parents Time out of class Reflection Time with HoP Individual Behaviour Plan SLT contact parents for follow up</p>



BE READY, SHOW RESPECT, STAY SAFE

B1	<p>Ignoring Instructions Unkind Language/Behaviour Disruptive Behaviour Rough Play Breaking Safety Rules Careless use of school equipment</p>	<p>All Staff Teachable Moment</p>
B2	<p>Continued B1 behaviour Inappropriate language (e.g. swearing) Disrespect to others Inappropriate use of school equipment including digital tools Using hands and feet to intentionally hurt someone x1</p>	<p>All Staff Communication to Parents by the teacher Log on the system</p>
B3	<p>Continued B2 Behaviour Continued use of unkind words and actions Inappropriate use of digital tools x2 Physical aggression x2 Abusive Language Refusal to participate in lessons Intentional Unsafe Behaviour Inappropriate language and conduct x2 Internal Truancy</p>	<p>Referral to HoY Log on the system HoY speaks with the child Communication to parents by HoY Reflection with HoY</p>
B4	<p>Continued B3 behaviour Theft Fighting (Punching and kicking) resulting in injury Abusive language towards staff Use of a weapon Inappropriate search on a digital devices Internal Truancy x2</p>	<p>Referral to Head of Pastoral Log on the system HoP speaks with the child Face to face meeting with parents Reflection Time with HoP Individual Behaviour Plan HoY/HoP to meet with child to review targets HoP contact parents for follow up</p>
B5	<p>Truancing from the school site Fighting resulting in serious injury Carrying Dangerous Equipment (Weapon/replica weapon/sharp object) Social Media Missuse Vandalism Gross misconduct that is not in the power of the school to address Racist remarks including through the use of social media/digital tools/devices Intentional Violence resulting in injury Bullying as defined by the school policy (including cyberbullying) Internal Truancy x3</p>	<p>Referral to SLT Log on the system SLT to speak with the child Face to Face Meeting with parents Formal letter issued to parents Time out of class Reflection Time with HoP Individual Behaviour Plan SLT contact parents for follow up</p>

Behaviour Sanctions and Strategies 2023/24

B1 – Negative Behaviour

<ul style="list-style-type: none"> • Sec B1 - Uncooperative behaviour • Sec B1 - Persistent Chatting • Sec B1 - Off-Task • Sec B1 - Low level Disruption 	<ul style="list-style-type: none"> • Sec B1 - Ignoring instructions • Sec B1 - Minor Argument • Sec B1 - Unkind language • Sec B1 - Eating/Playing in a non-designated area 	<ul style="list-style-type: none"> • Teachable moment dealt with by the class teacher • Teacher to remind students of correct behaviour and expectations
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B2 – Negative Behaviour

<ul style="list-style-type: none"> • Sec B2 - Persistent B1 behaviour • Sec B2 - Refusal to take part in a set activity • Sec B2 - Late to lesson (10 Mins) • Sec B2 - Intentional unsafe behaviour 	<ul style="list-style-type: none"> • Sec B2 - Failure to follow instructions • Sec B2 - Inappropriate use of school resources and equipment • Sec B2 - Failure to complete classwork • Sec B2 - Failure to complete homework 	<ul style="list-style-type: none"> • Class teacher provides a clear verbal warning • Class teacher to consider preventative measures before next lesson • Behaviour is recorded on Go4Schools • Email to parents
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B3 – Negative Behaviour

<ul style="list-style-type: none"> • Sec B3 - Persistent poor behaviour that disrupts the learning of others • Sec B3 - Serious inappropriate use of language • Sec B3 - Disrespectful towards staff or peers (Challenging staff) • Sec B3 - Third incomplete Homework 	<ul style="list-style-type: none"> • Sec B3 - No PE Kit (2nd time) • Sec B3 - Refusal to hand over mobile phone • Sec B3 - Misuse of device (Playing on games in lesson) • Sec B3 - Use of mobile phone and/or headphones during school hours 	<ul style="list-style-type: none"> • Statements collected from student • A 15-minute reflection will take place break/lunch with the class teacher – restorative discussion takes place • Parents contacted by Telephone/Email • Behaviour is recorded on Go4Schools <p>*Phone and/or headphones are confiscated and given to HoY (Returned in 1st offence - 24hrs / 2nd offence 48hrs / 3rd offence parents to collect)</p>
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B4 – Incident

<ul style="list-style-type: none"> • Sec B4 - Aggression towards another student (pushing) • Sec B4 - Verbal aggression towards another student or teacher • Sec B4 - Selling for profit on school site • Sec B4 - Internal truancy from lesson 	<ul style="list-style-type: none"> • Sec B4 - Full standards card • Sec B4 - Missed detention despite being given a second chance • Sec B4 - Accumulation B3 behaviours (x3) • Sec B4 - Failed HoY Report (6 crosses) • Sec B4 - Failure to produce Planner/Standards Card when requested 	<ul style="list-style-type: none"> • Students isolated whilst incident is investigated – Statements collected from students and staff • Behaviour is recorded • Parents contacted by HoY/HoD • 60 minutes after school Reflection with HoY/HoD • This may result in a student being placed on HoY or subject specific report
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B5 – Incident

<ul style="list-style-type: none"> • Sec B5 - Truancy from the school site • Sec B5 - Internal Truancy from lesson x3 • Sec B5 - Fighting (Punching and kicking) • Sec B5 - Fighting resulting in injury • Sec B5 - Full Standards card x3 • Sec B5 - Smoking/E-Cigarettes/Vapes - Consuming, carrying, selling • Sec B5 - Carrying Dangerous Equipment (Weapon/replica weapon/sharp object/Hair Clippers) • Sec B5 - Secularism • Sec B5 - Bullying 	<ul style="list-style-type: none"> • Sec B5 - Social Media Misuse • Sec B5 - Theft • Sec B5 - Academic malpractice • Sec B5 - Threats or Intimidation • Sec B5 - Vandalism • Sec B5 - Gross misconduct that is not in the power of the school address • Sec B5 - Racism • Sec B5 - Sexism • Sec B5 - Failed HoY report x3 • Sec B5 - Accumulation of B4 incidents (x3) 	<p>Student isolated whilst the incident is investigated – At all stages</p> <p>Warning - 1st offence</p> <ul style="list-style-type: none"> • 1-day internal exclusion • Meeting with parents, Assistant Head Teacher <p>Stage 1 – 2nd offence</p> <ul style="list-style-type: none"> • Issuing of a 'stage 1' letter from SLT which remains on permanent internal school record • Meeting with parents, Assistant Head Teacher • 2- Day internal exclusion <p>Stage 2 – 3rd offence</p> <ul style="list-style-type: none"> • Issuing of a 'stage 2' letter from Head of School which will remain on school record • Meeting with parents, Secondary Head Teacher. SLT to inform Principal • 3- Day internal exclusion <p>Stage 3 – 4th offence</p> <ul style="list-style-type: none"> • Issuing of a 'stage 3 notice to improve' letter from Head of School which will remain on school record (4 weeks to show improvement) SLT to inform KHDA • Meeting with parents, Secondary Head Teacher • 2- Day external exclusion <p>Final Warning – 5th offence</p> <ul style="list-style-type: none"> • Issuing of an 'undertaking agreement' letter from the principal. Conditional reenrollment agreement must be signed by students' parents. SLT to inform KHDA • Meeting with parents and School Principal • 3- Day external exclusion
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Appendix 4 – Primary Positive Behaviour and Achievement



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Primary Positive Behaviour and Achievement 2023/24

Positive Behaviour – Teacher Input – Daily and Weekly

Metropole Merit School Core Values: Compassion, Respect, Kindness, Leadership, Empathy HPL: Empathetic, Agile, Hard Working, Meta-Thinking, Linking, Analysing, Creating, Realising Weekly Forest School Award FS HPL Weekly Certificate FS Values Superheroes weekly certificate House Points Year 1 Dojo Points	<ul style="list-style-type: none"> In class positive behaviour awarded by the class teacher In FS demonstrating the HPL skill of the week will be celebrated with the HPL Teddy and a HPL Teddy picnic every Monday 1 House point added to the class House Point Chart These will appear on the students' individual profile on Go4Schools
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Achievement – Teacher Input – Student Leadership

Student Leadership	<ul style="list-style-type: none"> Selected by the teacher/students post the Student Leadership application process. Teacher to present the student with their student leadership badge at the Student Leadership Inauguration This will be added to the student's Go 4 Schools personally account. This will be celebrated in the student's end of year report. All Student Leader Achievements are worth 5 points
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Achievement – Teacher Input – Sports Squads

Mustang Squads	<ul style="list-style-type: none"> All students have the opportunity to trial for all the Mustang squads. Students are identified by the PE teachers and squad coaches. All Mustang Achievement with 10 House Points This will be added to the student's Go 4 Schools personally account. This will be celebrated in the student's end of year report.
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Achievement – Admin Input – Termly and Annual Certificates

Subject Top Performer Awards	<ul style="list-style-type: none"> Students are selected from each year group as individual subject winners Potential winners discussed at departmental meetings.
Social Responsibility Awards	<ul style="list-style-type: none"> Heads of Year to identify and celebrate students who have led or initiated social responsibility projects
HPL Student of the term	<ul style="list-style-type: none"> Awarded by the class teacher to an individual student that has shown outstanding HPL skills in all areas of school during the term.
PERMAH end of Term Award	<ul style="list-style-type: none"> Awarded by the class teacher to an individual student that has shown outstanding HPL skills in all areas of school during the term. This award is worth 15 House Points These will appear on students' individual profile on Go4Schools These will appear on students' end of term reports

Appendix 5 - Secondary Positive behaviour and Achievement

Secondary Positive Behaviour and Achievement 2023/24

R1 – Positive Behaviour – Teacher Input

Metropole Merit School Core Values: Compassion, Respect, Kindness, Leadership, Empathy HPL: Empathetic, Agile, Hard Working, Meta-Thinking, Linking, Analysing, Creating, Realising PERMAH: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, Health	<ul style="list-style-type: none"> In class positive behaviour awarded by the class teacher 1 House point stamped in the student planner and inputted into Positive Behaviour within Go4Schools These will appear on the students' individual profile on Go4Schools
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R2 – Achievement – Teacher Input

Lead Star of the Month →	<ul style="list-style-type: none"> Selected by the LEAD Teacher from the student demonstrating consistent school values and overall contribution to the lead group
Metropole Excellence →	<ul style="list-style-type: none"> Teacher to select 1 student per week for this award and input name and reason into 'Achievements' on Go4Schools. Teacher to present student with a 'Metropole excellence' certificate All R2 'Achievements' worth 5 House Points These will appear on students' individual profile on Go4Schools These will appear on students' end of term reports

R3 – Achievement – Admin Input

Subject Achievement, Progress and Effort Awards →	<ul style="list-style-type: none"> Students are selected from each year group as individual subject winners Potential winners discussed at departmental meetings, based on subject Metropole Merit, Metropole Excellence and overall effort and progress within subject lessons. All R3 'Achievements' worth 10 House Points These will appear on students' individual profile on Go4Schools These will appear on students' end of term report
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R4 – Achievement – Admin Input

Subject Top Performer Awards →	<ul style="list-style-type: none"> Students are selected from each year group as individual subject winners Potential winners discussed at departmental meetings, based on subject Metropole Merit, Metropole Excellence and overall effort and progress within subject lessons.
HPL and PERMAH Student of the term →	<ul style="list-style-type: none"> Students are selected from the House points awarded in each of the categories of the HLP values. One student from each year group for each of the categories will be awarded in KS3
Head of Year Award →	<ul style="list-style-type: none"> Awarded by the Head of Year to an individual student that has shown outstanding values in all areas of school during the term. R4 'Achievement' worth 15 House Points These will appear on students' individual profile on Go4Schools These will appear on students' end of term reports

R5 – Achievement – Admin Input

Head of Secondary Award →	<ul style="list-style-type: none"> Awarded by the Head of School to an individual student that has shown outstanding values in all areas of school throughout the year.
Metropole Magnificence →	<ul style="list-style-type: none"> A one-off act of brilliance from a student, in or outside of school, at any point in the year. Student gets to sign the Principal's 'Magnificence' book. Teachers to notify Heads of Year of any worthy recipient.
Sheikha Fatima Award →	<ul style="list-style-type: none"> Nominated by the school and awarded by GEMS Corporate Office to a female student who has demonstrated excellent qualities in all areas of school life and in the extended community; demonstrating the highest of skill sets, academic achievement and selflessness. R5 'Achievement' worth 20 House Points These will appear on students' individual profile on Go4Schools These will appear on students' end of term reports



We see **genius** in every child

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The GEMS Metropole Way

Developing Future Leaders



Ready, Respect, Safe



Appendix 8 – HPL VAAs

Progression Levels for the Values Attitudes and Attributes (VAAs)						
High Performance Learning						
EMPATHETIC	Stage 1		Stage 2		Stage 3	
	Collaborative		Concerned for society		Confident	
	Stage 4		Stage 5		Stage 6	
	Stage 7		Stage 8		Stage 9	
AGILE	Enquiring		Creative and enterprising		Open-minded	
	Risk-taking		Practice		Perseverance	
	Resilience		Resilience		Resilience	
	Resilience		Resilience		Resilience	

Appendix 9 – The Standards Card



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STANDARDS
CARD



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STANDARDS

CODE

STAFF SIGNATURE

DATE

Name

Class

1. UNIFORM (A-TIE/SCARF B-SHIRT C-SHOES D-BLAZER)

2. CHEWING

3. LATE TO LESSON

4. MISSING EQUIPMENT

5. CORRIDOR CONDUCT

6. SWEARING

7. JEWELLERY

8. MAKE UP/NAILS

Standards Card Term 1

Review completed - October 2023