



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Behaviour Policy Be a GEM



Reviewed by	Mr. Naveed Iqbal	Reviewed Date	August 2025
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Introduction

Aims

- To establish a GEMS Metropole School (MTS) culture of excellence where all students and staff are empowered to thrive.
- To cultivate caring, compassionate, and consistent relationships that foster a strong sense of belonging across the school community.
- To recognise, reward, and celebrate behaviours that exemplify the GEMS Metropole values.
- To marginalise poor behaviour by actively promoting and reinforcing positive behaviour.
- To ensure behaviour management is fair, consistent, and restorative, creating a safe and respectful learning environment for all.
- To support students who struggle to manage their behaviour, helping them develop the self-regulation skills needed to succeed.
- To identify early any undiagnosed or underlying needs that may affect a student's ability to self-regulate, ensuring timely and appropriate intervention.
- To provide targeted support for the most vulnerable students, including referrals to the school's inclusion provision and/or external agencies where appropriate.
- To engage students, parents/carers, staff, and the Local Advisory Board (LAB) in the consistent implementation and ongoing development of behaviour expectations and support strategies.
- To uphold and promote the mission, vision, and core values of GEMS Metropole School in all aspects of behaviour and student development.

Who is responsible for this Policy

At GEMS Metropole School, promoting positive behaviour and good attendance is a shared responsibility across the entire school community. Every member of our community plays a vital role in upholding the high standards expected of our students.

Roles and Responsibilities

- GEMS Education defines the principles underpinning the Behaviour Policy, including the structure for rewards and consequences.
- The Local Advisory Board (LAB) ensures that the policy and associated procedures promote positive behaviour, discourage bullying, and foster respect, diversity, and equality.
- The Principal ensures the policy is implemented with fidelity to uphold GEMS Metropole's culture of excellence, creating an environment where the whole-school community can thrive.
- The Principal also ensures that all staff prioritise a calm, purposeful, and inclusive environment through rigorous implementation of the Behaviour Policy.
- The Senior Leader with responsibility for Inclusion monitors all aspects of the Behaviour Policy and its application to ensure equality of experience and outcome for all students.

- The Senior Leadership Team (SLT) maintains a strong and visible presence across the school, building positive relationships with students. SLT members actively seek opportunities to praise and recognise student success, model high expectations, and promote the 'Be a GEM' culture of excellence. They reinforce consistent routines and behavioural expectations as outlined in the Behaviour Playbook.
- The Designated Senior Leader for each year group ensures that every student receives the personal attention required to thrive both personally and academically.
- The Head of Inclusion ensures robust identification of need, enabling students to access targeted support to meet their individual needs.
- The Pastoral Team for each year group (comprising Class Teacher/Lead Tutor, Head of Year, and Link Senior Leader) builds a strong year group and class identity where every student feels a sense of belonging, responsibility, and commitment to excellence.
- The Safeguarding Team works to remove barriers for the most vulnerable students, ensuring they feel safe, supported, and able to flourish.
- All Staff are expected to:
 - Treat students with respect, compassion, and consistency.
 - Implement the Behaviour Policy fairly and consistently, using de-escalation strategies where appropriate.
 - Make reasonable adjustments for students with ongoing difficulties in self-regulation.
 - Teach and re-teach expected behaviours as outlined in the 'Be a GEM' Playbook.
 - Promote and reward excellent behaviour, attendance, and punctuality.
 - Address unacceptable behaviours promptly and effectively to prevent recurrence.
- All Students are expected to embody the GEMS Metropole Values: Care, Always Learning, Excellence, One Team, and Leadership.
- Parents and Carers are expected to work in partnership with the school to uphold high standards of behaviour and attendance.
- The School Leadership, including the Principal, ensures the Be a GEM Behaviour Policy is clearly communicated and shared with both students and parents.

Alignment with the PERMAH Wellbeing Model

- **Positive Emotion**
The policy promotes a culture of recognition, praise, and celebration, encouraging students and staff to feel valued and motivated. Through consistent positive reinforcement and a nurturing school environment, GEMS Metropole aims to foster joy, pride, and optimism in every member of the community.
- **Engagement**
By setting clear routines, high expectations, and promoting active participation in lessons and school life, the policy ensures that students are consistently challenged and involved. Behaviour

routines outlined in the Be a GEM Playbook help embed habits that increase focus, flow, and learning efficacy.

- **Relationships**

At the core of the policy is a commitment to building strong, caring, and compassionate relationships between students, staff, and families. The emphasis on modelling behaviour, restorative conversations, and inclusive routines cultivates trust and connection throughout the school community.

- **Meaning**

The Be a GEM ethos encourages students to live out the school's values—Care, Always Learning, Excellence, One Team, and Leadership—ensuring that all students feel part of something greater than themselves. Every interaction and expectation reinforces the vision of developing respectful, responsible global citizens.

- **Accomplishment**

Through structured rewards, goal-setting, and clear pathways for behaviour support and leadership, students are guided to recognise their growth and success. The focus on praising effort, celebrating achievements, and promoting resilience helps all learners strive towards excellence.

- **Health**

The policy supports the creation of a calm, orderly, and emotionally safe environment where students can flourish. Through clear expectations, consistent routines, and timely interventions, students are encouraged to develop self-regulation, resilience, and a positive mindset. Where appropriate, adjustments are made to meet individual needs, ensuring all students can access learning and maintain their overall wellbeing.

Vision

'An inspiring and inclusive community hub developing future leaders'

Our GEMS Metropole Values are at the heart of everything we do. Care, Always Learning, Excellence, One Team and Leadership support our positive behaviour strategy and help us achieve our vision, enabling every child to 'Be a GEM'.

Culture of Excellence

The school sets out clear and explicit expectations for all stakeholders through Codes of Conduct, based on the GEMS Metropole values of Care, Always Learning, Excellence, One Team, and Leadership.

- The Staff Code of Conduct is made available to all staff and is regularly revisited, including during induction and at the start of each academic year. This is aligned with the Be a GEM Playbook, which outlines the behavioural norms within GEMS Metropole School to ensure consistency and high standards across the school.
- The vital role that parents and carers play in supporting their child's learning both at school and at home is outlined in the Home-School Agreement.

Be a GEM Expectations

The Pupil Code of Conduct outlines our Be a GEM expectations (Appendix 1).

We want every MTS student to meet these 7 expectations:

1. Be present: Attend school every day, on time, with correct uniform and equipment
2. Be ready to learn: Follow every routine in the 'Be a GEM Playbook' and arrive at lessons on time.
3. Be the best you can be: Live by our MTS values in lessons and around the school.
4. Be kind: Ensure that everyone is able to learn in a calm and happy school.
5. Be focused: Complete homework and on time. Take pride in your work.
6. Be brave: Speak up if you need support. Tell us about bullying: we will help you.
7. Be an ambassador: Join in the school's clubs, leadership programmes and play your part in our school community

Students should not:

- Wear make-up or jewellery in school.
- Have their mobile phones on their person – See mobile phone policy.
- Have any media technology or offensive images/literature on school grounds.
- Access any material via the internet or email that is inappropriate or offensive in nature.
- bring to school any prohibited items, including drugs, alcohol, cigarettes, stolen items, fireworks, pornographic images and knives.

Confiscation and Sanctions

Bringing prohibited items onto school premises will result in immediate confiscation and may lead to a sanction, depending on the nature of the item. Staff have the authority to seize any harmful, disruptive, or dangerous items. Confiscated items will be held at the divisional reception for parent/caregiver collection, except for illegal items, which will be disposed of through appropriate channels.

Right to Search

Students may be searched if there are reasonable grounds or as part of an investigation. Searches will always be conducted in a private office by two same-gender senior staff members (one conducting the search, the other acting as a witness). Searches include pockets, shoes, bags, and lockers. Parents/caregivers will be notified regardless of the outcome.

Banned/Prohibited Items

Possession of the following will result in confiscation and appropriate sanction. Parents must collect the item and any perishable goods will be discarded.

- Chewing gum
- Energy/fizzy/coffee drinks
- Sharp objects (including metal combs)
- Stink bombs and water bombs
- Lighters and matches
- Ordering food onto school premises (food will be confiscated and discarded)

Illegal Items – Serious Disciplinary Action

Possession of the following may lead to serious disciplinary action involving KHDA and will be recorded as a High Red Line Behaviour (B5) as well as being recorded on our safeguarding portal:

- Weapons (or objects that could cause harm)
- Smoking materials (cigarettes, shisha pens, vapes, doha pipes, tobacco)
- Alcohol
- Illegal drugs
- Fireworks/firecrackers
- Toy weapons (guns, swords, knives)
- Art/Food Tech sharp materials (unless pre-approved and stored correctly)

Be A GEM Routines

The Be a GEM Playbook outlines the key scripts used to establish GEMS Metropole School's behaviour norms consistently and effectively with students. These routines provide clarity and structure to the school day, helping to create an orderly, calm environment where students feel safe and set up for success.

There are eight key straplines used throughout the day (Appendix 2):

1. Travelling to and from school: When a GEM, Be a GEM – This routine underlines the importance of maintaining positive relationships within the local community. It mitigates the risks attached to reputational damage/bringing the school into disrepute.
2. Arriving at school and crossing the GEMS Gateway (Blue Line): Another day to shine!
3. Moving around school: Quickly and quietly!
4. During lessons: Ready to learn!
5. Leaving a classroom: Leave as you enter!
6. Break and lunchtime: Kind and courteous!
7. Ending the day positively and crossing the GEMS Gateway (Blue Line): Tomorrow, we shine again!

8. Reflection: Pause, reflect, reset!

Staff must hold out for 100% positive behaviours to ensure that all students actively contribute to a culture of GEMS Metropole excellence. Successfully embedded behaviour routines cultivate a strong sense of belonging for every student and member of staff.

All scripts behind each strapline must be delivered with sincerity, consistency, and a clear understanding of their purpose: to support student wellbeing, maintain high expectations, and maximise the chances of academic success.

The scripts are designed to be delivered by staff with care, compassion, and consistency, modelling the culture we expect students to adopt.

The following strategies help embed GEMS Metropole's behaviour routines and establish them as everyday norms:

- Teach and re-teach behaviour routines to all staff and students at the start of the academic year.
- Provide additional care and guidance for new Year 7 students; ideally, these routines should be introduced during transition events prior to the new school year.
- Re-teach behaviour routines promptly if standards begin to dip, addressing misconceptions directly.
- Remove the full script once a routine becomes embedded; only the strapline is then needed to reinforce expectations.
- Leaders and staff must lead by example, modelling routines effectively using the Be a GEM playbook.
- Consistently reinforce the message that "Routines matter to everyone, all the time."
- Maintain high expectations through 100% compliance with each routine.
- Provide tailored support for staff or students who may require additional help in learning or implementing the routines.

Pause Reflect and Reset

Crossing the GEMS Gateway (Blue Line): Another day to shine!

At GEMS Metropole School, students cross a designated painted line as they enter and leave the school premises. This 'blue line' acts as a physical and symbolic reminder of the 'Be a GEM expectations' and is a vital part of the daily routine.

Leaders and staff should use this point of transition to:

- Communicate key messages to all students as they arrive and leave school.

- Greet students using the Be a GEM Playbook strapline and script: “Another day to shine!” each morning.
- Promote positive behaviours aligned with the GEMS Metropole values.
- Remind students that mobile phones are not permitted once they cross the blue line into school. Any mobile phone seen will be collected and held by a member of staff until it is retrieved by a parent or carer in line with the mobile phone policy
- Address uniform issues sensitively and offer support or replacements, especially for vulnerable students, ensuring every student is ready for a successful day.
- Check that students have the correct equipment and resolve any concerns with the Lead/Class Teacher at the start of the day.

At the end of the day, as students cross the blue line to exit the school, staff should use the Be a GEM Playbook strapline: “Tomorrow, we shine again!”

Dismissing every student personally is an invaluable opportunity to demonstrate care, build relationships, and reinforce expectations. It allows teachers and all staff to provide personalised reminders and stress the importance of attendance and punctuality for the following day.

Teach Like a GEM: Classroom Culture

The GEMS Metropole Teaching Framework outlines excellence descriptors for behaviour management, classroom routines, and learning procedures. To meet these expectations, teachers are encouraged to master six core techniques from Phase 2 of the Be a GEM Playbook – Classroom Culture:

- Technique 1: What to do – directions and correction
- Technique 2: Teacher radar
- Technique 3: Least invasive corrections
- Technique 4: Do it again
- Technique 5: Whole class reset
- Technique 6: Art of the consequence

To embed these techniques effectively, teachers should follow the strategies below:

- **Routines for Learning** - All teachers should explicitly teach, model, and rehearse key classroom routines to ensure lessons run efficiently. Routines should be consistent, clear, and habitual for all students. Examples include how students enter the classroom, set up their workspace, and exit at the end of the lesson.
- **Pre-emptive Behaviour Management Strategies**
 - Teachers should proactively anticipate and plan for moments where off-task behaviour is most likely to occur—typically during transitions within the lesson. To maintain focus and engagement:
 - Instructions should be specific, observable, and sequential.

- 100% student compliance should be the expectation.
- Reasonable adjustments must be made for students with SEND, using personalised strategies detailed in their individual educational plans (IEPs).
- **Correction** - When behaviour deviates from expectations, teachers should intervene early using a clear and calm “what to do” correction that redirects the student positively.
- **Consequence** - If a student’s behaviour disrupts the learning of others, the teacher should issue a private, low-key warning using a whisper correction to avoid unnecessary disruption and preserve valuable learning time.

Positive Behaviour and Rewards

The rewards system is centered around the GEMS Metropole values of Care, Always Learning, Excellence, One Team, and Leadership.

Each value is broken down into positive behaviours that are clearly communicated to students (Appendix 3).

Teachers and staff are expected to consistently promote and encourage students to live out these values at every opportunity.

When behavioural concerns arise, all staff should use the most relevant GEMS Metropole value as a positive lever to reinforce expectations. For example, if there is an increase in litter, the values of Care and Leadership can be highlighted to explain why littering is unacceptable, possibly supported by a community initiative to turn a negative behaviour into a positive.

Posters outlining the behaviours linked to each GEMS Metropole value will be displayed in student planners, classrooms, and across the school.

Each student who exemplifies one of these core behaviours will be awarded achievement points.

Achievement Points

Achievement points are awarded by all school staff for positive behaviours and actions based on our 5 school values, they act as drivers for reinforcing a positive behaviour culture at GEMS Metropole School.

Students with the highest points are celebrated weekly through a leaderboard.

These points contribute towards the daily, weekly, monthly, termly and yearly rewards (Appendix 4) and other cash in rewards when certain milestones are achieved (Appendix 5).

Praise

Praise is the most powerful tool for building a positive culture.

All staff should habitually and publicly narrate the positive.

The most effective praise is immediate and delivered sincerely by someone who holds a strong relationship with the student, for example, a simple “Well done” can have a profound impact.

Positive interactions should significantly outweigh negative ones, ideally following a 5:1 ratio. Effective praise is:

- Specific – clearly linked to a student’s action or achievement, especially those aligned to a GEMS Metropole value
- Sincere – genuinely expressed with appropriate tone and body language
- Personalised – using the student’s name and making praise meaningful
- Consistent – embedded as a routine element of classroom practice
- Discreet when appropriate – especially for students who may prefer praise privately

Strategies for celebrating behaviour in line with the Be a GEM Playbook and the GEMS Metropole values include:

- Frequent verbal praise and personal encouragement
- Non-verbal praise (e.g., thumbs up, smiles)
- Immediate recognition for quality work or homework
- Peer-to-peer praise prompted and facilitated by staff
- Displaying exemplary student work
- Recognising community contributions and service

Praise may also be extended to families through phone calls or postcards home, further strengthening the school-family partnership.

For students who may have received a higher number of negative points or behaviour-related calls, increasing positive home contact can support a shift in mindset and behaviour.

Daily Rewards

Daily rewards reinforce positivity and help to embed a strong culture of excellence.

- Lead/Class Teachers aim to award at least one student with an achievement point during tutor time.
- Classroom Teachers aim to award at least three students per lesson.
- Heads of Year aim to reward at least five students per year group during social times.
- Dedicated lesson time will be provided to ensure that these positive points are celebrated and rewarded before dismissal.

It is essential that all students are recognised for their achievements, including those with SEND.

Weekly Rewards

Weekly rewards acknowledge students who consistently demonstrate the GEMS Metropole values:

- Positive Postcards are sent home when students reach achievement point thresholds (e.g., 50, 100, 150, 200).
- The top 10 students with the most points in each year group receive a positive text home.
- GEM of the Week (highest achiever in each year group) is celebrated through digital screens and school social media, where appropriate.

Monthly Rewards

Monthly recognition of a student demonstrating the Leadership Gemstone of the month across the school (Appendix 6).

Half-Termly/Termly Rewards

Each half term, a Shining Stars Assembly celebrates the following student achievements within each tutor group:

- GEMS Excellence: Care Award – pin badge, certificate and letter home
- GEMS Excellence: Always Learning Award – pin badge, certificate and letter home
- GEMS Excellence: Excellence Award – pin badge, certificate and letter home
- GEMS Excellence: One Team Award – pin badge, certificate and letter home
- GEMS Excellence: Leadership Award – pin badge, certificate and letter home
- GEMS Determined Genius Award - pin badge, certificate and letter home
- GEMS Beyond 100 Award - pin badge, certificate and letter home
- GEMS Parent 360 – Family Experience
- GEMS Excellence: 100% Attendance Award – pin badge, certificate and letter home
- GEMS Excellence: Most Improved Attendance Award – pin badge, certificate and letter home
- Sparkling GEMs Award – for students achieving 100% attendance, 100% punctuality, and zero behaviour points – certificate, letter home, added to the roll of honour, and a GEMS Experience (e.g., bowling, cinema trip)
- GEMS Excellence: Principals Be a GEM – special reception with the Principal/ Executive Leadership Team.

Annual Rewards

GEMS of Honour: This is awarded to students who have excelled consistently throughout the year receive the GEMs of Honour t/shirt/Scarf/tie/pin badge linked to the academic year. This achievement includes a special reception with the principal and their parents. The student also qualifies for the prestigious GEMs Group Awards.

Eliminating the Negatives (Disruptive and Red Line Behaviours)

Unacceptable behaviours at GEMS Metropole School are categorised into three types: disruptive behaviours, red line behaviours and high red line behaviours.

All staff are responsible for clearly communicating these behaviours to students and parents so that expectations and boundaries are fully understood.

When a student displays a disruptive, red line or high red line, the member of staff must articulate the misbehaviour clearly back to the student to prevent any misunderstanding. For example:

“This is a red line behaviour because you were using your mobile phone and refused to hand it over when asked.”

Disruptive Behaviours

Disruptive behaviours are not acceptable at GEMS Metropole School.

Teachers are expected to prevent and de-escalate disruptive behaviour through full implementation of the Be a GEM Playbook.

- B1 - If a student exhibits a disruptive behaviour despite these proactive techniques, they should be issued a B1 whisper correction – a discreet redirection that avoids public embarrassment while guiding the student to correct their behaviour.
- B2 - If the disruptive behaviour continues after the whisper correction, the student will receive a B2 second correction email home and a disruptive behaviour logged on Go4Schools.
- B3 - A third disruption within the same lesson results in a break/lunch detention with that member of staff, a phone call home and a B3 Disruptive behaviour on Go4Schools.

Failure to attend a scheduled detention without valid reason will also result in a referral to detention the following day.

Data from detentions will be reviewed daily and weekly by leaders to identify behavioural patterns and determine targeted interventions.

Persistent disruptive behaviour may result in suspension or permanent exclusion in line with the behaviour escalation framework (Appendix 8).

Red Line/High Red Line Behaviours

Red line behaviours are zero-tolerance infractions and lead to an immediate referral to a centralised detention.

Persistent red line behaviours may result in suspension or permanent exclusion in line with the behaviour escalation table (Appendix 7)

High Red line behaviours marked with will lead to automatic suspension or exclusion, subject to criteria outlined in the school’s behaviour escalation table (Appendix 7). Where appropriate safeguarding procedures may also be initiated in line with the nature and severity of the incident.

Behaviours occurring outside school can also result in suspension or permanent exclusion if they bring the school into disrepute or pose a safeguarding concern.

Detention

Detention (Secondary students) and Reflection (Primary students) are designated times with the class teacher/HOY where students are referred for the following reasons:

- Failure to correct a disruptive behaviour after two chances during a single session

- Displaying a B4 red line behaviour
- Missing a detention without valid reason

The duration of detention is determined by the context and severity of the incident. At minimum, a student will spend either:

- A break time
- A Lunch time
- An after school centralised detention (B4 – Negative 4 points)

All students must complete a restorative conversation during their time in detention.

Detention provides an opportunity for students to reflect on both positive and negative behaviours, understand why they were referred, and continue their learning via access to online resources.

If a student refuses to enter a detention, additional time and support will be provided by a trusted adult to help them regulate. This may include:

- Mindfulness or breathing strategies
- Quiet space and 1:1 discussion
- Encouragement to complete the Reflection process with supervision

If all support strategies are exhausted, the school will liaise with parents to determine the next steps. This may include an escalation to an internal exclusion, followed by a reintegration meeting with the student and their parents and re-entry into detention to complete the original sanction.

Some students with SEND may require reasonable adjustments to support their understanding of the purpose of detention and ensure success. Adjustments may include:

- Completing Reflection in an alternative space
- Shortened Reflection periods
- Support from a member of the Inclusion Team, as advised by the inclusion lead.

Centralised Detentions

Centralised detentions take place after school on a Wednesday afternoon for students who are issued a 'Red Line' behaviour.

During detention, students will complete a reflection sheet to support self-awareness, personal accountability, and commitment to positive change.

Leaders will ensure weekly detentions are efficiently and consistently run, with the following practices in place:

- Advance notice to parents/carers, including the reason for the detention. Individual circumstances will be considered.
- Clear processes for collecting students and recording attendance.
- Detentions will last a minimum of 45 minutes and no longer than one hour.

- Sessions will be adequately staffed. Where possible, students will discuss and record how they will avoid future detentions.
- Repeated detentions in a particular subject or with a specific staff member will trigger a restorative meeting.
- Non-attendance without valid reason will result in referral to detention the next week to serve the original sanction.

A Centralised Detention Checklist will be followed to ensure consistency and compliance with expectations.

High Red Line Behaviour/Persistent Disruptive Behaviour - Internal and External Exclusions

A full and thorough investigation will be undertaken prior to any decision to suspend or permanently exclude a student. All written statements and any relevant physical evidence will be recorded and retained to support the decision-making process.

In deciding on the appropriate sanction, the school will consider any contributing factors that may have influenced the behaviour, such as bereavement, mental health issues, special educational needs, care status, or experiences of bullying.

The school will also take the students' views into account, appropriate to their age and understanding before deciding to exclude, unless there is a valid reason not to do so. Students will be informed how their views have contributed to the decision. Where needed, students will be supported in expressing their views, including through advocates such as parents and carers.

Escalation of High Red Line Behaviour/Persistent Disruptive Behaviour

Any student who demonstrates persistent Disruptive Behaviour (B1–B3), Red Line behaviour (B4), or High Red line behaviour (B5) will progress through the school's Behaviour Escalation Framework (Appendix 8), this is based on a cumulative set of points or number of 'High Red Line Behaviour' incidents.

At each stage, appropriate sanctions are issued, which include opportunities for reflection and targeted intervention. Upon reaching Stage 2, students will be referred to the school's Behaviour Support Services (Appendix 9) and will be placed on a personalised Be a GEM Support Plan to address the underlying causes of behaviour and provide structured support for improvement.

Outside of Classroom Behaviour – Corridor/Canteen Slips

The school has replaced “Standards Cards” with “Corridor Slips” which focus on student conduct and standards during the following times:

- Arrival at school (GEMS Gateway)
- Transition between lessons
- Break and lunch
- Leaving the school site.

The purpose of the slips is to provide clear, concise and timely correction to behaviours and standards which fall below our expected standards for excellence. These may include, but are not limited to:

- Poor uniform
- Failure to wear a lanyard
- Unsafe conduct
- Not following instructions
- Answering back to teacher instruction
- Inappropriate use of language
- Walking off from a teacher

Any student who receives a negative point from corridor slips will have this logged on Go4Schools.

Outside of the classroom behaviour - Bus Behaviour Protocols

- Bus behaviour now aligns fully with the ‘Be A Gem’ Behaviour model and whole-school behaviour expectations. (This falls in line with the ‘Travelling to and from school’ behaviour routine (Appendix 10).
- All incidents are logged on Go4Schools to ensure consistency, transparency, and timely follow-up.
- Staff work in partnership with STS to monitor behaviour, review footage where needed and take early action.
- Positive behaviour is recognised and reinforced to promote respect and responsibility while travelling.
- Swift interventions and clear communication between STS, the pastoral team, and parents ensure issues are addressed promptly.
- The aim is to build strong relationships, maintain safety, and ensure the school’s values are upheld beyond the classroom.

Behaviour Support Services

The school has a dedicated Behavioural Support Service team (BSS) that plays a vital role in improving standards, behavior, attitudes, and safety, while also providing support to staff. The BSS focuses on six key areas:

1. Addressing missing students (when a student fails to attend a lesson despite being marked present in school).
2. Managing behavioral incidents categorised as 2x B5 according to our policy.
3. Facilitating reflections for students who have made poor choices.
4. Monitoring overall behavior trends across the Active and Future school.
5. Mentoring students at risk of recurrent poor decision-making.
6. Providing counseling services to support student well-being.

The team is easily identifiable by their purple high-visibility jackets and serves as an additional layer of support for Heads of Year within the Active and Future schools'. By building strong relationships with students, the BSS helps guide them toward making positive choices throughout the school day. For more information, please refer to the QR code (Appendix 9), which links to the BSS handbook.

Evaluation and Review of Student Behaviour Policies and Procedures

The student behaviour policy and procedures undergo a thorough evaluation and review on an annual basis to ensure they remain effective and relevant. This process actively involves key stakeholders, including the student body (student voice is captured through the Student Council, providing valuable insights and perspectives from the learners themselves), staff, and parent community, fostering a collaborative approach to policy development. Additionally, feedback from the Local Authority Board is gathered during subcommittee meetings, ensuring that all viewpoints are considered in shaping a well-rounded and impactful behaviour policy.

KHDA Support and Guidance

At MTS, we are committed to adhering to our behaviour policy at all times, ensuring fairness and consistency in addressing all incidents. However, in cases that are escalated for KHDA review and approval, the authority reserves the right to amend or adjust any sanction based on their evaluation of the investigation reports. As part of our obligation to comply with KHDA directives, any final decision made by the KHDA will be fully respected and upheld by the school. This approach reflects our dedication to maintaining transparency, accountability, and the highest standards of conduct within our community.

This policy will be reviewed by Joe Gannon (DHT Secondary) and Ed Staton (Vice Principal). At every review, the policy will be approved by Mr. Naveed Iqbal – Principal/CEO

Appendix 1 – Be a Gem Expectations

BE A GEM: EXPECTATIONS



Appendix 2 – Be a Gem Routines

Routines build rhythm, and rhythm drives excellence

OUR ROUTINES







 <p style="text-align: center;">When a GEM, Be a GEM</p> <p style="text-align: center;">Travelling to and from school</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">01</p> <p style="text-align: center; font-size: 8px;">BEHAVIOUR ROUTINE</p>	<p>SCRIPT TO STUDENTS</p> <ul style="list-style-type: none"> » We want you to be safe when you are travelling to school » It is important that you behave well » Remember that when you wear your uniform you represent us all » Your behaviour on the way to school and home can be reported by the local community » Respect members of the public and their right to safe transport 	 <p style="text-align: center;">Leave as you enter!</p> <p style="text-align: center;">Leaving the classroom</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">05</p> <p style="text-align: center; font-size: 8px;">BEHAVIOUR ROUTINE</p>	<p>SCRIPT TO STUDENTS</p> <ul style="list-style-type: none"> » Complete the exit ticket » Tidy your things away » Stand behind your chair and tuck it under your table » Track me » Leave the room upon the teachers direction » Exit quietly and calmly
 <p style="text-align: center;">Another day to sparkle</p> <p style="text-align: center;">Arriving at school</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">02</p> <p style="text-align: center; font-size: 8px;">BEHAVIOUR ROUTINE</p>	<p>SCRIPT TO STUDENTS</p> <ul style="list-style-type: none"> » "Good morning" –and insist upon a response » Cross the GEMS Gateway ready to learn - uniform and mindset » We care about each of our students and are looking forward to teaching you » We believe in you » If you have a problem, let us know » Let us help 	 <p style="text-align: center;">Kind and courteous</p> <p style="text-align: center;">Break and Lunchtime</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">06</p> <p style="text-align: center; font-size: 8px;">BEHAVIOUR ROUTINE</p>	<p>SCRIPT TO STUDENTS</p> <ul style="list-style-type: none"> » Queue patiently » No physical contact » Use manners when ordering food » Sit down where possible when you are eating » Clean up your own plates and waste when you have finished eating » No litter on the floor
 <p style="text-align: center;">Quickly and quietly</p> <p style="text-align: center;">Moving around the school</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">03</p> <p style="text-align: center; font-size: 8px;">BEHAVIOUR ROUTINE</p>	<p>SCRIPT TO STUDENTS</p> <ul style="list-style-type: none"> » Travel by the most direct route to the playground/Hall/Classroom » Follow the one-way system » Do not wait for peers » No physical contact » Keep noise levels low 	 <p style="text-align: center;">Tomorrow, we sparkle again</p> <p style="text-align: center;">Ending the day positively</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">07</p> <p style="text-align: center; font-size: 8px;">BEHAVIOUR ROUTINE</p>	<p>SCRIPT TO STUDENTS</p> <ul style="list-style-type: none"> » Well done for a positive and productive day » Leave quickly and quietly » Remember that when you wear your uniform you represent us all » Tomorrow is a fresh start » Enjoy your evening and come back refreshed tomorrow
 <p style="text-align: center;">Ready to learn</p> <p style="text-align: center;">During lessons</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">04</p> <p style="text-align: center; font-size: 8px;">BEHAVIOUR ROUTINE</p>	<p>SCRIPT TO STUDENTS</p> <ul style="list-style-type: none"> » Sit where you are asked to sit » Listen actively to the teacher and peers when they speak » Take turns when speaking during class discussion » Track the teacher around the room 	 <p style="text-align: center;">Pause, Reflect and Reset</p> <p style="text-align: center;">Entry to reflection</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">08</p> <p style="text-align: center; font-size: 8px;">BEHAVIOUR ROUTINE</p>	<p>SCRIPT TO STUDENTS</p> <ul style="list-style-type: none"> » Sit here for me please » We are going to complete the Reflection booklet together to understand why your behaviour did not meet our expectations » We will then have a conversation to understand what you will do differently to avoid this happening in the future




Appendix 3 – Positive Behaviours





















Positive Achievement Points		
GEMS Value	Positive Behaviour	Achievement Points
 ALWAYS LEARNING	Showing creativity and innovation to deepen your understanding in a focus area	+2 points
	Working hard and going the extra mile consistently	+2 points
	Learning beyond the subject through podcasts, books, online courses or masterclasses	+2 points
	Engaging in co-curriculum activities and mastering a skill through self-discipline	+2 points
	Learning from mistakes and taking on board constructive feedback	+2 points
 ONE TEAM	Learning from, with, and about each other very well	+2 points
	Using everyone's ideas to achieve a good solution (problem solving)	+2 points
	Working well with others to achieve team goals	+2 points
	Sharing responsibilities and tasks to achieve the best for everyone	+2 points
	Taking responsibility when things go wrong	+2 points
 EXCELLENCE	Having the grit to never give up	+2 points
	Listening attentively and participating enthusiastically in lesson	+2 points
	Trying hard to produce work of exceptional quality in lessons and during tests	+2 points
	Being a self-starter and thinking outside the box	+2 points
	Attending enrichment or additional catch-up sessions to help you reach your full potential	+2 points
 CARE	Speaking politely with excellent manners	+2 points
	Offering help to others through acts of kindness or community	+2 points
	Reporting bullying and speaking up when someone needs	+2 points
	Listening actively and respecting other opinions and differences	+2 points
	Showing gratitude and appreciation for the little things that we often take for granted	+2 points
 LEADERSHIP	A clear vision in setting goals, aligning team effort and anticipating future challenges or opportunities	+2 points
	Leading with integrity, setting the example and keeping promises, doing the right thing even when it is difficult	+2 points
	Clear communication when giving feedback, resolving conflict and motivating others	+2 points
	Showing empathy and compassion during challenges and being approachable	+2 points
	Being decisive and taking responsibility for outcomes	+2 points

Appendix 4 – Daily, weekly, monthly, termly and yearly rewards

Frequency	Rewards
<p>Daily</p> 	<p>Daily rewards reinforce positivity and help to embed a strong culture of excellence.</p> <ul style="list-style-type: none"> • Lead/Class Teachers aim to award at least one student with an achievement point during tutor time. • Classroom Teachers aim to award at least three students per lesson. • Heads of Year aim to reward at least five students per year group during social times • Dedicated lesson time will be provided to ensure that these positive points are celebrated and rewarded before dismissal.
<p>Weekly</p> 	<p>Weekly rewards acknowledge students who consistently demonstrate the GEMS Metropole values:</p> <ul style="list-style-type: none"> • Positive Postcards are sent home when students reach achievement point thresholds (e.g., 50, 100, 150, 200). • Top 10 students with the most points in each year group receive a positive text home. • GEM of the Week (highest achiever in each year group) is celebrated through digital screens and school social media, where appropriate.
<p>Monthly</p> 	<p>Monthly recognition of a student demonstrating the leadership Gemstone of the month across the school.</p> <ul style="list-style-type: none"> • A certificate will be awarded each month to one student per year group who has best demonstrated that months Leadership Gemstone Value.
<p>Termly</p> 	<p>Each term, a Shining Stars Assembly celebrates the following student achievements within each year group.</p> <ul style="list-style-type: none"> • GEMS Excellence Awards – Most points from values/100% • Attendance GEMS Determined Genius Award • GEMS Beyond 100 Award • GEMS Parent 360 – Family Experience • Sparkling GEMS Award – for students achieving 100% attendance, 100% punctuality, and zero behaviour points • GEMS Excellence: Principals Be a GEM – special reception with the Principal/ Executive Leadership Team.
<p>Yearly</p>	<p>GEMS of Honour: This is awarded to students who have excelled consistently throughout the year receive the GEMs of Honour/shirt/Scarf/tie/pin badge linked to the academic year.</p> <p>This achievement includes a special reception with the principal and their parents. The student also qualifies for the prestigious GEMs Group Awards.</p>














Appendix 5 - 'Cash in' rewards chart



Achievement Point Thresholds		
GEMS Value	Achievement Milestone	Achieved (Tick Box)
Stage 1	50	<input type="checkbox"/>
	100	<input type="checkbox"/>
	150	<input type="checkbox"/>
	200 – Cash in prize	<input type="checkbox"/>
		
Stage 2	250	<input type="checkbox"/>
	300	<input type="checkbox"/>
	350	<input type="checkbox"/>
	400 – Cash in prize	<input type="checkbox"/>
		
Stage 3	450	<input type="checkbox"/>
	500	<input type="checkbox"/>
	550	<input type="checkbox"/>
	600 – Cash in prize	<input type="checkbox"/>
		
Stage 4	650	<input type="checkbox"/>
	700	<input type="checkbox"/>
	750	<input type="checkbox"/>
	800 – Cash in prize	<input type="checkbox"/>
		
Stage 5	850	<input type="checkbox"/>
	900	<input type="checkbox"/>
	950	<input type="checkbox"/>
	1000 – Cash in prize	<input type="checkbox"/>
		

Appendix 6 – Leadership Gemstones

The Thirteen Leadership Gemstones and their Values

<p>REFLECTION MOONSTONE Encourages deep thinking and setting meaningful goals for growth.</p>  <p style="text-align: right;">JAN</p>	<p>COMPASSION EMERALD Inspires kindness, understanding and care toward others.</p>  <p style="text-align: right;">FEB</p>	<p>INTEGRITY DIAMOND Emphasises honesty and staying true to one's values, even in tough situations.</p>  <p style="text-align: right;">MAR</p>	<p>VISION LABRADORITE Promotes goal-setting and planning for future success.</p>  <p style="text-align: right;">APR</p>
<p>ADAPTABILITY AQUAMARINE Helps students embrace change with resilience and flexibility.</p>  <p style="text-align: right;">MAY</p>	<p>SERVICE PERIDOT Encourages generosity and prioritising the needs of others.</p>  <p style="text-align: right;">JUN</p>	<p>EMPATHY RUBY Fosters understanding and valuing others' perspectives.</p>  <p style="text-align: right;">JUL</p>	<p>RESILIENCE ONYX Builds strength and persistence during challenges.</p>  <p style="text-align: right;">AUG</p>
<p>RESPECT SAPPHIRE Encourages fairness, dignity and appreciation for all.</p>  <p style="text-align: right;">SEP</p>	<p>DIVERSITY FLOURITE Celebrates unique perspectives and fosters inclusivity.</p>  <p style="text-align: right;">OCT</p>	<p>GRATITUDE CITRINE Promotes recognising and appreciating contributions.</p>  <p style="text-align: right;">NOV</p>	<p>UNITY GARNET Highlights the importance of teamwork and collaboration.</p>  <p style="text-align: right;">DEC</p>
<p> PURPOSE A METHYS T</p>		<p>RAMADAN Reflect, serve and hold oneself accountable.</p>	

Each gemstone value is rooted in the belief that leadership is a journey of character development. These values provide a roadmap for students to discover their potential and grow into compassionate, forward-thinking leaders who make a difference.

Appendix 7 – Disruptive, Red Line and High Red Line Behaviours

BEHAVIOUR Sanctions & Strategies



At GEMS Metropole School, behaviour is managed through a clear, structured, and consistent tiered approach.

EXPECTATIONS

BEHAVIOURS

- ❖ Late to lesson
- ❖ Late to school
- ❖ Incorrect uniform
- ❖ Lack of equipment
- ❖ Lack of pride in work
- ❖ Failure to turn up to clubs
- ❖ Failure to turn up for intervention
- ❖ Homework not completed to a high standard or on time

S

Unmet expectations

(- 1 points)

to help the student get back on track quickly

DISRUPTIVE BEHAVIOUR

B1–B3 Disruptive Behaviours are addressed in-class, starting with a whisper correction, followed by point-based consequences, and escalating to an immediate referral to Reflection if behaviour persists.

BEHAVIOURS

- ❖ Disturbing others/out of seat
- ❖ Speaking disrespectfully to others
- ❖ Head on desk/ slumped in chair
- ❖ Refusing to follow instructions from staff
- ❖ Talking over the teacher/ answering back
- ❖ Failure to behave sensibly around school
- ❖ Littering on premises
- ❖ Failure to complete classwork/ homework
- ❖ Unauthorised use of headphones/ devices
- ❖ Walking off from a member of staff

B1

Whisper correction

(0 points)

to help the student get back on track quickly

B2

Disruptive Points

(-2 points)

for a second correction within a lesson resulting in a phone call home

B3

Disruptive Points

(-3 points)

for a third correction resulting in an immediate referral to reflection



BEHAVIOUR Sanctions & Strategies



RED LINE BEHAVIOUR

Red Line Behaviours (B4, -4 Points) result in the student being isolated while investigated, with statements collected, parents contacted, and a centralised detention to be taken place.

BEHAVIOURS

- ✦ Use of mobile Phone
- ✦ Truancy from lessons
- ✦ Walking out of a classroom
- ✦ Failure to attend a detention
- ✦ Rude language or swearing at someone
- ✦ Cheating in exams/assessments
- ✦ Graffiti or obscene/offensive language or depictions
- ✦ Damaging equipment/property

REPNSE

- ✦ Student isolated while investigated
- ✦ Statements collected
- ✦ Parents contacted
- ✦ Logged on Go4Schools
- ✦ 60-minute after-school Reflection
- ✦ Possible HoY or subject report

HIGH RED LINE BEHAVIOUR

High Red Line Behaviours (B5) trigger an immediate referral to MLT/SLT and BSS, full investigation, and may lead to reflection, suspension, or exclusion. Key incidents are logged on Go4Schools, supporting a consistent and accountable approach across the school.

BEHAVIOURS

- ✦ Dangerous or unsafe behaviours
- ✦ Verbal or physical bullying (child-on-child abuse)
- ✦ Discriminatory language or behaviour
- ✦ Racist language or behaviour
- ✦ Cyber bullying
- ✦ Aggressive or threatening behaviour towards peers or staff
- ✦ Having cigarettes/e-cigarettes or contraband on school premises
- ✦ Use of mobile phone (X2 and above), Refusal to hand mobile phone
- ✦ Fighting, physically aggressive or threatening violence*
- ✦ Theft or bringing in stolen items
- ✦ Extortion
- ✦ External truancy
- ✦ Bringing the school into disrepute
- ✦ Inappropriate touch
- ✦ Substance use
- ✦ Bringing a weapon into school

REPNSE

- ✦ Immediate referral to SLT & BSS
- ✦ Full investigation
- ✦ Parents contacted
- ✦ Recorded on Go4Schools
- ✦ Detention, or Internal / Exclusion considered

! A B5 may trigger a Stage 1 letter, or further breaches escalating through Stages 2 to 5. Where appropriate, safeguarding procedures may also be initiated in line with the nature and severity of the incident.

Appendix 8 – Behaviour Escalation Framework

BEHAVIOUR

Sanctions & Strategies

BEHAVIOUR Escalation Framework

STAGE 1 -20 points or 1x B5	Behaviour Letter Issued by MLT MLT face to face meeting with parents Pastoral Plan with PDR Centralised Detention	-20
STAGE 2 -40 points or 2x B5	Behavior Letter Issued by AHT AHT face to face meeting with Parents 2-day internal exclusion Be a GEM support plan (BSS)	-40
STAGE 3 -60 points or 3x B5	Behaviour letter Issued by DHT KHDA informed DHT face to face meeting with Parents 3-day internal exclusion Reenrollment blocked (Seat held) Be a GEM support plan continued (BSS)	-60
FINAL WARNING STAGE -80 points or 4x B5	Final Warning Letter Issued by HOS KHDA informed HOS face to face meeting with Parents 2-day external exclusion Request for external support (parent responsibility)	-80
UNDERTAKING STAGE -100 points or 5x B5	Undertaking Agreement Letter Issued by ELT KHDA involved HOS face to face meeting with Parents 3-day External Exclusion	-100
PERMANENT EXCLUSION STAGE Failure of conditions of undertaking agreement	If a student violates the Undertaking Letter, the school will formally request approval for permanent exclusion from KHDA.	E

Appendix 9 - Behaviour Support Service Handbook



Appendix 10 - Bus Behaviour Protocols

MTS Bus Behaviour Protocol 2025-26

SEE IT...
REPORT IT

BUS BEHAVIOUR EXPECTATIONS	BUS EXPECTATIONS ESCALATION	BUS RED LINE ESCALATION
<ul style="list-style-type: none"> Show respect and kindness Wearing your lanyard Sitting in designated seat No food or drink No bullying No use of bad language No shouting or disturbing others Stay in allocated seat at all times <u>Wear seatbelt at all times</u> *straight to red line 	1 st Concern	Bus Incident Form completed Shared with HOY to log on B1 G4S CT/LT speak to parent
	2 nd Concern	Bus Incident Form completed Shared with HOY to log as B2 G4S HOY speaks to parents
	3 rd concern	Bus Incident Form completed Shared with AHT to log on B3 G4S AHT /HOY meet parents/ <u>2 day</u> suspension from bus
	4 th concern	Bus Incident Form completed Shared with AHT to log on B4 G4S DHT meets parents/1 week suspension from bus
	5 th concern	Bus Incident Form completed Shared with DHT to log on B5 G4S DHT/HOS meets parents/extended suspension from bus
RED LINE BUS BEHAVIOURS		<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="color: white; font-weight: bold;">1st Concern</p> <p style="color: white; font-size: small;">Bus Incident Form completed Shared with AHT to log B5 G4S AHT Meeting with parents/<u>2 day</u> suspension from bus</p> </div> <div style="width: 45%;"> <p style="color: white; font-weight: bold;">2nd Concern</p> <p style="color: white; font-size: small;">Bus Incident Form completed Shared with DHT to log B5 G4S DHT Meeting with parents/1 week suspension from bus</p> </div> </div>
<ul style="list-style-type: none"> Physical Altercation/Fighting Disturbing/distracting the bus driver Inappropriate device use Not wearing seatbelt Bus Damage 		<div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: left;"> <p style="font-size: small; color: white;">Routines build rhythm, and rhythm drives excellence</p> <h2 style="color: white; margin: 0;">OUR ROUTINES</h2> <h3 style="color: white; margin: 0;">When a GEM, Be a GEM</h3> <p style="color: white; font-weight: bold; margin: 0;">Travelling to and from school</p> </div> </div> <div style="margin-top: 10px; display: flex; align-items: center;"> <div style="background-color: white; color: #004a99; padding: 5px; font-weight: bold; font-size: 24px; margin-right: 5px;">01</div> <div style="font-size: 8px; color: white; line-height: 1;">BEHAVIOUR ROUTINE</div> </div>