

GEMS Wellington School Qatar

Behaviour and rewards Policy

Academic Year 2021-22

Behaviour and rewards policy – GEMS Wellington School

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Overview

At GEMS Wellington School the staff are fully committed to promoting high standards of behaviour. This includes the behaviour of our students in both in school and in the wider community. As a school we strive to provide an environment where all members of the school community feel happy, safe, respected and cared for. We do this through having high expectations of behaviour, the wearing of correct uniform and through the development of supportive and positive relationships.

We focus on the holistic development of the student which empowers all students to be able to achieve. We believe that insisting on high standards of behaviour is an essential part of exercising our duty of care for all students, teaching children valuable life skills and ensuring we can all achieve excellence together. Additionally, we believe that having clear expectations, rewarding correct behaviours and forming strong partnerships with parents are fundamental ingredients to positive behaviours for learning.

The school also supports its high standards of behaviour with a High Performance Learning culture which encourages every student to reach the top and helps teachers to increase the percentage of students reaching high performance. As a result of adopting HPL the school demonstrates impact in the following areas.

- Improved student outcomes including academic results and post-school destinations
- Students more self-confident and more engaged in their learning.
- Staff adopting the HPL mindset and changing their practice to develop the ACPs and VAAs
- Teacher and student well-being improved as the culture for learning is more positive and optimistic
- The school is recognised as being a World Class School.

Aims:

- To develop robust systems to encourage positive behaviour and self-management and to deal with inappropriate behaviour professionally.
- To monitor and record instances of positive and inappropriate behaviour in order to identify trends over time for the purpose of reporting and provision of support.
- To be a respectful school. To respect everyone and everything around us.
- To have a calm atmosphere in the school.
- We expect children to be thoughtful, responsible and show consideration for others.
- We aim for our pupils to develop self discipline, the ability to learn independently and work cooperatively and have proper regard for authority.
- Foster a caring attitude for the school environment.
- Children can be expected to be listened to, to be treated fairly and to be encouraged to learn about the consequences of their behaviour for themselves and others.
- There will be clear documentation of the code of behaviour for pupils and staff. These will be discussed widely prior to agreement and subject to regular review in the light of experience.
- Staff, including new staff, will be aware of the preferred behaviour management strategies of the school. They will ensure that there is a consistent and clear approach to discipline.

- Pupils will be encouraged to understand the principles and reasons underlying the expectations and routines of the school.
- Pupils will know that their good behaviour is recognised and valued

At GEMS Wellington School Qatar we recognise:

- Citizenship
- Tolerance
- Kindness
- Commitment
- Progress
- Effort and perseverance
- Achievement
- Contributions to wider aspects of school life
- Successes and achievements at individual and team levels within and outside school

These positive behaviours are acknowledged and celebrated in a variety of ways, within the tutor / learning / year group, key stage and House, at tutor time, in lessons, assembly and with the wider school community through Staff Briefing, the Wellington weekly and social media

Foundation Stage, Key Stage 1 & Key Stage 2 (see appendices 1-4)

Reward Systems

As a school community, we aim to reward positive behaviours throughout the school and educate students to promote the expected behaviours of their peers.

House Points: Students will receive house points as a reward for positive behaviours which will accumulate to result in a collective reward for the house with the most points.

GEMS Star of the Week: One certificate will be awarded to the student who for that week demonstrates one (or more) of the following:

- Consistently exceptional behaviour;
- A personal academic achievement;
- Demonstrating a high level of emotional intelligence towards others.

GEMS Jewels of Kindness Award: At the end of each term, one child per class will be awarded with a GEMS Jewels of Kindness award. This award be given to a child who consistently shows the attributes linked to the GEMS Jewels of Kindness; Helpfulness, Empathy, Compassion and Respect.

Behaviour Management System

Each class will adopt a seven-tiered 'Ladder to Success' which will be prominently displayed in each classroom. The ladder will consist of a neutral starting point, with three tiers of positive behaviour rewards moving up, and three tiers of inappropriate behaviour sanctions moving down. Positive behaviours will be rewarded by receiving a point for their House, as well as the ability to earn 'Golden Time' minutes. Inappropriate behaviour can result in the loss of Golden Time minutes, a Thinking Time session or possibly contacting the Head of Year or parents. The accumulation of House Points will result in collective rewards for the House which received the most points. The primary focus will be upon highlighting observed positive behaviour.

<i>FS & KS1 Levels</i>	<i>Colour</i>	<i>KS2 Levels</i>
<i>Out of this World</i>	<i>Gold</i>	<i>Outstanding Success</i>

<i>Super Star Student</i>	<i>Silver</i>	<i>Glowing Behaviour</i>
<i>Shining Role Model</i>	<i>Bronze</i>	<i>Role Model</i>
<i>Ready for Take Off</i>	<i>Green</i>	<i>Ready to Learn</i>
<i>Check Your Actions</i>	<i>Amber</i>	<i>Check Your Actions</i>
<i>3, 2, 1 Put it right time out</i>	<i>Orange</i>	<i>Time Out to put it right</i>
<i>Flight Grounded</i>	<i>Red</i>	<i>Adult Intervention</i>

Further Explanation of Ladder to Success Criteria

- Students to start each day in the middle of the ladder.
- There will be three steps up the ladder as recognition of positive behaviour where the students will receive different amounts of house points.
- There will be three steps down the ladder as consequences where the students will be asked to reflect upon their behaviour and moving down each stage has sanctions.
- When moving a student on the scale, teachers are to consider the individual needs and circumstances of each student in relation to the behaviour displayed to cater to a safe and inclusive learning environment.
- Each week, the students will be working towards earning minutes for 'Golden Time;' five minutes per day, plus an additional five bonus minutes for students who are consistently in the positive blocks of the ladder.
- Students who have received sanctions and moved down the ladder will forfeit their five minutes of 'Golden Time' for that day, however, this can be earned back if exceptional behaviour is displayed. Across primary, an emphasis should be placed upon restorative approaches if inappropriate behaviour occurs.
- If a child reaches the bottom of the ladder, parents will be contacted regarding the situation, SLT informed (decide on consequence) and Golden Time minutes will be lost.
- Behaviour Support Plans to be put in place for students as required, following discussions with Phase Leader, Key Stage Leader, Class Teacher, support staff and parents.
- Students receiving support from the Inclusion Team should be provided with equal opportunity to achieve positive recognition for their behaviour and academic achievements as measured against their individual targets.

Record Keeping

- All class behaviour to be logged **daily** using SIMS.

- Behaviour during specialist lessons to be logged using teacher device e.g. iPad and consistent with class rewards.

If students exceed:

1. 10 behaviour logs, student to be placed on Class Teacher report, with regular contact home.
2. 15 behaviour logs, parents and student will be invited to meet with the Class Teacher & Head of Key Stage/ Culture and Ethos lead.
3. 20 behaviour logs, Head of Key Stage report with regular contact home.
4. 25 behaviour logs, Parent meeting and internal Isolation with SLT (2 days).
5. 30 behaviour logs, SLT report and parent meeting and regular contact home.
6. Plus 30 behaviour logs, longer period of internal isolation, potential exclusion or a discussion about re-enrolment with parents.

Key Stage 3, 4 and 5 2 (see appendices 5-9)

Achievements: all incidents and consistency of excellent citizenship such as representing the school, outstanding work and admirable behaviour and attitude, will be logged on SIMs and rewarded by certificates in award assemblies. Each individual achievement point will equal to a point for their house team also. Values and attributes will be rewarded for individuals on the following; empathy, agility and the ability to be hard-working.

Celebrating achievements: rewards to be celebrated through weekly rewards assemblies per key stage, highlighting (attendance, punctuality, achievement points and behaviour points), the number of overall points achieved by form will identify the form of the week per key stage. Termly rewards assemblies will take place to highlight achievements throughout the term.

Subject specific awards: Department leads will drive and enforce an achievement system within their subject area. Students will be awarded on their advanced cognitive performance characteristics and will be rewarded with achievement points to be logged on SIMS. Subject postcards will be available for student role models on a weekly basis.

Behaviour Management System

Behaviour is considered inappropriate if it is not in-keeping with the spirit of the WSQ Home-School Agreement and with the cultural sensitivities of our Host Country. The core aspects of the Home-School Agreement are reflected within, but not restricted to, a range of policies and expectations in school.

Each class will display and maintain a rewards chart and a sanctions ladder. The ladder will clearly show the steps that will be taken to encourage good behaviour and respect. Learners can make informed choices about their behaviour with the knowledge of consequences.

In the event of students stopping others from learning, teachers must sanction students with a verbal warning at the first instance, re-seating a student at the second and thirdly, a final warning that parents will be contacted.

Consequences/Sanctions include:

- Non-verbal Warning

- Verbal warning
- Time out in another classroom
- Missing minutes of playtime
- Contacting parents
- Individual subject achievement tracker
- Sent to Head of Key Stage, Assistant Head or Head of School
- Withdrawal from school-based or educational visits / activities
- Isolation – internal, external

If negative behaviours are persistent a class teacher must inform parents and place a child on a subject achievement tracker which will acknowledge and monitor a student's behaviour choices. In the unlikely event of a student not improving their behaviour choices following an achievement tracker, the student will be referred to their head of key stage.

Intervention Strategies

A range of interventions may similarly be applied in conjunction with a consequence/sanction or as an alternative. These include:

- Teacher involvement
- Counsellor Involvement
- Well-Being Coordinator Involvement for social skills work
- Mentoring
- Reports – attendance / punctuality / behaviour / home learning
- Pastoral support plans (all phrases)
- Positions of responsibility if appropriate

Record Keeping

All achievements and behaviour incidents to be logged on SIMS by relevant subject teachers.

If students exceed:

7. 5 behaviour logs, parents will receive a phone call from the form tutor, 15 minute detention.
8. 10 behaviour logs, student to be placed on form tutor report, with regular contact home.
9. 15 behaviour logs, parents and student will be invited to meet with the form tutor & Head of key stage.
10. 20 behaviour logs, Head of key stage report with regular contact home.
11. 25 behaviour logs, Parent meeting and internal Isolation with SLT (2 days).
12. 30 behaviour logs, SLT report and parent meeting and regular contact home.
13. Plus 30 behaviour logs, longer period of internal isolation, potential exclusion or a discussion about re-enrolment with parents.

Uniform

All students are required to wear their full uniform at all times so they are presenting a positive image of the school both in the local and wider community.

For further information see School uniform policy.

Mobile phones

Mobile phones are allowed to be brought to school but must not be used or seen in school.

This policy has been developed and agreed upon by the WSQ teaching staff and leadership team.

Policy Updated August 2021

Policy Review August 2022

Attached Appendices

Appendix 1: Sample Ladder to Success

Appendix 2: Ladder to Success criteria

Appendix 3 'Golden Time' Minutes Tally Chart

Appendix 4: Thinking Time sign

Appendix 5: Recognising achievement

Appendix 6: Achievement milestones

Appendix 7: Behaviour ladder

Appendix 8: Behaviour next stages

Appendix 9: Subject Behaviour Report (SIMS template)

Appendices in red to be revised by head of KS1 + KS2