

GEMS Wellington School Qatar

Behaviour and Rewards Policy

Academic Year 2022-23

Behaviour and rewards policy – GEMS Wellington School

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Overview

An aspirational and globally minded community of happy high performing learners who achieve personal and academic excellence

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 create and contribute to an effective and secure learning environment, where everyone feels valued, respected and safe
- To empower and provide opportunities for all children to take ownership of and responsibility for their own actions, through self-regulation
- To clearly communicate our expectations of behaviour at all times
- To develop an effective partnership with parents, that ensures a shared responsibility in the implementation and achievement of these aims
- To build positive relationships between students and staff
- To use the High-Performance Learning (HPL) culture to encourage all students to be self-confident and create a positive and optimistic culture for learning
- For GEMS Wellington School to be recognised as an HPL World Class School

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

School Culture and Ethos

We know that the creation and maintenance of an excellent culture and ethos is integral to high quality, positive behaviour and happy children.

We will:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of all;
- Ensure fair treatment for all regardless of age, gender, race, ability and ability;
- Ensure all stakeholders follow the 'Positive Behaviour Support' approach so that there is consistency in how behaviours and feelings are managed;
- Show appreciation of the efforts and contributions of all.

Role of Adults with the School

We will ensure that we:

- Use positive language and clear, calm body language
- Talk politely with each other, especially when asking for things or making requests
- Adopt a CALM communication approach supportive attitude when communicating
- Talk and actively listen with respect at all times
- Ensure consideration when teaching and learning is taking place
- Have high expectations that are clear and consistently applied by all
- Use the positive behaviour strategies to ensure behaviour expectations are clear

- Ensure all staff are trained appropriately (and that pupils are made aware of strategies employed)
- Use de-escalation and scripted language to help manage antisocial behaviour
- Implement appropriate protective and educational consequences following challenging behaviour.
- Take account of children's social and emotional needs and adapt how we (as adults) manage these to ensure children are provided with what they need at an individual level
- Value and respond to every individual within our school irrespective of colour, race, religion, gender or background
- Use rewards to acknowledge positive behaviour, avoiding bribery

Role of Students

We expect the pupils to:

- Try their best
- Be independent by knowing where to find support and use strategies provided to self-regulate
- Respect each other by allowing everyone to learn and by being accepting of all abilities and efforts
- Older children demonstrating mature behaviour and acting as pupil role models
- Be self-reflective (with adult support if appropriate) and able to discuss their behaviour, considering alternative ways to overcome anger, distress, conflict
- Taking up opportunities to hold responsibilities – e.g., Student Council, House Leaders, Deputy House Leaders, Peer Mediators, Peace Makers
- Becoming involved in praising/recognising good behaviour in others through the GEMS Jewels of Kindness

Communication and Parent Relationships

For communication and relationships with parents to contribute to outstanding behaviour and ethos, all staff will keep parents informed through:

- Scheduled parent meetings
- Weekly Sway newsletters
- Open email communication (emails will be responded to within 24 hours, on working days)
- Phone calls home
- IEP meetings for students with special educational needs
- Parental Workshops

GEMS Wellington school prides itself on open communication, you can informally speak to our staff through:

- Their presence at the end of each day
- Teachers on duty at the school entrance points in the morning
- Members of the Senior Leadership Team having a visible presence both at the start and end of the school day

We would encourage our parents to model positive behaviour and expectations through the following:

- Using positive and calm language

- Showing mutual respect
- Making time to read communications and approach staff immediately if they need further clarification or any support
- Have open dialogue with staff
- Support our positive, consistent approach
- Inform us as quickly as possible of any concerns before they escalate

Classroom Management

We ensure and plan for outstanding culture and ethos through the management of our classrooms and the wider school environment by:

- Using positive language, giving limited choices; ensuring a clear understanding of any possible consequences
- Ensuring all children are treated fairly and with individuality in mind (some children may need alternative or additional support/arrangements to meet their individual needs)
- Providing positive role models
- Ensuring all children feel safe, valued and that all opinions are respected
- Ensuring all learning environments are safe, welcoming, tidy and looked after
- providing a clear structure to the day, supported by visual timetables, routines and transitions between tasks
- Ensuring the individual needs of our children are met by providing alternative spaces to work or restorative work to take place (these may include additional resources to aid this e.g., sand timers, sensory resources, emotional resources that may be provided by either the Inclusion Department or the School Councilor).

Rules and Procedures

The rules that we adopt in class, in the school environment and in the wider community are used to make clear to the children how they can achieve high standards of behaviour. We encourage the students to formulate class rules at the start of each academic year, as it is important for students to be actively involved in the development.

Rules and procedures should:

- Be positively stated, telling the children what to do rather than what not to do;
- Have a clear rationale, make explicit to all;
- Be consistently applied and enforced;
- Promote the idea that every member has responsibilities towards the success of the school

Rewards

Our emphasis on rewards is to acknowledge and reinforce positive behaviours, as well as positive learning behaviours. We believe that rewards on a private and personal level have a motivational role, helping children to see that positive behaviour is valued. We do not bribe children at GEMS Wellington School as this does not help develop internal/intrinsic behaviours.

Some of the rewards we use include:

- Praise – verbal or written
- Stickers on child or on work
- House Points (awarded at a personal level but accumulated for the house)
- HPL Tokens
- Being sent to another member of staff to share good work etc.
- Dojo points
- Thursday Celebration Assemblies with Star/ Student of the Week, GEMS Jewels of Kindness Camel, winning house for the week
- Cuddly toy that is sent home for the weekend
- End of Term Celebration Assemblies with Principal's Award; HPL Empathetic. Agile and Hardworking Certificates, GEMS Jewels of Kindness Awards, Attendance Awards; winning house for the term
- Positive behaviour plans/charts (individual pupils)

Consequences

At GEMS Wellington School, we do not use any form of humiliation. These include:

- Writing names on a board
- Putting happy/sad faces on the board
- Using whole class behavioural charts
- Using public traffic lights systems that require children to move their names up/down
- Sitting in complete isolation

If a student's behaviours are linked to a special educational need, they will have an individual plan, with strategies that work for them, their consequences may differ from those put into place for their peers.

If and when challenging behaviour (both conscious and subconscious) is demonstrated, we will implement either/or both forms of the following consequences.

- Protective Consequences (the removal of freedom to manage harm)
- Educational Consequences (the learning, rehearsing or teaching so the freedom can be returned)

Examples of Protective Consequences

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off-site activities
- Differentiated teaching space

Examples of Educational Consequences

- Completing relevant tasks
- Rehearsing and practicing linked to the behaviour (e.g. walking in the corridor if they were running; catching up with work before the next lesson if they refused; practicing lining up with an adult if they did not line up properly)
- Assisting with repairs or the planning for repairs
- Educational opportunities
- Research the real-world implications
- Conversation and exploration

Low level and disruptive antisocial behaviour will be dealt with in class whenever possible by using de-escalation techniques and using scripted language. Below is a list of steps that will be used to support a child in managing challenging behaviour.

These include:

- A quiet word and reminder of positive behaviour they have displayed previously.
- Distraction techniques e.g. the child moving, giving them a job to do, sensory break
- De-escalation (see below for the de-escalation script)

Behaviour Categories and Stages

To help identify and manage behaviour consistently across the school, behaviours are placed into three categories, Organisation, Disruption and Disrespect. These lists are not exhausted, and other behaviours may occur which will be categorised at the time.

Stage One Behaviours

B1	Organisation	Disruption (Low Level)	Disrespect
	Incomplete Homework (age appropriate)	Talking when others are talking	Silly behaviour
	Lack of equipment (including device if appropriate)	Calling out	Answering back
	Incorrect Uniform/Jewellery	Distracting others from listening/working	General lack of concern for others
	No Reading Book	Failure to follow simple instructions	Chewing gum
	No PE Kit on PE days	Using a device at an inappropriate time	Poor language choice
	Inappropriate personal items being brought into school	Using a device in an inappropriate way	Name calling
		Actions which prevent individuals from completing their work	Running in the corridors

Stage Two Behaviours

B2	Organisation	Disruption (Low Level)	Disrespect
	Repeated B1 behaviours following 5 separate SIMS entries and meeting with parents.	Repeated B1 behaviours following 5 separate SIMS entries and meeting with parents	Bad language used in correct context Rude language/behaviour Unkind words/actions (isolated) Repeated B1 behaviours following 5 separate SIMS entries and meeting with parents

Stage Three Behaviours

B3	Organisation	Disruption	Disrespect
	Truanting from lesson Repeated B2 offenses following completion of B2 actions.	Defiant behaviour (shouting, trying to leave lesson, crying, kicking legs, waving arms) Leaving the classroom without permission Behaviour which prevents students from learning Repeated B2 offenses following completion of B2 actions	Physical Altercation (pushing, wrestling) Abusive language/behaviour Endangering self and others Bullying (repeated unkind words, actions, threats) Mocking, humiliating, isolating peers Damage to school property Sharing or vocalising materials/ideas which are against the school/cultural values

Stage Four Behaviours

B4	Organisation	Disruption	Disrespect
	<p>Truancing from School</p> <p>A repeated B3 Offense following completion of B2 sanction</p> <p>Failure to successfully complete B3 Behaviour Plan</p>	<p>Extreme defiance which has left staff and students feeling vulnerable</p> <p>Violent outbursts</p> <p>Throwing equipment, chairs, tables in anger</p> <p>Failure to successfully complete B3 Behaviour Plan</p>	<p>Smoking on site</p> <p>Fighting (punches and kicks)</p> <p>Vandalism/graffiti</p> <p>Racism</p> <p>Abuse or threats (Verbal and Physical) towards member of staff</p> <p>Persistent bullying</p> <p>Extreme bad language</p> <p>Possession of illegal substances</p> <p>Any behaviour which goes against the laws and values of Qatar and Islam</p>

Behaviour Stages and Consequences

For each identified behaviour stage (note these are guides and not exhausted lists of behaviours) there are clear accountable steps which all stakeholders must follow when deciding what course of action to take. Consistency is of the utmost importance as is sensitivity and understanding to all affected stakeholders.

B1 Behaviour Stages and Consequences

Low level **Disruption**



Isolated **Organisation** and **Disrespect**

- Recorded on SIMS
- Email sent to parents from class teacher
- Appropriate educational consequence



SIMS entries monitored by Class Teacher – as soon as 5 separate B1 entries are recorded on SIMS, meeting to be held with parents.

B2 Behaviour Stages and Consequences

Repeated Low level **Disruption** in subsequent lesson (After 5 B1 Entries and Meeting with Parents).



More serious **Organisation** and **Disrespect** or repeated B1 Behaviours

- Recorded on SIMS
- Email sent to parents from class teacher
- Appropriate educational consequence



SIMS entries monitored by Class Teacher – as soon as 3 separate B2 entries are recorded on SIMS, meeting held between Parents and Phase Leader



B3 Behaviour Stages and Consequences



Serious **Organisation, Disruption** and **Disrespect**

- If occurs in lesson – contact Head of Department, Phase Leader or Head of School
- Recorded on SIMS
- Meeting between Phase Leader and Head of School
- Letter sent home and kept on record for 12 months
- Appropriate linked sanction given (discussed and decided at the time)

For any repeated **Organisation** and **Disruption** following B2 actions

- Meeting with parents
- Behaviour plan written by NW and monitored for 2 weeks.
- If successful, a further two weeks is monitored by class teacher
- Letter sent home and kept on record for 12 months.



B4 Behaviour Stages and Consequences



Extremely Serious **Organisation, Disruption** and **Disrespect**

- If occurs in lesson – Phase Leader or Head of School
- Meeting with parents
- Recorded on SIMS
- Internal or External Isolation for agreed period
- Return on B4 behaviour plan contract monitored by Head of School (failure to adhere could result in removal of place at school)

For any repeated Serious **Organisation, Disruption** and **Disrespect**

- If occurs in lesson – contact Phase Leader or Head of School
- Meeting with parents
- Recorded on SIMS
- Internal or External Isolation for an agreed period
- Return on B4 behaviour plan contract monitored by Head of School (failure to adhere could result in removal of place at school)

For any repeated **Organisation** and **Disruption** following B3 sanction

- Meeting with parents
- Recorded on SIMS
- Internal or External Isolation for agreed period
- Return on B4 behaviour plan contract monitored by Head of School (failure to adhere could result in removal of place at school)



Key Stage 3, 4 and 5 (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 Stages and Types

As is the case with the foundation and primary phases of the school. The secondary phase also has an outline of behaviour stages and types which are aimed at providing a framework of examples for staff to work with when deciding on how to positively manage poor behaviour. To help further, we have split behaviour into the three categories of Organisation, Disruption and Disrespect.

Stage One Behaviour

B1	Organisation	Disruption (Low Level)	Disrespect
	Incomplete Homework	Talking when others are talking	Silly behaviour
	Late to lesson	Calling out	Answering back
	Lack of equipment (including device if appropriate)	Distracting others from listening/working	General lack of concern for others
	Incorrect Uniform/Jewellery	Failure to follow simple instructions	Chewing gum
			Poor language choice

No Planner/Exercise Book	Using a device at an inappropriate time Using a device in an inappropriate way Actions which prevent individuals from completing their work	Name calling
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Stage Two Behaviours

B2	Organisation	Disruption (Low Level)	Disrespect
	Repeated B1 behaviour in subsequent lesson Failure to attend B1 detention	Repeated B1 Disruption in a subsequent lesson Failure to attend B1 detention	Repeated B1 disruption in a subsequent lesson Bad language used in correct context Rude language/behaviour Unkind words/actions (isolated)

Stage Three Behaviours

B3	Organisation	Disruption	Disrespect
	Truancing from lesson Repeated B2 offenses following completion of B2 sanction Failure to attend B2 Detention Failure to successfully complete B2 Report	Defiant behaviour Leaving the classroom without permission Behaviour which prevents students from learning	Physical Altercation Abusive language/behaviour Endangering self and others Bullying (repeated unkind words, actions, threats) Mocking, humiliating, isolating peers Damage to school property Sharing or vocalising materials/ ideas which are against the school/cultural values

Stage Four Behaviours

B4	Organisation	Disruption	Disrespect
	<p>Truancing from School</p> <p>A repeated B3 Offense following completion of B2 sanction</p> <p>Failure to successfully complete B3 Report</p>	<p>Extreme defiance which has left staff and students feeling vulnerable</p> <p>Violent outbursts</p> <p>Throwing equipment, chairs, tables in anger</p>	<p>Smoking on site</p> <p>Fighting</p> <p>Vandalism/graffiti</p> <p>Racism</p> <p>Abuse or threats (Verbal and Physical) towards member of staff</p> <p>Persistent bullying</p> <p>Extreme bad language</p> <p>Possession of illegal substances</p> <p>Any behaviour which goes against the laws and values of Qatar and Islam</p>

Behaviour Stages and Consequences



B1 Behaviour Stages and Consequences



Low level **Disruption**



Isolated **Organisation** and **Disrespect**

- Recorded on SIMS
- Email sent to parents from class teacher
- Break detention with subject teacher



SIMS entries monitored by Form Tutor – as soon as 5 separate B1 entries are recorded on SIMS, meeting held with parents and B1 Report issued for 5 days)



B2 Behaviour Stages and Consequences



Repeated Low level **Disruption** in subsequent lesson



More serious **Organisation** and **Disrespect** or Repeated B1 Behaviour

- Recorded on SIMS
- Phone call sent to parents from class teacher
- Lunchtime detention with Subject Leader



SIMS entries monitored by Form Tutor – as soon as 3 separate B2 entries are recorded on SIMS, meeting held with parents and B2 report issued for 2 weeks)



B3 Behaviour Stages and Consequences



Serious **Organisation, Disruption** and **Disrespect**

- If occurs in lesson – contact Head of Department, Phase Leader or Head of School
- Formal 1 hour after school detention with Phase Leader/Head of School
- Recorded on SIMS
- Meeting with parents
- Letter sent home and kept on record for 12 months

Key People: Form Tutor
and Phase Leader

Monitoring: Head of
School

For any repeated **Organisation** and **Disruption** following B2 sanction

- B3 Report for 2 weeks monitored by Phase Leaders
- Followed by B2 Report for further 2 weeks monitored by Tutor
- Meeting with parents
- Letter send home and kept on record for 12 months.



B4 Behaviour Stages and Consequences



Extremely Serious **Organisation, Disruption** and **Disrespect**

- If occurs in lesson – contact Head of Department, Phase Leader or Head of School
- Meeting with parents
- Recorded on SIMS
- Internal or External Isolation for agreed period
- Return on B4 behaviour plan contract monitored by Head of School (failure to adhered could result in removal of place at school)

Key People: Head of
School

Monitoring: Phase Leader

For any repeated Serious **Organisation, Disruption** and **Disrespect**

- If occurs in lesson – contact Head of Department, Phase Leader or Head of School
- Meeting with parents
- Recorded on SIMS
- Internal or External Isolation for an agreed period
- Return on B4 behaviour plan contract monitored by Head of School (failure to adhered could result in removal of place at school)

For any repeated **Organisation** and **Disruption** following B3 sanction

- Meeting with parents
- Recorded on SIMS
- Internal or External Isolation for agreed period
- Return on B4 behaviour plan contract monitored by Head of School (failure to adhered could result in removal of place at school)

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:

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 2022

Policy Review August 2023