

GFM Behaviour for Learning Policy (FS–Y13)

Published Date:	August 2025
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	August 2026

1. Vision and Purpose

At GFM, behaviour is not managed; it is taught, reinforced, and celebrated. This policy is grounded in:

- Our school values: Grow, Flourish, and Mindful
- The GFM Way
- The GEMS Values: Care, Always Learning, Excellence & One Team
- The KHDA School Inspection Framework (Standards 2 & 5)
- Be a GEM Playbook

We strive for every child to feel safe, empowered, and part of a community that expects them to be their best self, every day and live by the GFM Way.

2. Leadership of Behaviour

Roles and Responsibilities

Promoting positive behaviour and good attendance are the responsibility of the whole school community.

Specific roles and responsibilities include:

- GEMS define the principles underlying the Behaviour policy, including rewards and consequences
- The Brand Ambassador/Principal ensures the policy is implemented with fidelity to enable a GEMS culture of excellence where the whole-school community can thrive
- All members of the school community uphold and model the GFM Way, helping each other to Grow, Flourish and be Mindful by maintaining high expectations, demonstrating respect, celebrating diversity, fostering trusting relationships, and acting with kindness and integrity to create a safe, inspiring environment where everyone can succeed.
- The principal ensures that all staff prioritise a calm and purposeful environment by rigorous implementation of the behaviour policy
- The senior leadership team ensures they are visible around school and known to students across school; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students, and modelling effective implementation of policy. They implement Be a GEM: Leadership Habits to ensure all staff and students follow the behavioural norms in the Playbook
- The senior leader with responsibility for inclusion ensures a thorough assessment of need through the graduated approach so that students receive the necessary additional support to meet their needs

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- The pastoral team for each year group (form tutor, head of year, link senior leader) creates a year team and class identity where each student feels a sense of belonging and responsibility for supporting others and promoting excellence
- The safeguarding team ensures barriers are removed to enable the most vulnerable student's flourish
- All staff:
 - treat students respectfully with care, compassion and consistency
 - apply the policy consistently and fairly with a de-escalation mindset. This includes reasonable adjustments for those who struggle to regulate their behaviour over a sustained period of time
 - teach and re-teach the behaviours including those within the Be a GEM: Playbook, which are conducive to learning and wellbeing promote, praise and reward excellent behaviour, attendance and punctuality
 - address unacceptable behaviours promptly and appropriately to avoid a repeat occurrence
- All students live by the GEMS Values of Care, Excellence, One Team and Always Learning
- Parents/carers work in partnership with the school to maintain high standards of behaviour and attendance

3. GFM Behaviour Expectations

At GFM we expect students to meet these 8 expectations:

- **Be Present** - Attend school every day, on time, with [correct uniform](#) and equipment
- **Be Ready to Learn** - Follow every routine. Arrive to lessons on time
- **Be the Best You Can Be** - Live by our GEMS & GFM values in lessons and around the school
- **Be Kind** - Ensure everyone is able to learn in a calm and happy school
- **Be Focused** - Complete homework on time and take pride in your work
- **Be Brave** - Speak-up if you need support. Tell us about bullying: we will help you
- **Be an Ambassador** - Join the school's clubs, leadership programs and play your part in our school community

Students should not:

- Wear make-up or jewellery in school
- Bring mobile phones, media technology or offensive images/literature on school grounds
- Access any material via 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.

4. Be a GEM Playbook

Be A GEM: The Playbook outlines the scripts to establish GEMS behaviour norms quickly and

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consistently with students. They provide clarity around daily routines to ensure an orderly environment where students feel safe and are set up for success. There are 8 key straplines that will be used over the course of the day:

- Travel arrangements to school: When a GEM, Be a GEM
- Arriving at school: Another Day to Sparkle!
- Moving around school: Quickly and quietly!
- During lessons: Ready to learn!
- Leaving a classroom: Leave as you enter!
- Break and lunchtime: Kind and Courteous
- Ending the day positively. Tomorrow, we start again!
- Reflection: Pause, reflect, reset!

Staff must hold out for 100% positive behaviours to ensure all students play their role in securing a culture of GEMS excellence. The culmination of successful behaviour routines enables a sense of belonging for every student and member of staff.

The following strategies help to embed GEMS behavioural routines quickly and become norms:

- Teach and re-teach behaviour routines to all staff and students at the start of an academic year
- Extra care and attention should be given to new joiners and ideally, they should be able to practise the new routines during the new joiner induction day.
- Re-teach a behavioural routine to correct a misconception when the ethos and culture starts to dip
- Reinforce the messaging that ‘routines matter to everyone’, all of the time
- Hold out for 100% compliance and rigour for each routine
- Provide additional support to those that may require support in learning the routine, either staff or student.

5. Teach Like a GEM: GEMS Culture

The Teach Like a GEM playbook outlines 3 core strategies for behaviour management, routines, and procedures. In addition, GFM has identified a further 2 strategies that we will implement consistently across the school.

Strategy	Rationale	Micro-Steps
Call for Attention	Call for attention is a non-verbal, school-wide signal to gain attention respectfully and quickly. Consistency builds automatic response.	- Hands up for silence - Be seen looking - Only accept 100% - Positive praise
Whole Class Reset (TLAG)	Whole class Reset helps restore focus, maintain a productive environment, and reinforces behavioural expectations without singling out an individual student.	- Pause and assess - Communicate the Issue - Restate Expectations - Model and Practice - Transition Back Smoothly
Threshold	Threshold builds strong relationships	When greeting students at the door:

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	and establishes a calm, respectful classroom culture from the very first moment.	- Greet each student warmly. - Use their name and make eye contact. - Check uniform and emotional readiness. - Clearly set expectations before they enter the classroom. When students arrive before the teacher: - Students should go directly to their allocated seat. - Take out their equipment and read silently until the teacher arrives. - Upon the teacher's arrival, students should stand. - The teacher then checks uniform and emotional readiness. - Expectations are set clearly before the lesson begins.
What To Do (TLAG)	What to Do provides a clear and specific technique for giving directions and corrections that help students understand exactly what is expected of them.	- Be Clear and Specific - Break it Down - Use Visible Cues
Teacher Radar (TLAG)	Teacher Radar helps prevent misunderstandings by detecting confusion early, enhances engagement through continuous monitoring, and aids in managing cognitive load by adjusting the pacing.	- Scan Intentionally - Quick Feedback and Support - Use Proximity

All teachers should explicitly teach and rehearse key routines to engineer efficiency in their lessons. Classroom routines should be rigorous, well-rehearsed and habitual for all.

Pre-emptive behaviour management strategies

- All teachers should pre-empt any off-task behaviour in lessons by predicting key transition opportunities within their lesson plans where misbehaviour is most likely to occur. They must ensure 100% of students follow all instructions. Prompts should be specific, concrete, observable, and sequential.
- Students with SEND may have reasonable adjustments and personalised strategies to support behaviour on their IEP. Teachers should use these consistently.

6. Behaviour Curriculum

How GFM Teaches Positive Behaviour

At GFM, positive behaviour is explicitly taught through a proactive, values-driven approach grounded in The GEMS Values and reinforced by universal and Islamic values. Our expectations are simple and consistent: Engage actively, be kind, and take pride in your actions.

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1. Form Time, Induction & Curriculum Integration

Behavioural expectations are introduced during student induction and reinforced through form time, PSHE, MSC, Islamic Education, and UAE Social Studies. These sessions cover empathy, digital citizenship, emotional regulation, and social responsibility. In EYFS, Positive routines are embedded throughout the day and taught through the EYFS Curriculum, supporting all children in developing strong, respectful relationships.

2. Assemblies & Daily Reinforcement

Weekly assemblies promote key character traits of respect, responsibility, kindness aligned with Grow, Flourish, Mindful. Expectations are consistently modelled and reinforced by staff in every lesson and across all shared spaces.

4. Values Across All Subjects

Teachers embed behavioural learning in all lessons, using real-life application of values like honesty (ṣidq), patience (ṣabr), and justice (ʿadl), and encouraging collaboration, reflection, and fairness.

5. Pastoral & Wellbeing Support

Wellbeing counsellors and pastoral leaders provide targeted workshops and individualised support. Students with ongoing needs may have behaviour support plans created collaboratively with the Inclusion and Wellbeing teams.

6. Student Leadership & Culture

Behaviour is further shaped by student leaders who model positive conduct and lead campaigns across the school. Peer-led voice opportunities ensure students play an active role in shaping school culture.

In essence, we teach behaviour like we teach any subject; with clear expectations, modelling, practice, and feedback. This approach aligns fully with KHDA's framework and supports the UAE's vision for values-based, socially responsible learners.

7. Be a GEM: Accentuate the Positive

Our rewards system centres around our GEMS values of **Care, Always Learning, Excellence and One Team**. Students are recognised and rewarded for exemplifying a GEMS Value. At GFM we believe strongly in accentuating the positives; we make a commitment to our students to always ensure the positives outweigh the negatives at a ratio of 7:1.

GEMS Values

- Each GEMS value is broken down into positive behaviours that speak directly to students.
- Teachers and staff should promote and encourage students to live by our GEMS values at every opportunity.
- If there is an emerging behavioural pattern, leaders should correct it using the most appropriate GEMS value as a positive lever to correct it. For example, if the teacher notices that teamwork is not valued in their classroom, the value of One Team should be promoted and used to explain why we must work well with others to achieve team goals.

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- Posters outlining the behaviours for each GEMS value will be displayed in classrooms and across the school.
- Each student who exemplifies GEMS behaviour will be awarded with achievement points.

GEMS Points

- GEMS points are calculated by deducting negative behaviour points from positive achievement points. They are to be used as drivers to secure a positive behaviour culture in the school.
- Students with the highest GEMS points should be celebrated on a weekly basis in the form of a leader board.

8. Be a GEM: Shining a Light on our GEMS

Praise

- Praise is used as the greatest lever for securing a positive culture.
- All adults should habitually narrate the positive.
- The most effective reward is that which is immediate and delivered by a person who has a good relationship with the student. For example, a simple 'well done' can have a huge impact.
- Positive interactions ensure rewards outweigh the negative by a ratio of 7:1. With students who have experienced trauma or adverse childhood experiences (ACEs), the recommended ratio increases to 14:1.
- The simplest and most effective reward for students is praise. For it to be most impactful, it needs to be:
 - specific and linked to a GEMS value
 - sincere and genuinely expressed with appropriate language and tone
 - personalised through the use of the student's name
 - consistently used in all lessons as a part of our teaching
 - discreet and private at times when appropriate
- Within the established positive learning environment, students should expect to receive regular praise from adults in school for notably good behaviour. Strategies include:
 - regular verbal praise and encouragement, specifically focusing on personal gains by individuals
 - non-verbal praise - e.g., thumbs up, positive facial expressions
 - acknowledgement of good work and instant recognition for good homework produced
 - encouraging staff to praise identified individuals and sharing their work
 - displaying students' work around the learning environment as positive exemplars
- Praise will also be addressed to parents/carers through a telephone call or a postcard home, which in turn aims to promote a positive working relationship with the family.
- Students who may receive a disproportionate number of negative behaviour points and phone calls home may benefit from more regular positive calls home to support a change in behaviour.

Daily rewards

Daily rewards support a culture of positivity and are managed by the class teacher.

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- Each teacher praises students for meeting expectations; following the behavioural norms and demonstrating our GEMS values.
- Achievement points are awarded to students for demonstrating the GEMS values throughout the day:
 - each form tutor/class teacher will aim to award at least 1 student with an achievement point during tutor time
 - each class teacher will aim to award at least 3 students within the lesson
 - each head of year will aim to award at least 5 students from their year group during social times
 - it is important that all students are recognised for their achievements including those with SEND

Weekly rewards

Weekly rewards recognise students who exemplify GEMS values throughout the week and are managed by the Head of Year.

- Positive postcards will be sent home by the Head of Year acknowledging when a student has reached the following Achievement Point thresholds: 50, 100, 150, 200 etc.
- The top 10 students with the highest number of GEMS points in each year group will receive a positive text message home.
- The student with the highest number of GEMS points in each year group will be named the GEM of the Week. Their names will be displayed on screens around the school and social media, where appropriate, to celebrate success.

Half-termly rewards

A half-termly Sparkling GEMS assembly recognises the highest number of positive achievement points achieved by a student in each half term, in each category within each homeroom/tutor group. The student receives a certificate and badge related to the award. All half-termly rewards are posted onto the school's social media platforms. These assemblies are led by PSLT/SSLT.

- 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 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 Family First award – family meal at our Family First Cafe

Additional Rewards:

- GEMS Excellence: 100% attendance award – certificate and letter home
- GEMS Excellence: Most improved attendance award - certificate and letter home
- Sparkling GEMS: 100% attendance, 100% punctuality and no disruptive behaviours – certificate, letter home, roll of honour and GEMS experience (bowling, cinema etc.)

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- GEMS Excellence: Principal's Be a GEM – Special reception with the principal/brand ambassador/executive vice president

Termly rewards:

- GFM Principal Breakfast: Students that make outstanding progress – breakfast and certificate ceremony.
- The Sparkling Awards (ACE Event)

Annual Awards

- GEMS of Honour – Students who have excelled consistently throughout the year receive a GEMS of Honour pin badge/T-shirt linked to the academic year. This achievement includes a special reception with the principal, their parents and the EVP/CEdO. The student also qualifies for the prestigious GEMS Group awards.

9. Be a GEM: Eliminate the Negative

When behaviour does not meet expectations, staff follow a consistent, stepped approach that prioritises de-escalation, reflection, and restoration. This framework ensures that students are given opportunities to correct behaviour while maintaining a calm and respectful learning environment. Sanctions are applied progressively and in line with the school's behaviour policy.

Disruptive Behaviours

Disruptive behaviours are not acceptable.

- Teachers ensure disruptive behaviours are avoided and nipped in the bud through fidelity to the strategies above.
- Persistent disruptive behaviours may lead to an exclusion

Stage	Action	Sanction
Prevent	Positive narration, proximity, routines	N/A
Correct	Whisper correction, visual cue	N/A
Reminder	Repeated correction, final warning	-2 Improvement point Email home
Refer	FS-Y4 - If behaviour escalates, inform ACS/HoY, child to have time in another setting. Y5-13 - If behaviour escalates, inform ACS for removal from lesson and relocation to reflection room	-3 Improvement points and immediate removal to reflection. Detention (Secondary) Phone call home
Rebuild	Action plan or behaviour support if persistent	N/A

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Red Line Behaviours

At GFM we take behaviour seriously and believe that everyone has the right to feel safe in our school.

- Red line behaviours are not tolerated at any time and lead to an immediate referral to Reflection.
- Persistent red line behaviours may lead to an exclusion and blocking from re-enrollment
- Red line behaviours marked with an * may lead to an automatic exclusion and blocking from re-enrollment.
- Red line behaviours exhibited outside school can be grounds for exclusion and blocking from re-enrollment.

Detention

Lunchtime Detentions

- Lunchtime detentions will take place on Tuesdays, Wednesdays, and Thursdays from 12:25 to 12:55 (30 minutes).
- These detentions are issued when a student receives a second Improvement Point within a single lesson. Before issuing a lunchtime detention, staff must follow the full behaviour escalation flow. Please note: whole-class detentions are not permitted.
- Additionally, students who accumulate five or more late arrivals to lessons within a week, or who truant a lesson, will be issued a Monday lunchtime detention.
If they fail to attend this detention, they will be given an after-school detention the following week.

After-School Detentions

- After-school detentions will be issued to students who miss their lunchtime detention after receiving a warning.
- Parents will be given a minimum of 48 hours' notice, via both a phone call and a follow-up email.
- Students who are present in school but fail to attend their Thursday after-school detention will receive an internal exclusion in the Reflection Room the following day and a warning letter.
- The student will not return to lessons until a parent meeting has taken place with the appropriate pastoral or senior leader.

Reflection

Reflection is the space where students are referred for the following reasons:

- failure to correct a disruptive behaviour in a single session despite having two chances
- a red line behaviour on any given day

The amount of time spent in Reflection will be dependent on the context and severity of the misbehaviour.

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

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- Reflection enables students to reflect on their behaviour (both positive and negative) and to understand the reasons for their referral whilst still having the opportunity to access their learning online.
- If a student refuses to go to Reflection, additional time will be given to help the student regulate their behaviour with an adult that is known to the student. The student may benefit from self-regulation activities such as breathing exercises and mindfulness techniques. When the student is calm, the adult will encourage the student to complete Reflection. If needed, the member of staff will sit with the student to discuss any issues.
- As a last resort, if all strategies have been exhausted to support entry into Reflection, the school should liaise with the parent to discuss next steps, which may include a suspension for half a day followed by a reintegration meeting with the student and parents and re-entry into Reflection to serve their original sanction.
- Some students with SEND may require additional support and reasonable adjustments to enable them to understand the purpose of Reflection and to be successful. Reasonable adjustments might include:
 - reflection in an alternative space
 - shorter periods of time that are supported by a member of support staff as directed by the SENDCo
 - explanation of the purpose of Reflection in a supportive manner. For example, a social story to explain what will happen and what the student is expected to do and how to behave
- Referrals to Reflection will be analysed each day and week. This information will inform best next steps to support the student and/or the member of staff who made the referral.

Restorative conversations

The restorative conversation is an essential part of the programme when a student is referred to Reflection. It involves the member of staff who made the referral or the reflection supervisor and the student. The aim of the conversation is to avoid repeat referral to reflection.

- The member of staff who made the referral is expected to be self-aware in terms of their own emotions around the incident before attempting to rebuild the relationship and reframe the behaviour that led to the referral by:
 - paying due regard to the zones of regulation
 - actively listening
 - asking empathetic questions
 - being understanding
 - supporting the young person to find a solution to their behaviour.
- The restorative conversation is an opportunity to:
 - rebuild the relationship and ensure there is no resentment
 - help the student reflect on their behaviour (positive and negative)
 - provide support for any underlying issues
 - move the student on from that behaviour so that the student does not repeat the behaviour

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- reinforce behavioural expectations and positive aspirations
- instil belief and confidence in the student
- provide additional support for positive behaviours
- If the member of staff who made the referral is not able to attend the restorative conversation, then the Reflection lead may do it on their behalf and relay the information back to the member of staff to ensure there are no further issues.

Student report escalation

If a student continues to demonstrate disruptive or red line behaviours they will be placed onto a report card. These reports will be given to students for two weeks starting with the Form tutor. Parents will be informed that they are on a report.

Failure to improve behaviour will lead to the yellow report and joining a behaviour intervention group. Failure to improve the yellow report will lead to a red report, exclusion from school, and a warning letter being issued to the student.

Pastoral level tracking over time	
Trigger point	Support intervention
10 Improvement Points	Form Tutor Report
15 Improvement points	Form Tutor Report & PSM Monitoring
30 Improvement Points	Head of Year Report & PSM Monitoring
50+ Improvement Points	SSLT Report
Subject level tracking	
Trigger point	Support intervention
10 Improvement points (within a single subject)	Subject Teacher Report
15 Improvement points (within a single subject)	Head of Department Report
Additional pastoral intervention	
Triangulation of improvement points and reports from tutor/PSM and class teachers about disruptive behaviour	Personal Best Program Section change
Returning from an Internal/ External Exclusion	

Report categories

Green: Form Tutors

Yellow: Head of Year

Red: Secondary SLT (SSLT)

Blue: Subject report (Reporting to teacher or Head of Department)

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Returning from an Internal/External Exclusion

The student will be placed on HoY report or a behaviour support plan (a formal written monitoring plan) depending on the severity of the reason for exclusion.

A reintegration meeting must take place before the student returns to lessons.

10. Be a GEM: Using Behaviour Data Proactively

Recording of rewards and consequences

Rewards and consequences are to be recorded in real time and accurately using the correct behaviour codification. This will enable pastoral teams to be more proactive in their role and help to avoid issues from escalating, particularly for more vulnerable students.

- All achievement points must be recorded on Go 4 Schools. The member of staff who awards the achievement point is responsible for recording it live.
- All behaviour points must be recorded on Go 4 Schools in real time.
- The member of staff who refers the student to Reflection will be responsible for selecting the appropriate category from the disruptive or red line behaviours.
- If the student displays disruptive or red line behaviour outside of the classroom, the member of staff will inform a senior leader on duty who will record it on Go 4 Schools. The senior leader will also make the referral to Reflection as needed.
- When determining GEMS points for each student, behaviour points will be deducted from the number of achievement points. This gives each student net GEMS points.

Using behaviour data dynamically

Analysing behaviour data from a senior leader, subject leader, head of year and form tutor/learning co-ordinator perspective helps to identify all potential issues and patterns.

- Analysis should be conducted weekly and triangulated between senior leaders, subject leaders and pastoral leaders.
- Behaviour Data should inform decisions regarding additional support for student

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Appendix 1: Positive Behaviours

POSITIVE BEHAVIOURS		
GEMS Values	Positive behaviours	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 service	2 points
	Reporting bullying and speaking up when someone needs help	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

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Appendix 2: Disruptive Behaviours

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DISRUPTIVE BEHAVIOURS

BEHAVIOURS	1. Whisper correction to help the student get back on track quickly	2. Disruptive Points for a second correction within a lesson resulting in a phone call home	3. Disruptive Points for a third correction resulting in an immediate referral to Reflection
Chewing gum in school	0 points	-2 points	-3 points
Disturbing others/out of seat without permission	0 points	-2 points	-3 points
Failure to speak to peers/ staff/visitors with respect	0 points	-2 points	-3 points
Head on desk/slumped in chair	0 points	-2 points	-3 points
Refusing to follow instructions from staff	0 points	-2 points	-3 points
Talking over the teacher/ answering back	0 points	-2 points	-3 points
Walking off from a member of staff	0 points	-2 points	-3 points
Using headphones/Bluetooth headsets without permission	0 points	-2 points	-3 points
Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting)	0 points	-2 points	-3 points
Littering in the classroom or around the school	0 points	-2 points	-3 points



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Appendix 3: Red Line Behaviours

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RED LINE BEHAVIOURS

RED LINE BEHAVIOURS	Code	Red Line Points (Referral to Reflection)
Red line Behaviours lead to an internal exclusion.		
Red Line Behaviours marked with a * will lead to an external exclusion		
Refusing to handover a mobile phone when visible in school	RL1001	-4 points
Tuancy from lessons	RL1002	-4 points
Walking out of a classroom	RL1003	-4 points
Failure to attend a detention	RL1004	-4 points
Rude language or swearing at someone	RL1005	-4 points
Cheating in exams/assessments	RL1006	-4 points
Graffiti or obscene/offensive language or depictions*	RL1007	-4 points
Damaging equipment/property	RL1008	-4 points
Selling items on school property*	RL1030	-4 points
Searching inappropriate material on a chromebook device*	RL1029	-4 points
Possession of illicit material*	RL1028	-4 points
Dangerous or unsafe behaviours*	RL1009	-4 points
Insighting violence between other students*	RL1027	-4 points
Bullying (online child-on-child abuse)*	RL1026	-4 points
Bullying (physical child-on-child abuse)*	RL1010	-4 points
Bullying (verbal child-on-child abuse)*	RL1011	-4 points
Racist language or behaviour*	RL1012	-4 points
Cyber bullying*	RL1013	-4 points
Having cigarettes/e-cigarettes or contraband on school premises*	RL1014	-4 points
Theft or bringing in stolen items*	RL1015	-4 points
Aggressive or threatening behaviour towards a member of staff*	RL1016	-4 points
Aggressive or threatening behaviour towards peers*	RL1017	-4 points
Fighting, physically aggressive or threatening violence*	RL1018	-4 points
Extortion*	RL1019	-4 points
Bringing a weapon into school*	RL1020	-4 points
Bringing the school into disrepute (social media/within the community)*	RL1021	-4 points
Tuancy from a lesson or intentionally missing a lesson for 15 minutes or more	RL1025	-4 points
External truancy*	RL1022	-4 points
Inappropriate touch*	RL1023	-4 points
Substance use*	RL1024	-4 points
Phone use during the school day	RL1031	-4 points



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Appendix 4: Behaviour Investigation Procedure

Purpose:

To ensure a fair, consistent, and transparent approach when responding to incidents of poor behaviour, safeguarding the school community and maintaining a respectful and safe learning environment.

1. Incident Reported

- An incident of concern is reported by a staff member, student, or observed directly.

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- The staff member logs the initial concern on the school behaviour system and informs a relevant pastoral or senior leader.

2. Designation of Investigator

- A designated leader (e.g., Phase Leader, AHT, DHT) is appointed to lead the investigation.
- If necessary, a safeguarding lead is informed and involved.

3. Initial Review

- The investigator gathers initial information:
 - Details from the reporting party (written or verbal statement).
 - Relevant staff accounts (written or verbal statement).
 - Review of timetables or class lists to identify potential witnesses

4. Gathering Student Accounts

- Students involved (including witnesses) are asked to give a written or verbal statement.
- Students are reminded to be honest and clear and are supported by a staff member if needed (especially in the case of younger children or those with SEND).

5. Temporary Measures (if necessary)

- If the incident involves serious disruption, risk to others, or distress to any students, involved students may be placed in an alternative supervised setting while the investigation is ongoing.
- This is not a punishment, but a precaution to ensure safety, wellbeing, and neutrality.

6. Evidence Review

- The investigator may:
 - Review CCTV footage (if relevant and available)
 - Collect statements from staff on duty or nearby
 - Check any related written or digital communication (e.g., Teams chat, email) if applicable

7. Analysis and Conclusion

- The investigator reviews all evidence to establish a clear sequence of events.
- Judgements are based on balance of probability.
- The investigator consults the school's Behaviour Policy to determine any appropriate consequence or next step.

8. Communication and Outcome

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- Parents of students involved are informed of:
 - The nature of the incident
 - The process undertaken
 - The outcome and any consequences applied
- Where appropriate, a restorative conversation or resolution is facilitated between students.

9. Follow-up and Support

- Any affected student(s) are provided with pastoral support as needed.
- Staff review the incident to identify if any environmental or procedural improvements are required.
- Behaviour records are updated to reflect the incident and resolution.

Note: All investigations will be handled sensitively, respecting confidentiality and with the best interests of all students at the centre of the process

Appendix 5: Additional Behaviour Intervention and Support

At GFM, we are committed to supporting all students in making positive behaviour choices. Where serious incidents occur, or patterns of concern emerge, a range of interventions may be implemented to guide improvement, uphold community standards, and ensure student wellbeing. This appendix outlines procedures related to formal warnings, undertaking contracts, targeted behaviour interventions, and reasonable adjustments.

1. Warning Letters

- A Warning Letter will be issued in conjunction with either an internal or external exclusion for serious breaches of the school behaviour policy.
- As per KHDA guidelines, the accumulation of three Warning Letters may result in a student's re-enrolment being blocked for the following academic year.
- All Warning Letters are:
 - Logged on GO4Schools
 - Communicated to parents via a formal letter and a meeting where appropriate

2. Undertaking Contracts

- A student may be placed on an Undertaking Contract if they:
 - Receive two Warning Letters, or
 - Receive one Warning Letter linked to a serious safeguarding concern
- The Undertaking Contract:
 - Is signed by the student, parent, and where appropriate, the Head of Section, Vice Principal, and/or Principal

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- Clearly outlines expectations moving forward
- States that any further serious behaviour may lead to re-enrolment being blocked
- The purpose is to ensure clear communication, promote accountability, and provide structured support for improvement.

3. Behaviour Interventions

Following a significant behaviour incident, exclusion, or repeated low-level behaviours, the school may implement one or more of the following targeted interventions (non-exhaustive list):

Intervention	Details
Parent Meeting	To ensure open communication and shared expectations
Behaviour Report	Monitored by Form Tutor, Head of Year, or Senior Leader
Behaviour Support Plan	Created and monitored by the SSLT; may include clear targets and reviews
1:1 Pastoral Support	Delivered by PSM, HOY, or DSL as appropriate
Student Mentor Assigned	A staff or peer mentor to provide ongoing support and guidance
Change of Form Class	Where a fresh environment may support behavioural reset
Behaviour Counselling	Offered internally or externally as needed
Undertaking Contract (post second exclusion)	A formal step prior to re-enrolment being reviewed
Restorative Meetings	Facilitated by school staff to repair relationships and rebuild trust

4. Reasonable Adjustments

- While the behaviour policy applies to all students, we recognise the need to adapt its application in line with:
 - Student age and maturity
 - Individual SEND profiles and learning needs
- For example, students with Autism Spectrum Conditions may find maintaining eye contact distressing and should not be expected to do so.
- All behaviour interventions must reflect inclusive practice and be implemented with sensitivity and professional judgement.

This structured approach ensures consistency, clarity, and compassion in supporting students to take responsibility, repair harm, and return to learning with a positive mindset.

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Appendix 6: GFM Student Toilet Use

Rationale

The GFM Student Toilet Use Policy aims to uphold high standards of washroom use by clearly defining the responsibilities of the school, students, and parents.

Aims

To keep toilets well-maintained, clean, private and safe throughout the school day

Roles & Responsibilities

Responsibility of the school:

- To ensure that this policy is both accepted and upheld by the whole school Community - management, teaching staff, administration staff, students, parents, support and cleaning staff.
- To ensure that all toilet areas have properly maintained supplies, at all times.
- To encourage children to respect the policy laid down. Leave toilets clean after use thus showing respect for others.
- To implement and maintain annual reviews of the policy and monitor its effectiveness.
- Educate students on the importance of good hygiene and safe toilet behaviour through pastoral provision.
- Ensure that toilets do not become crowded by limiting the number of students who use the toilet facilities at one time.

Responsibility of the students

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- Students must use the toilets only when genuinely needed and must not spend extra, unnecessary time in the washrooms.
- Students are not permitted to use their devices on school site or in the washroom for any purpose.
- Students must flush the toilet after use, wash their hands, and throw rubbish in the bin to help maintain a clean washroom environment.
- Students must not vandalise the toilets by damaging facilities or by writing graffiti.
- Students must respect the toilet attendances and cleaning staff and not speak rudely to them.
- Students must respect other students using the toilets.
- Any poor conduct in toilets will result in a warning letter and internal/external exclusion, with the possibility of future non-reenrollment.

Responsibility of the parents

- If your child has a medical condition that requires frequent or urgent toilet use, please ensure the school is aware and submit any necessary medical information to the clinic.
- Speak to your child about the student responsibilities outlined in this policy.

Appendix 7: Procedure for Student Bag or Locker Checks During Investigations

Purpose:

To ensure the safety and wellbeing of all students and staff by allowing for appropriate checks of student belongings when a health, safety, or safeguarding concern arises during an investigation.

When This Procedure Applies

- A credible concern arises during an investigation (e.g. suspected possession of prohibited items, substances, or materials that may pose a risk).
- The concern relates to student health, safety, or a safeguarding issue.
- The check is necessary to prevent potential harm or to ensure a full and fair investigation.

Steps:

1. Decision to Conduct a Search

- a. A senior leader (e.g. Head of Year, DSL, AHT/DHT) reviews the concern and determines if a bag or locker check is warranted.
- b. The rationale for the check is clearly documented.

2. Inform the Student

- a. The student is informed, in an age-appropriate manner, of the reason for the search.
- b. Reassurance is provided to reduce anxiety and ensure transparency.

3. Presence of Two Adults

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- a. Two staff members must be present during the check. One should be a senior leader or designated safeguarding lead (DSL), and the other a neutral witness (e.g. another senior leader or trusted adult).
- b. Where possible, at least one adult should be the same gender as the student.

4. Conducting the Check

- a. The check is conducted calmly and respectfully, with minimal disruption and utmost privacy.
- b. Staff do not physically search the student but may ask the student to open and unpack their own belongings under supervision.
- c. Any prohibited or concerning items found are safely secured and reported to the appropriate school lead (e.g. DSL, Principal).

5. Documentation

- a. A full record of the check is logged, including:
 - i. Date and time
 - ii. Names of staff and student involved
 - iii. Reason for the check
 - iv. Outcome and any items found
 - v. Actions taken (if applicable)

6. Parent/Guardian Notification

- a. Parents/carers are informed as soon as appropriate following the search, especially if items are found or further action is needed.

Note:

All checks must be conducted in line with GEMS safeguarding protocols, KHDA regulations, and the school's behaviour and child protection policies. This procedure exists to uphold the duty of care we hold for every member of our school community.

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Appendix 8: Use of Mobile Phones

Purpose

This appendix outlines the school's expectations and procedures regarding mobile phone use by students, ensuring a safe, focused, and distraction-free learning environment.

Policy Overview

- Mobile phones are not permitted to be used at any time during the school day, including on school premises (indoors and outdoors).
- Phones must be switched off and stored securely in students' bags throughout the day.

Confiscation Procedure

- If a student is found using a mobile phone without permission:
 - The phone will be confiscated immediately by a member of staff.
 - The device will be securely stored in a designated location until the end of the day.
 - Parents/guardians will be contacted and asked to collect the phone from school reception.
 - The phone will not be given back unless a parent comes back to collect it.
 - A warning letter will be issued due to the phone being seen or used.

Liability

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- The school is not responsible for any loss, theft, or damage to student mobile phones brought onto school premises.
- The school is not liable for any damage caused to confiscated devices during storage or handling.

Parent-School Contract Compliance

By signing the KHDA Parent-School Contract, all stakeholders agree to comply with the school's policies, including the expectations outlined in this appendix.

This policy supports our commitment to fostering a safe and respectful learning environment where students are focused, responsible, and protected from digital distractions or misuse.

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