



مدرسة كامبردج انترناشيونال، دبي
Cambridge International School, Dubai

At **Cambridge International School**, we believe that *every child shines brightest when surrounded by a culture of excellence*. Our vision - “**At CIS, we collaborate with passion, innovate with purpose and succeed with excellence**” - is at the heart of everything we do.

Be a GEM is the heartbeat of our community. It reflects our CIS values of **Empathy, Respect, Honesty, Perseverance, and Responsibility**, creating a school environment where values are lived daily, connections are nurtured, and a deep sense of belonging is felt by every learner, every teacher, and every family.

We celebrate and amplify the positives so they always outweigh the negatives — because every child deserves to be **seen, valued, and uplifted**.

Be a GEM sets the rhythm of our school:

Routines that build safety and clarity.

Expectations that inspire ambition.

Relationships that foster trust, empathy, and respect.

Through these *habits of the HEART* — kindness, respect, care, and awareness — we create strong bonds that enable every GEM to flourish.

Most importantly, we are committed to nurturing the **unique genius** in every child. By shining a light on their strengths, we help them grow in confidence, discover their brilliance, and contribute with purpose to their community and the wider world.

Together, as **one CIS family**, we are united by vision, courage, and shared values. Together, we make every day another opportunity to sparkle.





Be a GEM Champions

Be a GEM is a consistent approach to positive behaviour. Our lead and champions support staff and children to foster excellent relationships and a culture of excellence.



Peter Hart
Be A GEM lead
Head of
Secondary



Sandya Menon
Deputy Head
of Secondary



Sabrina Grange
Deputy Head of
Primary



Kartika Nair
Head of Year
6



Fatima Tohfafarosh
Head of
Year 4



Yusra Mushtaq
Head of Year 1



Safeguarding Core Team

The Safeguarding team support Be a GEM, ensuring that all staff follow the leadership habits and reports of bullying are followed up on Guard.



Steve Breken
Principal and
CEO

Allegations
Manager



Lourdina Franco
Vice Principal
Designated
Safeguarding
Lead
Allegations
Manager



Sabrina Grange
Deputy Head of
Primary
Deputy
Designated
Safeguarding
Lead



Ala Al 'Sheik
Head of MOE
Deputy
Designated
Safeguarding
Lead



Lindsey Yarwood
Head of EYFS
Deputy
Designated
Safeguarding
Lead

Wellbeing Champions

The Wellbeing Champions support the wellbeing of all students and accentuate the positives of the students that they work with.



Sabrina Grange
Whole School
Wellbeing Lead



Kirstie Clark
Director of
Inclusion



Suzie Hachez
Lead School
Counsellor



Jattley Shaji
School
Counsellor



Shana Manoy
Counselling
Coach



Pratheepa Justinraj
Counselling
Coach



Nikhil Patel
Counselling
Coach



Jyothi Jose
Counselling
Coach



Michelle Labrooy
Counselling
Coach



Jackson Joy
Counselling
Coach



Rajan Khona
Counselling
Coach



Rajalakshmi Subramanian
Student Support
Manager



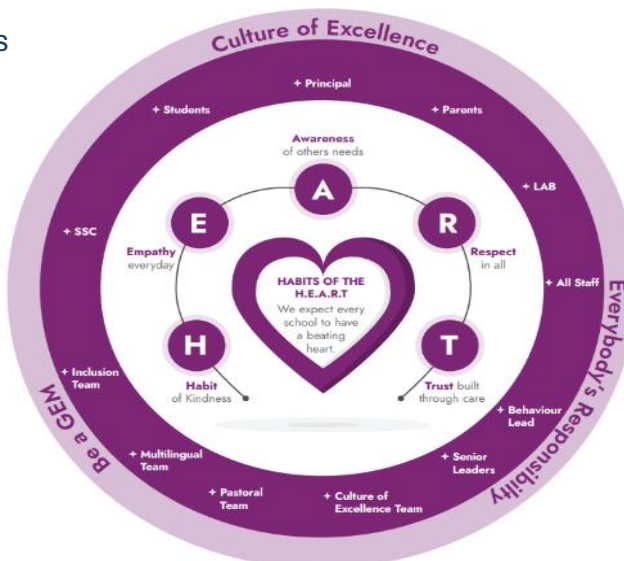
Beena Thomas
Student Support
Manager

Culture of excellence is everybody's responsibility.

We are kind, empathetic, aware of other's needs, respectful and build trust through care.

At CIS, we uphold the core GEMS values of Care, Always Learning, Excellence and Care.

Together, we are the beating heart of CIS.



Narrate the positives and ensure they outweigh the negatives.



Staff identify and remove barriers to learning to allow each pupil to thrive. Instill a GEMS culture of excellence so that GEMS' teachers can teach and our GEMS' students can learn, without disruption.



Ensure every GEM has the right to access a high-quality education that will lead to excellent qualifications that open doors and help them to realise their dreams and aspirations.



Value and promote an inclusive culture where all GEMS are rewarded and praised regularly, consistently and fairly. Ensure the whole-school community creates a supportive environment allowing all GEMS to flourish.



All GEMS schools follow the **Be a GEM Playbook**, this outlines the culture and behavioural expectations of students, teachers and leaders. CIS has fully embraced this playbook, which aligns with our school vision and mission.

BE A GEM: Sparkle Brightly Our Expectations



Behaviour Routines

Routines build rhythm, and rhythm drives excellence. Routines matter at all times to ensure consistency for our CIS Family so that everyone feels safe at school. They are also essential for securing a well-ordered environment.



When a GEM, Be a GEM
Travelling to and from school



Another day to sparkle
Arriving at school



Quickly and quietly
Moving around the school



Ready to learn
During lessons



Leave as you enter!
Leaving the classroom



Kind and courteous
Break and Lunchtime



Tomorrow, we sparkle again
Ending the day positively



Pause, Reflect and Reset
Entry to reflection

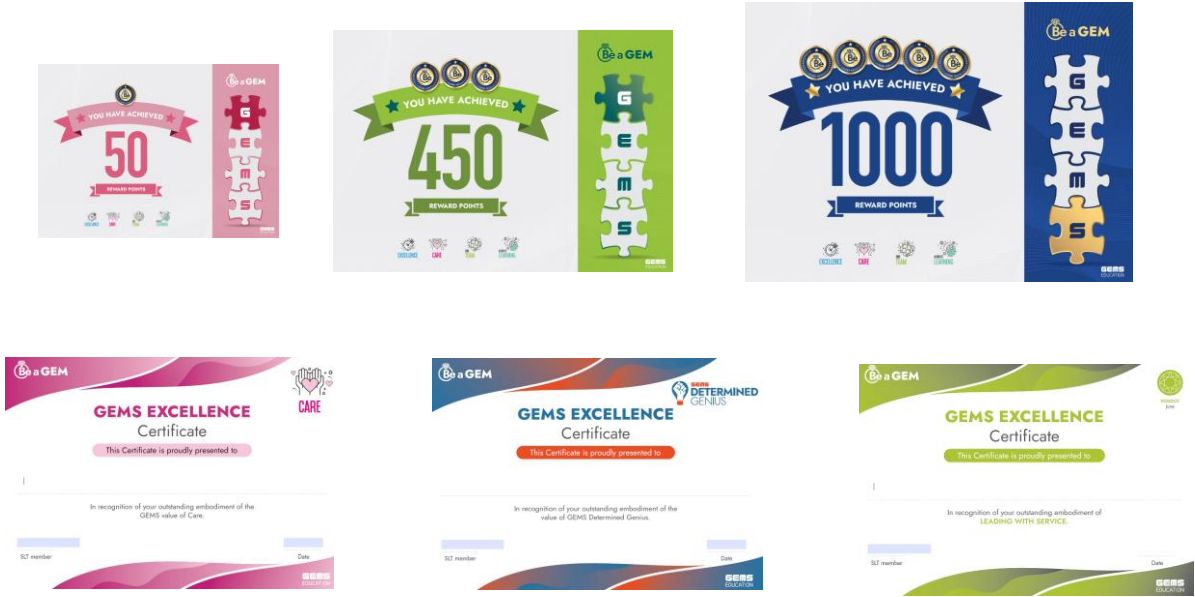
Accentuate the Positive

- ❖ On Phoenix Classroom we award positive behaviours linked to GEMS values
- ❖ Achievement points linked to each behaviour
- ❖ GEMS values are used to accentuate the positive when correcting unacceptable behaviour

GEMS VALUES	POSITIVE BEHAVIOURS	Achievement Points
	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
	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
	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
	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

Finding the Genius & Shining Light on Our GEMS

Praise is used as the greatest lever for securing a positive culture. By accentuating the positive and giving positive points to students, they can earn rewards and recognition in assemblies.



Leadership Gemstones

Leadership Gemstones represent the core values and character-building qualities that define exceptional student leaders. These gemstones are more than just symbols - they are a framework for nurturing values that inspire students to lead with integrity, compassion and purpose. By aligning with these values, students develop the essential skills to create meaningful change and foster positive relationships within school and communities. Special assemblies will be hosted each month to recognise and award students who have demonstrated these leadership qualities.

Month	GEMSTONE	Leadership Focus
January	 Moonstone	Leading with Reflection
February	 Emerald	Leading with Compassion
March	 Diamond	Leading with Integrity
April	 Labradorite	Leading with Vision
May	 Aquamarine	Leading with Adaptability
June	 Peridot	Leading with Service
July	 Ruby	Leading with Empathy
August	 Onyx	Leading with Resilience
September	 Sapphire	Leading with Respect
October	 Fluorite	Leading with Diversity
November	 Citrine	Leading with Gratitude
December	 Garnet	Leading with Unity
Ramadan	 Amethyst	Leading with Self-Discipline

Eliminate the Negative

Students need to understand what is acceptable and what is not. All students need to know the expectancy of the consequence and that it will happen if they display a disruptive or red line behaviour. Failure to get this right will undermine our commitment to positive behaviour that enables relationships to flourish, creating a culture of excellence and a world-class education. Our Student Code of Conduct policy aligns with Be a GEM.

Disruptive Behaviours	1. Whisper correction to help students 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
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Red Line Behaviours	Red Line Points
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Disruptive 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

Red line behaviours			
Red line behaviours are unacceptable and must not be tolerated.			
RED LINE BEHAVIOURS	Red Line Points (Referral to Reflection)	RED LINE BEHAVIOURS	Red Line Points (Referral to Reflection)
Behaviour marked with an * could lead to an automatic expulsion		Behaviour marked with an * could lead to an automatic expulsion	
Refusing to handover a mobile phone when visible in school	-4 points	Having cigarettes/e-cigarettes or contraband on school premises*	-4 points
Truancy from lessons	-4 points	Theft or bringing in stolen items*	-4 points
Walking out of a classroom	-4 points	Aggressive or threatening behaviour towards a member of staff*	-4 points
Failure to attend a detention	-4 points	Aggressive or threatening behaviour towards peers*	-4 points
Rude language or swearing at someone	-4 points	Fighting, physically aggressive or threatening violence*	-4 points
Cheating in exams/assessments	-4 points	Extortion*	-4 points
Graffiti or obscene/offensive language or depictions	-4 points	Bringing a weapon into school*	-4 points
Damaging equipment/property	-4 points	Bringing the school into disrepute (social media/within the community)*	-4 points
Dangerous or unsafe behaviours*	-4 points	External truancy*	-4 points
Bullying (physical child-on-child abuse)*	-4 points	Inappropriate touch*	-4 points
Bullying (verbal child-on-child abuse) *	-4 points	Substance use*	-4 points
Racist language or behaviour*	-4 points		
Cyber bullying*	-4 points		

We are here to support:

If you have queries about your child’s behaviour, first reach out to your **child’s teacher/ learning manager**.

If you require further support, email the **Head of Year**.

Finally, **Heads of School** can be contacted to discuss your child’s behaviour or any concerns that you may have.

We advocate for students to Stand Up and Speak Out to a staff member if a child’s behaviour is affecting their wellbeing. A culture of Excellence is everyone’s responsibility!

