

Cambridge International School

Student Code of Conduct Policy and Procedures

NAME OF POLICY	Student Code of Conduct Policy and Procedures
APPROVED BY	Principal
LAST REVIEW DATE	August 2026
NEXT REVIEW DATE	August 2027
RELATED POLICIES	• Anti Bullying Policy • Employee Code Conduct Policy • Bus Transport Code of Conduct • MOE Student Code of Conduct Disciplinary Bylaw • Counselling Procedures and Policy • Inclusion Policy • Student Mental Health and Wellbeing Policy • Student Attendance Policy • Online Safety Policy • GEMS Safeguarding Policy • GEMS Employee Code of Conduct Policy • Staff Wellbeing Procedures and Policy
OTHER RELATED DOCUMENTS	• BE A GEM Handbook Version 2.1, published June 2025 • TEACH LIKE A GEM Handbook, Version 2.0, July 2025

Rationale

The way a school cares for its community; students, staff and families, contributes towards defining the quality of the school. Central to student wellbeing at CIS is the belief in the inherent value and worth of each individual and all children should be assisted in the development of behaviour patterns which lead to the development of self-discipline.

This document seeks to define a high-quality student wellbeing philosophy and system, based upon the respect for the individual and choice theory. We uphold that behaviour should come back to personal responsibility, and students always be given opportunities to take responsibility, and make amends where they can. At CIS this encompasses provisions for the physical, social, emotional and academic wellbeing of each student. In addition, the wellbeing of the teaching and non-teaching staff is addressed along with pastoral support for families.

All children and staff must have the right and the opportunity to work in a safe environment without undue interference. Every teacher has the responsibility for the wellbeing of all students enrolled in the school.

CIS seeks to:

- **Guide the children in our care to become responsible for their own behaviour**
- **Explain and apply consequences to inappropriate behaviour**
- **Discuss and clarify school rules**
- **Create school rules that are visible and concrete using child friendly vocabulary**
- **Show consistency in implementing rules and routines**
- **Inform parents in a clear and accurate manner**
- **Follow the procedures outlined in the BE A GEM Booklet.**

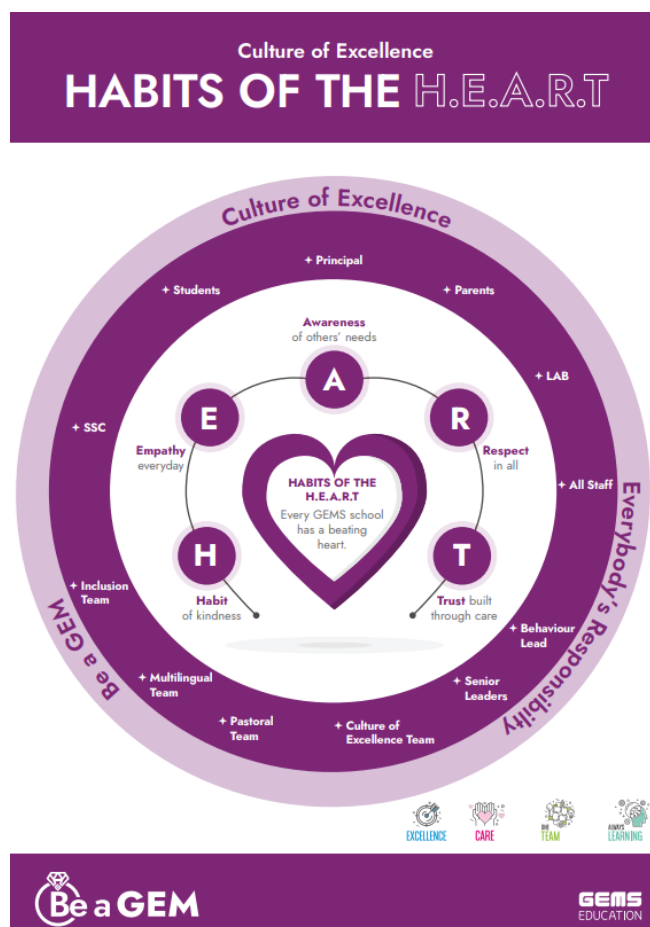
It has traditionally been a principle aim of the school to focus on assisting each child as she/he learns to strike a balance between his/her individual freedoms and his/her responsibilities as a member of the community.

The Student Code of Conduct policy is underpinned by the school's wellbeing vision and mission:



Philosophy

CIS's overall aim is to provide a well-balanced education, nurturing the physical, social, emotional and academic wellbeing of the students, and assisting them to grow towards the full stature of a responsible citizen. As a central component of this aim, the school seeks to provide a supportive environment for all students, where individual needs are recognised and the pursuit of excellence is valued. This is done with the recognition that we have a sound understanding of the needs of individual students and what works best for them. CIS implements a Positive Education ethos from which the basis of the approach to behaviour management is based around. The nurturing approach of this policy will encourage students to reflect on their positive and negative behaviours, consider how it affects others and understand its impact on their community. Students should reflect and identify feelings and choices, pathways and consequences. Positive reinforcement is used to support conflict resolution and forms the basis of this policy.



Student wellbeing at CIS focuses on the total development of each student and enhancement of the dignity of each person. It nurtures success and has a commitment to forgiveness, tolerance and reconciliation. As teachers we seek to motivate young people to be socially responsible and committed to building a better world through a partnership of the school community, teachers and parents.

To assist in facilitating a supportive, positive and affirming environment, it is important that expectations both academic and behavioural are clear, and rules and limits are set. Every member of the community has a responsibility to contribute to achieving such an environment. Therefore, an effective Student Code of Conduct Policy must be viewed as an essential component of a genuine approach to Student wellbeing. This works in conjunction with the school's Anti Bullying Policy. As a school, one of our responsibilities is to help students make good behaviour choices as part of their holistic development. We accomplish this by reinforcing positive behaviours, and by correcting behaviours when required, doing so in a manner that maintains dignity and allows for additional opportunities to "get it right" and promote the mindset to "learn from our mistakes".

BE A GEM EXPECTATIONS



Failure to meet our expectations without a valid reason will lead to a consequence.



GEMS
EDUCATION

This policy covers expected behaviour during school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.

Behaviour Management

At CIS, we use clear routines as defined in Teach Like A GEM (TLAG) and Be A GEM (BAG) to support the students in managing their behaviour. As well as these established routines, every teacher at CIS uses a range of strategies within the classroom as well as during the course of other activities, such as whole school events, assemblies, playtimes, movement around the school, playtimes and trips. Teachers at CIS have high expectations of students academically and in terms of behaviour. Some of these strategies include encouragement, praise and rewards (as defined in BAG) for behavioural choices. Reflection time and opportunities to review choices and decisions that have been made, are present. On these occasions there are consequences for these actions and we hope that students will learn from and will enable to make more positive choices in the future.

Heads of Year are the primary pastoral leaders responsible for monitoring student wellbeing, behaviour and attendance. They coordinate interventions, communicate with families and oversee support plans. Where additional specialist support is required, referrals may be made to the School Counsellor, Inclusion Team, Achievement Centre (ACE), Safeguarding Team or external agencies. This ensures a coordinated and graduated approach to supporting students.

We encourage all teachers to seek out positive achievements whenever possible and make frequent reference/comment to these and use Praise points on Phoenix Classroom as specified in BAG to reward students. When positive redirection fails, and as incidents warrant, a variety of consequences including disruptive behaviour points (- points), reflection time, students being placed on a Behaviour Support Plan, suspension or expulsion may result. In some instances, the loss of a specific privilege at school is a sufficient disciplinary consequence; this is determined by the misbehaviour and decided by the Principal or their designee.

Reflection time in the Primary/Early Years and Secondary may be assigned during school hours at breaks. The teacher and pupil should reflect on the incident and identify different strategies to avoid a similar situation. If assigned by a teacher, the detention is generally held in his/her classroom by the teacher who has given the consequence. For more serious issues alternate consequences can be applied by the VP/Principal or their designee. At CIS, the Student Code of Conduct is based around the 3 school rights:

- 1. "Everyone has the right to learn."**
- 2. "Everyone has the right to be treated with respect."**
- 3. "Everyone has the right to be in a safe environment"**



School Rules and Expectations

School Rules	School Expectations
1. Everyone has the right to learn	This means: - You contribute to everyone being able to learn in a calm and happy school - You are present and listen to the teacher and other students - You do your best and live by our GEMS core values - You are focused, take pride in your work, and complete homework on time - You are ready to learn, punctual and prepared - You avoid disrupting learning for yourself or others - You participate positively in lessons - You have the responsibility to put 100% effort into everything you do - You are punctual; always arrive to school and class on time
2. Everyone has the right to be in a safe environment	This means: - You look after your classroom/workspace and respect resources - You are brave and speak up if you need support - You are an upstander and report bullying - You take responsibility for your actions - You are safe and sensible with equipment - You move around the school in an orderly manner, considering your own and others safety (following the markings on the floor) - You use kind, courteous words – no insults, sarcasm, swearing - You help others in need, negotiate with words and not anger - You leave as you enter and show respect for your learning environment
3. Everyone has the right to be treated with respect	This means: - You listen to and support peers - You respect authority, students rights, and property of others - You speak up and contribute to school decisions - You show empathy and treat others how you wish to be treated - You include others in games and activities - You are honest and truthful - You respect differences in beliefs, cultures, values, traditions and have awareness of others' needs - You respect others' right to a peaceful, dignified existence; making sure your words and actions do not disturb or offend others

Rewards and consequence systems

We uphold our core values of: respect, perseverance, responsibility, honesty and empathy. Research shows us that the most productive and powerful source of recognition/positive reinforcement is when rewards are varied and immediate. A variety of reward possibilities help keep a child motivated over a long period of time (**See Appendix 3**). Rewards are never a substitute for words of praise and encouragement. Building an intrinsic reward mechanism will ultimately have a far greater value on our children, at CIS we explicitly teach character development and core values through allocated Curriculum for Life sessions (**See Student Mental Health and Wellbeing Policy**).

Praise and Disruptive Behaviour Points (recorded on Phoenix Classroom)

All achievements and incidents must be logged on Classroom according to the categories outline in BAG during a lesson. As per BAG, each teacher should aim to award three students with praise per lesson. Overall the ratio of Praise to Disruptive points should be of the ratio 5:1. For Students of Determination, this ration widens to 14:1. In the case where it is not possible to log the achievement/incidents at a particular time, the teacher should make a note of the event and log within 24 hours. This also allows teachers to monitor individual students and if needs be, escalate any incidents to the relevant staff member. All staff can view a student's conduct summary in order to gain a holistic picture of the child's behaviour across the school.

Use of Phoenix Classroom data to inform rewards and interventions

Heads of Year will reward students who have been awarded the highest achievement/House Points during a set time period, weekly, termly and year-wise as per the BAG guidelines in Appendix 2. The reward may include, but is not restricted to;

- recognition during year group assembly
- mention in the school newsletter
- mention on internal school screens
- mention on social media
- postcards
- certificates
- email sent to parents

Encouraging Good Attendance

It is recognised that 'good attendance' improves peer relationships, allows students to achieve their potential and therefore contributes positively to the school community. Students with good and improved attendance receive 100% attendance certificates on a termly basis, during assembly time, as per BAG guidelines (**See Appendix 3**). Students' attendance is included on all school references which are requested by prospective colleges and employers and are used as part of their admissions and interview procedure. (**See Student Attendance Policy**).

Playground Student Management

As a staff we are committed to providing a caring, friendly and safe environment for all of our students so that they can learn and play in a relaxed and secure atmosphere. We endeavor to teach students what is appropriate playground behaviour through role play, positive reinforcement and the teaching of playground rules. Staff members are allocated duties to supervise. Playground leaders, Mental Health First Aiders and Student Leaders are present to support the promotion of positive behaviour.

Concerns, Grievances, Bullying and Online Behaviour

CIS ensures that students are taught about safeguarding, including online safety, through a broad and balanced curriculum. Through Curriculum for Life, Leadership Gemstones, digital citizenship education and Stand Up. Speak Out., students develop the knowledge, skills and confidence to make positive choices, stay safe online, seek support when needed and contribute to a culture of belonging. Staff remain vigilant to online safety concerns and students are encouraged to report concerns promptly to a trusted adult. (**See Online Safety Policy**.)

Bullying is not tolerated at Cambridge International School and will be addressed through prevention, education, restorative practice, safeguarding measures and appropriate consequences. The school's definition of bullying is detailed within the Anti-Bullying Policy and includes the intentional and repeated misuse of power that causes physical, emotional, social or psychological harm, where there is a real or perceived imbalance of power.

Students are encouraged to Stand Up. Speak Out. if they experience or witness bullying and are supported to act as positive upstanders who promote kindness, inclusion and respect. All concerns will be taken seriously, investigated appropriately and managed in line with the Anti-Bullying Policy, Student Code of Conduct and safeguarding procedures. Where bullying is substantiated, consequences will be applied in accordance with the school's Behaviour Improvement Path and may include restorative conversations, reflection sessions, Behaviour Support Plans, internal suspension, fixed-term suspension or, in serious or persistent cases, permanent exclusion. All bullying concerns, investigations, outcomes and follow-up actions will be recorded on Guard in line with safeguarding procedures.

Aligned with the above, the school will not tolerate any form of defamation, harassment, cyberbullying or intentional harm carried out through social media, messaging platforms or other online forums. Parents and students are expected to demonstrate respect for all members of the school community when communicating online and must not:

- Breach confidentiality.
- Defame, harass or intimidate another person.
- Make threats towards any member of the school community.
- Share content intended to cause harm, exclusion, humiliation or distress.
- Engage in behaviours that bring the safety, wellbeing or reputation of individuals or the school into disrepute.

Any incidents involving online harm or cyberbullying will be investigated and addressed in accordance with the Anti-Bullying Policy, Online Safety Policy, Student Code of Conduct and safeguarding procedures.

Bus Behaviour

Please refer to the STS Bus Transport Code of Conduct, which is a signed contract between the parents and STS. Behaviour on the buses is reported to the school and misbehaviour may result in removal from this service.

Despite all we do to promote positive reinforcement we know that some students may still require support with managing their behaviour and emotions.

Procedural Framework:

To ensure a consistent approach to managing behaviour, we identify behaviour within four levels:

- Low level
- Medium level
- High level
- Red Line Behaviours

(See Appendix 1)

Records of incidents of misconduct

Behaviour incidents, praise points, disruptive points, consequences and behaviour interventions must be recorded on Phoenix Classroom. Where behaviour constitutes a safeguarding concern, including bullying, child-on-child abuse, discrimination, self-harm concerns or risks to safety, the incident must also be recorded on Guard and managed in line with safeguarding procedures.

Type of Record	System
Safeguarding/Bullying	Guard
Behaviour Points	Phoenix
Serious behavioural safeguarding concerns	Guard + Phoenix

An ABC log or Round Robin may be used to track ongoing/medium/high misbehaviour. An ABC log is a simple observational tool, which will help staff to analyse the circumstances and consequences of a child's behaviour. The data collected can help to create a picture of the possible function of the behaviour (e.g. not being able to cope with making mistakes escape, access, attention, automatic reinforcement).

This will be important for staff to create an effective intervention to increase appropriate skills and decrease maladaptive behaviours. This log runs alongside de-escalation strategies/training that is provided to the relevant teams/staff of students with high-level misbehaviours/needs. Ultimately, using an ABC log:

- ✓ Paints a picture of potential triggers and helps staff to manage similar situations
- ✓ Staff can learn from each other to deescalate effectively
- ✓ It provides evidence to present to the parents or potentially behaviour support unit/MOE/KHDA
- ✓ In this instance it directly correlates to the safeguarding of other children in the class

Breakdown of ABC tool:

A refers to the antecedent, or the event or activity that immediately precedes a behaviour

B refers to the observed behaviour

C refers to the consequence

If misconduct continues, students may be placed onto a Behaviour Support Plan and Behaviour Report Card (See Appendix 4). The Head of Year or relevant Pastoral Lead will coordinate appropriate interventions and support. Where required, referrals may be made to the School Counsellor, Inclusion Team, Safeguarding Team or external agencies.

In School Reflection/ Internal Suspension

Students are offered opportunities to reflect upon their behaviour and learn from their mistakes; with an adult they will complete the **Finding Solutions: Self-Reflection Form** within a designated space at school. Depending upon their level of misbehavior, the self reflection may take place at a class teacher/learning manager level in class, with the HOY out of class or with a member of SLT in the office.

Internal School Suspension may be decided by SLT when a child continuously repeats misbehaviours of the level of behaviour increases. The Internal School Suspension time will be communication and the time spent in internal isolation will be discussed with parents. This will require the student to continue school work, however be excluded from all contact from peers. An area will be set aside for this student so adequate supervision is provided. If the child disrupts during this reflection time then the parents are to be informed immediately and asked to come to the school, collect their child and take him/her home. The parents are to be informed that additional support may be required before the student returns to school. The Head of Year and relevant Pastoral Lead will work with the family to determine appropriate next steps, which may include involvement from the School Counsellor, Inclusion Team, external professionals or other specialist agencies.

A reintegration meeting between the student, parents, Head of Year, relevant pastoral staff and, where appropriate, the Vice Principal/Principal and specialist support professionals will be arranged before the student returns to school. The child's return to school shall not be considered until the above meeting has taken place. In some cases, it may be appropriate to create a risk assessment to ensure the safety of other students. The outcome of this meeting will determine whether the child returns to the school and, if so, under what conditions.

In the event of the parent not being available then the child will remain at school under suitable supervision.

Expulsion/Suspension

Should a student choose to: break his/her contract after having been suspended, to behave illegally, be deemed a threat to others, or brings the reputation of the school into question - it is assumed that all of the strategies used thus far to assist the child in the management of his behaviour have not worked. As a final consequence, it may be deemed that this school, therefore, is not an appropriate environment for the student concerned.

Indefinite suspension may be used after previous suspension(s) have not been effective in modifying student behaviour. Expulsion (mandatory withdrawal from the school) may be the consequence for serious and/or repeated infractions. Expulsion excludes the student from ever being on the campus again.

Positively, when a student does understand expectations on his/her return to school, after a period of

suspension, there should be a re-entry plan which includes the implementation of a Be A GEM: Support Plan.

MOE Expectations Expulsion/Suspension

Before a suspension/expulsion is considered the school must have a documented history of incidents of misconduct and details of behavioural interventions that have been implemented (Guard and/or ABC log/ Report Cards/ Disruptive Points on Phoenix). Before a suspension can be considered the school must have conducted a fair and documented investigation into the behaviour incident and made sure that the KHDA have been fully briefed on the student and his/her behaviour.

- 1. The school shall have documented evidence of the student's behaviour to support a recommendation of suspension.*
- 2. The VP/Principal shall notify the parents or guardian directly (by phone or in person) of the student(s) conduct*
- 3. The VP/Principal should arrange a meeting with the parents to discuss the outcomes of the documented evidence*
- 4. The parents should be requested to sign the outcome of the documented evidence*
- 5. If the school-based educational committee recommends a suspension this will require the approval of the Education Zone or other Educational Authority*
- 6. MOE documents need to be completed*

UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT BE THREATENED OR ADMINISTERED.

Referrals to Professional Services

CIS continues to identify the presence and impact of barriers to successful social, emotional, personal and academic inclusion and success. We will continuously address and remove any barriers found for all students. In school, support is coordinated through the Pastoral Team, including Heads of Year, Deputy Heads of Pastoral, Inclusion staff, School Counsellors and the Achievement Centre (ACE), to support students' social, emotional, wellbeing and behavioural needs. Where necessary, students may be signposted or referred to additional specialist agencies:

- External School Counsellor, Educational Psychologist, Clinical Psychologist, Family Therapist,
- Family Doctor

Pastoral Support and Specialist Referral Pathways

Concerns relating to a student's behaviour, wellbeing, attendance, academic progress, or social and emotional development should initially be raised with the Learning Manager, Head of Year or member of the Pastoral Team. The Pastoral Lead will review the concern, coordinate appropriate support and, where necessary, refer the student to the School Counsellor, Inclusion Team, Achievement Centre (ACE), Safeguarding Team or external specialists.

The Pastoral Team, School Counsellors and ACE department work together to offer a wide range of services and interventions to support students' wellbeing, behaviour and inclusion needs:

Student Support

- Pastoral Care & Inclusion: Work closely with the Pastoral and Inclusion teams to advocate inclusive education and ensure students' wellbeing is prioritised.
- Counselling: Provide individual and group counselling to support students' adjustment and development.
- Guidance Lessons & Psychoeducation: Deliver structured lessons and workshops on social-emotional skills, pro-social behaviour, resilience, and personal growth.
- Evaluation: Conduct holistic assessments of students' social, emotional, and academic needs to inform personalised support plans.
- Transition Support: Assist students with school transitions (entry, class/year group changes, moving to secondary).

Parent & Family Engagement

- Consultation: Meet with parents to discuss children's counselling/behavioural needs and collaborate on strategies.
- Workshops : Provide parent sessions on topics such as resilience, positive parenting, managing anxiety, and supporting learning at home.

- Outside Referral: Liaise with external agencies, therapists, and service providers to ensure continuity of care.

Staff Support & School Development

- Staff Support: Provide emotional support and guidance to staff where appropriate.
- Professional Development: Share expertise and deliver training on children's wellbeing, behaviour, and mental health.
- Policy & Data: Maintain confidential case records, monitor referral trends, and contribute to whole-school policy development in wellbeing, behaviour, and inclusion.

Admissions

- Entry Assessments: Support the admission process, ensuring student needs are identified early and appropriate provision is planned

Appendix 1:

Behaviour Improvement Path

Behaviour Improvement Path – Eliminating the Negative

Description of behaviour	Possible Actions	By whom	Parental support
Level 1 – Low-Level Misbehaviour <i>(0 disruptive points – monitored at classroom level and addressed by teachers and Learning Managers)</i> Examples may include: • Lack of attention, not working to potential • Mild disruption or persistent defiance • Refusal to clean up after self • Missing homework • Not in correct uniform / late to school or class • No/incorrect equipment or notebooks not kept professionally	• Accentuate the Positive: Use non-verbal cues, praise the desired behaviour, remind and redirect. • Eliminate the Negative: Provide a clear reminder (whisper correction), warning and small consequence if their behaviour continues (disruptive points, reflection time / short detention). • Communication with parent (phone call or face-to-face) • Our Routines and Leadership Habits: Consistency from all staff – prompt, calm corrections.	All Staff • All staff (with support from Learning Manager/HoY).	Discuss the issue with your child • Discuss/meet staff and agree action • Ensure homework is completed • Ensure your child is in the correct uniform • Ensure your child has the correct equipment • Ensure your child's notebooks are kept up to date • Ensure your child is at CIS on time
Level 2 – Medium-Level Misbehaviour <i>(-2 disruptive points – pattern of behaviour)</i> Examples may include: • Repeated Level 1 behaviours • Disruption in quiet zones / public spaces • Walking out of lesson without permission • Persistent lack of engagement / defiance • Misuse of ICT or cyberbullying • Failure to attend detention/ reflection time	• Eliminate the Negative: Escalation to break/after school reflection time with the HoY. • Alternative class placement for set period • Loss of privileges • Internal suspension • Students to complete the Finding Solutions: Self-Reflection Form (Appendix 4) • Using Behaviour Data Proactively: Track repeat behaviours to identify patterns. • Relationships Matter: Engage parents and student voice in behaviour plan. • HoY or SLT to meet with parents and action plan	• Reflection space supervised by Class Teacher or Learning Manager or Head of Section • All Staff • Teacher	• Discuss your child's behaviour in class with them • Meet with staff, agree action and expectations, reinforce adherence to CIS rules at home.

Level 3 – High-Level Misbehaviour (-3 disruptive points – serious incident) Examples may include: • Repeated Level 1 or 2 behaviours • Fighting or bullying • Persistent defiance • Swearing / abusive language • Cheating, tampering with school records • Theft, smoking/vaping, damage to property	• Eliminate the Negative: Withdrawal from class, internal/external suspension. • Be A GEM: Support Plan to be completed with the student and shared with parents. • Students to complete the Finding Solutions: Self-Reflection Form (Appendix 4) or/and weekly report drawn up • Loss of privileges / School Community Service • Using Behaviour Data Proactively: Student placed on weekly SLT report. • Relationships Matter: Restorative conversations and action plans.	• Senior Leadership Team	• Agree on restorative plan, ensure child adheres to CIS rules, support agreed actions in PSBP. • Discuss action and expectations with your child • To agree an action plan with the attendance service
Level 4 – Extreme / Red Line Behaviours (-4 points – categorised as Red Line in BAG) Examples may include: • Repeated Level 2 or 3 behaviours • Assault or threatening staff/students • Violence • Severe bullying • Illicit/illegal substances, offensive weapons • Severe misuse of ICT/social networking Please refer to the Safeguarding Policy	Principal / VP • Eliminate the Negative: Principal/VP to issue severe sanctions. • Fixed-term suspension or permanent exclusion • Reflection room and urgent parent meeting • BE A GEM: SUPPORT PLAN/restorative plan (if appropriate) • Severe detention (up to 2hrs) with parents present • 3-day suspension + Be A GEM: Support Plan • In some cases, a child may be placed on a Safeguarding Risk Assessment to be shared and signed by parents upon their return to school. • Using Behaviour Data Proactively: Evidence recorded and shared with MoE as required. • Relationships Matter: Restorative plans only considered where there is contrition, honesty, and willingness to repair harm. • VP Report & meeting with parents to set a Be A GEM: Support Plan • Permanent exclusion - MOE forms 5, 6,& 7 completed with evidence presented to Educational Zone		

The above is reflected within Article 6 - 19 of the UAE Ministry of Education Student Conduct Disciplinary Bylaw In Schools Community document.

Appendix 2:

BEHAVIOUR POINTS

To be recorded on Phoenix Classroom

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

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

RED LINE BEHAVIOURS

RED LINE BEHAVIOURS

Behaviour marked with an * could lead to an automatic expulsion

Red Line Points
(Referral to
Reflection)

Refusing to handover a mobile phone when visible in school	-4 points
Truancy from lessons	-4 points
Walking out of a classroom	-4 points
Failure to attend a detention	-4 points
Rude language or swearing at someone	-4 points
Cheating in exams/assessments	-4 points
Graffiti or obscene/offensive language or depictions	-4 points
Damaging equipment/property	-4 points
Dangerous or unsafe behaviours*	-4 points
Bullying (physical child-on-child abuse)*	-4 points
Bullying (verbal child-on-child abuse) *	-4 points
Racist language or behaviour*	-4 points
Cyber bullying*	-4 points
Having cigarettes/e-cigarettes or contraband on school premises*	-4 points
Theft or bringing in stolen items*	-4 points
Aggressive or threatening behaviour towards a member of staff*	-4 points
Aggressive or threatening behaviour towards peers*	-4 points
Fighting, physically aggressive or threatening violence*	-4 points
Extortion*	-4 points
Bringing a weapon into school*	-4 points
Bringing the school into disrepute (social media/within the community)*	-4 points
External truancy*	-4 points
Inappropriate touch*	-4 points
Substance use*	-4 points

Appendix 3:

REWARDS

Step 1: Praise

Praise is used as the greatest lever for securing a positive culture

The most effective reward is immediate and identifies the action or behaviour, for example, "Offering to help was very kind, thank you", can have a huge impact.

Positive interactions must outweigh the negative by a ratio of 5:1. Students experiencing trauma or adverse childhood experiences (ACEs) and/or seeing a counsellor or subject to a Be A GEM: Support Plan, the recommended ratio increases to 14:1.

Praise needs to be:

- » Specific
- » Sincere
- » Personalised through the use of the student's name
- » Consistently used in all lessons
- » Appropriate
- » Focused on personal gains by individuals
- » Non-verbal as well as verbal (thumbs up, positive facial expressions)

Step 2: Daily Rewards

- » Each form tutor/home room 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/grade leaders 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 and especially students of determination

Step 3: Weekly Rewards

- » Positive posts – 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 achievement points in each year group will receive a positive text message home
- » The student with the highest number of GEMS points within one week, 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
- » Weekly Rewards will be posted on to the school's social media platforms

Step 4: Monthly Rewards

Monthly recognition of a student demonstrating the leadership Gemstone of the month across the school.

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

Step 5: 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 relative to the award. All half-termly rewards are posted on to the school's social media platforms.

1. **GEMS Excellence: Care award**
– pin badge, certificate and letter home
2. **GEMS Excellence: Always Learning award**
– pin badge, certificate and letter home
3. **GEMS Excellence: Excellence award**
– pin badge, certificate and letter home
4. **GEMS Excellence: One Team award**
– pin badge, certificate and letter home

Additional Rewards

1. **GEMS Excellence: 100% attendance award** – certificate and letter home

Step 6: Annual Rewards

1. **GEMS of Honour** –students who have excelled consistently throughout the year receive a GEMS of Honour t-shirt/tie/scarf or pin badge linked to the academic year. This achievement includes a special reception with the Principal, their parents and EVP/CEdO. The student also qualifies for the prestigious GEMS Group Awards.

Appendix 4:

Forms to use with students:

- a) Accentuate the positive
- b) Eliminate the negative
- c) BAG Support Plan
- d) Finding Solutions – Self Reflection
- e) Weekly Report Card

NAME: _____

CLASS: _____

SECTION 1

ACCENTUATE THE POSITIVES

GEMS VALUES	POSITIVE BEHAVIOURS	TICK
 ALWAYS LEARNING	Showing creativity and innovation to deepen understanding in a focus area	☐
	Working hard and going the extra mile consistently	☐
	Learning beyond the subject through podcasts, books, online courses or masterclasses	☐
	Engaging in co-curriculum activities and mastering a skill through self-discipline	☐
	Learning from mistakes and taking on board constructive feedback	☐
 ONE TEAM	Learning from, with, and about each other very well	☐
	Using everyone's ideas to achieve a good solution (problem solving)	☐
	Working well with others to achieve team goals	☐
	Sharing responsibilities and tasks to achieve the best for everyone	☐
	Taking responsibility when things go wrong	☐
 EXCELLENCE	Having the grit to never give up	☐
	Listening attentively and participating enthusiastically in lesson.	☐
	Trying hard to produce work of exceptional quality in lessons and during tests	☐
	Being a self-starter and thinking outside the box	☐
	Attending enrichment or additional catch-up sessions to help you reach your full potential	☐
 CARE	Speaking politely with excellent manners	☐
	Offering help to others through acts of kindness or community service	☐
	Reporting bullying and speaking up when someone needs help	☐
	Listening actively and respecting other opinions and differences	☐
	Showing gratitude and appreciation for the little things that we often take for granted	☐

NAME: _____

CLASS: _____

SECTION 2

ELIMINATING THE NEGATIVE

DETAILS	Respond to each point clearly and concisely. (Younger students to be supported by an adult)
Time of the incident	
Staff/subject	
Account of the incident detailing exactly what happened and what led to Reflection	
What should you have done to avoid this?	
Is this the first time you have received Reflection If No, please explain the reasons in the previous incident.	
Thinking about your responses, write down 3 positive behaviours that we will see moving forwards to avoid a future Reflection. Refer to Page 2.	1. 2. 3.

BE A GEM: SUPPORT PLAN

This is for a student whose behaviour requires additional support. The student is currently not identified as a student of determination.

STUDENT DETAILS		
Name		Photograph of student
Date of birth		
Year group/Form		
Language at home		
Start date		
Review date		
REWARDS AND CONSEQUENCES (TO DATE)		
Achievement Points (APs)	Disruptive/Red Line Behaviours	Suspensions
Total:	Total:	Total:
Most common APs:	Most common Disruptive/Red Lines	Reasons for suspension:
Barriers to regulating behaviour (brief overview of current presentation)		Adaptive Strategies/Reasonable Adjustments (SLT Lead to agree with student)
Student's View: What helps me? What are my aspirations? (1 to 3 bullet points)		Provision to help regulate my behaviour Brief overview – counselling, mentoring etc
RELEVANT SUBJECT ADAPTATIONS		
Subject/s	Adaptation	
Review date:		
Reviewers:	☐ School Lead ☐ Student ☐ Parents	



Finding Solutions - Self Reflection

Student Name:.....

Date:.....

Student Class:.....

We all make mistakes; this is how **we learn**! When we make a mistake there are **consequences** that we have to deal with and also **opportunities to make amends**. When we learn from our mistakes we become **better at problem-solving**, which is a fantastic, useful **life skill**. Take time to **think about what happened**. **Talk about the following questions with your parents/teacher** and **write down** (or someone can help you write) your thoughts to help you learn how to solve the problem and **do things better next time**:

Which school rule did I break? Circle

Everyone has the right to learn

Everyone has the right to be treated with respect

Everyone has the right to be in a safe environment

What Did I do?	How did my actions affect others? (e.g. learning, safety)
What can I do differently next time?	

1. Teacher added behaviour onto Phoenix (disruptive points) YES/NO?
2. Student has met with an adult for reflection time / short detention YES/NO?
3. Teacher has set appropriate work to be completed YES/NO?

Student Signature.....

Parent Signature.....(when required)

Class Teacher's Signature.....

Head of Year or Head of Section signature.....

(Tick as appropriate)

- ☐ – 2 points
- ☐ – 3 points
- ☐ – 4 points



Cambridge International School Report Card

Name:

Class:

You have been placed on this card as a result of your poor choices of behaviour. You will remain on this card for a minimum of 1 week. You must give this card to your teacher at the beginning of every lesson and collect it at the end of every lesson. At the start of the day you must show this card to your Learning Manager who will discuss it with you and sign it. One of your parents needs to sign the card each day too.

**Note: Teachers please insert the appropriate behaviour standard for each lesson in the circle and initial underneath:
Very Good (VG), Good (G), Needs Improvement (NI).**

Day	L1	L2	L3	C4L	L4	L5	L6	L7	L8	L9	LM signs each day	Parent signs each day
Mon	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:		
Tues	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:		
Weds	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:		
Thurs	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:	Signed:		
Fri	Signed:	Signed:	Signed:	Signed:	Signed:							