

PL 006

Be A Gem Behaviour Policy

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GEMS
SCHOOL OF
RESEARCH &
INNOVATION

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1. Be an SRI Gem – Overview and Aims

At GEMS School of Research and Innovation (SRI), we nurture innovative thinkers, compassionate leaders, and future-ready global citizens.

Rooted in our core values pioneering, empathy and challenging change with care we create a culture of excellence, inclusivity and well-being. Through outstanding teaching, visionary leadership, and strategic partnerships with global innovators, we empower every learner to achieve their fullest potential while celebrating diversity, creativity, and resilience.

At SRI, learning is more than academic achievement. We prioritise future-focused skills, emotional intelligence, and a strong sense of agency, ensuring our students thrive not just in school, but in life. We are committed to ensuring a safe, respectful, and inspiring environment where every member of our community feels seen, heard, and valued.

The Be a Gem Behaviour Policy is central to this vision. It supports the development of confident, reflective, and responsible individuals who are empowered to lead their own learning and make meaningful contributions to the world around them.

By modelling, teaching, and celebrating positive behaviour, we equip students to make informed choices, take responsibility for their actions, and engage in restorative reflection. Consequences are delivered with equity, compassion, and the belief that all behaviour is an opportunity for growth.

This framework is about building character, cultivating leadership, and igniting the agency that lies within every student.

AIMS

- To establish an ambitious culture of excellence in which all students thrive.
- To ensure that wellbeing remains at the heart of decision-making and that restorative processes are consistently followed.
- To recognise, reward and celebrate behaviours that exemplify our GEMS SRI values.
- To promote positive behaviours, thereby reducing poor behaviour and negative attitudes.
- To ensure that behaviour for learning is fair, restorative and timely, creating a safe and respectful environment for all.
- To provide targeted support for vulnerable students, and for those who may struggle with day-to-day school life, through timely intervention, support and personalised guidance.

2. Supporting Documentation

This policy integrates the Be a GEM Playbook's consistent, research-driven approach to positive behaviour with our SRI Agency in Action Framework. Together, they codify

expectations, routines, rewards, and restorative practices, ensuring every student can thrive in a safe, supportive, and inspiring environment.

The Teach Like A GEM Classroom Culture from the Be a GEM Playbook is also important to note. Teachers are encouraged to master six core techniques from Phase 2 of the Be a GEM Playbook – Classroom Culture:

- Technique 1: What to do – directions and correction
- Technique 2: Teacher radar
- Technique 3: Least invasive corrections
- Technique 4: Do it again
- Technique 5: Whole class reset
- Technique 6: Art of the consequence

To embed these techniques effectively, teachers should follow the strategies below:

- **Routines for Learning** – All teachers should explicitly teach, model, and rehearse key classroom routines to ensure lessons run efficiently. Routines should be consistent, clear, and habitual for all students. Examples include how students enter the classroom, set up their workspace, and exit at the end of the lesson.
- **Pre-emptive Behaviour Management Strategies**
 - Teachers should proactively anticipate and plan for moments where off-task behaviour is most likely to occur—typically during transitions within the lesson. To maintain focus and engagement:
 - Instructions should be specific, observable, and sequential.
 - 100% student compliance should be the expectation.
 - Reasonable adjustments must be made for students with SEND, using personalised strategies detailed in their individual educational plans (IEPs).
- **Correction** – When behaviour deviates from expectations, teachers should intervene early using a clear and calm “what to do” correction that redirects the student positively.
- **Consequence** – If a student’s behaviour disrupts the learning of others, the teacher should issue a private, low-key warning using a whisper correction to avoid unnecessary disruption and preserve valuable learning time.

It is supported by the GEMS SRI Policies listed below:

- Safeguarding Policy
- Anti-bullying Policy
- Attendance and Punctuality Policy

3. The SRI Pioneer Vision

The SRI Pioneer Vision enables us to reimagine education through our teaching and learning practices, our facilities, and our pastoral care programme.

Our focus is to nurture and develop young people who make a positive impact on their own lives and the lives of others. We believe this happens when children feel safe, happy, and valued. To support this, we draw on expert advice and guidance from the fields of education and child psychology so that our practice remains informed, responsive, and ahead of the challenges facing children and young people today.

This vision also allows us to reimagine belonging. Through proactive behaviour management, a strong sense of collective responsibility, aspirational leadership opportunities, our House system, and the values of integrity, respect, and kindness, we create a culture in which students are encouraged to show compassion, think deeply, and act consciously to help ensure a safe environment for all.

It shapes how students lead their learning, contribute to their community, and grow as future-focused, compassionate leaders. It underpins our culture and influences how we think, act, and interact every day at SRI.

3.1 Be a GEM expectations

We expect every SRI student to meet the 7 Be a Gem expectations

1. Be present: Attend school every day, on time, with correct uniform and equipment
2. Be ready to learn: Follow every routine in the 'Be a GEM Playbook' and arrive at lessons on time.
3. Be the best you can be: Live by our SRI values in lessons and around the school.
4. Be kind: Ensure that everyone is able to learn in a calm and happy school.
5. Be focused: Complete homework and on time. Take pride in your work.
6. Be brave: Speak up if you need support. Tell us about bullying: we will help you.
7. Be an ambassador: Join in the school's clubs, leadership programmes and play your part in our school community

Be a GEM expectations

There are **7 Be a GEM expectations**. They should be regularly **communicated to our GEMS** and **displayed across the school** as a reminder at all times:



Be Present

Be Ready to Learn

Be Focused

Be Brave

Be the Best You Can Be

Be an Ambassador

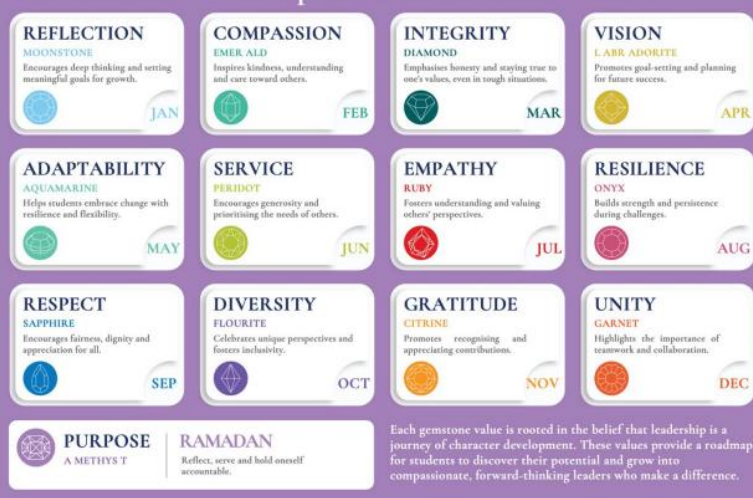
Be Kind

Be a GEM expectations and routines will be regularly communicated and displayed throughout the school. These values form the foundation of our behaviour culture and are embedded in daily practice, assemblies, and classroom routines.

At GEMS SRI we expect these expectations to be approached with the highest standards in mind – a focus on striving to be the best we can be and pursuing excellence overlays these, whilst ensuring we look after each other

Our expectations also align with the Leadership Gemstones Framework, which recognises and celebrates student character development across a range of values and attributes.

The Thirteen Leadership Gemstones and their Values



4. Culture of Excellence

The Culture of Excellence is a structured points-based system that celebrates positive behaviour, reinforces our core values, and provides a consistent and supportive response when behaviour falls below expectations. The system is hosted within the digital ecosystem via iSAMS and is available on the student and parent dashboards for tracking and monitoring.

Achievement points are awarded by all staff to recognise positive behaviours and actions that reflect our school values. They help to strengthen a positive behaviour culture at GEMS SRI. Students with the highest totals are recognised weekly through a leaderboard, and points contribute to daily, weekly, monthly, termly, yearly and milestone rewards

Praise is one of the most powerful ways to build a positive culture. All staff should habitually and publicly recognise positive behaviours. The most effective praise is immediate, sincere and delivered by an adult who knows the student well. Positive interactions should significantly outweigh corrective ones, ideally at a 5:1 ratio.

- **Specific** – clearly linked to a student's action, achievement or demonstration of a GEMS SRI value.
- **Sincere** – expressed genuinely, with an appropriate tone and manner.
- **Personalised** – meaningful to the student and, where appropriate, using their name.
- **Consistent** – embedded in everyday classroom and school practice.
- **Discreet when appropriate** – particularly for students who may prefer praise to be given privately.

Strategies for celebrating positive behaviour in line with the Be a GEM Playbook and the GEMS SRI values include:

- Frequent verbal praise and personal encouragement.
- Non-verbal praise, such as thumbs up or smiles.
- Immediate recognition for quality work or homework.
- Peer-to-peer praise prompted and facilitated by staff.
- Displaying exemplary student work.
- Recognising community contribution and service.

Praise may also be extended to families through phone calls or postcards home, helping to strengthen the school-family partnership. For students who have received a higher number of negative points or behaviour-related calls, increasing positive home contact can help shift mindset and support improved behaviour.

Daily Rewards

Daily rewards reinforce positive choices and help embed a culture of excellence. All students, including those with SEND, should be recognised for their achievements.

- Lead and class teachers should aim to award at least one student an achievement point during tutor time.

- Classroom teachers should aim to award at least three students per lesson.
- Heads of Phase should aim to reward at least two students per year group during social times.
- Dedicated lesson time should be provided to celebrate and award positive points before dismissal.

Weekly Rewards

- Positive Postcards are sent home when students reach achievement point thresholds, such as 50, 100, 150 and 200 points.
- The top 10 students with the most points in each year group receive a positive text home.
- GEM of the Week, the highest achiever in each year group, is celebrated through digital screens and school social media where appropriate.

Monthly Rewards

Each month, one student is recognised for demonstrating the Leadership Gemstone of the month across sections of the school.

Termly Rewards

Each term, a Shining Stars Assembly celebrates the following achievements within each tutor group:

- 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 Excellence: Leadership 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 Excellence: 100% Attendance Award – pin badge, certificate and letter home.
- GEMS Excellence: Most Improved Attendance Award – pin badge, certificate and letter home.
- Sparkling GEMs Award – for students achieving 100% attendance, 100% punctuality and zero behaviour points; awarded with a certificate, letter home, inclusion on the roll of honour, and a GEMS experience.
- GEMS Excellence: Principal's Be a GEM – a special reception with the Principal and Executive Leadership Team.

5. Positive Student Agency

At SRI, Positive Student Agency means empowering students to take ownership of their learning, behaviour and contributions to the school community. The Positive Points

system is central to this, providing a structured and transparent way to recognise, celebrate and build on the good choices students make every day.

Positive Points supports both students, staff and parents with the rewarding and receiving of praise and awards in school and at home. Adaptations may be made depending on the age of students and circumstance surrounding the behaviour.

Positive Points: Rewards and Praise

The Positive Points system recognises and celebrates positive student behaviours in a tiered format. Each level offers increasing recognition and reinforcement to motivate continued excellence. Certificate and Rewards milestones are further documented in appendix 2. At the end of each term there will be a formal recognition/celebration assembly.

6.

Positive Achievement Points		
GEMS Value	Positive Behaviour	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	+2 points
	Reporting bullying and speaking up when someone needs	+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
 LEADERSHIP	A clear vision in setting goals, aligning team effort and anticipating future challenges or opportunities	+2 points
	Leading with integrity, setting the example and keeping promises, doing the right thing even when it is difficult	+2 points
	Clear communication when giving feedback, resolving conflict and motivating others	+2 points
	Showing empathy and compassion during challenges and being approachable	+2 points
	Being decisive and taking responsibility for outcomes	+2 points

Inappropriate Behaviour & Accountability

At SRI, we believe that all behaviour is a form of communication and an opportunity for learning, reflection and restoration. Inappropriate behaviour is defined as any action not

aligned with the Student Pioneer Charter, the Values in Action, policies, the Student, Staff and School Agreement and the KHDA Parent Contract.

Teachers are expected to uphold consistent, proactive classroom management practices, reinforcing our respect and responsibility culture. When addressing behaviour that falls below expectations, staff will use the Be a GEM approach, encouraging students to reflect on their actions and make responsible, values-based choices.

To support consistency across the school, we implement the behaviour points system—a tiered structure that enables all staff to respond to behaviour in a fair, restorative and proportionate manner. This system empowers teachers to manage behaviour effectively within the classroom while enabling school leaders to identify patterns and provide timely, targeted support.

Adaptations may be made depending on the age of students and circumstance surrounding the behaviour.

Reflect & Restore

The focus should always be on restorative practices. All restorative conversations and reflection sessions will be guided by the Reflect & Restore Questions, ensuring consistency across all phases. Staff will use age-appropriate reflection sheets and prompts.

Reflect & Restore Discussion:

- What happened?
- What were you thinking/feeling at the time?
- Who was affected by your actions and how?
- How do you feel about it now?
- What could you have done differently?
- How can you make things right and restore any harm caused?
- What will you do better next time?

These questions are designed to help students understand their choices, feelings and impact on others, supporting positive behavioural change.

Reflection sessions will take place in a calm, quiet space equipped with sensory supports and visual aids. Staff will guide students using neutral language and calming techniques before engaging in a Reflect & Restore conversation. This approach supports emotional regulation and prepares students for meaningful reflection and reintegration.

Reflection sheets are differentiated by age group to ensure developmental appropriateness. Staff will use the Y1–Y2, Y3–Y4 and Y5–Y8 reflection sheets, each with tailored prompts and language. See the appendices for sample reflection sheets and prompts for each phase.

Be a GEM: Eliminate the Negative Behaviours

Unmet expectations or disruptive behaviour will be addressed through a clear escalation process:

1. Whisper correction, gentle reminder, or non-verbal cue
2. Two warnings for repeated negative behaviour, with reminders of boundaries and expectations.
3. On the third reminder, a Reflect & Restore discussion with the class teacher takes place either in class or after class. This is logged on iSAMS.
4. Continued behaviour results in escalation to the Phase Leader, then Head of School, with parent communication as needed.
5. Physical behaviour/Red Line behaviour is immediately escalated to the Phase Leader or Head of School.
6. After any intervention such as an internal or external reflection the student should always be provided with counselling.

This process ensures fairness, consistency, and opportunities for reflection and restoration at every stage.

EXPECTATIONS

BEHAVIOURS

- ❖ Late to lesson
- ❖ Late to school
- ❖ Incorrect uniform
- ❖ Lack of equipment
- ❖ Lack of pride in work
- ❖ Failure to turn up to clubs
- ❖ Failure to turn up for intervention
- ❖ Homework not completed to a high standard or on time

S

Unmet expectations

(-1 points)

to help the student get back on track quickly

DISRUPTIVE BEHAVIOUR

B1–B3 Disruptive Behaviours are addressed in-class, starting with a whisper correction, followed by point-based consequences, and escalating to an immediate referral to Reflection if behaviour persists.

BEHAVIOURS

- ❖ Disturbing others/out of seat
- ❖ Speaking disrespectfully to others
- ❖ Head on desk/ slumped in chair
- ❖ Refusing to follow instructions from staff
- ❖ Talking over the teacher/ answering back
- ❖ Failure to behave sensibly around school
- ❖ Littering on premises
- ❖ Failure to complete classwork/ homework
- ❖ Unauthorised use of headphones/ devices
- ❖ Walking off from a member of staff

B1

Whisper correction

(0 points)

to help the student get back on track quickly

B2

Disruptive Points

(-2 points)

for a second correction within a lesson resulting in a phone call home

B3

Disruptive Points

(-3 points)

for a third correction resulting in an immediate referral to reflection



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/High Red Line Behaviours

Red line behaviours are zero-tolerance infractions and lead to an immediate referral to a senior reflection session.

Persistent red line behaviours may result in suspension or permanent exclusion in line with the behaviour escalation table, at the Principal's discretion.

High red line behaviours may lead to automatic reflection or exclusion, subject to the criteria outlined in the school's behaviour escalation table (Appendix 7). Where appropriate, safeguarding procedures may also be initiated in line with the nature and severity of the incident.

Behaviours occurring outside school may also result in suspension or permanent exclusion if they bring the school into disrepute or pose a safeguarding concern.

Confiscation and Sanctions

Bringing prohibited items onto school premises will result in immediate confiscation and may lead to a sanction, depending on the nature of the item. Staff have the authority to seize any harmful, disruptive or dangerous items. Confiscated items will be held at the divisional reception for parent/caregiver collection, except for illegal items, which will be disposed of through appropriate channels.

Right to Search

Students may be searched if there are reasonable grounds or as part of an investigation. Searches will always be conducted in a private office by two same-gender senior staff members, one conducting the search and the other acting as a witness. Searches may

include pockets, shoes, bags and lockers. Parents/caregivers will be notified regardless of the outcome.

Banned/Prohibited Items

Possession of the following will result in confiscation and appropriate sanction. Parents must collect the item, and any perishable goods will be discarded.

- Chewing gum
- Energy drinks, fizzy drinks and coffee drinks
- Sharp objects, including metal combs
- Stink bombs and water bombs
- Lighters and matches
- Ordering food onto school premises, which will be confiscated and discarded

Illegal Items – Serious Disciplinary Action

Possession of the following may lead to serious disciplinary action involving KHDA and will be recorded as a High Red Line Behaviour (B5), as well as on the school's safeguarding portal:

- Weapons, or objects that could cause harm
- Smoking materials, including cigarettes, shisha pens, vapes, doha pipes and tobacco
- Alcohol and Illegal drugs
- Fireworks and firecrackers
- Toy weapons, including guns, swords and knives

Red line behaviours

Red line behaviours are unacceptable and must not be tolerated.

RED LINE BEHAVIOURS Behaviour marked with an * could lead to an automatic expulsion (See the policy)	Red Line Points (Referral to Reflection)	RED LINE BEHAVIOURS Behaviour marked with an * could lead to an automatic expulsion (See the policy)	Red Line Points (Referral to Reflection)
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		

7. SRI Accountability Response Levels

The **Accountability Response Levels** outline a clear, consistent response to behaviour that does not align with the SRI Pioneer Charter. Each level defines the type of behaviour, appropriate restorative actions, and the staff responsible. Rooted in reflection and responsibility, this system supports students to learn from their actions and make positive changes.

Adaptations may be made depending on the age of students and circumstance surrounding the behaviour.

Level	Behaviour Type (Infringement)	Sanctions / Restorative Action	Lead Member of Staff
Level 1	Expectations – Unmet expectations (S, -1 point) <i>Behaviours:</i> - Late to lesson - Late to school - Incorrect uniform - Lack of equipment - Lack of pride in work - Failure to turn up to clubs - Failure to turn up for intervention - Homework or classwork not completed to a high standard	<i>Sanction (S):</i> - Unmet expectations (-1 point) to help the student get back on track quickly - Break/lunchtime reflection - Restorative conversation	Class Teacher / Subject Teacher
Level 2	Disruptive Behaviour (B1–B3) <i>Addressed in-class, starting with a whisper correction, followed by point-based consequences, escalating to an immediate referral to Reflection if behaviour persists.</i> <i>Behaviours:</i> - Disturbing others/out of seat - Speaking disrespectfully to others - Head on desk/slumped in chair - Refusing to follow instructions from staff - Talking over the teacher/answering back - Failure to behave sensibly around school - Littering on premises - Failure to complete classwork/homework - Unauthorised use of headphones/devices - Walking off from a member of staff	<i>B1 – Whisper correction (0 points):</i> - To help the student get back on track quickly <i>B2 – Disruptive Points (-2 points):</i> - Second correction within a lesson resulting in a phone call/email home. Inform HOD/HOP <i>B3 – Disruptive Points (-3 points):</i> - Third correction resulting in an immediate referral to reflection - One/multiple reflections (break/lunch/after school) - Handwritten apology - Meeting with parents – formal letter/email home - Accountability Log – Phase Leader	B1/B2 - Class Teacher / Subject Teacher B3 - Phase Leader / Subject Leaders
Level 3	Red Line Behaviour (B4, -4 Points) <i>Student isolated while investigated, statements collected, parents contacted, centralised detention.</i> <i>Behaviours:</i> - Use of mobile phone - Truancy from lessons - Walking out of a classroom	<i>Response:</i> - Student isolated while investigated if needed - Statements collected from instigator and witnesses - Parents contacted - Logged officially 60-minute Reflection	Phase Leaders / Head of School

Level	Behaviour Type (Infringement)	Sanctions / Restorative Action	Lead Member of Staff
	- Failure to attend a reflection - Rude language or swearing at someone - Cheating in exams/assessments - Graffiti or obscene/offensive language or depictions - Damaging equipment/property - Repeated Level 2 behaviours with no improvement - Physical altercations between students - Bullying - Vandalism or theft	- Possible HoP or subject report - Possible 1–2-day internal suspension/reflection* - Restorative session - Counselling provision - Formal warning letter – KHDA statement - Accountability Log – Head of School	
Level 4	High Red Line Behaviour (B5) <i>Triggers immediate referral to MLT/SLT and BSS, full investigation, may lead to reflection, suspension, or exclusion.</i> Behaviours: - Dangerous or unsafe behaviours - Verbal or physical bullying (child-on-child abuse) - Discriminatory language or behaviour - Racist language or behaviour - Cyber bullying - Aggressive or threatening behaviour towards peers or staff - Having cigarettes/e-cigarettes or contraband on school premises - Use of mobile phone (X2 and above), refusal to hand mobile phone - Fighting, physically aggressive or threatening violence* - Theft or bringing in stolen items - Extortion - External truancy - Bringing the school into disrepute - Inappropriate touch - Substance use - Bringing a weapon into school	Response: - Immediate referral to SLT (Head of School) - Full investigation led by HOS - Parents contacted - Recorded officially 1–3-day external suspension - Formal warning letter – may lead to not being re-enrolled (KHDA informed) - Behaviour contract and Head of School Accountability Log - Parent meeting required before returning to school <i>Note: A B5 may trigger a Stage 1 letter, or further breaches escalating through Stages 2 to 5. Safeguarding procedures may also be initiated.</i>	Head of School / Principal
Level 5	Persistent Level 4 or extreme risk to safety Behaviours: - Deliberately endangering others - Possession or supply of illegal substances - Serious illegal activity	Response: - Final formal warning letter which may lead to not being re-enrolled into the next academic year - Managed move - Permanent exclusion	Principal / SRI Behavioural Cluster Panel

In some instances, the school may be required to involve outside agencies such as the Police, GEMS Education, the Dubai Foundation for Women and Children and the KHDA. This will only be actioned by the DSL or Principal depending on the nature of the issue. In any case, SRI will ensure that the students involved understand, and most importantly, learn from their experience.

Incident/Investigation Protocols

For high level incidents an investigation may need to occur. Investigations should be led by the Principal/Head of School who will direct Phase Leads to collect statements and isolate students if needed. Statements should be taken on school statement paper, and an incident report should be prepared on conclusion of the investigation.

SRI Behavioural Panel

The SRI Behaviour Panel is a team of Senior Leaders from SRI, and an external CEO/Principal from another GEMS School. When required, the SRI Panel will review specific behaviours, sanctions and support for students' families and the school community. The SRI Panel will ensure consistency in the school's approach and the follow-up and support for all parties involved. The SRI Panel will review cases before referring them to the KHDA.

Restorative Interventions for Students of Determination

At SRI, we recognise that students of determination—including those with Social, Emotional, and Mental Health (SEMH) needs—may display dysregulated behaviours as a result of their individual profiles. Our approach is rooted in compassion, equity, and the belief that all behaviour is a form of communication.

Inclusion Team-Led Restorative Interventions

- The Inclusion Team will lead and coordinate restorative interventions for students of determination who require additional support
- Restorative interventions will be adapted to the student's profile and may include:
 - Facilitated restorative conversations using accessible language, visuals, or alternative communication methods.
 - Use of sensory supports, safe spaces, and calming strategies before engaging in reflection.
 - Involvement of trusted adults or key workers to support emotional regulation and participation.
 - Flexible timing and environment for restorative sessions to ensure the student is ready to engage meaningfully.

Individualised Educational Plan (IEP)

- For students displaying persistent or significant dysregulated behaviours linked to their individual needs, an Individualised Educational Plan (IEP) will be

developed in collaboration with the Inclusion Team, class teachers, the student, and their family.

- The IEP will outline:
 - Specific triggers and early warning signs of dysregulation.
 - Personalised strategies and reasonable adjustments to prevent escalation.
 - Agreed restorative approaches and adaptations (e.g., alternative reflection sheets, breaks, or check-ins).
 - Roles and responsibilities of staff, the student, and family in supporting positive behaviour.
 - Regular review dates and success criteria to monitor progress and adapt support as needed.

Principles

- All restorative interventions and adaptations will uphold the dignity, voice, and agency of the student.
- The Inclusion Team will ensure staff are trained in trauma-informed and neurodiversity-affirming practices.
- The process will be collaborative, involving the student and their family wherever possible, and may include external specialists if required.
- The aim is to restore relationships, build self-regulation skills, and empower students to make positive choices.

8. Stakeholder Responsibilities

We expect students, staff and parents to work together to achieve the highest standards of behaviour within and beyond the school, per this policy document. We model and promote positive behaviour at every opportunity.

All staff will be equipped with Restore & Reflect lanyard questions, ensuring consistency in restorative conversations and reflection across the school. These questions serve as a standard tool for guiding students through the reflection and restoration process.

Students

- Demonstrate positive behaviour in line with the SRI Pioneer Charter and Values in Action, in person and online, with students, staff and our parent community;
- To support the school with its philosophy to promote the implementation of the Agency in Action Behaviour Framework

Parents

- Model positive behaviour in line with the SRI Pioneer Charter and Values in Action, in person and online, with students, staff and our parent community;
- To support the school with its philosophy to promote the implementation of the Agency in Action Behaviour Framework;
- Attend school events and meetings relating to their child's education;
- Read and sign the following contracts
 - The KHDA Parent Contract
 - The Student, Parent School Charter (See extract in appendix 1)

Class Teachers

- Display and celebrate the SRI Pioneer Charter and Values in Action in classrooms and educate students on what these qualities look like at each age and stage of Pre-Prep, Prep and Senior School;
- Model positive behaviour in line with the Behaviour Framework;
- Use Reflect & Restore discussions to facilitate student reflection and accountability.
- Use advanced behaviour management strategies and consistently implement the Accountability XP.
- Ensure that all teaching spaces display and celebrate the SRI Student Charter, Values in Action and pioneer elements.
- Engage in reflective and restorative conversations with students, parents and staff surrounding observed and documented behaviours.
- Refer ongoing concerns to their phase/curriculum/subject leader.
- Implement Accountability & Agency Log at prescribed stages of intervention which are supportive and restorative.
- Support any ongoing behaviour reports and provide intervention strategies for students in the classroom.

Tutors/Class Teachers

- Monitor student Praise XP and Accountability XP using ISAMs.
- Engage in reflective and restorative conversations with students, parents and staff surrounding observed and documented behaviours.
- Implement Accountability & Agency Log at prescribed stages of intervention, which are supportive and restorative.
- Log stages of intervention.
- Refer repeated concerns to their Phase Leader.

Phase Leaders & Subject Leaders

- Implement the school Agency in Action Behaviour Framework consistently in their subject/curriculum area by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Use Reflect & Restore discussions to facilitate student reflection and accountability.
- Monitor student Praise XP and Accountability XP using digital ecosystem, for their subject/curriculum area.
- Engage in reflective conversations with students, parents and staff surrounding observed and documented behaviours within their subject area.
- Implement a Log at prescribed stages of intervention which are supportive, positive and restorative.
- Log stages of intervention.
- Refer on-going concerns to their line manager to ensure they are aware and can support.

The Leadership Team

- Ensure the health, safety and welfare of all children in the school.
- Implement the school Agency in Action Behaviour Framework consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Use Reflect & Restore discussions to facilitate student reflection and accountability.
- Train staff with behaviour management techniques and strategies through continuous professional development;
- Deliver assemblies to remind both staff and students of our vision, aims and philosophy;
- Keep records of all reported negative behaviour points on digital ecosystem, implement and review the Accountability & Agency Logs and record stages of behaviour intervention;
- Report to and meet with parents when necessary;
- Review and Update the Agency in Action Behaviour Framework annually and share its contents with staff.

All staff should use the **iSAMS Wellbeing Manager programme** to record behavioural incidents, actions, concerns and communications with stakeholders.

Appendix 1 – Pioneer Charter

A regulation of student enrolment at SRI is that they agree to the *Agency in Action Framework* and agree to always comply with the rules and regulations for conduct. Below are extracts from the KHDA Parent Contract that are to be adhered to by all:

1. Abiding by the School's Behaviour Framework. This policy will cover expected behaviour during school times, extra-curricular activities, on school buses, school trips, students' participation in social media forums and when wearing the GEMS SRI uniform.
2. Ensuring the student comes to school dressed appropriately, following the appearance policy, and wearing all the necessary equipment.
3. Parents' level of participation and role model behaviour (involvement and responsibility) in their child's learning will affect his or her chances for re-enrolment the following year.
4. Understanding and upholding the school's policy states that continued tardiness, and absenteeism will be addressed within the Agency in Action: *Behaviour Framework* and will affect the students' chances of enrolment for the upcoming academic year.
5. The school will not accept bullying - please refer to the Anti-Bullying Policy.
6. The school will not accept any form of defamation or intentional harm practised in-person or through social media/online forums.

Appendix 2 – Behaviour Toolkit

Behaviour Toolkit for Staff – Summary

- Staff use frequent, specific praise and positive feedback (aim for a 5:1 ratio of positive to corrective interactions).
- GEMS values (Always Learning, One Team, Excellence, Care) are embedded in daily routines and rewards.
- Negative behaviour is managed through clear escalation: warnings, restorative reflection, and involvement of phase leaders or Head of School as needed.
- Reflection Time provides a calm space for students to regulate emotions before restorative conversations.
- Staff use standard Restore & Reflect questions to guide students in understanding and improving their behaviour.

Positive Behaviour Model

A toolkit for nurturing positive behaviour

Why Positive Praise Matters

Consistent, specific and sincere praise helps build a positive classroom environment, boosts student confidence and encourages the repetition of 'good' choices and behaviors. It's a simple but powerful tool for fostering a culture of excellence and belonging.

Intrinsic Motivation

Intrinsic motivation in children refers to their natural desire to explore, learn and succeed driven by curiosity and enjoyment rather than just external rewards. When educators provide opportunities for choice, celebrate effort and create engaging, play-based learning experiences, learners are more likely to develop a love for learning that lasts. Encouraging questions, exploration and self-expression helps build confidence and internal satisfaction, which are key to nurturing lifelong motivation.

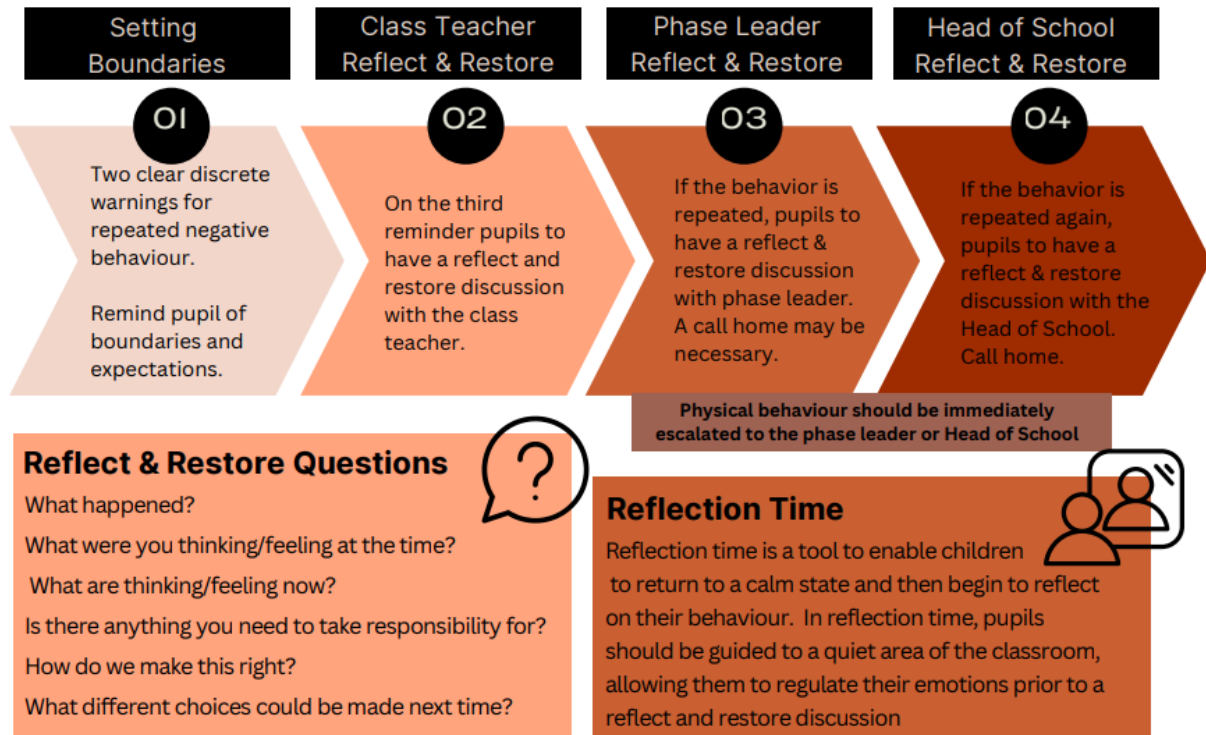
Role of the Staff Member

The staff members role is to guide, encourage and recognise each student's strengths, creating a positive environment where everyone feels valued and motivated to succeed. Through consistent praise and support, teachers help students grow academically and personally.

- Use Praise Frequently: Notice and acknowledge positive behaviors in every lesson.
- Be Specific: Replace "Good job" with "I noticed you helped your classmate. That was thoughtful, thank you."
- Personalise: Refer to the student's unique contribution.
- Balance Feedback: Keep a high ratio of positive to corrective feedback.
- Non-verbal Praise: Smile, thumbs up, positive facial expressions.



Negative Behaviour Flow Chart



Reflection Time

A Supportive Strategy for Emotional Regulation and Behaviour Reflection

Purpose

Reflection Time is a structured approach designed to help children return to a calm and regulated state following a behavioural incident. Once calm, they are gently guided to reflect on their actions, understand their impact and consider better choices for the future.

Role of the Staff Member

Guide the pupil calmly to the reflection area using neutral language. For example: "Let's take a moment to reflect so we can feel calm."

Allow the pupil time to regulate themselves before initiating any discussion. Use calming techniques such as: Breathing exercises, watching a sand timer or listening to soft music or nature sounds (if appropriate).

Facilitate a reflect and restore conversation before reintegrating the child

Reflection Environment

Choose a quiet, low-stimulation area of the classroom, ideally away from busy zones like play areas or doorways.
 Equip the child with:

- A comfortable chair or cushion.
- A small table or clipboard for drawing or writing.
- Calming sensory items (e.g., soft toys, fidget tools, sand timers).
- Visual aids such as emotion charts, behaviour prompts or calming strategies posters.

Reflect, Restore & Reintegrate

Once the child is calm, use reflect and restore open-ended questions to prompt reflection discussion. After each question, allow 10 seconds for a response.

After reflection, support the child in rejoining the group positively. Reinforce their ability to make good choices and acknowledge their effort to reflect.



Appendix 3 – Reflection Sheets

Reflection sheets are designed to encourage independent reflection and help children take responsibility for their actions. They support students in understanding the impact of their choices and guide them in restoring relationships or situations. The sheets are differentiated to ensure they are developmentally appropriate for each age group.





Reflection Sheet



Every choice you make shapes who you are.
Take a moment to think, learn and grow.

Name: _____		Date: _____	
What choices did you make today? Who was impacted?			
3 good choices you have made today:		What did you find challenging today?	
* _____ * _____ * _____		 	
How did you feel when it happened?			
			
Reflect on your choices. How can you improve? What action should you take now? What can you do to restore the impact of your actions? What will you do better next time?			
 _____ _____ _____ _____ _____			



ALWAYS
LEARNING



ONE
TEAM



EXCELLENCE



CARE





Reflection Sheet

Every choice you make shapes who you are.
Take a moment to reflect on your actions



What happened? What were you thinking/feeling at the time?

Who was affected by your actions and how?

How do you feel about it now? What could you have done differently?

What could you do to make things right and restore any harm caused? How can you improve in future?



Appendix 4 – Reflect & Restore Questions



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REFLECT & RESTORE



What happened?

What were you thinking/feeling at the time?

What are thinking/feeling now?

Is there anything you need to take responsibility for?

How do we make this right?

What different choices could be made next time?

Appendix 5 – Staged Interventions

Negative points will be monitored on a weekly basis by the Class teacher and Form Tutor. They will be reset for each term in school. The leadership team will regularly review Culture of Excellence System, and associated Logs to ensure consistent tracking, timely intervention, and meaningful student support is given to students.

Negative Points Response Chart

Accumulation of Negative Points	Monitored By	Support for Student	Parent Communication
5	Class Teacher (CT) / Tutor (T)	A reflective and restorative conversation with CT/T helps students reflect on negative points and the situations in which they were awarded.	CT/T will communicate with parents via email, phone, or ecosystem to inform them of the supportive conversation and the next steps
10	Class Teacher (CT) / Tutor (T)	A reflective and restorative conversation with CT/T helps students reflect on negative points and the situations in which they were awarded. A visual reminder to students of positive behaviour targets and SRI Pioneer Charter.	CT/T will communicate with parents via email, phone, or ecosystem to inform them of the supportive conversation and the next steps

Accumulation of Negative Points	Monitored By	Support for Student	Parent Communication
15	Phase Leader (PL)	A reflective and restorative conversation with the PL helps students reflect on their behaviour points. Students are reminded that accumulating 25 behaviour points will lead to a PL Accountability & Agency Log.	PL to communicate with parents via email/phone to inform them of the supportive conversation and next steps.
20	Phase Leader (PL)	An internal reflection with PL, accompanied by a two-week Accountability & Agency Log with PL, is used as a visual reminder to students of positive behaviour targets and the SRI Pioneer Charter.	Parents sign the Accountability & Agency Log and celebrate their child's success daily.
30	Head of School (HOS)	A reflective and restorative conversation with HOS accompanied by an Accountability & Agency Log with HOS for one week, is used as a visual reminder to students of positive behaviour targets and the SRI Pioneer Charter.	HOS to communicate with parents via email/phone to inform them of the supportive conversation and next steps.
40	Head of School (HOS)	An internal reflection with HOS, accompanied by an Accountability & Agency Log with HOS for two weeks, is used as a visual reminder to students of positive behaviour targets and the SRI Pioneer Charter.	Parents sign the Accountability & Agency Log and celebrate the success of their child daily.
50	Principal (P) or Vice Principal (VP)	A reflective conversation with the P or VP helps students reflect on behaviour points. accompanied by an Accountability & Agency Log with VP or P for two weeks. An internal reflection with P or VP accompanied	VP or P will communicate with parents via email or phone to inform them of the supportive conversation and the next steps. Parents sign the Accountability & Agency Log and celebrate the

Accumulation of Negative Points	Monitored By	Support for Student	Parent Communication
			success of their child daily.

Appendix 6 – Acceptable Use of ICT

ICT and Devices

- Devices are kept covered/locked at the start of the lesson and are not opened/unlocked until direction from the teacher.
- They are not used during Tutor Time, break or lunchtime without direction from the teacher.
- During transition time in between lessons, devices should be away in bags or locked, closed and carried in school. Devices should not be used when walking around the school building.
- Students do not use instant messaging during the school day without supervision from a teacher and for a specific purpose.
- Consequences for inappropriate use:
 - Reminder - verbal reminder of policy
 - Action - removal of device for the lesson (if deemed necessary)
 - Next step - Accountability XP, communication with parent, devices removed for the day (if deemed necessary)
- Mobile telephones/smartwatches/Airpods will be removed at the action stage if needed.
- Please also reference the BYOD policy and Devices used in Learning and Teaching Policy

SEE SEPARATE STATEMENT AND INCIDENT FORMS FOR INVESTIGATION PURPOSES

