

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

### GFM Behaviour Policy

#### **Ethos and Core Beliefs**

The ethos of GFM is expressed through the school’s Mission and Vision Statement which underpins all policies and practices within the school. Our Core Pillars outline the responsibility for everyone at GFM to:

- Help each other to Grow
- Help each other to Flourish
- Help cultivate an ethos of Mindfulness

The GFM Way defines how we do things here at GFM. We are very clear about our vision of the culture and character that we expect from our students and staff alike, and this approach underpins everything that we do. The GFM Way matters. What we stand for matters. Our values are the essence of our identity. The GFM Way guides us in the way we act (behave), speak, work and behave together. All staff, students and parents have a vital role in perpetuating The GFM Way.

Our Values define who we are, what we stand for, and how we behave – we call this The GFM Way. The GFM Way came from our people. What does The GFM Way mean in practice? When working with our students, parents and colleagues we...

<b>Our Vision</b>	<b>Grow Flourish Mindful</b>		
<b>Our Mission</b>	‘To empower <b>people</b> to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.’		
<b>Core pillars</b>	<i>Help each other to <b>Grow</b></i>	<i>Help each other to <b>Flourish</b></i>	<i>Help cultivate an ethos of <b>Mindfulness</b></i>
<b>Values &amp; Behaviour</b>	<b>Digital Transformation</b>		
	<ul style="list-style-type: none"> <li>• <b>High expectations, aspirations, excellence and a belief that all can succeed</b></li> <li>• <b>Innovation &amp; risk taking</b></li> <li>• <b>Lead by example</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate <b>respect</b> for themselves and every other member of the community.</li> <li>• Safe and inspiring <b>learning environment</b></li> <li>• Celebrate equality, diversity and <b>inclusion</b></li> </ul>	<ul style="list-style-type: none"> <li>• Act to <b>support</b> each other to be successful</li> <li>• <b>Collaborate</b> and work together in teams</li> <li>• Trusting, <b>caring &amp; honest</b> relationships</li> </ul>

#### **GFM’s behaviour policy aims to:**

- Reflect the values and beliefs of The GFMWay
- Set out the framework for rewarding good behaviour and the procedures to be followed and sanctions to be applied should behaviour not meet the GFM standard.

#### **Vision**

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### The Objectives of the GFM Behaviour Policy are to:

- Reinforce the learning of appropriate behaviour
- Encourage student independence and self-regulation of behaviour
- Encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- Ensure that where behaviour does not meet the GFM standards, procedures are followed, and sanctions are applied fairly and consistently
- Celebrate equality, diversity, and inclusion by understanding each child's needs

### Behaviour expectations

We expect all students to adhere to the values and beliefs of The GFM Way. We also expect our students to:

- Listen to the teacher and others
- Do not distract the learning of others
- Follow the teacher's instructions the first time
- Respect others and the environment
- To stay on task

### Use of Mobile Phones

This is not permitted to be used in school, on school premises during the school day. It should be turned off and kept away within their bag. The school is **NOT** responsible for any damage, loss or theft of students' mobile phones. If this happens for a second time, it will be confiscated, and parents will be asked to collect it at the end of the day. Students that forget their laptop/IPAD cannot use their phones to access Teams or study. Students should not keep their phones or any devices in the lockers. The school is **NOT** liable for any damage caused to confiscated material. Furthermore, in signing the KHDA Parent-School contract, stakeholders agree to abide by school policies.

### Investigation of an Incident

The school has the authority to conduct investigations into incidents of poor behaviour to ensure a safe, respectful, and orderly learning environment. Investigations allow the school to establish the facts, provide students with an opportunity to share their perspective, and apply appropriate consequences in line with the behaviour policy. During an investigation, students may be asked to provide written or verbal statements. Depending on the nature of the incident, staff may also review CCTV footage. Where necessary, students may be placed elsewhere out of lessons whilst the investigation is ongoing, allowing the school to complete a fair and thorough process.

### Searching of students bags and lockers

#### **Vision**

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If there is a health and safety, or safeguarding concern during the investigation into an incident. Student bags or lockers may need to be checked. This will always be done with two adults in the room.

### Primary Appendices

#### Appendix 1: Phase 1

During the induction period, children are introduced to the ‘Burj Khalifa Race’; a visual representation of praise and positive behavior. Positive behaviour will be reinforced through the hygge approach. Positive reinforcement of good behaviour will teach children to be proud of their learning achievements as well as enabling them to recognize their own positive behaviors and of their peers. During the first few weeks of school this approach is continually reinforced. Where sanctions are used children are reminded their choice has a consequence.

#### Phase 1 Escalation- Self- regulation Framework

FS Self-Regulation Process				
Regulation 1	Regulation 2	Consequence 1	Consequence 2	Consequence 3
Low-Level Disruption	Low-Level Disruption	Low-Level Disruption	Unsafe Behaviour	Physical Abuse
<b>Action</b>	<b>Action</b>	<b>Action</b>	<b>Action</b>	<b>Action</b>
Talk to the child using blank level questioning in a quiet area. 'What has happened?'	Ask the child how they are feeling using self-regulation mirror/pictures areas, do not ask the child to look at you (in some cultures this is perceived as rude)	Visiting a buddy class for self-regulation time. Explain to the child why they are going there and how long they are there for.	Visiting HOY room. Explain to the child why they are going there and how long they are there for.	Visiting AHT/DHT. Explain to the child why they are going there.

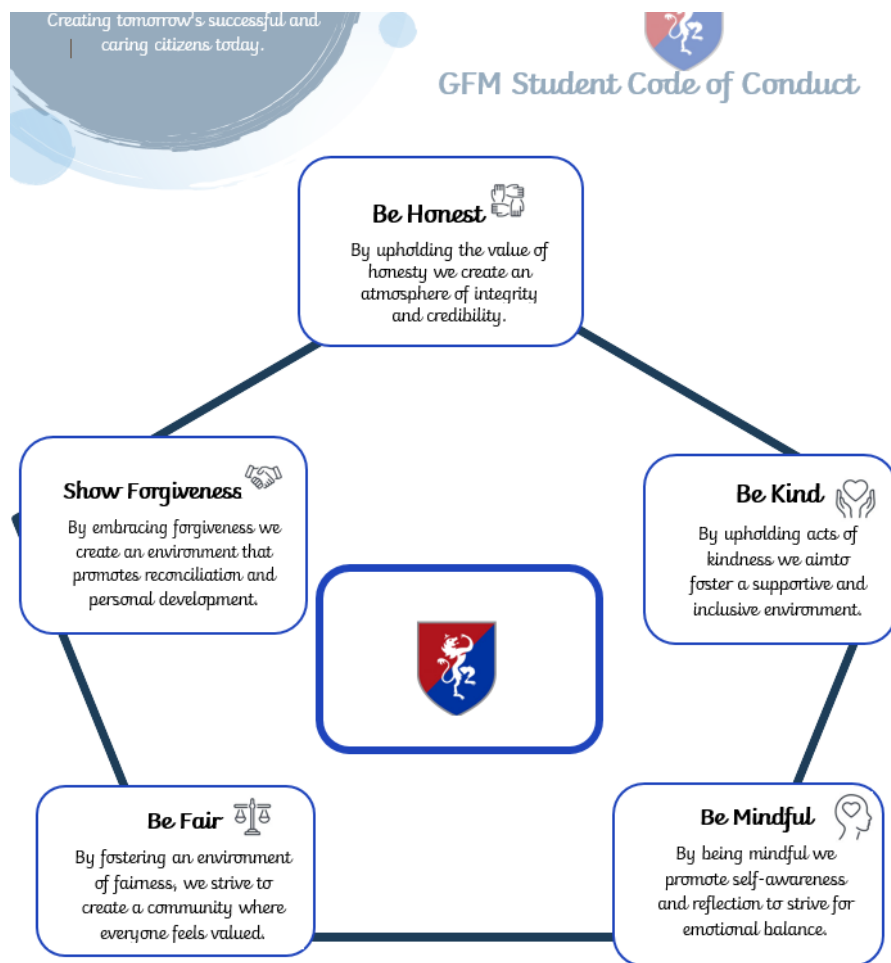
#### Vision

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## Appendix 2: Phase 2

During the induction period, students are introduced to our student code of conduct which embeds and promotes Islamic Values in making good behavioural choices. Our high expectations are reinforced, and teachers repeatedly use the language of good choice and wrong choice. To succeed, students should be praised and enjoy their own positive behavior in school and society. Positive reinforcement will teach children to be proud of their learning achievements as well as enabling them to recognize their own positive behaviors and of their peers.

### Phase 2 Student code of conduct



### Classroom management non-negotiables

- Each classroom must have a visible behaviour chart to allow children to regulate their behaviour.
- Each classroom must display student code of conduct.

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## Phase 2 Escalation Framework

Primary Consequence Escalation						
Warning/Regulation	Consequence 1	Consequence 2	Consequence 3	Consequence 4	Consequence 5	Consequence 6
Low level disruption Getting out of chairs and moving around classroom	Shouting in Lessons Ipad Misusage Taking peer's items Damage to another child's property Ignoring teacher instructions Name calling Low Level disruption	Unsafe physical behaviour Inappropriate language- In Arabic and English Significant damage to school property Inappropriate use of technology Verbal abuse to another staff/ student Deliberate unkind behaviour Deliberate unkind cyber behaviour	First instance of truanting Significant damage to other student property Stealing Intentional Physical abuse with no injury Racism Highly inappropriate language or behaviour (inclusive of cultural disrespect) Bullying (perpetual) Dangerous/ high Risk Behaviour	Physical fight resulting in injury. Causing injury or serious harm to another student. Repeated acts of truancy Perpetual cyber bullying Repeated acts of racism Repeated highly inappropriate language Repeated Acts of Consequence 3	Repeated Consequence 4	Substance abuse Extreme physical abuse Extreme cyber bullying
<b>Action :</b> Class Teacher- Specialist teacher if offence happens in specialist lesson	<b>Action:</b> Class teacher Specialist teacher if the offence happens in specialist lesson	<b>Action:</b> Class teacher /Specialist teacher	<b>Action:</b> 1) Teacher present at time of incidence to investigate using statement forms 2) Inform Head of Department 3)Teacher to contact to parents	<b>Action:</b> Assistant Head Teacher. SDHT/HoS informed	<b>Action:</b> Deputy Head Teacher. SDHT/HoS to support	<b>Action:</b> SDHT/HoS and VP
Reminder of positive behavior required	Reflection Sheet to be completed by students at break time.	Implement Restorative Justice - complete booklet during break time.	<b>Half Day Internal Exclusion</b> (and Behaviour Chart where necessary) Parents informed via phone call	<b>Full Day Internal Exclusion</b> Removal of privileges including Pink Pass/ School Trips/ Residential/ Extra-curricular days/ leadership opportunities.	One day external exclusion	Permanent expulsion
Reflection on student code of conduct		Parents informed via phone call	Behaviour pack completed	Parents informed See counsellor and return to class meeting with AHT. Behaviour plan for one week <b>must</b> be carried out before another internal exclusion can be given.	Parents informed KHDA informed	Parents and KHDA informed
<b>Escalation - Repeated offence in same consequence category</b>						
<b>If repeated C1</b>	1. Parents to be informed via email if more than five C1s have been recorded per half term. 2. Phone call to parents 3. Invite parents in for Face to Face meeting 4. Invite parents and HOY for meeting					
<b>If repeated C2</b>	1. Parents to be informed via email if more than two C2s have been recorded per half term. 2. Invite parents in for Face to Face meeting 3. Invite parents and HOY for meeting 4. HOY to liaise with AHT for support					
<b>If Repeated C3</b>	If C3 occurs more than once, go to C4 actions. There must be at least one week inbetween exclusions to allow time for restorative justice impact.					

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## Secondary Appendices

### Appendix One- Secondary Rewards breakdown

#### All Year Groups

- Daily:
  - House points in lessons
- Weekly:
  - Student of the Week (Core Value of the Week)
- Half Termly:
  - Punctuality and Attendance Certificates
  - Subject Praise Postcards
- Termly:
  - Celebration Assemblies
  - Principal's Breakfast
  - GFM ACE Event
- Yearly:
  - The Founders Fellowship Scholarships & Awards
  - Sheikha Fatima Award (Female Only)
  - Rewards Trips

### Secondary House points rewards breakdown

Number of points	Rewards
200	Form Tutor Certificate and Badge
250	Head of Year Certificate and Badge
300	Head of Secondary Certificate and Badge
400	Vice Principal Certificate and Badge
500+	Principal Certificate and Badge

### Secondary Lesson sanction overview

Stage	Behaviour issue	Sanction
Reminder	1 <sup>st</sup> instance of unsatisfactory behaviour	Start of lesson house point removed on GO4Schools
Warning	2 <sup>nd</sup> instance of unsatisfactory behaviour	One Improvement point issued on GO4Schools
Detention	3 <sup>rd</sup> instance of unsatisfactory behaviour	Two Improvement points issued on GO4Schools
Lesson removal	Continuous unsatisfactory behaviour	Three Improvement points issued on GO4Schools and student removed from the lesson by a member of the leadership team

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## Appendix two

### Secondary Serious Behaviour Incident- Level 1

Sanction: Internal Exclusion and a warning letter

- Truancy from a lesson or intentionally missing a lesson for 15 minutes or more
- Repeated failure to attend school detentions
- Searching inappropriate material on a chromebook device
- Inappropriate behaviour on the school stairways
- Selling of sweets/drinks/cards/games on the school ground
- Unsafe behaviour in a toilet
- More than one student in a toilet cubicle at any given time
- Inappropriate physical contact

### Secondary Serious Behaviour Incident – Level 2

Sanction: External Exclusion and a warning letter

- Graffiti or damaging of school property
- Aggressive behaviour
- Insight violence between other students
- Theft/arson/vandalism Bringing an illegal item into school without intent
- Inappropriate gender contact/abuse.
- Racial/gender harassment
- Spitting at another student
- Sexual contact with another student
- Fighting
- Bringing alcohol or drugs to school
- CSE-Child sexual exploitation
- Threatened violence
- Intimidation of a student or member of staff
- Carrying a weapon
- Pulling down the pants of another student
- Illegal substances related offence.
- Making social media videos of staff and/or students Grooming of younger students
- Dropping of items on the stairwell
- Damaging the school reputation inside/outside of the school
- Physical aggression towards a member of staff
- Bullying or cyber-bullying
- Vaping/e-cigarettes, including selling/intending to sell
- Pornography or possession/sharing of illicit material
- Academic malpractice in internal or external exams

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## Whole school Appendix: GFM Student Toilet Use

### Rationale

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

### Aims

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

### Roles & Responsibilities

#### Responsibility of the school:

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

#### Responsibility of the students

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

#### Responsibility of the parents

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

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