

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...

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

#### GFM’s behaviour policy aims to:

- Reflect the values and beliefs of The GFM Way
- 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. If a student has their phone out it will be confiscated, and parents will be asked to collect it at the end of the day. The school is **NOT** responsible for any damage, loss or theft of students' mobile phones. 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

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.

## Vision

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## Primary Appendices

### Appendix 1: Foundation

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.

### Foundation Stage Escalation- Self- regulation Framework

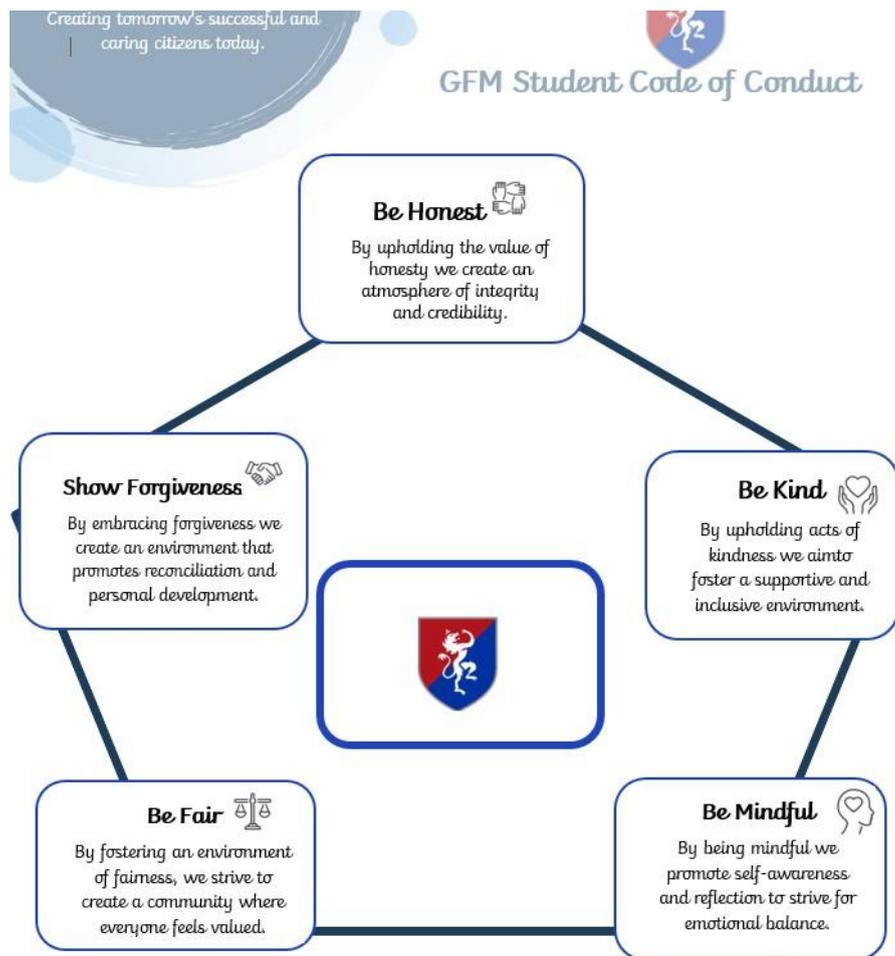
FS Self-Regulation Process				
Regulation 1	Regulation 2	Consequence 1	Consequence 2	Consequence 3
Low-Level Disruption	Low-Level Disruption	Low-Level Disruption	Unsafe Behaviour	Physical Abuse
Action	Action	Action	Action	Action
Talk to the child using blank level questioning in a quiet area. 'What has 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.

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## Appendix 2: Primary Code of Conduct

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.



### 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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**Appendix 3: Primary 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 Misuage 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 Repeated Low Level disruption	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 Repeated Low Level disruption	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 Low Level disruption	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 4) Senior leaders to complete GFM investigation report and upload to G4S. 5) Report to be discussed in Patsoral LMM. 6) statements to be kept in DHT pastoral file.	<b>Action:</b> Assistant Head Teacher completes Investigation Report and reviewed by DH.  SDHT/HoS informed and approve consequence after reviewing Investigation Report	<b>Action:</b> Deputy Head Teacher, SDHT/HoS to support and approve after reviewing Investigation Report	<b>Action:</b> SDHT/HoS and VP
Reminder of positive behavior required  Reflection on student code of conduct	Reflection Sheet to be completed by students at break time.	Implement Restorative Justice - complete booklet during break time.  Parents informed via phone call	<b>Half Day Internal Exclusion</b> (and Behaviour Chart where necessary) Parents informed via phone call  Behaviour pack completed	<b>Full Day Internal Exclusion</b> Removal of privileges including Pink Pass/ School Trips/ Residential/ Extra-curricular days/ leadership opportunities.  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.	<b>One day external exclusion</b>  Parents informed KHDA informed	<b>Permanent expulsion</b>  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.					

**Vision**

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**Appendix 4: Primary Reward Systems**

 <b>Primary Rewards Systems</b>				
		<b>House points and dojos</b>	<b>How to receive:</b> <b>In class</b> <ul style="list-style-type: none"> <li>• Be polite (Open doors, tidy the class)</li> <li>• Be Mindful (Ask peers if they need help)</li> <li>• Be respectful (Always follow class rules)</li> </ul> <b>In Learning</b> <ul style="list-style-type: none"> <li>• Explain your answers</li> <li>• Meet the Learning Objective and beyond</li> <li>• Neat presentation of work</li> </ul>	<b>Celebrated:</b> Every Friday All points are added to a team total End of Term treat for Highest house.
		<b>GEM of the Lesson</b>	<b>How to receive:</b> Demonstrate GFM way code of conduct Positive Behaviour Choices and demonstrate <ul style="list-style-type: none"> <li>• Honesty</li> <li>• Kindness</li> <li>• Mindfulness</li> <li>• Forgiveness</li> <li>• Being Fair</li> </ul>	<b>Celebrated:</b> Daily During lessons Students can take a GEM home.
		<b>GFM value Certificates</b>	<b>How to receive:</b> Demonstrate at least one GFM value code of conduct all week <b>In learning</b> <ul style="list-style-type: none"> <li>• In lessons</li> <li>• In homework</li> <li>• Towards others</li> </ul>	<b>Celebrated:</b> Every Wednesday during Assemblies Students are given a certificate to take home.

**Appendix 5: Primary House Point System**

Grow ◦ Flourish ◦ Mindful

# House Points

Can you earn points for your house?

<div style="background-color: red; color: white; padding: 10px; border-radius: 15px;"> <p><b>1 Point</b></p> <p><b>LESSON</b></p> <p>Showing...</p> <ul style="list-style-type: none"> <li>1-Respect</li> <li>1-Honesty</li> <li>1-Kindness</li> <li>1-Fairness</li> <li>1-Mindfulness</li> <li>1-Hardwork</li> </ul> <p><b>GROW</b></p> </div>	<div style="background-color: blue; color: white; padding: 10px; border-radius: 15px;"> <p><b>2 Points</b></p> <p><b>DAILY</b></p> <p>Demonstrating ..</p> <ul style="list-style-type: none"> <li>2-Respect</li> <li>2-Honesty</li> <li>2-Kindness</li> <li>2-Fairness</li> <li>2-Mindfulness</li> <li>2-Hardwork</li> </ul> <p><b>FLOURISH</b></p> </div>	<div style="background-color: grey; color: white; padding: 10px; border-radius: 15px;"> <p><b>3 Points</b></p> <p><b>WEEKLY</b></p> <p>Consistently...</p> <ul style="list-style-type: none"> <li>3-Respectful</li> <li>3-Honest</li> <li>3-Kind</li> <li>3-Fair</li> <li>3-Mindful</li> <li>3-Hardwork</li> </ul> <p><b>MINDFUL</b></p> </div>	<div style="background-color: green; color: white; padding: 10px; border-radius: 15px;"> <p><b>6 Points</b></p> <p><b>EXCEPTIONAL STANDARD</b></p> <p>Growing, Flourishing and being Mindful inside or outside of school i.e</p> <ul style="list-style-type: none"> <li>• Extended research project</li> <li>• Helpful to others over time</li> <li>• Representing the school for an ECA or Musical event</li> </ul> <p><b>GFM</b></p> </div>
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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 C 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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## Appendix three

### Secondary Warning Letters

A warning letter will be issued alongside an internal or external exclusion for serious behaviour incidents. As per the KHDA guidance, three warning letters will result in a student's re-enrollment being blocked for the next academic year. Warning letters are recorded on GO4Schools, and a copy of the warning letter will be issued to the parent.

### Secondary Undertaking contracts

Students that receive 2 Warning letters or one for a serious safeguarding incident can be put on an Undertaking Contract. The Undertaking contract will be signed by the student, parent, and can include the Head of Behaviour, HOS, Vice Principal and Principal. The aim of the contract is to ensure the parent is aware that any other Warning Letter their student subsequently is issued can lead to their re-enrollment being blocked for the next academic year.

### Behaviour intervention for secondary students

Following a behaviour incident, exclusion, or persistent patterns of poor behaviour, the school may implement the following interventions. This list is not exhaustive.

- Parent meeting
- Form tutor/Head of Year/ Senior Leader Report
- Behaviour Support Plan put in place for the student, monitored by SSLT
- PSM 1-2-1
- Assigned student mentor
- Change of Form class to give the student a fresh start
- Behaviour Counselling
- Undertaking contract from a second exclusion
- Student or parent restorative meetings organised by the school

### Reasonable adjustments

While this behaviour curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must always be applied to the diverse group of students we teach.

### *Vision*

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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 s 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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