

## Student Code of Conduct and Behaviour Policy

**Vision:** Grow - Flourish - Achieve

**Mission:** Growing Flourishing Achievers through innovative and sustainable learning environment that fosters academic excellence with holistic development.

*"No matter how educated, talented, rich, or cool you believe you are how you treat people tells all. Integrity is everything. Integrity is doing the right thing no matter who is watching. "*

At GEMS Founders School Masdar City (GFA) we value and respect one another, irrespective of age, gender, culture, religious beliefs, or nationality. This is in accordance with the Ministerial Resolution No. (851) of 2018 Concerning Students' Management. This policy is also in line with ADEK's regulations and procedures for behaviour Management.

### Introduction

This policy underpins the principles, aims and strategies for promoting best behaviour at GFA. It is based on the rights and responsibilities of all members of the school community – students, staff, and parents – to provide a safe, positive, and cohesive learning environment and community. Our student safety and well-being underlie everything we do.

This is a summary document which references the GEMS student Code of Conduct Policy. Its fair and consistent implementation is the responsibility of **all** staff.

This policy applies to all students:

- In school
- Travelling to and from school
- On all school-based educational visits and activities
- When representing or commenting on the school in any capacity

### 1. Aims

The establishment and promotion of the principles and practices of positive and exemplary behaviour are key to creating effective and productive learning environments for all the students and at all stages of their education; therefore, this policy aims to achieve the following objectives:

- Contribute to strengthening the core values of the UAE society and GFA.
- Elevate positive behaviours amongst students within the school community.
- Promote positive and exemplary behaviours through frequent, regular, and consistent reward, encouragement, and care at all times, and through minimising behavioural offences by the best possible educational means.
- Identify the characteristics of shared social responsibility by clarifying the roles and responsibilities of all those concerned to uphold the principles of justice, transparency and accountability.
- Achieve balance in the roles and responsibilities within the school community to ensure the implementation of the student behaviour management policy in a clear, flexible, and fair way.



- Promote the principle of holistic education based on the equality and harmony of the cognitive, personal, and social attributes that constitute the characteristics of each learner.
- Create an adequate learning environment that is suitable for all students, including people with determination, and school staff to exercise their roles to achieve the objectives of the educational process.
- Familiarise students and their parents with their rights and duties, policies and instructions on behaviour and the importance of complying with these in a manner that achieves self-discipline and enhances their awareness of the UAE society's values and heritage. As well as those values of other neighbouring communities, and their social responsibility towards the current issues, their environment, surroundings, and the sustainability of their future.
- Provide a reference to the standards and procedures to be invoked and adopted while dealing with the behaviour of students that is in line with school values and policies.
- Provide reintegration services and programmes appropriate to the student's behavioural and educational needs to reintegrate him/her into the school community.

## **2. Roles and Responsibilities**

### **Managerial Responsibility:**

The school Leadership and Senior Management is responsible for ensuring that a fair and effective Code of Behaviour and Discipline that includes rules, ways of encouraging and affirming student efforts, rewards, penalties, and implementation of procedures, be developed, and implemented with the participation of all the stakeholders of the institution.

### **Staff Responsibility:**

Staff will take every opportunity to raise students' awareness and understanding of the many issues related to behaviour and discipline through effective use of assemblies, student leadership initiatives, values, education, Moral Education, and an all-pervading strand of social, moral, and spiritual development in our teaching. School staff should always consider themselves responsible for the behaviour of students within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour. These incidents should be recorded. It is essential for staff to adhere to the policy consistently always. Any uncertainties should prompt them to seek guidance from a senior member of staff.

### **Parental Responsibility:**

Parents should provide a conducive home environment as it plays a crucial role in shaping attitudes that produce good behaviour in schools. It is therefore important that parents should be aware of the aims, values, and the nature of expected behaviour of the school. Parents should support the school in all actions taken and act in a calm manner.

**Student Responsibility:**

Students should apply themselves to the learning and application of real-life enhancing skills such as self-control, conflict management, problem-solving, decision-making, and effective intra- /inter-personal communication. They should also learn to appreciate that offensive behaviour has its consequences. They should live out the school values in all areas of their lives.

**3. Attitudes and Behaviour**

The cornerstones of standards of students' behaviour are respect for oneself, respect for others, respect for the school and local community, and respect for the environment.

GEMS Founders School Masdar City strives to offer all their students a physically and emotionally safe environment in which they can achieve their full academic and personal potential.

For schools to achieve this objective, the responsibilities of students and parents include:

- Abiding by the school's behaviour policy. This policy will cover the expected code of behaviour during school times, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums. This includes any trips nationally and internationally.
- Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.

**Acceptable Behaviour**

Positive behaviours, effort and success will be actively acknowledged, celebrated, communicated, and rewarded both in and out of the school through a variety of ways, from House points, verbal praise, certificates, Role Models of the Week, Term and Year recognition.

**A Positive Reward Scheme**

There is a legitimate expectation that 'virtue is its own reward'. Adherence to the school's expectations should not be something for which students should expect to be constantly rewarded. Having said that, we all respond to praise and recognition, and it is important that achievement and good behaviour be rewarded and staff should take every opportunity to praise students.

The school House points system allows for the awarding of House Points. Staff are encouraged to use them, and they should be awarded for:

- Expected behaviour
- Exceptional effort
- Excellent or improved behaviour
- Volunteering
- For outstanding individual pieces of work or contributions in class.
- The number of House Points per student is recorded, and the students in the House with the greatest total at the end of the term/year will be rewarded.

**Reinforcing Positive Behaviour**



- Giving praise and positive feedback, verbal and written
- Awards linked to the school's reward system –house points/GEM Awards
- Subject, effort and improvement awards at celebration events
- Celebration assemblies
- Positive emails/phone calls to parents/guardians from class teachers, lead, and subject teachers and SLT
- Extension of school privileges, including trips and award days
- Newsletters
- School student leadership roles

### **Assemblies**

Assemblies are an essential communication tool. The goal of a successful assembly is to contribute to the development and maintenance of a quality environment for all students that will enable them to enjoy their daily collective experience.

### **Travel on school buses - See Bus Behaviour Policy**

While travelling on a school bus, students must behave in an orderly and respectful manner. The school has the right to issue bus bans in accordance with the Bus Policy and guidelines. Whilst we appreciate that this affects parents and is an inconvenience, it is not fair to the health and safety of all others travelling on the bus, therefore we will not tolerate such behaviour, and we therefore parents are to acknowledge these policies and procedures.

### **Changing classes between lessons**

When it is necessary to move between lessons this should be done quickly and quietly. No lingering should be allowed. Where a system of student-based classes is in use, teachers and class leaders should ensure that the class group is not left unsupervised for any length of time. Students are expected to always abide by the school rules.

### **Organised excursions**

Educational visits, field trips and seminars which are authorised and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. Students are expected to attend these activities. While on such excursions, students are to consider themselves as guests and ambassadors of their school. Students must treat teachers, helpers and guides with respect and courtesy. Schools are required to notify parents and obtain their written consent in advance.

### **Property**

Students are expected to respect all school property including furniture, buildings, books, materials, and equipment. Students have an important role to play in ensuring that the physical environment is kept clean and attractive.

### **Break time**

Students are expected to leave the classrooms during the break and keep the school premises eco-friendly by disposing of any rubbish appropriately.

### **Behaviour in common areas**

While in the library, in the laboratories, study areas, canteen, sports grounds and other common areas, students are expected to behave well as they would in class. Standards of behaviour and hygiene in toilets must be ensured.



### **Whole school expectations for moving around the school**

- Walking on the left
- Walking quietly
- Walking in an orderly manner
- Being respectful of others by exemplifying the best of manners

### **Unacceptable behaviour- This is in line with the MOE and ADEK's regulations and procedures.**

Given that students have a right to be in an orderly and safe learning environment, they are expected to behave, both inside and outside the school premises as well as on school buses, in a friendly and orderly manner and to show respect for all persons and property. Behaviour is considered inappropriate if it is not in-keeping with the culture of the GFA Behaviour Policy or Home-School Agreement. Not following a school policy or meeting an expectation is classed as inappropriate behaviour.

Unacceptable behaviour in such contexts includes some examples below:

- using any means of communication for purposes not related to education
- not following instructions
- disrupting the class
- shouting
- leaving the class without permission
- showing disrespect for teachers and other students
- lingering, failure to do work to the best of one's ability
- fighting
- using inappropriate language
- playing rough
- throwing objects at others
- bullying
- vandalism
- any behaviour that is against the values and morals of the school and the UAE

## **4. Bullying and interpersonal abuse**

### **The school has a zero-tolerance policy for bullying in all its forms.**

All students have a right to learn in a safe environment without fear. Bullying can undermine and even prevent students from progressing academically and socially and it can have lifelong negative consequences for both the victim and the bully.

- Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. All students involved in bullying will be disciplined and receive appropriate counseling and support from the school, whether the bullying is physical, social, conducted in cyber space, or verbal. In more serious cases, the matter will be referred to ADEK for ratification.
- Students should receive education and training to understand who to approach when they have concerns. They should also be taught about online safety and how to protect themselves on social media platforms.



Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums.

- Parents and students in all year levels using any social media forum must, always, demonstrate respect for the members of the school community (including all students and personnel)
- Parents and students must not breach confidentiality, defame, or make threats to any person in the school community.

## **5. Behaviour Management Strategies**

The school will implement a range of strategies to promote positive behaviour and minimise the occurrence of unacceptable behaviour in the school, considering individual circumstances where necessary and that of pupils of determination that will have their own plan, and will include:

- An appropriate and differentiated curriculum
- Meeting and greeting students on time for all lessons.
- Well planned and taught lessons linked to student data.
- Use of restorative language.
- Quiet word with student
- Verbal warnings - linked to the sanctions ladder (but avoiding shouting)
- Use of seating plans.
- Referral to class teacher or form tutor
- Letters to parents/guardians
- Meetings with parents/guardians
- Support from the school counselling team

There is a clear referral route for staff if students do not respond to consequences. The referral route is:

- Class teacher/Form Tutor
- Heads of Year
- Pastoral Leader/ Senior Leader
- Deputy Headteacher
- Head of Primary/Head of Secondary
- Vice Principal
- Principal

## **6. Online Safety**

All incidents regarding e-safety, digital citizenship, the acceptable and unacceptable use of technology, online teaching and learning platforms as well as the internet is referenced in our E-safety Policy and should be read in conjunction with this policy.

### **Determining a consequence/sanction – Following the MOE and ADEK's guidelines**

The school will investigate any inappropriate behaviour related issues. This may involve students being removed from lessons. Written statements will always be taken. Students will often be kept separate to avoid influencing others. Parents will be notified once the matter is fully investigated. Any instance of inappropriate behaviour will be subject to one or more consequences/sanctions. These will be determined by the severity and



persistence of inappropriate behaviour and the circumstances. Consequences/sanctions will range from a simple verbal reminder to a formal report or isolation from peers.

### **Intervention strategies**

A range of interventions may similarly be applied in conjunction with a consequence/sanction or as an alternative. This may include referral to the counselling or the SEND team.

### **Record keeping**

All staff responsible for children will keep a behaviour communication log to record incidents of positive and inappropriate behaviour. This will be logged. Where appropriate this will be shared with relevant staff and parents. Class teachers are responsible for keeping up to date records regarding behaviour of students in their class.

Behaviour ladders are progressive, fair and have the welfare and well-being of the child as an underlying priority. Students are always made aware of what they have done, how they can move forward, what the next step consequence may be and time to reflect.

### **Consistency**

A consistent approach by all staff to the management of behaviour is essential. All staff are expected to follow the Behaviour Policy.

### **Monitoring and review**

The policy has been discussed and agreed by Senior Leadership for implementation.





## Appendix 1



**GEMS**  
EDUCATION

### GFA Values Ladder – Positive Behaviour

	<b>One Team</b>  <b>RESPECT-</b> <b>For others and the</b> <b>school rules</b>	<b>Always Learning</b>  <b>INTEGRITY –</b> <b>Doing the right</b> <b>thing, when no one</b> <b>is looking</b>	<b>Caring</b>  <b>KINDNESS -</b> <b>Towards everyone</b>	<b>Excellence</b>  <b>HONESTY-</b> <b>At all times</b>
<b>Positive Behaviour</b>	Learning from, with, and about each other very well.	Showing creativity and innovation to deepen your understanding in a focus area.	Speaking politely with excellent manners.	Having the grit to never give up.
	Using everyone's ideas to achieve a good solution (problem solving).	Working hard and going the extra mile consistently.	Offering help to others through acts of kindness or community service.	Listening attentively and participating enthusiastically in lesson.
	Working well with others to achieve team goals.	Learning beyond the subject through podcasts, books, online courses or masterclasses.	Reporting bullying and speaking up when someone needs help.	Trying hard to produce work of exceptional quality in lessons and during tests.
	Sharing responsibilities and tasks to achieve the best for everyone.	Engaging in co-curriculum activities and mastering a skill through self-discipline.	Listening actively and respecting other opinions and differences.	Being a self-starter and thinking outside the box.
	Taking responsibility when things go wrong.	Learning from mistakes and taking on board constructive feedback.	Showing gratitude and appreciation for the little things that we often take for granted.	Attending enrichment or additional catch-up sessions to help you reach your full potential.
	<b>Values House Points Awarded: +2</b>			





<b>Disruptive Behaviours</b> <b>Level 1</b>			
<b>One Team</b> <b>RESPECT- For others and the school rules</b>	<b>Always Learning</b> <b>INTEGRITY-Doing the right thing, when no one is looking</b>	<b>Caring</b> <b>KINDNESS -Towards everyone</b>	<b>Excellence</b> <b>HONESTY- At all times</b>
I do not have the correct equipment for the lesson.	Head on desk/slumped in chair  I require an extra reminder to begin or remain on task.	Chewing gum in school	Failure to turn up for a detention
I am late to a lesson	I am late to school	My behaviour can upset or distract the learning of others in the group.	Failure to turn up to clubs
I did not follow the instructions for the first time from a member of staff.  I do not act on teacher feedback.  I do not listen to others.	Using headphones/Bluetooth headsets without permission  I use my device in school when I am not supposed to.	I am not looking after the environment or the school.  I do not treat school facilities with respect.	Failure to turn up for intervention
I am not wearing the correct uniform, which includes: <ul style="list-style-type: none"> <li>• Black shoes, with black sole (i.e. not white-soled black shoes)</li> <li>• Correct shirt, tucked in always</li> <li>• Correct tie/scarf</li> <li>• Lanyard (blue or red)</li> <li>• Correct jacket</li> <li>• Correct trousers/skirt</li> </ul>	I have not completed the required home learning tasks.  I do not complete the required work during a lesson.	I am not kind to my peers.  Talking over the teacher/answering back	I do not always give my best effort.
Occurrence	Action, Person, Resource		Points
1 <sup>st</sup> time	1 <sup>st</sup> verbal warning.		0
2 <sup>nd</sup> Persistent behaviour after 1 <sup>st</sup> warning:	<ul style="list-style-type: none"> <li>• Offence logged on Phoenix.</li> <li>• 2<sup>nd</sup> Verbal warning given.</li> <li>• Class Teacher or Form Tutor sends email to parent.</li> </ul>		-2
3 <sup>rd</sup> Persistent behaviour after 2 <sup>nd</sup> Verbal Warning:	<ul style="list-style-type: none"> <li>• Offence logged on Phoenix.</li> <li>• Class Teacher or Form Tutor sends email/calls to parent.</li> </ul> Possible consequence: <ul style="list-style-type: none"> <li>• loss of playtime(detention)</li> </ul>		-4



	If an offence occurs on the same day: <ul style="list-style-type: none"> <li>• removal to YL/BFL classroom for fixed period</li> <li>• conversation with YL/BFL, possibly to include 3<sup>rd</sup> verbal warning</li> </ul>	
<b>Continuous repetition over a period of time.</b>	<ul style="list-style-type: none"> <li>• Offence logged on Phoenix.</li> <li>• Class Teacher or Subject Teacher or Form Tutor invites the parents to come to school for an in-person meeting.</li> <li>• 1<sup>st</sup> degree Teacher Letter issued and co-signed by Year Lead/BFL Lead.</li> </ul>	-4
<b>Repeated behaviours of similar Level 1 offence:</b>	<ul style="list-style-type: none"> <li>• Offence logged on Phoenix by Class Teacher or Subject Teacher or Form Tutor</li> <li>• Class Teacher or Subject Teacher or Form Tutor invites the parents to come to school for an in-person meeting.</li> <li>• Letter No. 7A issued and formally signed by all parties at this meeting; letter is co-signed by SLT</li> <li>• Student is placed on report</li> <li>• School counsellor is informed.</li> </ul>	-4
<i>Further recurrence – Escalate to Level 2</i>		-4



Red Line Behaviours Level 2			
One Team RESPECT- For others and the school rules	Always Learning INTEGRITY-Doing the right thing, when no one is looking	Caring KINDNESS -Towards everyone	Excellence HONESTY- At all times
I regularly do not have the correct equipment for the lesson.	Disturbing others/out of seat without permission  I am regularly distracted. My tasks or work are often not completed.	My responses in class are often negative and I do not listen to others.  I demonstrate a poor attitude towards my learning. I did not complete the required home learning.	Walking out of a classroom
I am regularly late for school.  I am absent from school without approved leave.	Failure to attend detention.	My behaviour disrupts the learning of others in the group.	Walking off from a member of staff
I am regularly not wearing the correct uniform, which includes: <ul style="list-style-type: none"> <li>Black shoes, with black sole (i.e. not white-soled black shoes)</li> <li>Correct shirt, tucked in always</li> <li>Correct tie/scarf</li> <li>Lanyard (blue or red)</li> <li>Correct jacket</li> <li>Correct trousers/skirt</li> </ul>	Refusing to handover a mobile phone when visible in school  I use my phone at school.  I am using my device for non-educational purposes.  I have used a device to communicate with someone outside of school.	I threaten or intimidate my peers	I have used inappropriate language.
I have damaged or tampered with school property.	I have been warned about behaviour and I have not responded.	Failure to speak to peers/staff/visitors with respect  I make fun of others or say unkind things to them.	Walking out of a classroom  I have left the classroom, line, or zone of supervision without permission.
Occurrence	Action, Person, Resource		Points
1 <sup>st</sup> offence	<ul style="list-style-type: none"> <li>Offence logged on Phoenix.</li> <li>Class Teacher or Form Tutor sends email to parent.</li> </ul>		-4
2 <sup>nd</sup> offence	<ul style="list-style-type: none"> <li>Offence logged on Phoenix.</li> <li>Class Teacher or Subject Teacher or Form Tutor invites parents to come to school for an in-person meeting.</li> <li>Letters 9 and 10 are issued, signed by all parties, and co-signed by SLT.</li> </ul> <p>NOTE: For Level 2 e-safety offences, Unacceptable Use of IT Letter is used</p> <p>Possible consequences:</p>		-8



	<ul style="list-style-type: none"><li>• loss of playtime (detention)</li><li>• removal to another classroom for a fixed period of time</li><li>• conversation with Year Lead/BFL Lead</li><li>• student placed on report</li></ul> <p>School counsellor informed.</p>	
3 <sup>rd</sup> offence	<ul style="list-style-type: none"><li>• Offence logged on Phoenix.</li><li>• SLT calls parent to arrange an in-person meeting at school</li><li>• Letter No. 7 – Written Warning Letter is issued and signed by all parties</li><li>• Review behaviour report with agreed actions, rewards and consequences.</li></ul> <p>Possible consequences:</p> <ul style="list-style-type: none"><li>• in-school isolation (detention) for 1-3 days</li><li>• loss of privileges (e.g. leadership role)</li></ul>	
Further repetition	Parents to meet with Head of School	



Red Line Behaviours Level 3			
One Team RESPECT- For others and the school rules	Always Learning INTEGRITY-Doing the right thing, when no one is looking	Caring KINDNESS -Towards everyone	Excellence HONESTY- At all times
I left the school building without an adult's permission.	Theft or bringing in stolen items*	Bullying (physical child-on-child abuse) *	I have not been honest in a test (cheating or copying).  I have not told the truth in a serious event.
I have destroyed school property.  I tampered with a school bus. My behaviour has caused harm to the driver or bus guardian.	I have used social media/ to spread negative messages/images of my school, teachers or peers, inside or outside of school.  I have taken photos or videos of others in school without their permission.  Cyber bullying*  Possessing, or using - knowingly or otherwise – a VPN.	Bullying (verbal child-on-child abuse)	Dangerous or unsafe behaviours
Graffiti or obscene/offensive language or depictions	Racist language or behaviour	I have engaged in a physical altercation with another student.	Aggressive or threatening behaviour towards a member of staff  Swearing at a teacher.  Disrespecting a teacher/ School Personnel
Occurrence	Action, Person & Resources		Points
1st	<ul style="list-style-type: none"> <li>• Offence logged on Phoenix.</li> <li>• Immediate isolation (detention) in school while the issue is being investigated</li> <li>• SLT calls parent to ask them to come to school for an in-person meeting</li> <li>• SLT and relevant others meet with parent(s) – first meeting for Level 3 offence</li> <li>• Letters 9 and 10 are issued, signed by all parties</li> </ul> <p>Possible consequences:</p> <ul style="list-style-type: none"> <li>• in-school isolation (detention) for up to one week</li> <li>• student placed on report</li> <li>• restorative practice</li> </ul> <p>School counsellor informed.</p>		-12



2nd	<ul style="list-style-type: none"><li>• Offence logged on Phoenix.</li><li>• Immediate isolation (detention) in school while the issue is being investigated</li><li>• SLT calls parent to ask them to come to school for an in-person meeting</li><li>• SLT and relevant others meet with parent(s) – second meeting for Level 3 offence</li><li>• Letter 7 Written Warning is issued, signed by all parties</li></ul> <p>Possible consequences:</p> <ul style="list-style-type: none"><li>• in-school isolation (detention) for up to one week</li><li>• student placed on report</li><li>• restorative practice</li></ul> <p>School counsellor informed.</p>	-12
3 <sup>rd</sup>	<ul style="list-style-type: none"><li>• Offence logged on Phoenix.</li><li>• Immediate isolation (detention) in school while the issue is being investigated</li><li>• Head of School calls parent to ask them to come to school for an in-person meeting</li><li>• Head of School and relevant others meet with parent(s) – third meeting for Level 3 offence</li><li>• Letter 7 Written Warning is issued, signed by all parties</li></ul> <p>Possible consequences:</p> <ul style="list-style-type: none"><li>• external isolation for up to one week</li><li>• restorative practice</li></ul>	-12
Further repetition	Parents to meet with Principal or Vice-Principal	-20



Red Line Behaviours (Level 4)	One Team RESPECT- For others and the school rules	Always Learning INTEGRITY-Doing the right thing, when no one is looking	Caring KINDNESS -Towards everyone	Excellence HONESTY- At all times
<ul style="list-style-type: none"> <li>• Theft</li> <li>• Leaking exam questions</li> <li>• Hurting others causing an injury.</li> <li>• Possession of any harmful or unlawful items. Possession of any inappropriate content as per the UAE law.</li> <li>• Carrying harmful / dangerous items in the school.</li> <li>• Accessing, disseminating or promoting ideas or beliefs contrary to the Islamic values of the UAE, or UAE law. /Not respecting the leaders of the UAE</li> <li>• Using a device or social media for unlawful or immoral purposes, or in a manner discrediting the school.</li> <li>• Substance use</li> <li>• Inappropriate touch</li> <li>• Extortion</li> <li>• All similar incidents of misconduct, including those which may be considered illegal, at the discretion of the Executive Leadership of GFA</li> </ul>				
<b>Consequences and actions for 'Very Serious Offence' (Level 4). Any offences against UAE law.</b>				
<b>1<sup>st</sup> offence: Head of School</b> <ol style="list-style-type: none"> <li>1. Exclusion until the case has been fully investigated.</li> <li>2. The Head of School contacts the parents.</li> <li>3. School counsellor informed.</li> <li>4. SLT to ensure offence is logged on Phoenix</li> <li>5. Principal / Vice Principal and Head of School to meet with parents.</li> <li>6. Consequence determined by the Vice Principal/ Principal. *Possible expulsion or transfer to another school.</li> </ol>				-20

Signed .....  
Principal/CEO

Date ....3/07/25.....

**Next policy review date:**  
3 July 2026