

Behaviour Policy

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Reviewed By:	Principal/CEO

Our Vision:

A British curriculum school, rooted in the values of the UAE, creating the leaders of tomorrow. A premium community school, empowering learners to achieve excellence and make a difference.

Our Mission: *Nurturing our community, empowering through excellence*

Nurturing by including all learners, prioritising their safety and happiness and promoting their character development rooted in the national values of the UAE. Empowering by providing an exciting, enriching and ambitious learning experience where students excel by fulfilling and exceeding their academic potential.

1 Introduction

- 1.1 This policy underpins the principles, aims and strategies for promoting best behaviour at GEMS Al Barsha National School (GNS). It is based on the rights and responsibilities of all members of the school community – students, staff and parents – to provide a safe and positive learning environment.

2 Rationale

- 2.1 At GNS, we believe that all approaches to developing students' behaviour should be restorative.
- 2.2 The nurturing approach of this policy will encourage students to reflect on their positive and negative behaviours, consider how it affects others and understand its impact on their community. Students should reflect and identify feelings and choices, pathways and consequences.
- 2.3 All behaviour should come back to personal responsibility, and students always be given opportunities to take responsibility, and make amends where they can.
- 2.4 A restorative approach leads to greater levels of empathy, citizenship and healthier relationships within the school community.
- 2.5 Students should be intrinsically motivated to behave well on behalf of others and out of respect for themselves.
- 2.6 The positive and nurturing approach to this policy will encourage students to regulate their own behaviour through a supportive approach by all staff.
- 2.7 Warnings will always be given to students prior to setting them consequences and students who engage positively will be acknowledged and celebrated.

3 Aims

- 3.1 The aim of the GNS Behaviour Policy is to
- Promote and reward positive behaviour
 - Develop in students a sense of self-discipline and an acceptance of responsibility for their own actions
 - Boost self-esteem
 - Manage challenging behaviour in an assertive, non-confrontational and positive way
 - Ensure fairness and encourage consistency of response to both positive and inappropriate behaviour
 - Promote early intervention
 - Enhance learning and teaching
 - Ensure that every member of the school community feels respected and valued
 - Enable all members of the school to live and work together in a positive, supportive way, promoting an environment where all feel happy, safe and secure
 - Ensure that all members of the school community will fully understand the consequences of failing to meet their responsibility to others
- 3.2 This policy applies to all students:
- In school
 - Travelling to and from school
 - On all school-based and Educational Visits and activities
 - When representing or commenting on the school in any capacity
- 3.3 We expect students, staff and parents to work together to achieve the highest standards of behaviour within and beyond the school, in accordance with this policy document.
- 3.4 We model and promote positive behaviour at every opportunity.
- 3.5 We encourage each student to take responsibility for themselves and others, their learning and the environment.

4 HAWIATEE (My Identity) Values

- 4.1 We recognize the fundamental values of: Hard work; Ambition; Wellbeing; Innovation; Agility; Trust; Empathy and Excellence
- 4.2 These values are acknowledged and celebrated in a variety of ways, within the class, tutor, learning, year group, key stage and House. This takes place at form time, in lessons, during assembly and with the wider school community through Staff Briefing, the weekly newsletter and social media.
- 4.3 The HAWIATEE values are linked to the High Performance Learning values and attributes.

5 Whole-school expectations

- 5.1 Students are expected to: Be Safe; Be Kind; Be Respectful; Be Calm; Be Responsible
- 5.2 All staff members:
- Assume a duty of care for their students
 - Share collective responsibility for ensuring good behaviour including communal spaces and cross-phase monitoring
 - Treat all students appropriately according to their needs and developmental age and stage
 - Be positive with students and their outcomes
 - Treat each student as a unique individual
 - Help students over time to develop in maturity
 - Give students the opportunity to make amends

6 Break times and Lunchtimes

- 6.1 Members of staff on duty will help model appropriate behaviour and reduce the number of incidences during this time.
- 6.2 Additional rules are in place during playtime and lunchtime to ensure students and staff remain safe, happy and respectful at all times. These are:
- Stop and stand still when the first whistle is blown.

- On the second whistle, line up silently and safely.
- Students may be asked to practice lining up silently if they do not respond to the whistles appropriately.
- No playing in the toilets.
- Students must not be inside or in the corridors, during break times, under no circumstances unless supervised by an adult for safety reasons.

6.3 See also Transition, Break and Lunch Time Policy

7 Moving around school

- 7.1 All food must be consumed in the designated areas such as, canteen or classrooms as directed.
- 7.2 Students should move calmly and safely around the school building.
- 7.3 Students must demonstrate the highest standards of respect and behaviour through the school.
- 7.4 See also Transition, Break and Lunch Time Policy
- 7.5 Students are to be made aware of the behaviour expectations at the beginning, during and closing of lessons.

8 Online and Remote Learning

- 8.1 Students are expected to behave in a kind manner when using online and digital platforms.
- 8.2 If any unkind behaviour or inappropriate behaviour is displayed, the class teacher/form tutor will e-mail the parents in the first instance.
- 8.3 If this behaviour is repeated, a telephone call home is made.

9 Rewards (Foundation Stage and Primary)

- 9.1 Rewards for whole school positive contributions include:
 - Verbal praise
 - Informal conversation with parent
 - Written praise or comment, for example in emails or postcards home to parents
 - Phone calls home
 - Display of Achievement
 - Certificates, prizes and awards at assemblies and presentations
 - Head Teacher/Principal Awards – for exceptional behaviour, work or attitude
- 9.2 Rewards FS, Year 1 and Year 2
 - Star of the day for every student who finishes day on the star, parents will be informed at pickup.
 - Star of the week, for the student who has the highest number of DOJO points at the end of the week. A certificate is provided, parents informed and a post is added onto DOJO. Teachers will reset the number DOJO points at the end of every week.
- 9.3 Rewards Year 3-6
 - Star of the day- student who has excelled
 - Round of applause from the class at the end of the day
 - Star of the week- exceptional achievement/ progress/ stand out student of the week.
 - Star of the week, for the student who has the highest number of DOJO points at the end of the week. A certificate is provided, parents informed and a post is added onto DOJO. Teachers will reset the number DOJO points at the end of every week.
- 9.4 Rewards for good and better attendance which include:
 - 95% Termly student attendance will receive Power Hour, which consists of the below;
 - Tumble Tots/ Parkour
 - STEM experiments with Science specialist
 - Movie Time in the Auditorium
 - Dress up in the Auditorium
 - Class Party in the Sports Hall/ Free play outside
 - Cooking class with Art/DT specialist
 - Choice of extra subject
 - 100% half termly attendance certificates printed and awarded to students and email sent to parents (by PL)

- Weekly class competitions
- Email and certificate sent by pastoral lead to staff
- Class teacher to post on DOJO
- Celebrate the class
- Winners gain 30 mins free time selected by the teacher

9.5 See also Attendance and Punctuality Policy

10 Rewards (Secondary)

- 10.1 Rewarding House Points For students will be implemented in Secondary.
- 10.2 Points collected will be uploaded on Phoenix Classroom.
- 10.3 Student will be rewarded with points to obtain a level of Bronze, Silver, Gold or Platinum for demonstrating expected behaviours and HAWIATEE Values

11 Inappropriate behaviour, consequences, sanctions and suspension

- 11.1 Behaviour is considered inappropriate if it is not in line with school expectations. Staff members are trained to use a wide range of strategies to promote positive student behaviour. See Appendices 1-3.
- 11.2 Staff members refer to consequences when dealing with inappropriate behaviour. This is intended to encourage students to reflect on the choices they make.
- 11.3 Any instance of inappropriate behaviour will be subject to one or more consequence/sanctions.
- 11.4 These will be determined by the severity and persistence of the inappropriate behaviour and the circumstances.
- 11.5 Whole School- Consequences and sanctions include:
 - Non-verbal warning
 - Verbal warning
 - Negative points
 - Lunch time reflection
 - After school reflection (secondary only)
 - Contacting parents
 - Withdrawal from school-based or educational visits / activities
 - Internal isolation
 - Fixed-term external exclusion
 - Permanent exclusion
- 11.6 The school will investigate behaviour-related issues. Written statements will usually be taken, and students will often be kept separate to avoid influencing others.
- 11.7 Parents are notified once the matter has been fully investigated.
- 11.8 A range of interventions may similarly be applied in conjunction with a consequence/sanction or as an alternative. These include:
 - Form tutor / class teacher involvement
 - Pastoral Lead involvement
 - Counsellor involvement
 - Mentoring
 - Pastoral support plans
 - Positions of responsibility if appropriate
- 11.9 All incidents of positive and inappropriate behaviour are logged and recorded.

12 Primary- FS and KS1 (Years 1-2) Inappropriate behaviour, consequences, sanctions and suspension

- 12.1 Star – students who show good behaviour and listening throughout the day, e.g., helping others without being asked, extra effort during learning.
- 12.2 Sun – all students start the day on a sun and end the day on the sun. This is where the class rules, social norms are seen, e.g. good listening, working hard, being kind and respectful.
- 12.3 Thinking cloud – this is an opportunity for students to make a positive change in their behaviour e.g., if I was saying something unkind, I could make a change by apologising and then move back up to the sun.
- 12.4 Rain cloud – this is a restorative conversation talking about the choices that child has made and how they will continue to choose to behave after this point. They need to work their way back up to the sun as soon as possible and definitely by the end of the day.
 - If a child is put on rain cloud, this is recorded on Phoenix Classroom
 - If a child has three posts in one week, the class teacher and phase leader will discuss what possible patterns and how they can support. If needed the phase leader might also talk to the child. Additionally, parents may need to come in to discuss the issue with the class teacher.
 - If there is repeated pattern, the Head of Primary will support through conversations with the child and family.
 - If a child harms another child e.g. bites, hits, kicks, pinches, slaps – they are immediately moved to the thinking cloud. The decision is made by the phase leader as to whether parents and/or Head of Primary is involved in the follow up and next steps.

13 Primary- KS2 (Years 3-6) Inappropriate behaviour, consequences, sanctions and suspension

- 13.1 Traffic light system utilised by staff. Staff and students can create their own version of the traffic light or use the school template.
- 13.2 If a child displays less than expected behaviour, VERBAL warning is given, if this is repeated the student is moved to amber, if this continues another VERBAL warning is given, if this is repeated the student is moved to RED.
- 13.3 A pupil who is placed on the red before lunchtime will attend a 15-minute lunchtime reflection – attending the designated isolation classroom. This must be recorded on Phoenix Classroom by staff prior to lunchtime.
- 13.4 Primary Pastoral Lead/ SLT duty staff collects the students from the class and takes them to the isolation room. A record of these incidences will be kept on Phoenix Classroom and the Primary Pastoral Lead and Key Stage Phase Leaders will monitor this.
- 13.5 If this occurs after lunchtime, a phone call home is made and the incident is logged on Phoenix Classroom.
- 13.6 If a student is on RED more than four times in two weeks they move onto Class Teacher Report for two weeks (parents informed via phone call from class teacher).
- 13.7 If Class Teacher Report fails to make positive change, the student moves on to Pastoral Lead Report for two weeks (parents informed via meeting with class teacher and Pastoral Lead)
- 13.8 If Pastoral Lead Report fails to make positive change, the student moves on to Assistant Principle Primary Report (parents informed via meeting with the Primary Assistant Principle)
- 13.9 More serious behaviours follow the same policy as secondary.

14 Secondary Inappropriate behaviour, consequences, sanctions and suspension

- 14.1 The school follows an appropriate and effective system of consequences to enforce the school expectations and to ensure a safe and conducive learning environment. These are consistent across the school.
- 14.2 We employ each consequence appropriately to each individual situation, in line with KHDA Rules and Regulations.
- 14.3 A stepped approach is designed to promote a consistency of response. Examples of inappropriate behaviour are linked to a clear progression of rewards and consequences. See Appendices 4-5.
- 14.4 This is a guide, and every incident must be judged and assessed according to circumstances and appropriate action taken.
- 14.5 Behavioural infractions should be addressed by all teachers and in the first instance politely and firmly remind students of expectations.
- 14.6 Where repeated poor behaviour is seen, set an appropriate consequence as per following chart and/or refer to FTs/Head of Pastoral to follow this up.

- 14.7 All staff are responsible for ensuring students behaviour are within expectations and code of conduct; this includes following-up on any infraction as per the following chart and logging in the information for further follow-up.

15 Secondary Student Positive Behaviour Support System

- 15.1 Form Tutor Reports are used in three different colour codes to provide immediate follow up to the students throughout the day.
- 15.2 Green Report (FT)
- Students who have reached between 3-8 reflection incidents are placed on green report. Parents are contacted to inform them of the student being placed on report and the reasons why. Expectations are:
 - Students are to be set specific targets on their green report. The student must hand the report to the subject teacher. The teacher will award the student either with a tick or a cross.
 - Students must receive 2 or less reflections incidents in a week's period to come off the green report.
 - Students take the card to their FT for signing at an agreed time each day
 - Students ensure a parent signs this each night
- 15.3 Amber Report (Head of Pastoral)
- Students who have achieved 8-12 reflection incidents are placed on Amber report. Parents are contacted to inform them of the student being placed on report and the reasons why. Expectations are:
 - Students to achieve the targets stated on the front of the report.
 - Students take the card to their HOP for signing at an agreed time each day
 - Students ensure a parent signs this each night
- 15.4 Red Report (SLT)
- Students who have achieved 13+ reflection incidents are placed on red report. Parent are contacted to inform them of the student being placed on target report and the reasons why. Expectations are:
 - Students to achieve the targets stated on the front of the report.
 - Students take the card to the SLT member for signing at an agreed time each day.
 - Students ensure a parent signs this each night.

16 Unsuccessful Report Guidance Green/Amber

- 16.1 Steps if a student does not complete the report successfully;
- Stage 1- The first time this does not happen, the student is verbally warned and given a lunchtime reflection.
 - Stage 2- Phone call to parents and a lunch time reflection
 - Stage 3- Student escalated to next report.

17 Red SLT Unsuccessful Report Guidance

- 17.1 Steps if a student does not complete the report successfully;
- Stage 1- Phone call from SLT to Parent
 - Stage 2- Parent invited into school for a follow up meeting with SLT
 - Stage 3- Parent invited into school with SLT, 1-day internal exclusion/warning letter issued.
 - Stage 4- Pastoral Support Plan (PSP) issued.

Appendix 1: Strategies for supporting students in FS and Key Stage 1 – FS1, FS2, Year 1 and Year 2

Social norms are acceptable normal behaviours that are exhibited within each class and the wider school and community. These need to be modelled, highlighted and taught. Time must be invested in these as part of children's developmental needs.

Setting the tone for social norms in the classroom

- We always listen to each other in this classroom.
- We have good manners at all times always say please and thank you.
- We walk around our school quietly and sensibly.
- We are kind and caring.
- We share and take turns.
- We take care of our classroom and help to keep it tidy.
- We always try our best.

Acknowledging and highlighting desired behaviours – these embed the social norms

- I am so happy to see x and y listening to each other.
- It is so wonderful to see how beautifully we tidy away all our resources, you take such good care of our classroom.
- I love how you are talking to each other so kindly.
- I am so proud of how you said sorry to each other when you hurt one another.

Supporting positive interactions

- We talk about and model how to resolve fair and unfair situations.
- We are alert to injustices and let children see that they are addressed and resolved.
- We collaborate with the children to set explicit rules for the care of the environment.
- We help children to resolve their conflicts with others e.g., compromising
- We help children to adapt their behaviour to different events, social situations and changes in routines.
- We model with children how to find solutions to problems and conflicts.

Understanding that emotions are signals to how a child is feeling

- We highlight to children how sometimes their actions and words can hurt others' feelings and how we can help resolve that. This might be modelled – e.g. I am feeling a bit angry, so I am going to....
- We understand that we need to help the children acknowledge how they are feeling and work through that emotion. It is okay to feel cross, angry, sad. We consider what the child may trying to express or show.

Appendix 2: Strategies for supporting students in Key Stage 2 – Years 3 to 6

Each class has a displayed “Traffic Light” that evidence behaviour. Teachers may utilise other tiers to engage students more, e.g., football pitches, ice lollies, etc.

- All students start the day on green. When a student excels in class, they can move their name onto the gold star.
- If a student finishes the day on a gold star, they receive 5 Class Dojo points.
- Students are given a one clear verbal warning to remind them of their choices and consequences.
- When a student does not change their negative behaviour after receiving a verbal warning, they move their name from green to amber.
- When a student does not change their serious negative behaviour after receiving a verbal warning, they move their name from green to red. When a student shows serious negative behaviour or physically harms others, he/she has a discussion with Pastoral Lead in addition to a 15-minute lunchtime reflection.
- Students receive praise to encourage them to go back towards green.

Examples of how a student may excel include:

- Producing exceptional work
- Showcase exceptional leadership skills
- Displaying HAWAITEE values
- Showing independence and initiative
- Critical thinking

Examples of negative behaviour include:

- Disruption in lessons, in corridors between lessons and at break and lunch times
- Non-completion of classwork or homework
- Poor attitude
- Failure to follow instructions

Examples of serious negative behaviour includes:

- Repeated negative behaviours
- Any form of bullying, including cyberbullying.
- Vandalism
- Theft
- Fighting
- Racist behaviour
- Bad language

Appendix 3: Strategies for supporting students in Secondary and Post-16 (Years 7 to 13)

Students are encouraged to see the intrinsic value in learning and the behaviours that will allow them to learn best. This supports them to take responsibility for their own behaviour. In addition to this, the following set of rewards and acknowledgements reinforce the significance of this:

1. Positive behaviour is encouraged using the points and rewards system. Collecting points is rewarded with appropriate levels of rewards throughout the term.
2. Students are informed weekly about their totals and high achievers are celebrated in assemblies. Students not engaging or achieving points are supported towards showing improved behaviour by the form tutor and the school counsellor.
3. Feel Good Friday contact with parents take place each week to acknowledge positive behaviour or interactions.
4. Points are compared and students are awarded certificates in assemblies when they achieve certain threshold levels.
5. Reward trips are scheduled for the end of each term. These vary per term and are according to how many points students have been achieved.
6. Examples of Reward Time include Form parties, Movie/Gaming Time, Reward Trips, etc. School Council will be consulted on various trip ideas to ensure student engagement.

Consequences

- The following stepped approach is designed to promote a consistency of response. Examples of inappropriate behaviour are linked to consequences on the chart below. This is a guide and every incident must be judged and assessed according to circumstances and appropriate action taken.
- In the first instance, any inappropriate behaviours are addressed through a clear reminder of expectations. Where the poor behaviour is repeated, consequences are set as per following chart.

Appendix 4 Whole School Rewards, Behaviour Incidents and Consequences

Level	Example of behaviour	Consequence	Responsibility of and carrying out of sanctions
1 Positive point	<p>Positive behaviour and achievement:</p> <ul style="list-style-type: none"> • Positive contribution in class • Setting a good example to others • Positive work/attitude • Being a good role model • Showing leadership skills 	Points logged onto Phoenix Classroom.	All Staff
2-3 Positive + Points	<p>Consistent positive achievement</p> <ul style="list-style-type: none"> • Exceptional contribution in class or exceptional homework. • Outstanding progress in class or homework • Consistent positive work/attitude • Consistently being a good role model and helping others. 	Points logged onto Phoenix Classroom and an email home if appropriate.	Subject/Class Teacher
4-5 Positive + Points	<p>Outstanding achievement</p> <ul style="list-style-type: none"> • Contribution to the whole school or community. • Outstanding contribution in class or extra-curricular. 	<p>Feel good Friday Phone Call/Postcard/Email</p> <p>Logged onto Phoenix Classroom</p>	Form Tutors/Class Teacher

Appendix 5 Behaviour Incidents and Consequences

Level	Example of Behaviour	Consequence	Responsibility of and carrying out of sanctions
1 (Warning)	Low level negative behaviour could include: <ul style="list-style-type: none"> • Disruption of lesson • Inappropriate talking in class • Distracting others • Poor application of work • Ignoring instructions • Chewing gum in school • Eating in class or corridors • Unsafe/rough play • Littering • Incorrect uniform 	<ul style="list-style-type: none"> • Private restorative justice conversation with student. • Expectations reminder • Warning given and name written on the board • Student to use 'self study' time to complete outstanding work, deadline agreed by subject teacher (Post 16) 	<ul style="list-style-type: none"> • Class/subject teacher
2 Teacher Reflection Conversation (5/10 minute detention)	Low-Medium level negative behaviour: <ul style="list-style-type: none"> • Repetition of level 1 behaviour • Offensive language • Incomplete or not completed homework • Incitement to fight • Graffiti • Late to lesson/absence to lesson 	<ul style="list-style-type: none"> • Private restorative justice conversation with student- discussion regarding restorative behaviour. • Expectations reminder • Subject Teacher logs incident on Phoenix Classroom with description of incident • Student to use 'self study' time to complete outstanding work, deadline agreed by subject teacher (Post 16) 	<ul style="list-style-type: none"> • Subject/Class Teacher
3 Lunch Time detention or 45 minute afterschool detention	Medium level Negative Behaviour <ul style="list-style-type: none"> • Repetition of level 2 behaviour • Consistent offensive behaviour/language • 3 teacher reflections in one week • Physical altercations • Minor damage to property • Consistently wearing incorrect uniform. • Disruption in assembly • Continuous absence to lessons 	<ul style="list-style-type: none"> • Subject teacher logs detention on Phoenix Classroom. • Middle Leader to informs parents of after school detentions. • Possible green report card issued by FT- depending on pass behaviour and severity of incident. • Head of Post 16 notified (Post 16) • Phone call/E-mail sent to parent by Subject Teacher (Post 16) 	<ul style="list-style-type: none"> • Middle Leaders
4	High level negative behaviour <ul style="list-style-type: none"> • Repetition of level 3 behaviour 	Internal/External Suspension or After School Detention:	Head Teacher/Vice Principle

<p>High Level Negative Behaviour</p>	<ul style="list-style-type: none"> • Failure to attend Lunch time reflection • Theft • Use of mobile phone during the school day for students in years FS-11. Post-16 only permitted to use their phones in designated areas. • Being outside of their permitted area of the school during the day • Bullying, intimidation, harassment, threatening behaviour • Continuous Truancy • Breaking of ICT 'Acceptable use policy' • Offensive language used towards staff/visitors or in books. • Verbally abuse directed at staff or peers • Racially/Culturally disrespectful language/behaviour • Major fighting 	<ul style="list-style-type: none"> • Private conversation with student • Expectations reminder • After school detention • Internal or external exclusion as appropriate • Head Teacher/Vice Principle to log the incident onto Phoenix Classroom with details. • Head Teacher to lead investigation statements from witnesses if appropriate • Head Teacher/Vice Principle to contact home and inform parents • Green/Amber/Red report to be issued • Temporary or final restriction from ICT equipment/access • Parent meeting with Head Teacher/Head of Pastoral • Warning letter issued/KHDA notified-Support advised. • Loss of privileges as per decision (Post 16) 	
<p>5 Extreme Negative Behaviour</p>	<p>Extreme Negative Behaviour</p> <ul style="list-style-type: none"> • Repetition of level 4 behaviour • Physical abuse directed towards staff • Bringing to school or accessing inappropriate materials • Fire alarm tampering • Use of dangerous/illegal substances • Contravention of ICT "Acceptable use policy" • Major damage to school property • Possession of a weapon and/or yealing an item as a weapon. • Possession/use or sale of illegal substances • Smoking/Vaping bring items to school and/or using them. 	<p>Exclusion or Expulsion</p> <ul style="list-style-type: none"> • Vice Principle logs incident onto Phoenix • Parents notified by Vice Principle for immediate meeting with the School Principle • Internal or External Exclusion as appropriate • Temporary or final restriction from ICT equipment/access • In instance of vandalism, parents may be charged cost of repair/replacement. • External counselling advised/required • PSP- Positive Student 	<p>Vice Principle/ Principle</p>

	<ul style="list-style-type: none">• Endangering another students/staff's safety or well-being.	Support Plan-Probation contract <ul style="list-style-type: none">• Final Warning Letter• KHDA notified.	
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Student Code of Conduct



Appendix 7

Rewarding House Points for Staff

HP	Reasons-Examples
0-1	Positive contribution in class. Setting a good example to others. Positive work/attitude. Being a good role model. Showing leadership skills
2-3	Excellent contribution in class. Very good piece of work or homework.
4-5	Outstanding contributions. Going above and beyond in class/outside the classroom

The House Point Level & Rewards

Level	Stage	Reward
Bronze	25	Bronze Certificate
Silver	50	Silver Certificate Reward trip- cinema/bowling/arcade
Gold	75	Gold Certificate Reward trip-Bounce Dubai/IMG Theme Park/Rock climbing/Go Karting/Paint balling
Platinum	100	Letter and Phone Call Home Rewards Trip- half a day Ski Dubai/Wild Wadi/Boat trip

Beginning of every lesson	Conduct during every lesson	Closing of Every Lesson
<p>Conduct during every lesson</p> <p>Closing of every lesson Students should be quietly lined up outside of the classroom awaiting the teacher's instructions to enter.</p> <p>Students to enter in an orderly manner and are ready for their lesson.</p> <p>Students to sit and await further instructions from the teacher.</p>	<p>Students should raise their hands if they want to speak to the teacher. Do not accept any calling out.</p> <p>Students are to remain in their seats. Teachers must grant permission to move around the room.</p> <p>Use of warning system and students' names on boards/lunch time reflections where appropriate.</p>	<p>Students should pack away their equipment and clean-up when the teacher instructs them to do so.</p> <p>Students should stand behind their chairs in silence before dismissal and exit silently and in an orderly manner on the teachers' instruction</p>