SRI PL 006

The SRI Way - Behaviour for Learning Policy

Our values shape who we are. The SRI Way guides what we do.

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GEMS SCHOOL OF RESEARCH & INNOVATION

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1. Policy Statement

At GEMS School of Research and Innovation (SRI), our values shape who we are, and The SRI Way guides what we do**.** Rooted in our values Pioneering, Empathy and Challenging with Care, we create a safe, inclusive and ambitious culture where every student is supported to thrive.

The Be a GEM Behaviour Playbook develops confident, reflective and responsible learners. Through clear expectations, positive recognition and restorative approaches, students learn to make informed choices, take responsibility for their actions and grow from their experiences. By consistently modelling and celebrating positive behaviour, we build character, strengthen student agency and empower every student to make a positive contribution to our SRI community.

Supporting Documentation

This policy should be read comprehensively in conjunction with the policy for Anti-bullying as this underpins the ethos of the school. The Attendance and Punctuality policy and Safeguarding policy should also be referred to as they highlight the expectations we have of our students, staff and parents at SRI.

2. Aims

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

3. SRI Values

At SRI, we embody our core values in all we do. We commit to:

Pioneering:

- Encourage innovation – *Always try your best*
- Explore and learn freely – *Be confident in your ideas*
- Be resilient and persevere – *Don't give up*

Empathy:

- Consider the thoughts and feelings of others - *Be considerate*
- Be open-minded – *Be open to new ideas and views*
- Listen and learn with consideration – *listen to what others' say*

Challenge with care:

- Challenge boundaries with knowledge – *Learn before you challenge*
- Be respectful of culture and needs – *Show respect to others around the world*
- Be principles and act with integrity – *Do the right thing*
- Build Character – *Grow everyday*

4. Agency in Action

At SRI, consistency in what we see, what we say and what we celebrate is central to creating a positive, safe and purposeful school culture. The SRI Way is underpinned by three clear expectations:

Ready & Focused
Safe & Calm
Respectful & Responsible

Students are expected to be prepared and attentive, making the most of every learning opportunity; to behave and move in ways that keep themselves and others safe; and to demonstrate respect and responsibility through their interactions, choices and care for the school environment. These shared expectations provide a consistent framework for behaviour across all areas of the school and are explicitly taught, modelled, recognised and reinforced by all staff.

The cornerstone of behaviour, expectations and conduct, grounded in integrity and leadership.

Empowering students with:

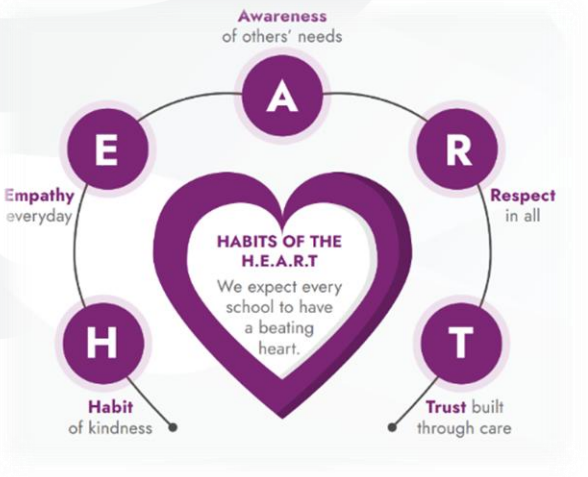
- Voice – *I share my ideas, ask questions and contribute to discussions to shape my learning.*
- Choice – *I make decisions about how I learn, what to explore and the goals I set for myself.*
- Ownership – *I take responsibility for my progress, reflect on my growth and always aim to improve.*

5. Be a GEM Framework

a. Habits of the Heart

Be a GEM Core Values (H.E.A.R.T):

- **H**abit of Kindness
- **E**mpathy Every Day
- **A**wareness of Others' Needs
- **R**espect in All
- **T**rust Built Through Care



b. Be a GEM Expectations

We expect every SRI student to meet the 7 Be a GEM expectation:



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

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

c. Behaviour Routines

To support consistency, the following behaviour routines apply throughout the school day. Each routine is guided by a clear strapline and describes what expected behaviour looks like in practice.

Context	Be a GEM Strapline	The SRI Way	How it looks
Travelling to and from school	When a GEM, Be a GEM	When a GEM, Be a GEM	*Respectful, calm, representing SRI positively.*
Arriving at school	Another day to sparkle	Meet & Greet	*On time, correct uniform, equipment ready.*
Moving around the school	Quickly and quietly	Safe & Calm	*We move and behave in ways that keep ourselves and others safe.*
During lessons	Ready to learn	Ready & Focused	*We are prepared, attentive and ready to make the most of every opportunity.*
Leaving the classroom	Leave as you enter!	End & Send	*Leave spaces tidy, leave calmly and quietly, move promptly to where you are going.*
Break and lunchtime	Kind and courteous	Respectful & Responsible	*Calm and courteous behaviour, respect for peers and staff, use of designated areas only, keep areas tidy and clean.*
End of day	Tomorrow, we sparkle again	Finish with Pride	*Leave the school responsibly and move promptly to the bus park or car pickup point. Represent SRI positively.*
Reflection and restorative conversations	Pause, Reflect and Reset	Pause, Reflect and Reset	*A chance for students to reflect on their behaviour and correct it moving forward.*

6. Positive Student Agency

At SRI, Positive Student Agency empowers students to take ownership of their learning, behaviour and contribution to the school community. Positive Points provide a clear and consistent way to recognise and celebrate the positive choices students make every day.

Positive Points can be awarded by staff and families, with recognition adapted appropriately to the student's age and individual needs.

Effective Praise

Praise is central to building a positive culture. Staff should actively recognise positive behaviour, aiming for positive interactions to significantly outweigh corrective ones.

Praise should be:

- **Specific** – linked clearly to the behaviour, achievement or SRI value demonstrated.
- **Sincere** – genuine and appropriately delivered.
- **Personalised** – meaningful to the individual student.
- **Consistent** – embedded in everyday practice.
- **Discreet when appropriate** – recognising that some students prefer private praise.

Recognising Positive Behaviour

In line with the Be a GEM Playbook and The SRI Way, recognition may include:

- Verbal praise and personal encouragement.
- Non-verbal recognition, such as a smile or thumbs up.
- Positive Points for behaviour, effort and quality work.
- Peer-to-peer recognition.
- Celebrating exemplary work.
- Recognising contribution to the school community.
- Positive phone calls or postcards home.

Positive communication with families should be used regularly, particularly where students may benefit from increased positive reinforcement between home and school.

a. Positive Points

The Positive Points system recognises and celebrates positive student behaviour aligned with the GEMS values. Points are recorded digitally through Class Chats, with certificate and reward milestones outlined in Appendix B. Student achievements are formally recognised and celebrated in weekly and end-of-term assemblies.

SRI Way Description (Class Charts)	Positive Behaviour	House Points
Ready & Focused	Prepared, attentive and ready to make the most of every opportunity.	2 Points
Calm & Safe	We move and behave in ways that keep ourselves and others safe.	2 Points
Respectful & Considerate	Consideration for others, our environment and our choices.	2 Points

GEMS Value	SRI Way Description *(Class Charts)*	Positive Behaviour	House Points
Always Learning	Creativity & Innovation	Showing creativity and innovation to deepen your understanding in a focus area	2 Points
	Working Hard	Working hard and going the extra mile consistently	2 Points
	Learning Beyond	Learning beyond the subject through podcasts, books, online courses or masterclasses	2 Points
	Co-curriculum Engagement	Engaging in co-curriculum activities and mastering a skill through self-discipline	2 Points
	Reflective Learner	Learning from mistakes and taking on board constructive feedback	2 Points
One Team	Collaborative Learner	Learning from, with, and about each other very well.	2 Points
	Problem Solving	Using everyone's ideas to achieve a good solution (problem solving)	2 Points
	Working with others	Working well with others to achieve team goals.	2 Points
	Teamwork	Sharing responsibilities and tasks to achieve the best for everyone.	2 Points
	Accountability	Taking responsibility when things go wrong.	2 Points
Excellence	Resilience	Having the grit to never give up	2 Points
	Engagement	Listening attentively and participating enthusiastically in lesson.	2 Points
	Working to my best ability	Trying hard to produce work of exceptional quality in lessons and during tests.	2 Points
	Driven	Being a self-starter and thinking outside the box	2 Points
	Pursuing full potential	Attending enrichment or additional catch-up sessions to help you reach your full potential.	2 Points
Care	Excellent Manners	Speaking politely with excellent manners.	2 Points
	Acts of Kindness	Offering help to others through acts of kindness or community service	2 Points
	Speaking Up	Reporting bullying and speaking up when someone needs help.	2 Points
	Respecting Others	Listening actively and respecting other opinions and differences.	2 Points
	Gratitude & Appreciation	Showing gratitude and appreciation for the little things that we often take for granted.	2 Points

b. Rewards

Achievement Points are awarded by all staff to recognise positive behaviours and actions that reflect our school values and strengthen The SRI Way. Students are celebrated weekly through a leaderboard, with points contributing towards daily, weekly, monthly, termly, annual and milestone rewards (see Appendix B).

7. Inappropriate Behaviour & Accountability

At SRI, we recognise that behaviour is communication and an opportunity for learning, reflection and restoration. Inappropriate behaviour is any action that does not align with The SRI Way, school agreements or KHDA expectations.

Staff are expected to use consistent, proactive behaviour management and the Be a GEM approach to help students reflect, take responsibility and make positive choices.

The behaviour points system provides a clear, tiered approach to ensure responses are fair, proportionate and restorative, while helping leaders identify patterns and provide targeted support (See Appendix F for Negative Behaviour Chart).

Approaches may be adapted according to a student's age, individual needs and the circumstances of the behaviour.

a. Reflect & Restore

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

Reflect & Restore Discussion:

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

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

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

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

See Appendix A for sample reflection sheets and prompts for each phase.

b. Eliminate the Negative Behaviours

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

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

c. Redline Behaviours

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

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

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

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

Confiscation and Sanctions

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

Banned/Prohibited Items

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

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

Illegal Items – Serious Disciplinary Action

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

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

7. SRI Accountability & Response Levels

The Accountability Response Levels outline a clear, consistent response to behaviour. Each level defines the type of behaviour, appropriate restorative actions, and the staff responsible. Rooted in reflection and responsibility, this system supports students to learn from their actions and make positive changes.

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

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

Level	Behaviour Type (Infringement)	Sanctions / Restorative Action	Lead Member of Staff
Level 1	**Expectations – Unmet expectations (S, -1 point)** ***Behaviours:*** • Late to lesson • Late to school • Incorrect uniform • Lack of equipment • Lack of pride in work • Failure to turn up to clubs • Failure to turn up for intervention • Homework or classwork not completed to a high standard	***Sanction (S):*** • Unmet expectations (-1 point) to help the student get back on track quickly • Break/lunchtime reflection • Restorative conversation	**Class Teacher / Subject Teacher**
Level 2	**Disruptive Behaviour (B1–B3)** *Addressed in-class, starting with a whisper correction, followed by point-based consequences, escalating to an immediate referral to Reflection if behaviour persists.* ***Behaviours:*** • Disturbing others/out of seat • Speaking disrespectfully to others • Head on desk/slumped in chair • Refusing to follow instructions from staff • Talking over the teacher/answering back • Failure to behave sensibly around school • Littering on premises • Failure to complete classwork/homework • Unauthorised use of headphones/devices • Walking off from a member of staff	***B1 – Whisper correction (0 points):*** • To help the student get back on track quickly ***B2 – Disruptive Points (-2 points):*** • Second correction within a lesson resulting in a phone call/email home. Inform HOD/HOP ***B3 – Disruptive Points (-3 points):*** • Third correction resulting in an immediate referral to reflection • One/multiple reflections (break/lunch/after school) • Handwritten apology • Meeting with parents – formal letter/email home • Accountability Log – Phase Leader	**B1/B2 - Class Teacher / Subject Teacher** **B3 - Phase Leader / Subject Leaders**
Level 3	**Red Line Behaviour (B4, -4 Points)** *Student isolated while investigated, statements collected, parents contacted, centralised detention.* ***Behaviours:*** • Use of mobile phone • Truancy from lessons • Walking out of a classroom • Failure to attend a reflection • Rude language or swearing at someone • Cheating in exams/assessments • Graffiti or obscene/offensive language or depictions • Damaging equipment/property • Repeated Level 2 behaviours with no improvement • Physical altercations between students • Bullying • Vandalism or theft	***Response:*** • Student isolated while investigated if needed • Statements collected from instigator and witnesses • Parents contacted • Logged officially • 60-minute Reflection • Possible HoP or subject report • Possible 1–2-day internal suspension/reflection* • Restorative session • Counselling provision • Formal warning letter – KHDA statement • Accountability Log – Head of School	**Phase Leaders / Head of School**

Level 4	**High Red Line Behaviour (B5)** *Triggers immediate referral to MLT/SLT and BSS, full investigation, may lead to reflection, suspension, or exclusion.* ***Behaviours:*** • Dangerous or unsafe behaviours • Verbal or physical bullying (child-on-child abuse) • Discriminatory language or behaviour • Racist language or behaviour • Cyber bullying • Aggressive or threatening behaviour towards peers or staff • Having cigarettes/e-cigarettes or contraband on school premises • Use of mobile phone (X2 and above), refusal to hand mobile phone • Fighting, physically aggressive or threatening violence* • Theft or bringing in stolen items • Extortion • External truancy • Bringing the school into disrepute • Inappropriate touch • Substance use • Bringing a weapon into school	***Response:*** • Immediate referral to SLT (Head of School) • Full investigation led by HOS • Parents contacted • Recorded officially • 1–3-day external suspension • Formal warning letter – may lead to not being re-enrolled (KHDA informed) • Behaviour contract and Head of School Accountability Log • Parent meeting required before returning to school *Note: A B5 may trigger a Stage 1 letter, or further breaches escalating through Stages 2 to 5. Safeguarding procedures may also be initiated.*	**Head of School / Principal**
Level 5	**Persistent Level 4 or extreme risk to safety** ***Behaviours:*** • Deliberately endangering others • Possession or supply of illegal substances • Serious illegal activity	***Response:*** • Final formal warning letter which may lead to not being re-enrolled into the next academic year • Managed move • Permanent exclusion	**Principal / SRI Behavioural Cluster Panel**

Incident/Investigation Protocols

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

SRI Behavioural Panel

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

8. Restorative Interventions for Students of Determination

At SRI, we recognise that students of determination, including those with Social, Emotional and Mental Health (SEMH) needs, may experience dysregulation linked to their individual needs. Our approach is compassionate, inclusive and based on the understanding that behaviour is a form of communication.

Inclusion Team-Led Restorative Support

The Inclusion Team will coordinate additional restorative support where required. Approaches will be personalised to the individual student and may include:

- Accessible restorative conversations using visuals or alternative communication.
- Sensory supports, safe spaces and regulation strategies before reflection.
- Support from trusted adults or key workers.
- Flexible timing and environments to support meaningful engagement.

Key Principles

- The student's dignity, voice and agency remain central.
- Approaches are trauma-informed and neurodiversity-affirming.
- Students, families and external specialists are involved where appropriate.
- The focus is on restoring relationships, developing self-regulation and supporting positive choices.

9. Stakeholder Responsibilities

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

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

Students

- Demonstrate positive behaviour in line with the SRI Pioneer Charter and The SRI Way, in person and online, with students, staff and our parent community;
- To support the school with its philosophy to promote the implementation of the Behaviour for Learning Framework/The SRI Way.

Parents

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

Class Teachers

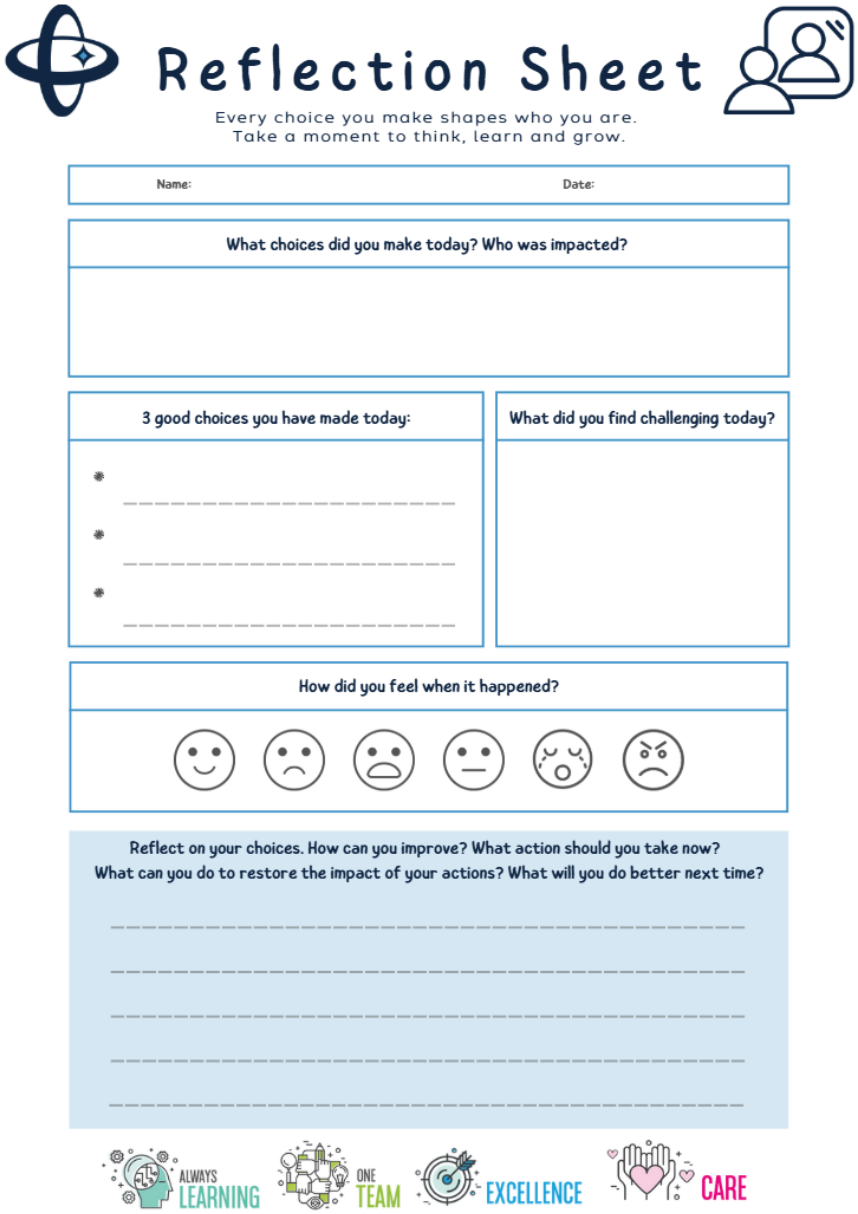
- Display and celebrate the SRI Pioneer Charter and The SRI Way in classrooms and educate students on what these qualities look like at each age and stage of Pre-Prep, Prep and Senior School;
- Model positive behaviour in line with the Behaviour Framework;

- Use Reflect & Restore discussions to facilitate student reflection and accountability.
- Use advanced behaviour management strategies
- Ensure that all teaching spaces display and celebrate the SRI Student Charter, The SRI Way and pioneer elements.
- Engage in reflective and restorative conversations with students, parents and staff surrounding observed and documented behaviours.
- Refer ongoing concerns to their phase leader, department lead, Head of School
- Implement Accountability & Agency Log at prescribed stages of intervention which are supportive and restorative.
- Support any ongoing behaviour reports and provide intervention strategies for students in the classroom.

10. Appendix

a. Appendix A – Reflection Sheets

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



Reflection Sheet

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

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

Who was affected by your actions and how?

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

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

ALWAYS LEARNING ONE TEAM EXCELLENCE CARE

REFLECT & RESTORE

10 sec

What happened?
What were you thinking/feeling at the time?
What are thinking/feeling now?
Is there anything you need to take responsibility for?
How do we make this right?
What different choices could be made next time?

b. Appendix B – Certificates & Awards

Daily Rewards

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

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

Weekly Rewards

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

Monthly Rewards

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

End of Term Rewards

End of Term Awards:

- GEMS Excellence: Always Learning Award – pin badge, certificate and letter home.
- GEMS Excellence: Care Award – pin badge, certificate and letter home.
- GEMS Excellence: Excellence Award – pin badge, certificate and letter home.
- GEMS Excellence: One Team Award – pin badge, certificate and letter home.
- GEMS Excellence: Leadership Award – pin badge, certificate and letter home.
- GEMS Determined Genius Award – pin badge, certificate and letter home.
- GEMS Beyond 100 Award – pin badge, certificate and letter home.
- GEMS Parent 360 – Family Experience.
- GEMS Excellence: 100% Attendance Award – pin badge, certificate and letter home.
- GEMS Excellence: Most Improved Attendance Award – pin badge, certificate and letter home.
- Sparkling GEMs Award – for students achieving 100% attendance, 100% punctuality and zero behaviour points; awarded with a certificate, letter home, inclusion on the roll of honour, and a GEMS experience.
- GEMS Excellence: Principal's Be a GEM – a special reception with the Principal and Executive Leadership Team.

c. Appendix C – Stage Interventions

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

Negative Points Response Chart

Accumulation of Negative Points	Monitored By	Support for Student	Parent Communication
5	Class Teacher (CT) / Tutor (T)	A reflective and restorative conversation with CT/T helps students reflect on negative points and the situations in which they were awarded.	CT/T will communicate with parents via email, phone, or ecosystem to inform them of the supportive conversation and the next steps
10	Class Teacher (CT) / Tutor (T)	A reflective and restorative conversation with CT/T helps students reflect on negative points and the situations in which they were awarded. A visual reminder to students of positive behaviour targets and SRI Pioneer Charter.	CT/T will communicate with parents via email, phone, or ecosystem to inform them of the supportive conversation and the next steps
15	Phase Leader (PL)	A reflective and restorative conversation with the PL helps students reflect on their behaviour points. Students are reminded that accumulating 25 behaviour points will lead to a PL Accountability & Agency Log.	PL to communicate with parents via email/phone to inform them of the supportive conversation and next steps.
20	Phase Leader (PL)	An internal reflection with PL, accompanied by a two-week Accountability & Agency Log with PL, is used as a visual reminder to students of positive behaviour targets and the SRI Pioneer Charter.	Parents sign the Accountability & Agency Log and celebrate their child's success daily.
30	Head of School (HOS)	A reflective and restorative conversation with HOS accompanied by an Accountability & Agency Log with HOS for one week, is used as a visual reminder to students of positive behaviour targets and the SRI Pioneer Charter.	HOS to communicate with parents via email/phone to inform them of the supportive conversation and next steps.

Accumulation of Negative Points	Monitored By	Support for Student	Parent Communication
40	Head of School (HOS)	An internal reflection with HOS, accompanied by an Accountability & Agency Log with HOS for two weeks, is used as a visual reminder to students of positive behaviour targets and the SRI Pioneer Charter.	Parents sign the Accountability & Agency Log and celebrate the success of their child daily.
50	Principal (P) or Vice Principal (VP)	A reflective conversation with the P or VP helps students reflect on behaviour points. accompanied by an Accountability & Agency Log with VP or P for two weeks. An internal reflection with P or VP accompanied	VP or P will communicate with parents via email or phone to inform them of the supportive conversation and the next steps. Parents sign the Accountability & Agency Log and celebrate the success of their child daily.

d. Appendix D – Acceptable Use of Devices

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

e. Appendix E – Pioneer Charter

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

1. Abiding by the School's Behaviour for Learning Framework. This policy will cover expected behaviour during school times, extra-curricular activities, on school buses, school trips, students' participation in social media forums and when wearing the GEMS SRI uniform.

2. Ensuring the student comes to school dressed appropriately, following the appearance policy, and wearing all the necessary equipment.

3. Parents' level of participation and role model behaviour (involvement and responsibility) in their child's learning will affect his or her chances for re-enrolment the following year.

4. Understanding and upholding the school's policy states that continued tardiness, and absenteeism will be addressed within the Agency in Action: *Behaviour Framework* and will affect the students' chances of enrolment for the upcoming academic year.

5. The school will not accept bullying - please refer to the Anti-Bullying Policy.

6. The school will not accept any form of defamation or intentional harm practised in-person or through social media/online forums.

f. Appendix F – Negative Behaviour Chart

Behaviour Type	The SRI Way Description (Class Charts)	Behaviour	Unmet expectations without a valid reason
Unmet Expectations	Incorrect Uniform	Incorrect uniform	-2 Points
	Lack of equipment	Lack of equipment	-2 Points
	Late to school	Late to school	-2 Points
	Late to lesson	Late to lesson	-2 Points
	Missing or incomplete HW	Homework not completed to a high standard or on time	-2 Points
	Missed Detention	Failure to turn up for a detention	-2 Points
	Lack of Pride in work	Lack of pride in work	-2 Points
	Missed Club	Failure to turn up to clubs	-2 Points
	Missed Intervention	Failure to turn up for intervention	-2 Points
	Visible Mobile Phone	Failure to keep a mobile phone in a school bag/pocket. Student use of mobile phone in nonpermitted school areas.	-2 Points
	Misuse of device	Student is off task and using their device inappropriately e.g. playing a game or messaging	-2 Points

Behaviour Type	The SRI Way Description (Class Charts)	Disruptive Behaviours (Reminder to be given first where appropriate)	Disruptive Points for a second correction within a lesson	Disruptive behaviour points for a 3rd correction within a lesson leading to a reflection - communication home to take place
Disruptive Behaviors	Chewing gum	Chewing gum in school	-2 Points	-3 Points
	Disturbing others/out of seat	Disturbing others/out of seat without permission	-2 Points	-3 Points
	Lack of respect	Failure to speak to peers/ staff/ visitors with respect	-2 Points	-3 Points
	Head on desk/slumped in chair	Head on desk/slumped in chair	-2 Points	-3 Points
	Refusing to follow instructions	Refusing to follow instructions from staff	-2 Points	-3 Points
	Talking over staff/answering back	Talking over the teacher/ answering back	-2 Points	-3 Points
	Walking off from staff member	Walking off from a member of staff	-2 Points	-3 Points
	Using headphones	Using headphones/Bluetooth headsets without permission	-2 Points	-3 Points
	Failure to behave sensibly	Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting)	-2 Points	-3 Points
	Littering	Littering in the classroom or around the school	-2 Points	-3 Points

Behaviour Type	SRI Description (Class Charts)	Red Line Behaviours Behaviour Marked with an * could lead to an automatic exclusion	Red Line Points Referral to Reflection
Red Line Behaviours	Refusal to hand over phone	Refusing to hand over a mobile phone	-4 points
	Truancy from lesson	Truancy from lessons	-4 points
	Walking out of lesson	Walking out of a classroom	-4 points
	Missed detention	Failure to attend a detention (2 detentions or more)	-4 points
	Rude Language or swearing	Rude language or swearing	-4 points
	Malpractice in exams	Cheating in exams/assessments	-4 points
	Graffiti or obscene offensive language	Graffiti or obscene/offensive language or graphics	-4 points
	Damaging school property	Damaging equipment/property	-4 points

Red line behaviours detailed below will be treated as safeguarding concerns and recorded accordingly.		
Red Line Behaviours	Dangerous or unsafe behaviours*	-4 points
	Bullying (physical child-on-child abuse)*	-4 points
	Bullying (verbal child-on-child abuse) *	-4 points
	Racist language or behaviour*	-4 points
	Cyber bullying*	-4 points
	Having cigarettes/e-cigarettes or contraband on school premises	-4 points
	Theft or bringing in stolen items*	-4 points
	Aggressive or threatening behaviour towards a member of staff*	-4 points
	Aggressive or threatening behaviour towards peers*	-4 points
	Fighting, physically aggressive or threatening violence*	-4 points
	Extortion*	-4 points
	Bringing a weapon into school*	-4 points
	Bringing the school into disrepute (social media/ within the community) *	-4 points
	External truancy	-4 points
	Inappropriate touch	-4 points
	Substance use	-4 points
	Illegal use of device e.g. filming/photography of others, distribution, inappropriate content etc.	-4 points