



WESGREEN BEHAVIOUR FOR LEARNING POLICY

Policy Title:	Behaviour for Learning Policy
Policy Number:	
Version:	002
Effective Date:	01 September 2020
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Approved By:	SLT

'I have come to a frightening conclusion. I am the decisive element in the classroom.' Haim Ginott, Educator

1. Introduction

At Wesgreen International Private School, we believe that every child has the right to feel safe, happy and respected whilst being supported to reach their full potential.

Our behaviour policy acknowledges the UN Conventions on the Rights of a Child (UNCRC):

- It is the School's responsibility to provide a safe, secure and caring environment in which it is our duty of care to protect students from poor behaviour (Art. 19: 29: 31 UNCRC).
- All decisions taken with regard to this policy have been in the best interest of the child (Art. 3 UNCRC). T
- The value of student voice is advocated within our School (Art. 12 UNCRC);
- The school council and Positive Behaviour Intervention Support team ensure our students feel free and able to express their views and have any concerns addressed

Our behaviour policy aims to uphold the UAE National agenda UAE vision 2021 core values to create a school united in

- Responsibility
- Destiny
- Knowledge
- prosperity.

Policy incorporates the points expectations set out by the UAE Ministry of Education and SPEA

2. Aims and objectives




- To have a consistent and positive approach to behaviour management, creating an environment that is conducive to learning and success for all within the School Community.
- To have in place established systems that promote and reinforce good behaviour and that deal with incidents of poor behaviour.
- To develop a school environment that is both safe and secure for all students.
- For **everyone** to take responsibility for their emotions and actions; seeking to develop relationships based upon mutual respect.
- For each pupil to be able to work, play and relax free from abuse, intimidation, harassment, teasing and bullying.

- To manage and support pupils through each transition in their school experience, including: from home to School, onwards to other schools, key stage transfers and throughout the school day.
- To support pupils to build self-regulation through reflection and mediation.
- To make appropriate adjustments for pupils with special educational needs and/or disabilities when implementing this policy.

3. Rules, Rights and Responsibilities

The Three Wesgreen Be Rules

These rules are discussed at an age appropriate level and provide a clear set of expectations for students to follow. These were chosen through whole school staff and student leadership feedback.

	In Class/Online	In communal areas and the bus
<p>Be Responsible</p> 	<ul style="list-style-type: none"> • Aim for excellence and have pride in your work • Work and study hard individually • To do the right thing even when an adult is not there • Tell the truth & admit your mistakes • Respect the property of others • To be ready to change your behaviour • Have courage to stand up for others in an appropriate way 	<ul style="list-style-type: none"> • Respect the views and feelings of others in your free time • Use correct doors, corridors and restrooms • Put your litter in the bin • Be a good team player and have courage to do the right thing even if this is hard • Be socially responsible in the school community
<p>Be Ready</p> 	<ul style="list-style-type: none"> • Be on time • Have equipment • Focus and listen to the teacher and peers • 96% attendance + • Uniform correct • Be future ready and understand Edu-Tech 	<ul style="list-style-type: none"> • To be in class on time • Always in the right areas so ready for work • If an errand needs doing or positive actions taken, e.g. litter pick, then be ready to step in
<p>Be Kind</p> 	<ul style="list-style-type: none"> • Speak to others in a positive and respectful manner • Support the wellbeing of other students if needed 	<ul style="list-style-type: none"> • Keep your hands, feet and insults to yourself • Go out of your way to help others and be a guiding light. • Be polite to all students and adults in school

PERMAH and Positive Education

This policy is underpinned by a Wellbeing Strategy launched in September 2020 known as PERMAH, and is a cornerstone of becoming a Positive Education School.

Positive Education combines the science of Positive Psychology with very best practices in teaching and learning to inspire and support individuals, our school and our community to be the best that they can be.

Positive Education focuses on developing specific skills to assist our students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

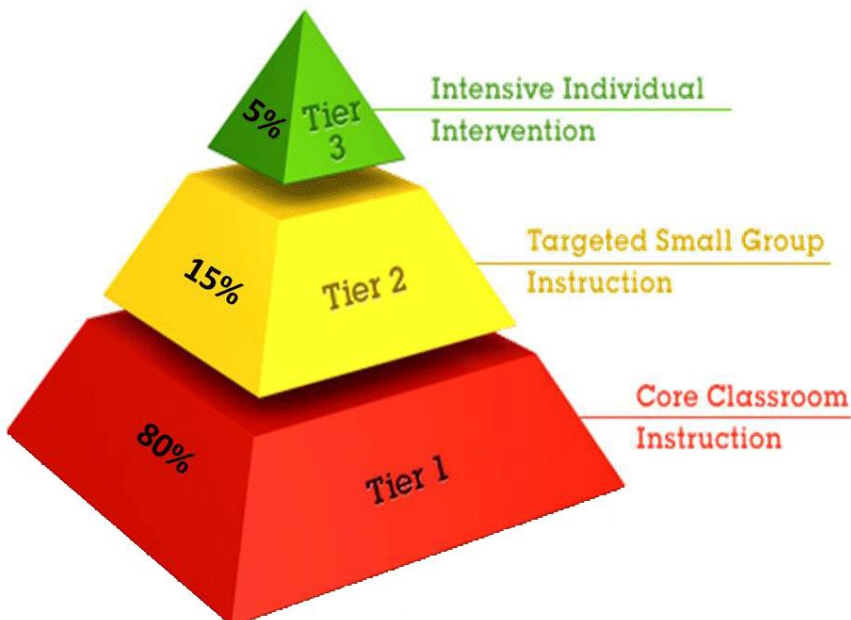
The PERMAH Model is based on the work of Williams, Norris, O'Connor & Robinson (2013) and Seligman (2011). This model guides our students, staff and community in maintaining a balanced and successful perspective on life.



4. Behaviour Management Strategies

4.1 A Positive Behaviour, Intervention and Support (PBIS) Committee

A Team meets monthly and consists of representatives from all education teams and Administration.



Research shows that 80% of student align with core classroom and school rules. 15% need support through small group intervention and 5% need one-to-one intensive professional level support such as cognitive behaviour therapy.

Tier I sanctions and interventions

- First attention for good conduct
- Rules and expectations in every room
- House/Merit points
- Assembly/tutor time to reinforce expectations
- 10 -20 mins reflection times at break or lunch.
- Mentor discussions with form tutor if repeated



- Longer reflection time after School
- Working with the support of parent
- Opportunities for positive notes home
- Triangulation of praise from different adults
- Form and HoD/SL report forms
- Whole class lessons – self regulation; friendship; respect

Tier 2 Interventions – wave 2 SEN register

- All positives as above
- Social Group sessions with school Counsellor
- Check in – Check out with designated person
- Pastoral support plans
- Head of School Report forms
- Specific skill development e.g. anger management
- Close parental support and partnership

Tier 3 – Wave 3 SEN register

- All positives
Cognitive behavioural therapy

4.2 Classroom Management Strategies

All Phases

- Visible consistency and visible kindness between teacher and student
- Positive strategies for encouraging good behaviour
- Consistent, calm, adult behaviour
- Clear WGP BE Rules, rewards and consequences ladders in rooms
- Relentless Routines
- Supporting colleagues with difficult interventions
- Restorative follow up
- Keystone 5 Classroom Routines
 - Getting the class quiet and ready for instruction
 - Setting the class to work (Resources, outcomes, group expectations, stop signals)
 - Work appropriate to age and academic ability
 - Basic Routines e.g. entering/exiting the classroom; moving around class; water/toilet breaks
 - AfL reflection points to ensure pupils understand tasks

Primary

Scope:

This policy applies to all Primary students at Wesgreen International School and integrates with all current ['Student Policies' on the School's website.](#)

NEGATIVE BEHAVIOUR OFFENCES



	Misbehaviours	1 st Level Sanctions	2 nd Level Sanctions	3 rd Level Sanctions
P1	Be Responsible -Stopping others from learning (minor) -Making inappropriate sounds -Eating in class -Late homework -Failure to submit assignments -not on task during lesson	Verbal reminder to students Traffic light warnings from teacher	Traffic light warnings from teacher [Time out from multiple lessons]	Referral to school counsellor Intervention from AHOS and HOS Report card
	Be Ready -Lateness to School or lessons (isolated) -not ready to work/listen -No books or school PE kit -Sleeping during the class time -Wrong school uniform	Time out from single lesson Teacher informs parents	HOY intervention HOY to communicate with parents	Missed Assessment Policy Applied Deduct 4 behaviour points
	Be Kind			
P2	Be Responsible - Stopping others -Leaving class without permission -Writing on the school furniture or school bus seats. -Bringing mobile phones or misusing any means of communication. -Refusing to respond to members of staff	Straight to 2 nd Level Sanctions	NOTE: staff can jump to any stage depending on severity Traffic light warnings from teacher [Removal from lesson]	Referral to school counsellor Intervention from AHOS and HOS Report card
	Be Ready -Repeated lateness		HOY intervention	Internal Exclusion
	Be Kind -Threatening or intimidating peers in the School. -Verbally abusing or insulting students, staff, or visitors of the School.		Teacher/HOY to communicate with parents	Deduct 8 behaviour points



P3	Be Responsible -Destroying or seizing the school furniture, tools, and vandalism - Stealing -Tampering with or damaging the school buses	Straight to 3 rd Level Sanctions	Straight to 3 rd Level Sanctions	Call Parents
	Be Ready			Intervention from AHOS and HOS
	Be Kind -Bullying behaviour -Causing harm to any member of staff -Fighting			Referral to school counsellor Report card Internal/external exclusion Deduct 12 behaviour points
RL	Disruption in Remote lessons by: Muting/unmuting other students Not focusing during lessons Making unnecessary noises Writing on PPT/Whiteboard Using bad language Constantly shouting out Using Emojis inappropriately Eating during lessons Engaging in private chats	Traffic light warnings from teacher Removal from single lesson Teacher informs parents	Traffic light warnings from teacher Removal from multiple lessons HOY intervention HOY communicate with parents	

POSITIVE BEHAVIOUR

Category of Behaviours	Types of Behaviours	1 st Level Rewards	2 nd Level Rewards
Personal Development	Showing kindness	Verbal / written praise	Star of the week certificate
	Completing work on time		
	Good attendance to School	Phoenix badges	Certificate of Achievement
	Being respectful		
	Showing resilience		
Demonstrating growth mindset	House points	Email to parents	



	<p>Cleanliness & appearance - Body/clothes/hair. Making good decisions</p>	<p>Class clap / well done song</p> <p>Add 2 behaviour points</p>	<p>Recognized by class teacher on Class Team Page</p>
<p>Working with others</p>	<p>Turn taking Helping another student Helping teacher Good collaboration during lessons Respects others' feelings, considers their needs and offers to help</p>		<p>Add 4 behaviour points</p>
<p>Social responsibility, leadership & innovation.</p>	<p>Follows school rules while on campus & school bus. Participates in student council, volunteer work or other school initiatives. Proposes innovative / creative solutions for the interest of the school community. Showing empathy. Developing complex ideas Solving theoretical or practical problems</p>		

Daily Behaviour Chart

Each class has a laminated behaviour chart which is attached vertically. Each day the children come in they will always be on green. The children can move up and/or down the phases according to their behaviour choices. The levels are below.

- Superhero - PURPLE**
- Role Model - BLUE**
- Scoring High - YELLOW**
- Ready to Fly - GREEN**
- Watch Out - PINK**
- Danger - Orange**
- Boom - Red**





The teacher starts all the children off at green and then moves through the phases. At the end of the day, children will place a small colour dot to match where they are on the chart on the day, in their diaries.

The focus is on outstanding behaviour and not normal behaviour/manners i.e. 'Well done for saying, 'Good Morning', you can move your name up.' – this is a standard.

If a child is on the Watch out at the end the day – they will simply place a pink circle on the day, in their diaries. If a child is on danger – they place an orange circle on the day, in their diaries and class teachers write a short synopsis of the child's day or why they have ended on this behaviour colour. If a child is on boom – they place a red circle in the diaries and a phone call goes home. Which is followed up that phone call with a quick email and cc the Head of Year.

Secondary

First degree offences (simple offences) - 4 marks shall be deducted for each offense.

1. Being repeatedly late to morning line up or failing to participate therein without an acceptable excuse.
2. Failing to attend the classes on time repeatedly without an acceptable excuse.
3. Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.
4. Overgrown hair for boys or bizarre haircuts for boys and girls.
5. Not bringing the books and school kits without an acceptable excuse.
6. Non-compliance with the positive behaviour rules inside and outside the classroom, such as: keeping calm and disciplined during the class time and making inappropriate sounds inside or outside the classroom.
7. Sleeping during the class time.
8. Eating in class times or during the morning line up without permission.
9. Non-compliance with presenting homework and assignments given to him / her in a timely manner.
10. Misuse of the electronic devices such as the tablets etc., during the class, including playing games and using headphones inside the classroom.
11. All of what is similar to these offences as per the discretion of the Behaviour Management Committee

Degree	Upon committing	First repetition	Second repetition	Third repetition
P1 Degree Offence	Verbal reminder	1. Document the offence – name on yellow (verbal warning)	1. Written warning (orange + tick) 2. Note in planner for parent/guardian with signature of acknowledgement.	1. Written warning (Red) if this continues or is a risk to others call PoR to remove student 2. Detention (break) 2. Call the parent/guardian



				<p>3. Email HoY</p> <p>If repeated in several lessons then implement a set of strategies to reduce negative behaviour. (White Report Card for minimum of 2 weeks)</p> <p>5. Convert the offences to the second degree.</p>
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Second degree offences (medium severity offences) - 8 marks shall be deducted for each offence.

<ol style="list-style-type: none"> 1. Not attending the School without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams. 2. Getting in or out of the classroom during the class time without permission. 3. Not attending the school activities and events without an acceptable excuse. 4. Inciting quarrel, threatening or intimidating peers in the School. 5. Acting in a manner contradicting with the public morals or the public order at the School and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, haircuts etc. 6. Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift. 7. Bringing mobile phones or misuse any means of communication. 8. Verbally abusing or insulting students, staff, or visitors of the School. 9. Smoking or possessing the relevant kits inside the school campus. (Including but not limited to e-cigarettes / vapes) 10. Refusing to respond to the instruction of inspection or to hand over the banned materials. 11. All of what is similar to these offences as per the discretion of the Behaviour Management Committee
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Degree	Upon committing	First repetition	Second repetition	Third repetition
P2 Degree Offence (8 marks)	<ol style="list-style-type: none"> 1. Deduct 4 behavioural marks. 2. Call the parent/guardian. 3. Get the signatures of the parent/guardian and the student on a pledge not to repeat the offence. 	<ol style="list-style-type: none"> 1. Deduct 8 behavioural marks. 2. Get the signatures of the parent/guardian and the student on a warning or an internal suspension of one to two days. 3. Implement a set of strategies to reduce negative behaviour. (Green 	<ol style="list-style-type: none"> 1. Suspend the student from one to three days in the School and assign curriculum content. 2. Referral to guidance counsellor to commence further behaviour reform strategies. 3. Give a letter of final warning. 4. Implement a set of strategies to reduce 	<ol style="list-style-type: none"> 1. Recommendation to parents of transfer certificate to another school. 2. School Behaviour Management Committee to carry out a set of actions that would contribute to improving the behaviour. 3. Convert the offences to the third degree. (Red Report Card for 2 weeks)



		Report Card for 2 weeks)	negative behaviour. (Continue Green Report Card for 2 weeks)	
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Third degree offences (grievous offences) - 12 marks shall be deducted for each offence.

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| <ol style="list-style-type: none"> 1. Various types and forms of bullying. 2. Copying or reproducing the assignments, reports, or projects and taking credit for them. 3. Getting out of the School without permission or absconding during the school day. 4. Attempting to defame peers and the school staff via social media or abusing them. 5. Impersonating others' personality in the School, during transactions, or forging the school documents. 6. Destroying or seizing the school furniture, tools, and vandalism 7. Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users. 8. Assaulting others in the School, without causing any injuries to the victim. 9. Driving a car recklessly inside or around the school campus, and not following the security & safety instructions. 10. Capturing, possessing, publishing or disseminating photos of the school staff/students without their permission. 11. All of what is similar to these offences, as per the discretion of the Behaviour Management Committee. |
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Degree	Upon committing	First repetition	Second repetition	Third repetition
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<p>P3 Degree Offence (12 marks)</p>	<ol style="list-style-type: none"> 1. Deduct 12 behavioural marks. 2. Immediate convening of the School Behaviour Management Committee to conclude a decision (Internal Suspension up to issuance of transfer certificate to another school) 3. An immediate summons of the parent/guardian and signing the decision. 4. Implement a set of strategies to reduce negative behaviour. (Green Report Card for 2 weeks) 	<ol style="list-style-type: none"> 1. Deduct a further 12 behavioural marks. 2. Presentation before the Student Behaviour Management Committee to make a suspension decision. 3. Suspend the student from school for a minimum of 1 to 2 weeks. 4. Implement a set of strategies to reduce negative behaviour. (Red Report Card for 2 weeks) 	<ol style="list-style-type: none"> 1. Issue a decision from the School PBIS Committee to suspend the student. 2. Warn the parent/guardian to seek transferring the student to another school. 3. In case of non-compliance of the guardian, the student is to be transferred by decision of the Assistant Undersecretary of School Operations. 	<ol style="list-style-type: none"> 1. The decision of the PBIS Committee to convert the offences to the fourth grade. 2. Then final suspension out of public schools on the basis of a decision of the Undersecretary of the Ministry of Academic Affairs for General Education. 3. Referral of the student to specialized centres for behaviour modification programs. 4. Review the decision to re-register the student after the presentation to the Undersecretary of the Ministry of Academic Affairs.
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Fourth degree offences (highly grievous offences) - Failure in the subject of behaviour.

<ol style="list-style-type: none"> 1. Using IT / social media for unlawful or immoral purposes, or in a manner discrediting the School, its staff or others. 2. Possessing or using arms or blade weapons, or their equivalent inside the School. 3. Committing sexual assault inside the School, on the bus or during activities. 4. Assaulting others in the School, causing injuries to the victim (corporal abuse). 5. Systematic (pre-planned) or covering up theft. 6. Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order, and public decency. 7. Sexual harassment/abuse inside the School, the bus, or during activities. 8. Leaking questions of the exams or engaging therein, in any way. 9. Setting the school campus on fire. 10. Abusing political, religious, or social figures in UAE. 11. Possessing, bringing, promoting, or using narcotics, medical drugs inside the School or the school bus, or being under the influence of narcotics, non-prescribed medical drugs.



12. Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society.
13. Disdaining the divinely revealed religions or stirring sectarian strife in the School.
14. All of what is similar to these offences, which are considered as legally punishable offences, as per the discretion of the Behavior Management Committee.

**4th
Degree
Offence
(20
marks)**

1. Immediate communication with the parent/guardian.
2. Take immediate procedure towards the offence with the help of the concerned parties.
3. Convene the Student Behaviour Management Committee to conclude its decision and inform the Student Guidance Department of the necessary action.
4. Suspend the student until the completion of the investigation.
5. The student and his/her guardian shall be held responsible for any damages resulting from the offence.
6. Transfer the student to the remedial programs approved by a decision of the Undersecretary of the Ministry of Academic Affairs in specialized institutions.
7. Suspend the student's registration in schools and full denial of access to schools and the transition to continuous homeschooling.
8. Complete suspension in the case of exhausting all means of remedy, and transfer the student to a competent authority for behaviour modification and therapy.
9. Final dismissal in the event of exhausting all means of remediation.

1. Positive Behaviour:

It is the behaviour expected from all students without committing any offences, for which 80% of the total behaviour marks are allocated. Each student shall be considered as automatically eligible to the positive behaviour marks (80 marks), at the beginning of each semester. If any offence is committed by the student in accordance herewith; then the proper action, taken as per the degree of offence according to the tables in point 3 above regarding offences and sanctions.

2. Exemplary Behaviour:

It reflects the exemplary practices undertaken by the student, through his / her good behaviour and morals, and his / her initiatives in the school community. 20% of the total behaviour marks are allocated to exemplary behaviour.

Measurement of Exemplary Behaviour.

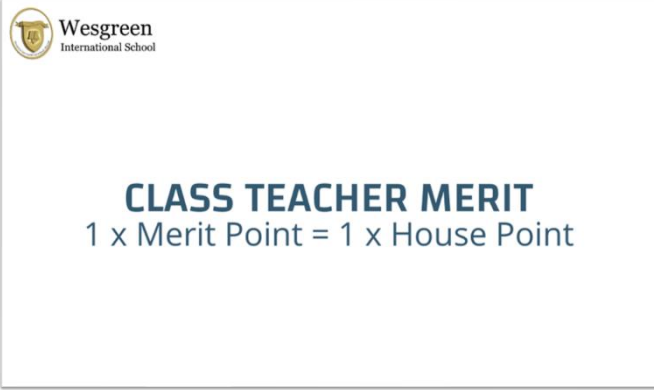

Topic	Criteria	Indicators	Mark
1. Personal Development	1.1 Attitudes permanently show responsibility & self-discipline.	The student always complies with school rules while on campus & school bus.	10
	1.2 Co-operative work behaviour with all staff & students.	Permanently respects others feelings, considers their needs and offers to help to all.	5

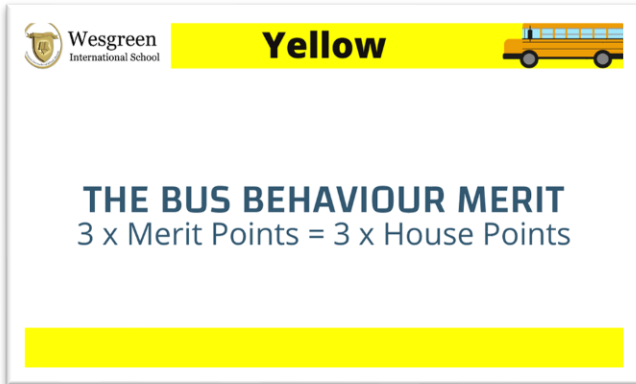


		Encourages others and invites them to collaborate in teamwork both inside & outside the classroom.	5
	1.3 Complies with Health & Safety standards.	Cleanliness & appearance - body/clothes/hair.	10
		Actively promotes health & safety in School.	5
	1.4 Punctuality & attendance.	At least 98% school attendance.	5
		Always arrives to School and class on time.	5
2. Respect of religious & cultural values (UAE & Globally)	2.1 High understanding, appreciation and compliance with the religious values of the UAE.	Characterized with trust, honesty & good manners.	10
		Demonstrates acceptance & tolerance through behaviour.	5
	2.2 Respect identity, heritage and culture of the UAE and other countries.	Taking initiative to participate in a diverse range of cultural activities.	5
		Executing extra-curricular activities and projects to learn about other cultures.	5
3. Social responsibility, leadership & innovation.	3.1 Taking the initiative to participate in meaningful social activities.	Representing the School in an activity.	5
		Participating in student council, volunteer work or other school initiatives – resulting in positive impact on the local or School community.	5
		Taking initiative to participate in purposeful social activities during school holidays.	5
	3.2 Shows great work ethic, high levels of environmental awareness, innovative & entrepreneurship, solution finding & decision making skills.	Independent character & leading important & beneficial events / projects.	5
		Proposing innovative / creative solutions for the interest of the school community.	5
		Implementing ideas to enhance environmental sustainability inside or outside School.	5



The 6 x Tier Wesgreen Merit System

 <p>CLASS TEACHER MERIT 1 x Merit Point = 1 x House Point</p>	<p>How do students obtain the 'Class Teacher Merit'?</p> <p>Students accumulate 'Class Teacher Merit Cards,' (also worth 1 point for their house) from their Class Teachers for something positive or noteworthy in class or throughout the school day. Class Teachers only have 10 of these cards per month, so they are well earned.</p> <p>Examples of how students can obtain this merit could be as follows:</p> <ul style="list-style-type: none"> • Random acts of kindness to another student, teacher or staff member. • Recognizable progress / attainment or participation in a task or activity. • Exemplary manners and respect shown. • Positive attitude - showing responsibility in class, at breaktimes or on school bus. • Actively promoting health & safety / healthy lifestyle on a daily basis.
 <p>Nickel</p> <p>STUDENT LEADERSHIP MERIT 2 x Merit Points = 2 x House Points</p>	<p>How do students obtain the 'Student leader Merit'?</p> <p>Students accumulate 'Student Leader Merit Cards,' (also worth 2 point for their house) from a student leader for something positive or noteworthy in class or throughout the school day. Student leaders only have 3 x of these cards per month, so they are well earned.</p> <p>Examples of how students can obtain this merit could be as follows:</p> <ul style="list-style-type: none"> • Random acts of kindness to another student, teacher or staff member. • Recognizable progress / attainment or participation in a task or activity. • Exemplary manners and respect shown. • Positive attitude - showing responsibility in class, at breaktimes or on school bus. • Actively promoting health & safety / healthy lifestyle on a daily basis.

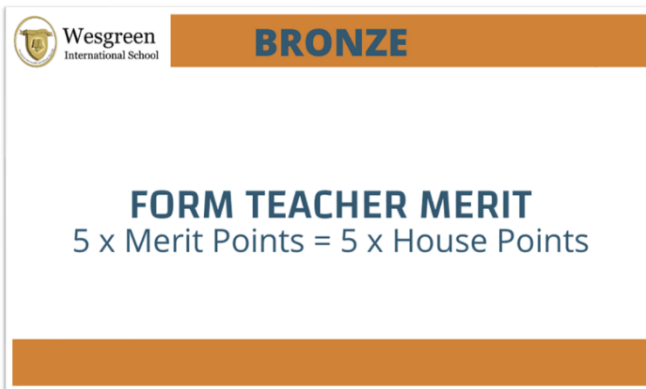


How do students obtain the ‘Form Teacher Merit’?

Students accumulate ‘Bus Supervisor Merit Cards,’ (also worth 3 points for their house) from bus staff for positive behavior on the buses. Bus staff only have 4 x of these cards per month, so they are well earned.

Examples of how students can obtain this merit could be as follows:

- Exemplary manners and respect shown towards the bus staff.
- Consistently wearing seat belts, facemasks and staying seated throughout the journey.
- Not breaking any of the rules e.g. eating on the bus etc.
- Actively encouraging others to follow the rules and being on time for the bus each day.
- Always carrying their bus ID and remaining quiet on the journey.



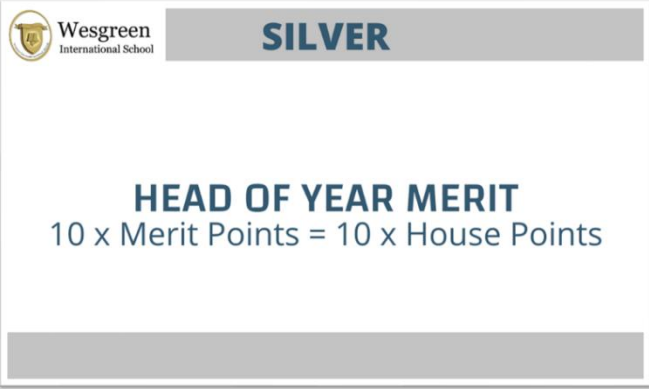
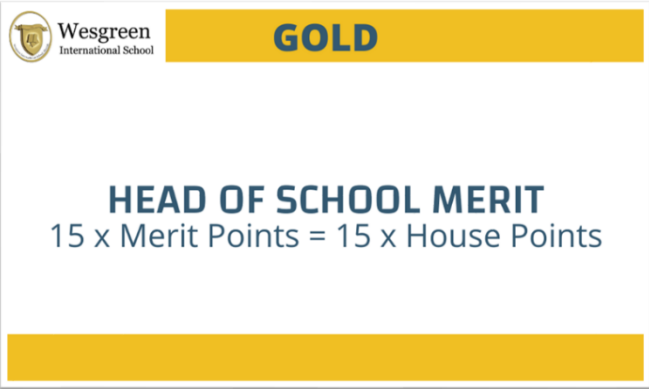
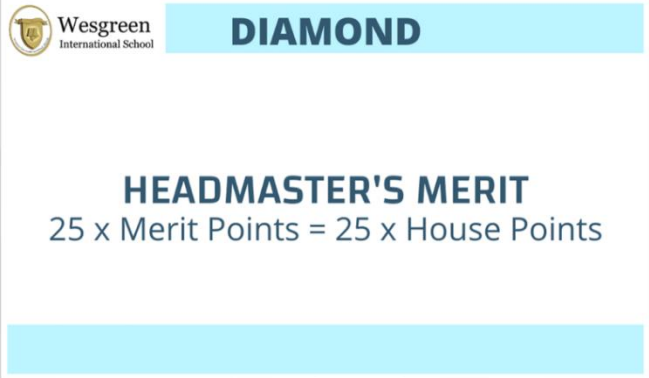
How do students obtain the ‘Form Teacher Merit’?

Students accumulate ‘Form Teacher Merit Cards,’ (also worth 5 points for their house) from their Form Teachers for noteworthy attendance and participation levels throughout the month. FTs only have 3 of these cards per month and are quite rare.

Examples of how students can obtain this merit could be as follows:


- The 3 x students with the best uniform, attendance & participation levels each month in their Form Class are awarded these merits.
- Remember, it goes on uniform, attendance AND participation levels over the course of the month.



 <p>SILVER</p> <p>HEAD OF YEAR MERIT 10 x Merit Points = 10 x House Points</p>	<p>How do students obtain the ‘HoY Merit’?</p> <p>Students accumulate ‘HoY Merit Cards,’ (also worth 10 points for their house) from their HoY in recognition of special contributions to their Year Group. HoYs only have 2 of these cards per month and are very valuable.</p> <p>Examples of how students can obtain this merit could be as follows:</p> <ul style="list-style-type: none"> •Significant contribution to the Student Council for their Year Group. •Taking initiative on areas of school improvement (environment, health & safety, promotion of healthy lifestyles etc.) •Running clubs, peer mentor programs and significantly helping others.
 <p>GOLD</p> <p>HEAD OF SCHOOL MERIT 15 x Merit Points = 15 x House Points</p>	<p>How do students obtain the ‘HoS Merit’?</p> <p>Students accumulate ‘HoS Merit Cards,’ (also worth 15 points for their house) from their HoS in recognition of special contributions to their School Campus. HoS only has 1 of these cards per month – So they are like gold dust.</p> <p>Examples of how students can obtain this merit could be as follows:</p> <ul style="list-style-type: none"> •Significant contribution to the School, volunteering for school open days, charity events etc. •Taking initiative on areas of whole school improvement (activities, environment, health & safety, promotion of healthy lifestyles etc. •Representing the school and achieving highly in external events, activities and competitions (Sports, Quran recitation, Spelling Bees, Chevron Readers Cup etc.)
 <p>DIAMOND</p> <p>HEADMASTER'S MERIT 25 x Merit Points = 25 x House Points</p>	<p>How do students obtain the ‘Headmaster’s Merit’?</p> <p>Students accumulate ‘Headmaster Merit Cards,’ (also worth 20 points for their house) from the Headmaster in recognition of special contributions to their School Campus. The Headmaster only has 1 of these cards per month per campus and are as rare as a diamond.</p>



Examples of how students can obtain this merit could be as follows:

- Significant contribution to the School.
- Volunteering for school open days, charity events etc.
- Representing the school and achieving highly in external events, rities and competitions (Sports, Quran recitation, Spelling Bees, Chevron Readers Cup etc.)

What are the rewards for students?

Students will receive a merit that will go towards an end of year assembly award for the highest points in their year group. Top 3 merited students in each year will be awarded with a prize (To be confirmed by HM)

Points accumulated over the year will go towards their designated house for the annual house trophy.

HoYs will make special recognition on MS Teams pages and in assemblies.

A special designated non-uniform day for the student in the year group with the highest merits each month.

Accumulated merits go towards monthly class rewards for highest merited class – e.g. extended break times, cinema time in MMR, non-uniform day, food /sweet treats (if permitted) for best achieving class.

Process of Awarding & Tracking Merits

- Step 1 – Teacher awards the merit physically with card and signs.
- Step 2 – Student happily brings home and shows parents if they wish.
- Step 3 – Student posts the card into the HoY’s ‘Merit Box’ at the HoY’s office.
- Step 4 – Monthly, HoY counts the merits for each class and distributes class section and individual awards (non-uniform day / MMR time etc.) and posts are celebrated on Teams page.
- Step 5 – Counts of the House points are sent off to Mr. Hollins to add to the house leaderboard.
- Step 6 – Logs are made on Phoenix / ‘Go for Schools’ to track student overall merits for EoY assemblies.

4 Remote Learning - Secondary

Offences, sanctions and positive rewards:

As per the [MoE’s Article 7 of Resolution No. 851](#) & the [MoE’s Student Behaviour Management - Distance Learning](#).

ONLINE NEGATIVE BEHAVIOUR OFFENCES			
1st Degree (Minor)	2nd Degree (Medium)	3rd Degree (Serious)	4th Degree (Very serious)
Late to an online lesson without an excuse.	Absence from a full school day without an acceptable excuse.	Bullying of various kinds and forms on any digital platform.	Using the School’s platforms for illegal or immoral purposes.

Wearing clothes that violate public decency in a lesson.	Incitement to fight, threaten or intimidate classmates.	Sharing other people's personal information.	Using software to create false content and sharing online.
Engaging in conversations not related to the online lesson.	Using the School's platforms for non-educational purposes.	Using the credentials of another teacher or student.	Using the School's platforms to damage accounts or devices.
Eating while attending an online lesson.	Using profanity OR racial slurs that are offensive to anyone.	Causing damage to the schools' devices, or platforms.	Publishing/promoting malicious or suspicious software.
Inappropriate use of a device in an online lesson.	Interfering with other's means of communicating in lessons.	Sharing images/information about anyone without consent.	Malpractice during online assessments/exams.

*For minor & medium offences, verbal warnings will be made to students. Upon repetition, parents will be informed.

*For serious & very serious offences, the School's Behavioural Management Committee will meet to decide upon the sanctions to be administered. Committing offences detailed above could lead to sanctions; ranging from the removal the student's right to log-in, to extreme cases - where it may lead to suspension or exclusion.

ONLINE POSITIVE BEHAVIOUR REWARDS

Positive Behaviours (e.g.)	1 st Level Rewards	2 nd Level Rewards
Helping teachers & students.	Verbal & written praise.	Email / call home to parents.
Perfect attendance to live lessons.	Teams badges – House pts.	Certificate of 'Perfect Attendance.'
Outstanding E-Portfolio/submissions.	Recognition on 'Form Class' page.	Recognition on 'Year Group' page.

Student of the Month



Hard Worker



Good Participant



Perfect Attendance



Team Player



Leadership





5 House Point System

What is a school house system?

The main function of the house system is to develop a sense of identity or belonging and to celebrate achievements.

It is important for students to have the opportunity to play an active role and contribute to a community within their School, which allows them to develop skills and talents and acknowledges their successes in a wide range of ways.


We encourage students to play an active role in the success of their house. Individual and team efforts are rewarded and students are expected to contribute to Inter-house competitions throughout the year.

Instilling Healthy Competition

We host a number of events throughout the year to exercise enjoyment of friendly competition. These include; sports days, swimming galas, spelling bees, art and design challenges, plus specifically focused day events that curve their learning in new areas.

The Houses

The houses are named as follows:

			
The Scorpions	The Falcons	The Leopards	The Vipers

EARLY YEARS - Reward Systems 5: 2

Self-regulation is a key early learning goal for EYFS. This is done through the following:

Mood monster Charts, Mr. Men Emotion Board, Thinking Chairs, No running – only walking monitors, clear classroom rules and expectations which are reinforced all through the day.



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Rewards for Positive Behaviour in Early Years. (EARLY YEARS - Reward Systems 5: 2)

- **Continual positive reinforcement**
- **Teachers set up own Reward system/Chart in their classrooms.**
- **Star of the Week (reinforces good behaviour)**
- **Kindness Certificates**
- **Stickers from HoY and HoS**
- **House points**

Negative behaviour which maybe a little more extreme.

First Step – student is spoken to and parent informed.

Second Step – Intervention by Counsellor (Roxanne)

Third Step – If there is a safety risk, to self, others or property then support for the student is given support (Inclusion TA or LSA)

Attendance and Punctuality: Parents will be contacted.