**Be a GEM**
PLAYBOOK
Culture of Excellence

GEMS
EDUCATION



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““ When our GEMS are surrounded by kindness and empathy, they build bonds and feel a deep sense of belonging that enables them to find their inner genius. ””

Lisa Crausby OBE
Group Chief Education Officer, GEMS Education



Intent of the Playbook

Be a GEM is the consistent approach to positive behaviour that enables optimum learning and excellent relationships to flourish, creating a culture of excellence that leads to a world-class education.

'Consistency is important to students, their families and all school staff, so that boundaries are clear, school feels fair and safe, and teaching, learning and positive relationships can thrive.' Freya Morrissey



The **codification of our behaviour** expectations so that we have a shared approach to teaching students how to be the best versions of themselves



The **explicit teaching and understanding** of the importance of positive behaviour that guide students through life, allowing them to live happy, fulfilling and meaningful lives and have a positive impact on society and the world



Recognition and celebration of the contributions our students make through our Be a GEM Rewards

Be a GEM incorporates best practice across GEMS schools and globally, alongside the latest educational research and the UAE's MoE guidance. It is the typical tried and tested practice of many educators around the world that has shown to lead to a world-class education.

SECTION 1

BE A GEM:
RELATIONSHIPS MATTER

Our Vision

Nurturing the Genius in Every Child



CARE



ALWAYS
LEARNING



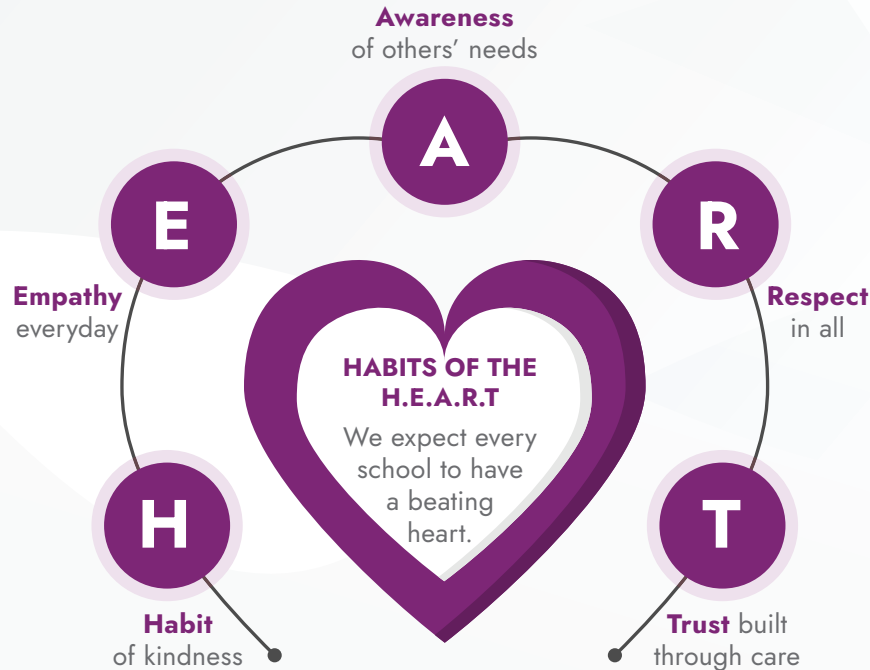
EXCELLENCE



ONE
TEAM

Our GEMS values are at the heart of everything we do. They support our positive behaviour strategy and help us achieve our vision, enabling every child to Be a GEM.

Culture of Excellence



CARE

Narrate the positives and ensure they outweigh the negatives.



ALWAYS LEARNING

Staff identify and remove barriers to learning to allow each pupil to thrive.

Instil a GEMS culture of excellence so that GEMS' teachers can teach and our GEMS' students can learn, without disruption.



EXCELLENCE

Ensure every GEM has the right to access a high-quality education that will lead to excellent qualifications that open doors and help them to realise their dreams and aspirations.



ONE TEAM

Value and promote an inclusive culture where all GEMS are rewarded and praised regularly, consistently and fairly.

Ensure the whole-school community creates a supportive environment allowing all GEMS to flourish.



GEMS ANTHEM

The anthem unites GEMS as one family and reinforces our vision for every GEM.



GEMS Anthem

We honor our leaders, our family, and true friends.
And thank our teachers who guide us from darkness to light.

We stand determined, ambitious, and strong.
Hardworking and steadfast, as we journey along.

We strive to stay healthy, hopeful, and bright.
With hearts full of courage and goals held in sight.

We're honest come rain, wind or shine

We learn to care, to share, and be kind,
and to say "I'm sorry", when we've been unkind.

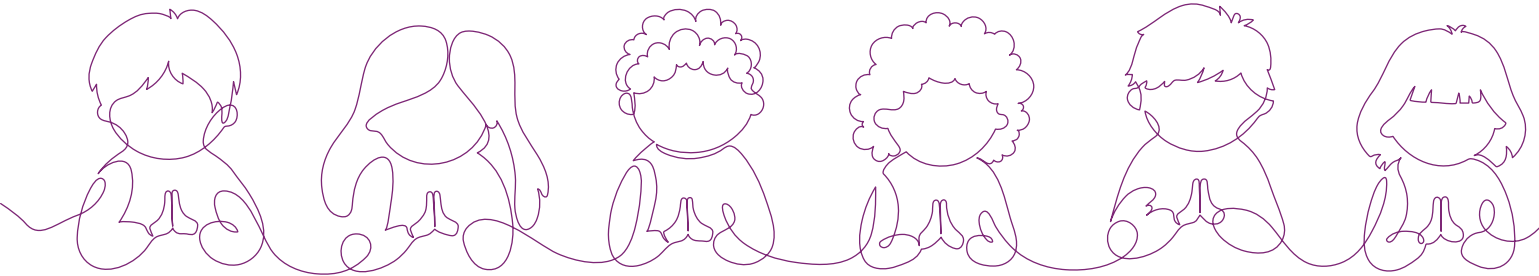
Like gemstones, we stand with purpose and pride,
holding forever, our values inside.

With vision and courage, we reach for our light,
A force for good all day and night.

Commune to act, impact the world
A force for good all day and night.

Commune to act, impact the world
A force for good all day and night.

This is our rite.



SECTION 2

BE A GEM:
SPARKLE BRIGHTLY

Be a GEM expectations

There are **7 Be a GEM expectations**. They should be regularly **communicated to our GEMS** and **displayed across the school** as a reminder at all times:



Failure to meet our expectations without a valid reason will lead to a consequence.



SECTION 3

BE A GEM:
OUR ROUTINES

Routines build rhythm, and rhythm drives excellence

WHY

Routines matter all of the time because;

Routines provide consistency for our GEMS family and make the school community feel safe.









Routines are a proxy for control and are essential for securing a well-ordered environment.

Routines, if broken, send an immediate message to our GEMS that routines do not matter.

GEMS are more likely to test boundaries if the expectancy of a routine is no longer there.

WHAT

A set of clear routines codified and embedded in school.

OUR BEHAVIOUR ROUTINES	STRAPLINE (for staff and students)	
1. Travelling to and from school	When a GEM, Be a GEM	
2. Arriving at school	Another day to sparkle	
3. Moving around the school	Quickly and quietly	
4. During lessons	Ready to learn	
5. Leaving the classroom	Leave as you enter!	
6. Break and lunchtime (lining up for food or socialising)	Kind and courteous	
7. Ending the day positively	Tomorrow, we sparkle again	
8. Reflection (entry, during and end of the restorative conversation)	Pause, Reflect and Reset	

Each school to specify what this precisely means in practice for staff and students. Ensure each routine is rehearsed.



When a GEM, Be a GEM

Travelling to and from school

This routine underlines the importance of maintaining positive relationships within the local community. It mitigates the risks attached to reputational damage/bringing the school into disrepute.

01

**BEHAVIOUR
ROUTINE**

SCRIPT TO STUDENTS

- » We want you to be safe when you are travelling to school
- » It is important that you behave well
- » Remember that when you wear your uniform, you represent us all
- » Your behaviour on the way to school or home can be reported to school by the local community
- » Respect members of the public and their right to safe transport

LEADERSHIP HABITS

Leaders must ensure that:

- » there is a presence within the local community to facilitate a quicker entry and exit from school
- » positive relationships are developed with the neighbours of the school and/or any public transport partners
- » students understand that when they wear their school uniform, they must comply with the school's behaviour expectations

KEY ACTIONS TO SUPPORT THE REHEARSAL PROCESS WITH STAFF AND STUDENTS

- » Agree the duty points outside of the school grounds as needed to ensure hotspots are covered. Include in the duty rota/shadow rota
- » Ensure members of the public are acknowledged when on duty outside of school
- » Agree the protocols for boarding school buses/public transport ensuring this is included in the duty/shadow rota
- » Remind students in assemblies to Be an Ambassador within the community and that bringing the school into disrepute is a serious offence
- » Explain the school's position on vaping when travelling to and from school in school uniform (Secondary). Remind students in assemblies and in communication with parents
- » Comply with the school's behaviour expectations



Another day to sparkle

Arriving at school

This routine underscores the need for positive community relationships, mitigating reputational risks and preventing the school from being brought into disrepute in a proactive manner.

02

**BEHAVIOUR
ROUTINE**

SCRIPT TO STUDENTS

- » 'Good morning' – and insist upon a response
- » Cross the GEMS Gateway ready to learn – uniform and mindset
- » We care about each of our students and are looking forward to teaching you
- » We believe in you
- » If you have a problem, let us know now. Let us help.

LEADERSHIP HABITS

Leaders must ensure that:

- » senior leaders and pastoral staff are at the GEMS Gateway at least ten minutes before students are expected
- » the GEMS Gateway is used to develop positive relationships with students/parents and to enable them to have a positive, productive day
- » students are greeted positively with a 'Good Morning.' Students must return the greeting
- » the needs of vulnerable students are met

KEY ACTIONS TO SUPPORT THE REHEARSAL PROCESS WITH STAFF AND STUDENTS

- » Ensure the duty rota (and shadow rota) includes SLT, staff and pastoral team members at the GEMS Gateway at least 10mins before students start arriving
- » Ensure every child is acknowledged as they cross the GEMS Gateway (Good Morning X and with a smile)
- » List the vulnerable students who will require bespoke messaging/support for a successful day/named trusted adult
- » Determine the strategy for poor attenders/late arrivals (wakey wakey calls/pick-ups etc.)
- » Agree the entry route for each year group as they cross the GEMS Gateway and where/how they will line up and enter the building including timings
- » Agree the protocol and script for the students with non-compliant uniform



Quickly and quietly

Moving around the school

This routine ensures well-thought-out routines when travelling around school in order to maintain a calm, respectful environment and to ensure students feel safe.

03

**BEHAVIOUR
ROUTINE**

SCRIPT TO STUDENTS

- » Travel by the most direct route to the playground/school hall/classroom
- » Follow the one-way system
- » Do not wait for peers
- » No physical contact
- » Keep noise levels low

LEADERSHIP HABITS

Leaders must ensure that:

- » staff are aware in advance of the prescribed transition route for students. This should be the quickest and most direct route
- » students walk on the left-hand side (or right-hand side) of the corridor
- » students are reminded to walk 'quickly and quietly' through a silent gesture
- » all teaching staff greet students at the door to the classroom and are monitoring movement nearby
- » support staff are positioned to supervise the transition safely and effectively

KEY ACTIONS TO SUPPORT THE REHEARSAL PROCESS WITH STAFF AND STUDENTS

- » Ensure staff are on the duty/shadow rota at key transition points
- » SLT Lead to monitor all transition points and pick up on gaps/issues
- » Prescribe the routes/movement from lesson to social times
- » Add posters/markers to remind students of the prescribed route walking on the correct side of the corridor
- » Determine if one-way systems are required (for example on staircases)
- » Ensure all teachers are monitoring movement and using the strapline 'quickly and quietly'
- » Use classical music/Nasheed on a timer to support calmness during social times



Ready to learn

During lessons

This routine ensures a calm, orderly and prompt start to the lesson where all students are focused on learning and the Do Now Activity.

04

**BEHAVIOUR
ROUTINE**

SCRIPT TO STUDENTS

- » Sit where you are asked to sit
- » Listen actively to the teacher and peers when they speak
- » Take turns when speaking during class discussion
- » Track the teacher around the room

LEADERSHIP HABITS

Leaders must ensure that:

- » students enter the classroom in an orderly manner and sit in their designated seats
- » students sit up straight with their equipment in the right-hand corner of the desk
- » teachers use Teach Like a GEM: GEMS culture techniques to support behaviour management, including clear 'What To Do' directions and corrections
- » teachers have prepared a Do Now Activity
- » teachers use the language of the behaviour policy to describe positive and negative behaviours (GEMS achievements/disruptive and red line). Aim for 5:1 pos to neg ratio

KEY ACTIONS TO SUPPORT THE REHEARSAL PROCESS WITH STAFF AND STUDENTS

- » Train staff on TLAG GEMS Culture techniques using practice clinics and instructional coaching. Prioritise 'What to do' directions and corrections to keep students on track and learning
- » Display Learn Like a GEM: GEMS Culture poster in classrooms and provide instructions to staff on how to introduce this with students
- » Train students how to enter the classroom (line up outside or enter as they arrive etc.)
- » Train staff on holding out for 100% and how to secure this
- » Train staff on rewards and consequences including whisper corrections
- » Train students on the importance of 100%
- » Train students during the expectations' assemblies and in class on the importance of rewards and the avoidance of disruptive and red line behaviours as they will lead to a consequence



Leave as you enter!

Leaving the classroom

This routine ensures a calm lesson end with exit tickets, followed by organised packing, chairs in, students standing behind desks, and tracking the teacher.

05

BEHAVIOUR
ROUTINE

SCRIPT TO STUDENTS

- » Complete the exit ticket
- » Tidy your things away
- » Stand behind your chair and tuck it under your table
- » Track me
- » Leave the room upon the teacher's direction
- » Exit quietly and calmly

LEADERSHIP HABITS

Leaders must ensure that:

- » teachers use an exit ticket to assess what students know and can remember
- » there are clearly communicated and well-executed routines to ensure a smooth exit from a classroom, including tucking chairs under tables and standing behind their desk before being dismissed
- » all classes are litter free and tidy before exiting
- » teachers insist upon a quiet and calm exit

KEY ACTIONS TO SUPPORT THE REHEARSAL PROCESS WITH STAFF AND STUDENTS

- » Ensure the exit ticket takes place within the last 10 minutes of the lesson and links to the learning outcomes and assesses if the knowledge components have been mastered
- » Train teachers on how to dismiss the class in a calm, orderly way
- » Train teachers to remind students how to move around the school
- » Teachers and support staff should escort their class to break/lunch/exit at the end of the day



Kind and courteous

Break and Lunchtime

This routine stresses the importance of good manners during social times and when eating.

06 BEHAVIOUR
ROUTINE

SCRIPT TO STUDENTS

- » Queue patiently
- » No physical contact
- » Use manners when ordering food
- » Sit down while you are eating
- » Clean up your own plates and waste when you have finished eating
- » No litter on the floor or outside

LEADERSHIP HABITS

Leaders must ensure that:

- » sufficient staff are on duty in the canteen before students arrive to manage the queue and supervise seated diners
- » all students use good manners when ordering food
- » all students are seated on chairs when eating and are encouraged to engage in positive conversation with their peers
- » no food leaves the dining area
- » students clean up after themselves

KEY ACTIONS TO SUPPORT THE REHEARSAL PROCESS WITH STAFF AND STUDENTS

- » Agree the duty/shadow rota for breaks and lunches including toilets
- » Agree how breaks and lunchtimes will be managed (split breaks/year groups in different areas of the canteen/outside)
- » Agree the process for ordering food to avoid lengthy queues
- » Insist students sit down when eating (no food outside)
- » Play classical music/Nasheed to support a calm, pleasant environment
- » Provide discussion points on screens to promote healthy debates over break/lunch
- » Open up areas of the school to enable students to engage in enrichment opportunities
- » Agree protocols for clearing away food/litter
- » Agree outdoor routines



Tomorrow, we sparkle again

Ending the day positively

This routine highlights using the 'GEMS Gateway' to engage all students, especially vulnerable ones with poor attendance, showing relationships matter and that we genuinely care.

07

**BEHAVIOUR
ROUTINE**

SCRIPT TO STUDENTS

- » Well done for a positive and productive day
- » Leave quickly and quietly
- » Remember that when you wear your uniform, you represent us all
- » Tomorrow is a fresh start
- » Enjoy your evening and come back refreshed tomorrow

LEADERSHIP HABITS

Leaders must ensure that:

- » teachers escort their classes to the GEMS Gateway and release the younger students safely to their known parent/carer
- » all incidents are fully investigated and communicated to parents at the GEMS Gateway or more formally through a meeting
- » support staff and senior leaders are strategically positioned to ensure a smooth, safe, well-managed exit from school
- » staff say 'goodbye' to each student/parent and ensure a positive end to their school day and a safe journey home

KEY ACTIONS TO SUPPORT THE REHEARSAL PROCESS WITH STAFF AND STUDENTS

- » Prescribe the exit route for staff when escorting students off site to meet their parents
- » Agree the protocol and script for outerwear
- » Ensure the duty rota (and shadow rota) includes SLT and pastoral team members at the GEMS Gateway at least 3 mins before the end of the school day
- » Ensure every child is acknowledged as they cross the GEMS Gateway, 'Tomorrow, we sparkle again!'
- » Ensure no student leaves the site without their known adult/parent/carer
- » List the vulnerable students/poor attenders who will require bespoke messaging to parents before they leave the school



Pause, Reflect and Reset

Entry to reflection

This routine stresses the importance of helping a student to regulate their behaviour before entering Reflection* particularly if in a heightened state.

** Reflection is a physical space OR 1:1 time with an adult away from the classroom to enable the student to reflect deeply around their disruptive/red line behaviour.*

08

**BEHAVIOUR
ROUTINE**

SCRIPT TO STUDENTS

- » Sit here for me please
- » We are going to complete the Reflection booklet together to understand why your behaviour did not meet our expectations
- » We will then have a conversation to understand what you will do differently to avoid this happening in the future

LEADERSHIP HABITS

Leaders must ensure that:

- » the student is calm
- » strategies are used to help a student regulate their behaviour before engaging with Reflection, particularly if in a heightened state. Examples include: assigning a trusted adult who has a positive relationship with the student to counsel in a safe space/ breathing activities, drink of water, mindfulness activities
- » staff in Reflection are trained including positive handling
- » SLT to become involved if needed
- » parents to be informed and next steps agreed

KEY ACTIONS TO SUPPORT THE REHEARSAL PROCESS WITH STAFF AND STUDENTS

- » Ensure Reflection takes place in a quiet space in the school without distractions
- » Train Reflection staff on de-escalation and positive handling in case it is required
- » Train Reflection staff to work through the Reflection Booklet with the student and to help him/her to understand why the behaviour was unacceptable and to avoid a repeat in the future

GEMS Culture

(For micro-steps refer)

TEACH LIKE A GEM: PLAYBOOK



What To Do (directions and corrections)

WHAT

What to Do provides a clear and specific technique for giving directions and corrections that help students understand exactly what is expected of them.

WHY

What to Do provides clear, specific, and actionable instructions, reducing ambiguity and extraneous cognitive load by focusing on completing the task effectively rather than deciphering unclear directions.

HOW

1. **Be Clear and Specific** – Use precise language so students know exactly what to do without ambiguity
2. **Break It Down** – Provide step-by-step instructions if the task is complex or has multiple steps
3. **Use Visible Cues** – Write instructions on the board or project them for added clarity



Whole-class Reset

WHAT

Whole-class Reset is a technique for refocusing the entire class when behaviour, attention, or focus has drifted off-task.

WHY

Whole-class Reset helps restore focus, maintain a productive environment, and reinforces behavioural expectations without singling out individual students. This helps students internalise and refine their mental frameworks for appropriate classroom behaviour and focus, creating a structured environment conducive to learning.

HOW

1. **Pause and Assess** – Stop the class and calmly assess the behaviour or attention issue
2. **Communicate the Issue** – Clearly state what needs to be fixed, using calm and direct language
3. **Restate Expectations** – Remind students of the specific behaviours or focus levels expected
4. **Model and Practise** – Demonstrate the desired behaviour if needed, and have students practise it briefly
5. **Transition Back Smoothly** – Once behaviour is reset, transition back into the lesson with positive reinforcement



Teacher Radar

WHAT

Teacher Radar requires teachers to constantly scan the room to identify when students may be struggling or disengaged, even before they raise their hand or show obvious signs of confusion.

WHY

Teacher Radar helps prevent misunderstandings by detecting confusion early, enhances engagement through continuous monitoring, and aids in managing cognitive load by adjusting the pacing. It improves classroom management by addressing distractions quickly, ensuring students stay focused, process information effectively, and remain engaged throughout the lesson.

HOW

1. **Scan Intentionally** – Look for signs of disengagement or confusion in students' body language, facial expressions, or posture. If a student appears distracted or uncertain, intervene early to guide them back on track
2. **Quick Feedback and Support** – If you notice a student struggling, provide immediate feedback or intervention (e.g. rephrase instructions, clarify a point, offer additional resources). Your goal is to address challenges before they escalate
3. **Use Proximity** – Move around the room and interact with students in a way that demonstrates attentiveness. Proximity encourages engagement and allows you to quickly assess whether students need help

SECTION 4

BE A GEM:
ACCENTUATE THE POSITIVE







GEMS Values

The rewards' system centres around our GEMS values of **Care, Always Learning, Excellence** and **One Team**. Students are recognised and rewarded for exemplifying a GEMS value.



- » Each reward links to a GEMS value
- » Teachers and staff promote and encourage students to exemplify a GEMS value at every opportunity
- » GEMS values are used to accentuate the positive when correcting unacceptable behaviour

GEMS VALUES	POSITIVE BEHAVIOURS	Achievement Points
 ALWAYS LEARNING	Showing creativity and innovation to deepen your understanding in a focus area	2 points
	Working hard and going the extra mile consistently	2 points
	Learning beyond the subject through podcasts, books, online courses or masterclasses	2 points
	Engaging in co-curriculum activities and mastering a skill through self-discipline	2 points
	Learning from mistakes and taking on board constructive feedback	2 points
 ONE TEAM	Learning from, with, and about each other very well	2 points
	Using everyone's ideas to achieve a good solution (problem solving)	2 points
	Working well with others to achieve team goals	2 points
	Sharing responsibilities and tasks to achieve the best for everyone	2 points
	Taking responsibility when things go wrong	2 points
 EXCELLENCE	Having the grit to never give up	2 points
	Listening attentively and participating enthusiastically in lesson	2 points
	Trying hard to produce work of exceptional quality in lessons and during tests	2 points
	Being a self-starter and thinking outside the box	2 points
	Attending enrichment or additional catch-up sessions to help you reach your full potential	2 points
 CARE	Speaking politely with excellent manners	2 points
	Offering help to others through acts of kindness or community service	2 points
	Reporting bullying and speaking up when someone needs help	2 points
	Listening actively and respecting other opinions and differences	2 points
	Showing gratitude and appreciation for the little things that we often take for granted	2 points



SECTION 5

BE A GEM:
FINDING THE GENIUS AND SHINING
A LIGHT ON OUR GEMS

Step 1: Praise



Praise is used as the greatest lever for securing a positive culture

The most effective reward is immediate and identifies the action or behaviour, for example, “Offering to help was very kind, thank you”, can have a huge impact.

Positive interactions must outweigh the negative by a ratio of 5:1. Students experiencing trauma or adverse childhood experiences (ACEs) and/or seeing a counsellor or subject to a Be A GEM: Support Plan, the recommended ratio increases to 14:1.

Praise needs to be:

- » Specific
- » Sincere
- » Personalised through the use of the student’s name
- » Consistently used in all lessons
- » Appropriate
- » Focused on personal gains by individuals
- » Non-verbal as well as verbal (thumbs up, positive facial expressions)

Step 2: Daily Rewards



- » Each form tutor/home room teacher will aim to award at least 1 student with an achievement point during tutor time
- » Each class teacher will aim to award at least 3 students within the lesson
- » Each head of year/grade leaders will aim to award at least 5 students from their year group during social times
- » It is important that all students are recognised for their achievements and especially students of determination

Step 3: Weekly Rewards



- » Positive posts – Postcards will be sent home by the Head of Year acknowledging when a student has reached the following Achievement Point thresholds: 50, 100, 150, 200, etc.
- » The top 10 students with the highest number of achievement points in each year group will receive a positive text message home
- » The student with the highest number of GEMS points within one week, in each year group will be named the **GEM of the Week**. Their names will be displayed on screens around the school and social media, where appropriate, to celebrate success
- » Weekly Rewards will be posted on to the school’s social media platforms

Step 4: Monthly Rewards

Monthly recognition of a student demonstrating the leadership Gemstone of the month across the school.

Month	GEMSTONE	Leadership Focus
January	 Moonstone	Leading with Reflection
February	 Emerald	Leading with Compassion
March	 Diamond	Leading with Integrity
April	 Labradorite	Leading with Vision
May	 Aquamarine	Leading with Adaptability
June	 Peridot	Leading with Service
July	 Ruby	Leading with Empathy
August	 Onyx	Leading with Resilience
September	 Sapphire	Leading with Respect
October	 Fluorite	Leading with Diversity
November	 Citrine	Leading with Gratitude
December	 Garnet	Leading with Unity
Ramadan	 Amethyst	Leading with Self-Discipline

Step 5: Half-termly Rewards



A half-termly Sparkling GEMS assembly recognises the highest number of positive achievement points achieved by a student in each half term, in each category within each homeroom/tutor group. The student receives a certificate and badge relative to the award. All half-termly rewards are posted on to the school's social media platforms.

1. **GEMS Excellence: Care award**
– pin badge, certificate and letter home
2. **GEMS Excellence: Always Learning award**
– pin badge, certificate and letter home
3. **GEMS Excellence: Excellence award**
– pin badge, certificate and letter home
4. **GEMS Excellence: One Team award**
– pin badge, certificate and letter home
5. **GEMS Determined Genius award**
– pin badge, certificate and letter home
6. **GEMS Beyond 100 award**
– pin badge, certificate and letter home
7. **GEMS Parent 360** – family experience
8. **GEMS Family First award**
– family meal at our Family First Café

Additional Rewards

1. **GEMS Excellence: 100% attendance award** – certificate and letter home
2. **GEMS Excellence: Most improved attendance award** – certificate and letter home
3. **Sparkling GEMS: 100% attendance, 100% punctuality and no disruptive/redline behaviour points** – certificate, letter home, roll of honour and a GEMS experience (bowling, cinema etc.)
4. **GEMS Excellence: Principal's Be a GEM** – special reception with the Principal/Brand Ambassador/Executive Vice President

Step 6: Annual Rewards



1. **GEMS of Honour** –students who have excelled consistently throughout the year receive a GEMS of Honour t-shirt/tie/scarf or pin badge linked to the academic year. This achievement includes a special reception with the Principal, their parents and EVP/CEdO. The student also qualifies for the prestigious GEMS Group Awards.



SECTION 6

BE A GEM:
ELIMINATE THE NEGATIVE

Eliminate the negative



- » Students need to understand **what is acceptable and what is not**
- » All students need to know the expectancy of the consequence and that it will happen if they display a disruptive or red line behaviour
- » Failure to get this right will undermine our commitment to positive behaviour that enables optimum learning and excellent relationships to flourish, creating a culture of excellence and a world-class education
- » Every GEMS school's behaviour policy should align with the MoE and/or the Emirate's education regulatory body behaviour framework, so that regulatory bodies can evidence compliance

Disruptive behaviours

1. Whisper correction to help the student get back on track quickly

2. Disruptive Points for a second correction within a lesson resulting in a phone call home

3. Disruptive Points for a third correction resulting in an immediate referral to Reflection

Chewing gum in school	0 points	-2 points	-3 points
Disturbing others/out of seat without permission	0 points	-2 points	-3 points
Failure to speak to peers/staff/visitors with respect	0 points	-2 points	-3 points
Head on desk/slumped in chair	0 points	-2 points	-3 points
Refusing to follow instructions from staff	0 points	-2 points	-3 points
Talking over the teacher/answering back	0 points	-2 points	-3 points
Walking off from a member of staff	0 points	-2 points	-3 points
Using headphones/Bluetooth headsets without permission	0 points	-2 points	-3 points
Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting)	0 points	-2 points	-3 points
Littering in the classroom or around the school	0 points	-2 points	-3 points

Red line behaviours

Red line behaviours are unacceptable and must not be tolerated.

RED LINE BEHAVIOURS Behaviour marked with an * could lead to an automatic expulsion (See the policy)	Red Line Points (Referral to Reflection)	RED LINE BEHAVIOURS Behaviour marked with an * could lead to an automatic expulsion (See the policy)	Red Line Points (Referral to Reflection)
Refusing to handover a mobile phone when visible in school	-4 points	Having cigarettes/e-cigarettes or contraband on school premises*	-4 points
Truancy from lessons	-4 points	Theft or bringing in stolen items*	-4 points
Walking out of a classroom	-4 points	Aggressive or threatening behaviour towards a member of staff*	-4 points
Failure to attend a detention	-4 points	Aggressive or threatening behaviour towards peers*	-4 points
Rude language or swearing at someone	-4 points	Fighting, physically aggressive or threatening violence*	-4 points
Cheating in exams/assessments	-4 points	Extortion*	-4 points
Graffiti or obscene/offensive language or depictions	-4 points	Bringing a weapon into school*	-4 points
Damaging equipment/property	-4 points	Bringing the school into disrepute (social media/within the community)*	-4 points
Dangerous or unsafe behaviours*	-4 points	External truancy*	-4 points
Bullying (physical child-on-child abuse)*	-4 points	Inappropriate touch*	-4 points
Bullying (verbal child-on-child abuse) *	-4 points	Substance use*	-4 points
Racist language or behaviour*	-4 points		
Cyber bullying*	-4 points		

SECTION 7

BE A GEM:
USING BEHAVIOUR DATA PROACTIVELY

Using behaviour data dynamically to secure a culture of excellence




Recording rewards and consequences

Effective Use of Data

- » All behaviour points must be recorded on the school's MIS in real time
- » Analysis of behaviour data enables a proactive response to supporting and preventing students' behaviour from escalating
- » Effective analysis should be weekly and triangulated between senior leaders, subject leaders and pastoral leaders

Support for our most vulnerable students

- » Use behaviour data to check if a student needs additional support to help them regulate
- » Introduce strategies to enable the student to flourish and comply with our expectations (Be a GEM Support Plan)



Be a GEM
PLAYBOOK
Culture of Excellence

JUNE 2025
VERSION 2.1

GEMS
EDUCATION