

# GLS POSITIVE BEHAVIOUR POLICY

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APPROVED BY:



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## AIM

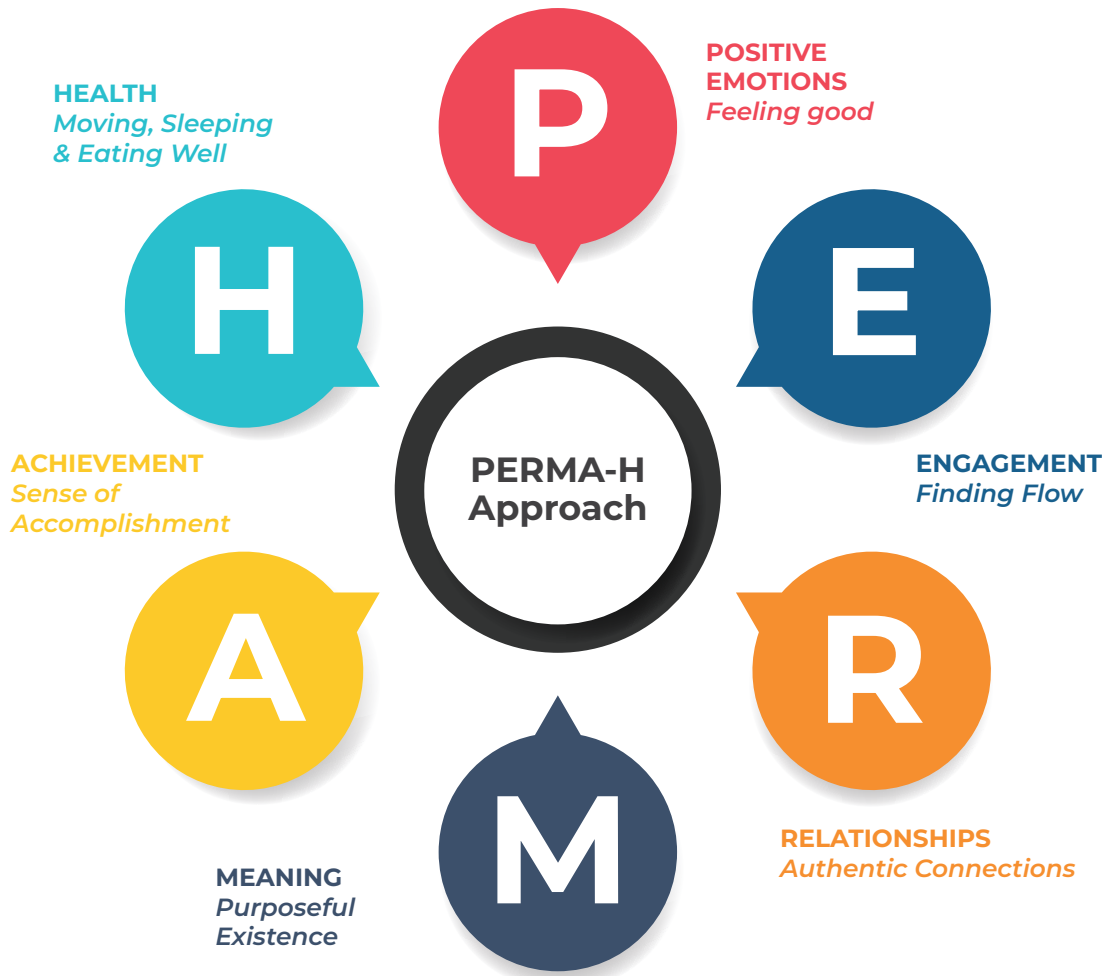
At **GEMS Legacy School (GLS)**, we firmly believe that a solid foundation is the cornerstone of success. Our approach to education goes beyond mere academic learning; we strive to prepare students for life beyond school. Pastoral care and well-being are at the heart of everything we do, supporting our **core value of togetherness**.

We recognise that students thrive in an environment that is **safe, nurturing, and inclusive**, with clear expectations for both work and behaviour. Guided by our **PRIDE values**, the **GEMS Core Values**, and the **Be a GEM** framework, we

create a community where relationships matter, positivity thrives, and every student is encouraged to **sparkle brightly**. Our goal is to cultivate a positive learning environment where students can reach their fullest potential while fostering mindfulness, self-discipline, and responsibility as global citizens.

## PHILOSOPHY

The GLS Positive Behaviour Policy draws inspiration from **Martin Seligman's PERMA-H well-being model**, the school's **PRIDE values**, and the **Be a GEM** principle. By integrating these principles, we create a holistic approach to learning that cultivates enriching environments.



## THE PERMA-H APPROACH TO WELLBEING AND HAPPINESS

Apart from providing an empowering learning environment, we consciously build the personal, social, emotional, intellectual, cultural and spiritual quotient of our students and staff by taking inspiration from Martin Seligman's PERMA model for well-being.

At GLS, we endeavor to provide a vibrant learning environment that encompasses Positive Emotions, Positive Engagement, Positive Relationships, Positive Meaning, Positive Accomplishment and Positive Health to ensure holistic growth of all members of the school's fraternity.

In sync with the GEMS core values, that all students and staff relate to in their day-to-day functioning at GLS is encompassed in the acronym -



These simple yet core universal values form the founding pillars of the school's ethos and culture. These are well integrated into the curriculum, lesson plans, school events and assemblies so that they are internalized by students and staff.

**CARE**  
I respect the needs of my stakeholders. I ensure they feel listened to and cared for.

**EXCELLENCE**  
I dream big, setting ambitious goals, delivering the highest quality and aiming to be the best at what I do.

**ONE TEAM**  
I am a team player. I work with the bigger picture in mind. I put the teams needs ahead of my own.

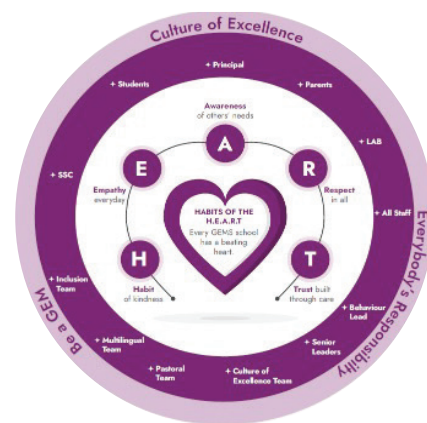
**ALWAYS LEARNING**  
My open minded curiosity fuels my love for learning. I ask questions and listen to keep learning and improve.

**GEMS  
CORE VALUES**

**The Five Core Competencies**

**Contributor, Communicator, Collaborator, Creator and Critical Thinker**, built on the foundation of the core values permeate the school culture. Students and staff are provided with a range of opportunities to apply these competencies as they are learning and are awarded certificates for demonstrating these competencies.

Aligned with the 'Be a GEM' framework, our behavior policy emphasizes cultivating the HABITS OF THE H.E.A.R.T - awareness of others' needs, respect, trust, empathy, and kindness - ensuring every member of the school community, from students and staff to parents and leaders, contributes to a culture of excellence.



## OBJECTIVES

This policy aims to:

- Foster a nurturing, vibrant, and secure learning environment for all stakeholders.
- Recognise that positive behaviour requires the collective effort of the entire school community.
- Set and maintain high standards through role modelling and positive reinforcement.
- Cultivate self-discipline and responsibility among students.
- Ensure fairness and equality for all.
- Empower staff to establish and uphold behavioural standards.
- Raise self-worth through meaningful relationships and engagement.
- Accept the student while addressing negative behaviour.
- Ensure consistent application and monitoring of the policy.

- Be consistent in dealing with the students.
- Facilitate the development of the Core Competencies.
- Promote high expectations within the community.
- Meet the educational, social and behavioural needs of all students.
- Monitor and document any recurring behaviour that violates the school's guidelines and protocols.
- Keep detailed records and reports of incidents.
- Collaborate with the line manager to apply disciplinary actions tailored to each situation.

### THE ROLES & RESPONSIBILITIES OF PARENTS AS PARTNERS

- Collaborate actively with teachers to support behaviour goals.
- Reinforce school rules at home.
- Monitor behaviour outside school hour
- Communicate concerns regarding student welfare or behaviour.

### THE ROLES & RESPONSIBILITIES OF STAFF

- Lead by example.
- Share high expectations of pupils through the class charter.

## KEY EXPECTATIONS – WHEN A GEM, BE A GEM

### ACCENTUATE THE POSITIVE

The school actively promotes positivity by recognizing and rewarding good behaviour. Students' achievements are celebrated to build confidence and self-esteem. Through the phased Be a GEM + House Points system, positive and desirable behaviour is consistently acknowledged, with praise from both staff and peers. Through the school's ongoing initiatives to promote positivity, students are recognised with a variety of rewards and acknowledgements, ensuring that every effort, achievement, and positive behaviour is valued and celebrated in meaningful ways, as highlighted below.

- Class DOJO points, house points, stickers, smileys.
- Class Teacher recognition for all students over the year.
- Certificates for teamwork and morale.
- Public recognition in class and assemblies.
- House Points for good work and competitions.
- Individual character certificates.
- Appreciation letters to parents, Badge of Honour.
- Recommendation letters for higher education.
- Special recognition certificates.



# REWARDS

The reward system centers around our Gems values of Care, Always Learning, Excellence and One Team. Students are recognized and rewarded for exemplifying a Gems value.

ACHIEVEMENT POINTS	POSITIVE BEHAVIOR
+1000	GEM Excellence Certificate – Outstanding embodiment of a GEMS value
+700	GEM milestone award – sustained positive achievement
+500	GEM milestone award – sustained positive achievement
+300	GEM milestone award – sustained positive achievement
+50	GEM milestone award – initial recognition of achievement
+2	Creativity, innovation, competitions, sustainability initiatives
+2	Hard work / going the extra mile
+2	Learning beyond subject
+2	Mastering a skill / preparation for events
+2	Learning from mistakes & taking feedback
+2	Teamwork and shared responsibility
+2	Acts of kindness, respect, gratitude
+2	Sustainability/philanthropy contributions
+2	Best 4C's demonstrated
+2	Best assembly participation
+2	Class cleanliness, grooming, submissions

## ELIMINATE THE NEGATIVE

Although the focus is always on developing and reinforcing positive behaviour, there is a system in place for students to understand consequences when they fail to meet the stated expectations. Most behaviour concerns are managed by the class teacher. However, the Principal retains the right to exclude a pupil when a child is having a detrimental effect on the learning of the rest of the group or when there are serious safety issues and all other avenues have been exhausted.

GLS applies a five levelled approach to ensure a uniform response in addressing the diverse array of issues encountered within a school.

DISRUPTIVE BEHAVIOR					
FIVE LEVELLED APPROACH	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Chewing gum in school	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Reflection	Parents Informed
Disturbing others / out of seat without permission	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Reflection	Parents Informed
Failure to speak to peers / staff / visitors with respect	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Reflection	Parents Informed
Head on desk / slumped in chair	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Reflection	Parents Informed

## DISRUPTIVE BEHAVIOR (CONTD.)

FIVE LEVELLED APPROACH	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Refusing to follow instructions from staff	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Parent informed and Reflection	Withdrawal of Privileges: Loss of part or whole of playtime
Talking over the teacher / answering back	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Reflection	Parents Informed
Walking off from a member of staff	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Reflection	Parents Informed
Using headphones / Bluetooth headsets without permission	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Reflection	Parents Informed
Failure to behave sensibly around the school (pushing / horseplay)	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Parent informed and Reflection	Withdrawal of Privileges: Loss of part or whole of playtime
Littering in the classroom or around the school	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Reflection	Parents Informed
Uniform code not followed / fancy haircuts / accessories / make-up	Whisper / verbal correction	Second correction (-2 points)	Third correction (-3 points)	Parent informed and Reflection	Withdrawal of Privileges: Loss of part or whole of playtime
<b>RED LINE BEHAVIOR</b> (Red line behaviors are unacceptable.)					
Refusing to handover a mobile phone when visible in school.	Deduct House Points (-4)	Teacher logs concern	Supervisor informed	Reflection	Parents Informed
Not equipped for school / Late / Incomplete work	Deduct House Points (-4)	Teacher logs concern	Supervisor informed	Reflection	Parent-Teacher Conference
Walking out of a classroom	Deduct House Points (-4)	Teacher logs concern	Supervisor informed	Reflection	Parents Informed
Truancy from lessons	Deduct House Points (-4)	Teacher logs concern	Supervisor informed	Reflection	Parents Informed
Rude language or swearing at someone	Deduct House Points (-4)	Teacher logs concern	Supervisor informed	Reflection	Parents Informed
Cheating in exams / assessment	Deduct House Points (-4)	Teacher logs concern	Supervisor informed	Reflection	Parents Informed
Graffiti / offensive language or depictions	Deduct House Points (-4)	Teacher logs concern	Supervisor informed	Reflection	Parents Informed
Vaping on school premises	Deduct House Points (-4)	Teacher logs concern	Reflection	Parents Informed	Suspension or Expulsion
Indecent / Inappropriate behaviour in school	Deduct House Points (-4)	Teacher logs concern	Reflection	Parents Informed	Suspension or Expulsion
On the bus – bad behaviour, foul language, leaving seat, vandalism, unsafe acts	STS informs Supervisor Deduct House Points (-4)	Teacher logs concern; Behavior contract signed	Parents informed and Reflection	Bus services withdrawn (temporary)	Bus services withdrawn (Permanet)
Inappropriate use of ICT	Deduct House Points (-4)	Teacher logs concern	Reflection	Parents Informed	Suspension or Expulsion
Disrupting class / Disrespect towards peers or teachers	Deduct House Points (-4)	Self-reflection	Supervisor informed	Counsellor observation / support	Parent-Teacher Conference
Bullying (physical, verbal, cyber, child on child abuse)	Deduct House Points (-4)	Teacher logs concern	Behaviour contract signed and Reflection	Parents meeting with SLT	Suspension
Racist language / discriminatory behaviour	Deduct House Points (-4)	Teacher logs concern	Behaviour contract signed and Reflection	Parents meeting with SLT	Suspension
Property damage / vandalism	Deduct House Points (-4)	Teacher logs concern	Reflection	Parents informed	Suspension or Expulsion
Theft	Deduct House Points (-4)	Teacher logs concern	Reflection	Parents informed	Suspension or Expulsion
Aggressive / threatening behaviour to staff or peers	Deduct House Points (-4)	Teacher logs concern	Reflection	Parent informed	Suspension or Expulsion

## RED LINE BEHAVIOR CONTD. (Red line behaviors are unacceptable.)

Fighting / violence / extortion	Deduct House Points (-4)	Teacher logs concern	Reflection	Parent informed	Suspension or Expulsion
Bringing weapon into school	Deduct House Points (-4)	Teacher logs concern	Reflection	Parent informed	Suspension or Expulsion
Bringing the school into disrepute (Social media / within the community)	Deduct House Points (-4)	Teacher logs concern	Reflection	Parent informed	Suspension or Expulsion
Inappropriate touch	Deduct House Points (-4)	Teacher logs concern	Reflection	Parent informed	Suspension or Expulsion
Substance use (drugs / alcohol, controlled substances)	Deduct House Points (-4)	Teacher logs concern	Reflection	Parents informed	Suspension or Expulsion

## RECORDING & MONITORING

- All incidents logged in **GEMS Safeguarding Portal (Guard)**.
- Head of Pastoral Care oversees **Pastoral Support Plans**.
- Incident forms include factual details, previous concerns, and follow-up actions.

## KEY DOCUMENTS & POLICIES

- [Inclusion Policy](#)
- [Attendance Policy](#)
- [Safeguarding Policy](#)
- [BYOD Policy](#)
- [Anti-Bullying Policy](#)

