

## Learning Culture Policy

### 1. Introduction

At GEMS Founders School - Dubai South (GFD) we are a mindful school who puts wellbeing first. We want our students to be honest, respectful and hard-working individuals who take responsibility for their own behaviour, learning and achievements. We aim to create a culture which ensures behaviour supports learning. This policy describes the GFD approach to positive behaviour and the importance of responding well to others.

The key principles are:

- We recognise our emotions, use strategies to moderate our response to them and reach out for support when needed
- We accept that we are always developing and that everybody will make mistakes. We commit to working to rectify mistakes
- We all have a voice and we deserve to feel heard
- We feel a sense of belonging at GFD and we feel pride in our school community
- We are open to new learning opportunities and embrace challenges
- We respect our school and the environment we occupy

The mindful reminders are:

- We follow adult instructions the first time, every time
- We use words and actions that help and don't hurt
- We respect other people and their property
- We move safely and sensibly around the school

### 2. Purpose of policy

The Learning Culture Policy is to ensure that all members of our school community feel safe, feel understood and feel a sense of belonging. We understand the importance of building positive relationships to improve behaviour and support learning.

### 3. Aims and objectives

The expectation at GFD is that all students, staff and parents behave in a respectful manner. Standards are high and it is everybody's responsibility to remind individuals of our expectations. The main objective of this policy is to ensure the expectations listed below are clear to all.

- Be **respectful** of each other at all times
- Be **polite** and well mannered
- Be **courteous** to each other at all times
- Be **considerate** of each other's feelings
- Be **positive** in supporting friends and colleagues
- Uphold and represent **GFD values** inside and outside school.



## 4. Rewards

At GFD, we believe that rewarding positive behaviour is far more effective than punitive strategies. As such we must reward our students for positive behaviours. These are not restricted to class activities. Rewards are a feature in each part of the school and are adapted to ensure the correct age appropriateness.

### House Points

#### EYFS

Children will receive house points for positive behaviour and demonstration of excellence in their learning. They will receive a sticker (if relevant) to wear and share with their parents and a house point 'token' which will be temporarily displayed on their cubby. On each cubby will be a point collection card. Teachers will transfer house points on a Thursday to GO4Schools to contribute to the house total for that week.

#### Key Stage 1 - Key Stage 3

No. of House Points	Reward/Certificate	Presented by
100	Bronze	Class teacher / Form tutor
150	Silver	Class teacher / Form tutor
200	Gold	ASLT
300	Platinum	Head of Primary / Teaching and Learning Coach
400	Rhodium	Principal

- House points will be collated on GO4Schools. Every Friday an announcement will be made informing of the weekly house winner.
- In extracurricular activities, house points will also be given during various competitions and extra curricula activities throughout the year. They will also be given on for good behaviour on school transport.
- House Points will also be given in and around the school and recorded on GO4Schools.

## 5. Restorative Practice and Relationships

**Mutual Respect** - At GFD, we believe that everybody deserves respect. When communicating to one another, we are respectful in our volume, tone and speech.

We understand that behaviour for learning is best supported through strong relationships. We aim to follow the Establish-Maintain-Restore (EMR) method when developing and maintaining student-staff relationships.

- **Establish** – Intentional practices to cultivate a positive relationship with each student (i.e., build trust, connection and understanding)
- **Maintain** – Proactive efforts to prevent relationship quality from diminishing over time (i.e., ongoing positive interactions)
- **Restore** – Intentionally repairing harm to the relationship after a negative interaction (i.e., reconnecting with student).

**Conflict resolution** - Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all parties involved. It requires active listening, restorative questions and behaviour as communication. A plan of



action is created to solve the cause of the conflict and move forward using the restorative practice conversation scaffold. We understand that universal behaviour systems are unlikely to meet the needs of all students. When necessary, the approach should be adapted to the individual's needs. This could include but is not limited to: pastoral support, welfare or counselling support or a positive report card.

## **6. Proactive behaviour for learning support**

At GFD, we believe that the consistent use of strategies are the most effective way to ensure there is a positive learning culture in school. We ensure that staff are trained to understand the different approaches that students may need based on their stage of development. Their stage of development informs behaviour for learning strategies to ensure effective relationships are established and maintained across all areas of the school.

## **7. Inclusion including reference to SENDo, EAL and Advanced Learners**

We recognise that students of determination who exhibit adverse behaviour may need an individual approach to manage behaviour for learning. Where consideration for additional support is needed, the Inclusion Team will work alongside the student's teachers and parents to develop a personalised support plan for the individual.

Where a language barrier is contributing to adverse behaviour in students with English as an additional language, the inclusion team will support teachers to ensure they can communicate effectively with the student to help them to follow the learning culture policy.

## **8. Supporting Mental Health and Wellbeing – Welfare and Counselling Teams**

We believe that the learning culture of a school thrives when all members of the school community have access to wellbeing support. The purpose of the welfare and counselling teams at GFD is to implement a welfare strategy which promotes positive mental health and ensures that all stakeholders have equitable access to wellbeing support. The counselling team works alongside the safeguarding leads and welfare team to ensure that individual cases are triaged effectively. Where needed, they offer 1:1 counselling sessions for students across the school. The welfare team provide mental health first aid support for students as and when needed. They offer 1:1 wellbeing sessions with students who have been triaged by the counselling team. Our trained adult mental health first aiders offer support for adults within the school community. Our trained student mental health first aiders (emotional buddies) offer support for other students within the school community.

## **9. Parental Involvement**

We believe fully in working in partnership with parents to ensure our learning culture policy is adhered to by all members of the school community. We take regular feedback from the parent community to ensure we can support students to have a positive and successful experience at GFD.

## **10. Assessment and recording**

All positive points and behaviour incidents must be recorded in GO4Schools and monitored by leaders across school. Relevant leaders should regularly monitor trends and patterns in behaviour in their areas of the school and act when needed to ensure our learning culture policy is adhered to. While we understand that unpredictable events can happen, we believe in using a range of data to frequently review the learning culture of the school. This includes but is not limited to the following data sets:



attendance, punctuality, clinic records, achievement points, behaviour incidents, student, parent and teacher voice and observational data.

## 11. Roles and responsibilities

All staff, students, parents and visitors are responsible for upholding Learning Culture.

### Monitoring and review

Signed *[Signature]* ..... Date 17/07/2024

**Head of Primary**

Signed *[Signature]* ..... Date: 17/07/2024

**Teaching and Learning Coach**

Signed *[Signature]* ..... Date: 17/07/2024

**Principal/CEO**

### Next policy review dates:

February 2025

June 2025