

## REWARDS AND SANCTIONS POLICY

POLICY FOR	Rewards and Sanctions
PERSON RESPONSIBLE	Head of Pastoral
REVIEW DATE	June 2025
REVIEWED BY	Assistant Principals and Head of School
APPROVED DATE	August 2025
APPROVED BY	Executive Leadership Team
DATE OF NEXT REVIEW	June 2026
RELATED POLICIES	Attendance & Punctuality Policy, BYOD Policy, Anti-Bullying Policy, E- safety Policy

*[Handwritten Signature]*



**Executive Principal / CEO** .....

The Westminster School, Dubai (TWS) believes in supporting every individual to achieve his or her dreams in a safe and positive environment. In order to enable teaching and learning to take place, we believe that responsible behaviour in all aspects of school life is necessary. We seek to create an inclusive, caring, learning environment promoting a growth mindset among the students in the school by:

- Promoting and encouraging positive behaviour.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Encouraging consistency in response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment - free from disruption, violence, bullying and any form of harassment.
- Encouraging positive relationships with all stakeholders to develop a shared approach which involves them in the implementation of the school's policies and associated procedures.
- Promoting respect for others and their rights and encouraging them to take responsibility for their own actions.

## **Aims**

This policy aims to promote a culture of respect, kindness, and accountability by clearly defining rewards and sanctions that encourage positive behaviour and address concerns. It supports innovation, creativity, and holistic development within a safe and structured environment. The policy ensures fair and consistent behaviour management aligned with the school's values, provides clear guidelines for staff, and strengthens collaboration with parents and the wider community.

This policy is in accordance with the Be a GEM initiative and reflects the school's strong commitment to its effective implementation. The scope of this policy extends to all students in the following contexts:

- Within and outside the school premises
- While commuting to and from school
- During school-organised trips, visits, and external activities
- When representing the school — in person, online, in uniform, or within the wider community

At GEMS, we believe that *routines establish rhythm, and rhythm fosters excellence*. Positive behaviour is not left to chance; it is intentionally taught, practised, and reinforced through well-structured routines and clear, memorable straplines.

We expect students, staff, and families to work together to maintain the highest standards of behaviour. By consistently applying these routines and straplines throughout the day, we aim to build a calm, respectful, and achievement-driven culture.

Students are required to understand, model, and follow the school's GEMS Behaviour Routines, each of which is anchored by a clear and simple strapline.

## **Student Code of Conduct**

- At The Westminster School, Dubai, students are expected to uphold the highest standards of behaviour, demonstrating discipline, courtesy, respect, and integrity at all times.
  - Students should interact with peers, staff, and visitors with kindness and cultural sensitivity, maintaining the school's reputation through exemplary manners and communication. As students mature, they are encouraged to transition from externally guided discipline to self-regulation.
  - Financial transactions, including lending, borrowing, or exchanging personal items, are not permitted. Parental support is essential in fostering a respectful and responsible student community.
  - Students using the school bus must follow all the set rules and expectations as per the STS user agreement. Failure to do will result in immediate withdrawal of the bus services.
1. Wear your seatbelt at all times while the bus is moving.
  2. Remain seated properly in your assigned seat – no moving around or standing.
  3. Speak quietly – shouting, loud talking, or disruptive noise is not allowed.
  4. Show respect to the bus driver and bus guardian at all times.
  5. No eating or drinking on the bus.
  6. Keep the bus clean – no littering or damaging seats/windows.
  7. Carry your student ID card and present it when asked.
  8. Follow instructions from the driver and bus guardian immediately.
  9. Do not use inappropriate language or behaviour towards other students.
  10. Be an ambassador of the school – represent the school positively in the community.

## **Be a GEM Expectations**

All students are expected to follow and display the **'7 (seven) Be a GEM expectation** at all times.

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

- BE PRESENT-Attend school every day, on time, with correct uniform and
- BE READY TO LEARN-Follow every routine. Arrive to lessons on time.
- BE THE BEST YOU CAN BE-Live by our GEMS values in lessons and around the school.
- BE KIND-Ensure everyone is able to learn in a calm and happy school.
- BE FOCUSED-Complete homework on time. Take pride in your work.
- BE BRAVE-Speak up if you need support. Tell us about bullying: we will help
- BE AN AMBASSADOR-Join the school's club, leadership programmes and play your part in the school community.

## **School Routines for Students**

All students are expected to follow the prescribed routines:

### **Do's**

- Greet guests, visitors, and staff members politely, showing them due respect.
- Represent the school positively by displaying good manners and conduct at all times.
- Wear the school uniform with pride, upholding the school's behaviour expectations.
- Move through corridors in an orderly manner, keeping to the right side for safety and smooth movement.
- Enter classrooms calmly and settle into your assigned seat without delay.
- Be polite and courteous towards peers and avoid using inappropriate language.
- Listen attentively and maintain silence when requested by a member of staff.
- Respect people of all cultural backgrounds.
- Take responsibility for keeping classrooms and the campus clean. Dispose of litter only in the bins provided.
- Use personal electronic devices strictly in line with the school's BYOD Policy.

### **Don'ts**

- Do not bring mobile phones, smart watches, or related accessories to school. (Refer to TWS BYOD Policy)
- The school is not responsible for the loss, theft, or damage of students' personal belongings or valuables, including electronic devices.
- Do not lend, borrow, exchange, or sell money or personal items on campus. Financial transactions between students are strictly prohibited.
- Do not bring, view, or use obscene or objectionable material. Such behaviour will result in strict disciplinary action, including suspension or expulsion.
- Malpractice such as copying, cheating, or carrying objectionable material/devices during tests will result in the cancellation of the exam paper.
- Access the canteen and bookstore only during designated break times.
- Use the school office telephone only in emergencies and with prior permission from the Head of House, Head of Pastoral, or Key Stage Leader.
- Chewing gum is strictly prohibited on school premises.
- Firecrackers or any hazardous items must not be brought to school. Possession of such items may lead to suspension.

## **Introduction to Reward System**

At TWS, we value positive reinforcement as a key element in building a respectful, supportive, and high-performing school culture. Our reward system acknowledges and celebrates the attitudes, values, and behaviours which based on Gems Core Values that enhance learning, encouraging students to take pride in their progress and actively contribute to the school community. The TWS reward system is inclusive and progressive, ensuring that all students have the opportunity to be recognised for their efforts. Teachers, tutors, and school leaders work together to consistently acknowledge positive behaviour and meaningful contributions.

## **Achievement Points**

Students are awarded **+2 points** for demonstrating various attributes of the **GEMS Core Values**. These points contribute to their overall GEMS Points total. Once students reach specific milestones, they are recognised through **postcards sent home to parents**, celebrating their achievements and positive contributions.

## **Student Reward System**

Category	Type of Reward	Description
Daily (Immediate Recognition)	<ul style="list-style-type: none"><li>• Verbal Praise</li></ul>	<ul style="list-style-type: none"><li>• By subject teacher or staff in charge during class or form time.</li><li>• Each form tutor/home room teacher will aim to award at least 1 student with an achievement point during tutor time.</li></ul>

Category	Type of Reward	Description
		<ul style="list-style-type: none"> <li>Each teacher will aim to award at least 3 students within the lesson.</li> <li>Each head of house / leaders will aim to award at least 5 students from their year group during social times.</li> <li>It is important that all students are recognised for their achievements and especially students of determination.</li> </ul>
<b>Weekly Rewards (Milestone-Based Rewards)</b>	<ul style="list-style-type: none"> <li>Achievement Points</li> <li>Positive Postcard sent home</li> <li>Positive text message sent home</li> <li>GEM of the Week award</li> </ul>	<ul style="list-style-type: none"> <li>Awarded by form tutor or subject teacher for positive behaviours listed in the Achievement Point Appendix.</li> <li>Sent to parents when a student reaches: 50, 100, 150, 200, 500, 1000 GEMS Points, etc. (Multiples of 50)</li> <li>The student with the highest number of GEMS points within one week, in each year group will be awarded GEM of the Week.</li> </ul>
<b>Monthly Recognition</b>	<ul style="list-style-type: none"> <li>GEMS Leadership Stones Values Recognition</li> </ul>	<ul style="list-style-type: none"> <li>Monthly award to a student demonstrating leadership Gems stone across the school.</li> </ul>
<b>Half -Termly Recognition</b>	<ul style="list-style-type: none"> <li>GEMS Excellence Awards</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Annual Recognition</b>	<ul style="list-style-type: none"> <li>Principal's Award</li> <li>Sheikha Fatima Award</li> </ul>	<ul style="list-style-type: none"> <li>For academic excellence, exceptional and holistic contributions throughout the academic year.</li> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>Gems Core Values</li> </ul>	<ul style="list-style-type: none"> <li>Given to a student who outstandingly demonstrates Gems Core Values for the whole year</li> </ul>

## **Student Sanction System**

To ensure a safe, respectful, and inclusive learning environment, our sanction system is built on the principles of zero tolerance for repeated or serious breaches of conduct, while remaining rooted in fairness, consistency, and support for student growth. The system is not solely reactive but is designed to be receptive seeking to understand the root causes of behaviour and to address them through constructive, educational means. Emphasising restorative justice, we aim to help students reflect on their actions, make amends, and reintegrate positively into the school community. This balanced approach upholds the wellbeing of all members of the school, fostering personal responsibility, emotional awareness, and a shared commitment to a thriving learning environment.

## **Procedures for Sanctions**

- Document the student's perspective through a recorded student voice.
- For low-level concerns, students are called for a talk.
- Frequent identified behaviour may require a school counselor's intervention with parental consent.
- The student will be under observation, and the subject teacher/form teacher will record the student's behaviour.
- In case of severe concern, a thorough investigation will be conducted involving all relevant parties.
- Parents are informed through a phone call followed by email when appropriate, ensuring transparent communication.
- Incidents are logged systematically using the school's behaviour tracking system. Depending on the case, the safeguarding concerns are registered on Guard.
- Repeated red line concerns will be escalated with KHDA for final decision by the Principal.**

## **Restorative Justice Conversation/ Act along with Reflection:**

We are committed to maintaining a safe, respectful, and inclusive learning environment for all students. When a behavioural incident



occurs, our approach prioritizes both accountability and understanding through a restorative process. Rather than rushing to assign blame, we work to uncover the reasons behind the behaviour by engaging the student in a guided conversation that encourages honest reflection and recognition of the impact on others. While we are supportive in helping students learn and grow, we also remain firm in taking appropriate action as outlined in our policy to ensure the safety and wellbeing of the entire school community. A tailored support plan is then developed to help the student make better choices moving forward. This balanced approach reinforces clear boundaries, promotes responsibility, and strengthens our shared commitment to a positive and safe learning environment.

### **Support for Students of Determination :**

Recognizing that Students of Determination may be more vulnerable to bullying or social isolation, the school is committed to providing targeted support to ensure their safety, inclusion, and emotional well-being. This includes regular risk assessments, assignment of a designated support staff member, and access to safe spaces when needed. Students may also be paired with peer buddies or mentors to foster positive social interactions. Staff receive ongoing training to identify and respond to signs of bullying or distress in students with sensitivity and care. Regular check-ins and collaborative engagement with parents are key to monitoring progress. Where appropriate, restorative conversations and inclusive practices are used to build empathy and repair relationships, ensuring a supportive and respectful learning environment for all.

### **Banned/ Prohibited Items**

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

- Chewing gum
- Energy/ Fizzy/ Coffee drinks
- Sharp objects (including metal combs/ metal rulers)
- Noise poppers
- Stink bombs and water bombs
- Lighters and matches
- Ordering food onto school premises (food will be confiscated and discarded)
- Deodorants- Aerosols/spray
- Any makeup items

### **Illegal Items**

Serious Disciplinary Action Possession of the following may lead to serious disciplinary action involving KHDA and will be recorded as a Red line behaviour as well as being recorded on our safeguarding portal:

- Weapons (or objects that could cause harm)
- Smoking materials (cigarettes, shisha pens, vapes, doha pipes, tobacco or any other related items)
- Alcohol
- Illegal drugs
- Fireworks/firecrackers
- Toy weapons (guns, swords, knives)
- Art/Food Tech sharp materials (unless pre-approved and stored correctly)

### **Rights to Search**

Students may be searched for when there are reasonable grounds to do so or as part of an ongoing investigation. Any individual search will take place in a private office and a whole class random bag check will be conducted by the pastoral team - Head of House / Head of Pastoral/Assistant Principal/Head of School and Principal. Searches may include pockets, socks, shoes, jackets and bags. Parents or guardians will be informed of the search, regardless of its outcome.

### **Financial Reimbursement**

In the event of damage to school property, students will be required to reimburse the cost of repairs or replacement, as determined by the school. The amount to be reimbursed will be communicated to the students and their parents/guardians failure to pay will result to de-enrollment. This measure ensures accountability while maintaining a fair and transparent process for handling such incidents.

### **Levels of Disciplinary Action at TWS**

Disciplinary measures at The Westminster School, Dubai, are progressive and aligned with the severity and frequency of behaviour. They aim to correct conduct while supporting the students' development.

## **Stepwise Disciplinary Actions (BAG)**

### **Disruptive Behaviour - (-2 to -3 points)**

1. **Whisper correction / Verbal Warning** - Minor infractions; serves as an initial reminder of expectations.
2. **Disruptive Points** – Second reoccurrences within a lesson followed by the phone call.
3. **Disruptive Points** - Third reoccurrence will result in immediate referral to reflection.
4. **Detention / In-School Isolation** – Time set aside during or after school for reflection or completion of tasks.
5. **Community Work (In-School)** – Assigned responsibilities to contribute positively within the school environment.

### **Red Line Behaviour – (-4 points)**

6. **Parent Meeting** – Formal discussion regarding behaviour and next steps.
7. **Parent Meeting + Warning Letter** – A written record of the incident with clearly stated consequences for future behaviour.
8. **Suspension + Post-Suspension Meeting** – Temporary removal from school, followed by a re-entry meeting with school leadership.
9. **Reflective Assignments** – Behavioural improvement tasks.
10. **Expulsion** – Permanent removal from school (subject to KHDA approval).

## **Important Notes**

- Students with **warning letters or suspensions** may be **disqualified from leadership positions**.
- **Three or more warning letters** may result in **non-renewal of enrolment** for the next academic year.
- Repeated offences from **Level 3–5 categories** may also lead to **de-enrolment**.

## **Out-of-School Suspension**

For serious violations, students may be suspended **for up to 5 days** by the Principal or Head of School.

### **Procedures During Suspension:**

- The student will receive clear **notice of the reason**, evidence, and an **opportunity to respond**.
- The student must **leave campus immediately** and remain under **parental supervision**.
- All academic work must be completed and submitted **on the day of return**.
- Missed assessments must be completed **within 3 school days** upon return.
- The student is **not permitted on campus** or at any **school-sponsored activities** during suspension.
- Upon return, the student and parents must attend a **reintegration meeting with the Principal/ Head of School/ Assistant Principal/ Head of Pastoral/ Key Stage Leader** to discuss conditions for continued enrolment.

## **Authority for Disciplinary Action**

Disciplinary actions may be initiated by:

- Form Tutors/ Subject Teachers
- School Counsellor
- Heads of House
- Deputy Head of Pastoral - Primary
- Heads of Pastoral
- Key Stage Leader
- Deputy Head of Secondary
- Assistant Principals
- Head of School / Deputy CEO
- Executive Principal / CEO
- Police (in cases involving legal matters)

## Escalated Consequence Chart

Stage	UE (Unmet Expectations)	DB (Disruptive Behaviours)	RL1 (Red Line Behaviour Level 1)	RL2 (Red Line Behaviour Level 2)	RL3 (Red Line Behaviour Level 3)	RL4 (Red Line Behaviour Level 4)	RL5 (Red Line Behaviour Level 5)
Staff Member	Teacher	Head of House	Head of Pastoral/Key Stage Leader	Deputy Head of Secondary / Head of Pastoral	Assistant Principal	Head of School	Executive Principal
<b>Behaviours</b>	<ul style="list-style-type: none"> <li>Improper Uniform &amp; Grooming</li> <li>Not wearing school ID card/ carrying school planner</li> <li>Lack of resources</li> <li>Lateness to school/class</li> <li>Classwork/Homework not completed</li> <li>Failure to turn up for intervention/ Detention</li> <li>Disruption in class</li> <li>Disobedience</li> <li>1<sup>st</sup> / 2<sup>nd</sup> Bus misconduct</li> </ul>	Persistent UE behaviours over time <ul style="list-style-type: none"> <li>Refusal to comply</li> <li>Disrespectful language</li> <li>Disruptive behaviour/ not following instructions</li> <li>Inappropriate comments</li> <li>Racist language or behaviour</li> <li>Spreading rumours or defamation</li> <li>3<sup>rd</sup> / 4<sup>th</sup> Bus misconduct</li> <li>Abuse of technology</li> </ul>	Persistent UE/ DB behaviours <ul style="list-style-type: none"> <li>Refusal to comply</li> <li>Offensive behaviour</li> <li>Walking out of the class without permission</li> <li>Truancy (Bunking) from lesson/school</li> <li>Rude language and swearing at someone</li> <li>Physical altercation (push or pull)</li> <li>Graffiti or obscene/ offensive</li> </ul>	Refusal of RL1 Report <ul style="list-style-type: none"> <li>Continuous Refusal to comply</li> <li>Threatening behaviours*</li> <li>Racist/discriminatory behaviour</li> <li>Vandalism</li> <li>Fighting or violent behaviour*</li> <li>6<sup>th</sup> Bus Report</li> <li>Gambling</li> <li>Forgery</li> <li>External Truancy (off campus during school hours without</li> </ul>	Refusal of RL2 Report <ul style="list-style-type: none"> <li>Persistent Refusal to comply that violates UAE Law</li> <li>Repetitive Dangerous behaviour towards others</li> <li>Repetitive racism, violence, fighting, damage to property, cyberbullying</li> <li>7<sup>th</sup> Bus Report</li> <li>Inappropriate touch/Sexual</li> </ul>	Refusal of RL3 and final Report <ul style="list-style-type: none"> <li>Persistent and extreme Refusal to comply that violates UAE Law</li> <li>Continued Extreme Dangerous behaviour towards others</li> <li>Continued Extreme racism, violence, fighting, damage to property, cyberbullying</li> <li>Defamation of political,</li> </ul>	<ul style="list-style-type: none"> <li>Serious and consistent refusal of RL4 report</li> <li>Immediate threat to life*</li> <li>Bringing the school into serious disrepute*</li> <li>Counterfeiting official documents of the school</li> <li>Bringing a weapon into school*</li> </ul>

	<ul style="list-style-type: none"> <li>• Chewing gum</li> <li>• Littering</li> <li>• Eating during a lesson</li> <li>• Disrespectful Behaviour</li> <li>• Using headphones/Bluetooth headsets without permission</li> </ul>		<ul style="list-style-type: none"> <li>• language or depictions</li> <li>• 5<sup>th</sup> Bus misconduct</li> <li>• Malpractice during exams</li> <li>• Extortion*/threatening/blackmailing</li> <li>• Trading</li> <li>• Damage of school property (including staff vehicles)</li> <li>• Possession/Exchange of any unauthorised material (including e cigarettes)</li> <li>• Bullying (Verbal/Physical child on child abuse)</li> <li>• Cyberbullying</li> <li>• Vaping*</li> <li>• Substance use*</li> </ul>	parents and school's approval)*	<ul style="list-style-type: none"> <li>• harassment*</li> <li>• Committing acts of public indecency in the school</li> <li>• Drug/inhalant use, abuse or trading*</li> <li>• Arson</li> </ul>	<ul style="list-style-type: none"> <li>• religious or social symbols</li> <li>• Promoting anything against ethical values, manners and general systems</li> <li>• Presence in the school under the effect of drug, narcotic or psychotropic drugs*</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Theft or bringing in stolen items*</li> <li>• Bringing the school/staff member into disrepute (social media/ within the school community) *</li> <li>• False allegation against a staff member</li> <li>• Misuse/damaging the fire alarm or firefighting equipment</li> </ul>				
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Possible Actions	<ul style="list-style-type: none"> <li>Restorative conversation (Whisper correction)</li> <li>Disruptive points for second correction <b>(-2 points)</b></li> <li>Disruptive points for third correction <b>(-3 points)</b></li> <li>Phone call to parent &amp; email               <ul style="list-style-type: none"> <li>Logged</li> <li>Reflection time</li> <li>Parent meeting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation</li> <li>Logged</li> <li>Phone call to parent followed by a warning email</li> <li>In class behaviour report</li> <li>Student report, teacher report</li> <li>Disruptive points for second correction <b>(-2 points)</b></li> <li>Disruptive points for third correction <b>(-3 points)</b></li> <li>Warning letter</li> </ul>	<ul style="list-style-type: none"> <li>Logged</li> <li>Reflection time</li> <li>Suggested to school counsellor</li> <li>Parent meeting</li> <li>Disruptive points <b>(-4 points)</b></li> <li>PE/Break detention</li> <li>Student report, teacher report</li> <li>Warning letter</li> <li>Suspension</li> <li>Undertaking from the parents</li> <li>Behaviour marked with an * could lead to an automatic expulsion</li> </ul>	<ul style="list-style-type: none"> <li>Logged</li> <li>Parent meeting</li> <li>Disruptive points <b>(-4 points)</b></li> <li>Suspension/ 1<sup>st</sup> Undertaking letter if required</li> <li>Student report, teacher report</li> <li>Suggested to school counsellor</li> <li>Warning letter</li> <li>Suspension</li> <li>Behaviour marked with an * could lead to an automatic expulsion</li> </ul>	<ul style="list-style-type: none"> <li>Logged</li> <li>Parent meeting</li> <li>Disruptive points <b>(-4 points)</b></li> <li>Suspension/ 2<sup>nd</sup> Undertaking letter if required</li> <li>Student report, teacher report</li> <li>Warning letter</li> <li>Suspension</li> <li>Behaviour marked with an * could lead to an automatic expulsion</li> </ul>	<ul style="list-style-type: none"> <li>Logged</li> <li>Parent meeting</li> <li>Disruptive points <b>(-4 points)</b></li> <li>Suspension and 3<sup>rd</sup> Undertaking letter if required</li> <li>Student report, teacher report</li> <li>Warning letter</li> <li>Suspension</li> <li>Behaviour marked with an * could lead to an automatic expulsion</li> </ul>	<ul style="list-style-type: none"> <li>Logged</li> <li>Parent meeting</li> <li>Disruptive points <b>(-4 points)</b></li> <li>Meeting with KHDA</li> <li>Paperwork collated, sent to KHDA</li> <li>Behaviour marked with an * could lead to an automatic expulsion</li> </ul>
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