



REWARDS AND SANCTIONS POLICY

POLICY FOR	Rewards and Sanctions
PERSON RESPONSIBLE	Head of Pastoral
REVIEW DATE	May 2026
REVIEWED BY	Assistant Principals and Head of School
APPROVED DATE	August 2025 June 2026
APPROVED BY	Executive Leadership Team
DATE OF NEXT REVIEW	June 2026 June 2027
RELATED POLICIES	Attendance & Punctuality Policy, Acceptable Use of Digital Device BYOD Policy, Anti-Bullying Policy, E-safety Policy

Executive Principal / CEO and Brand



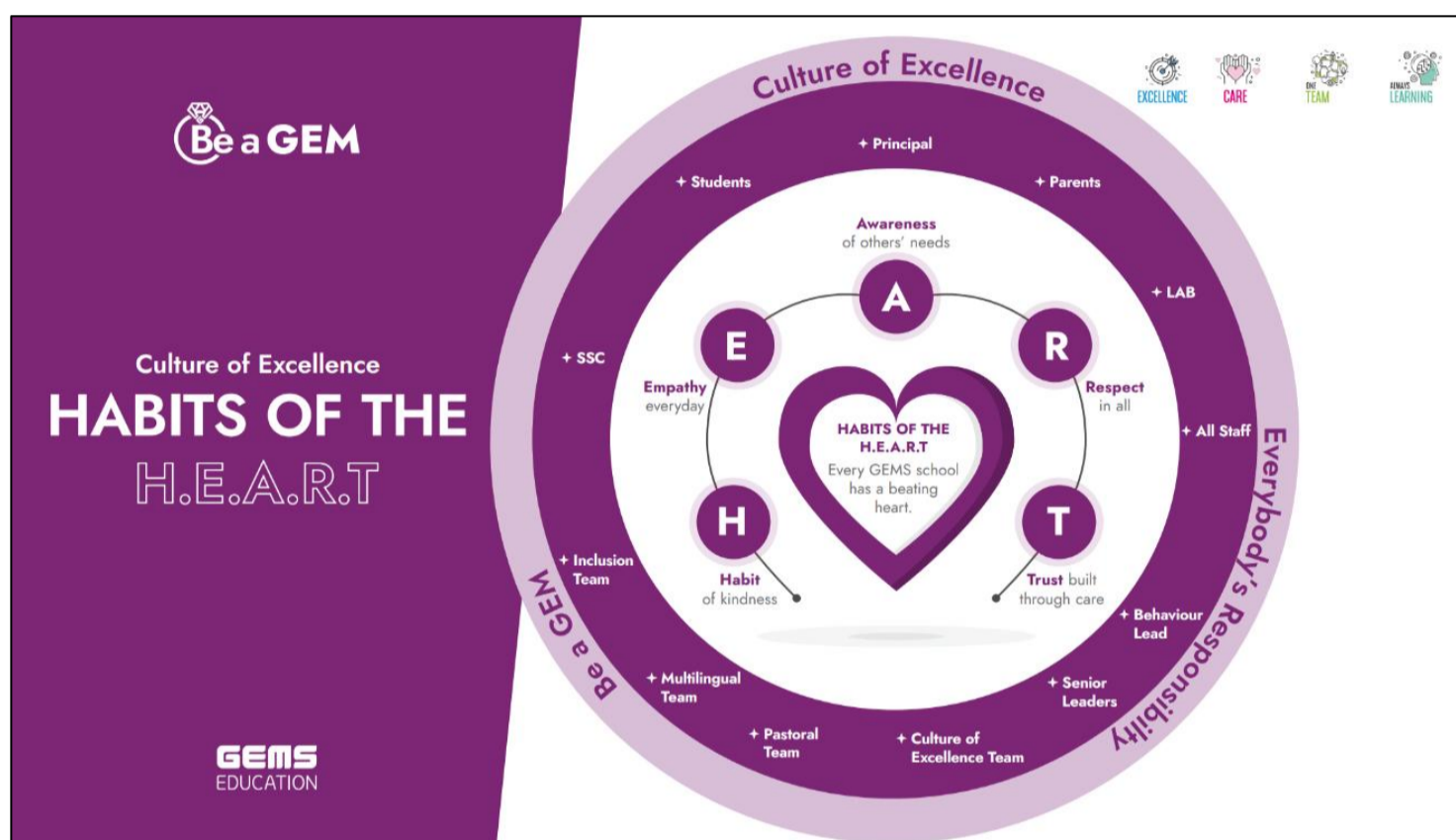
Ambassador for GEMS Westminster Schools.....

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.

Behaviour Routines

Routines build rhythm, and rhythm drives excellence



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.

Code of Conduct for Online / Distance Learning

1. Punctuality and Attendance

- Students must log in to all scheduled lessons on time.
- Attendance will be recorded.
- Students must attend the full duration of the lesson unless permitted otherwise.

2. Camera and Participation

- Cameras must remain **ON** throughout the lesson unless instructed by the teacher.
- Students must be attentive, responsive, and actively participate when called upon.
- Avoid multitasking or engaging in unrelated activities during lessons.

3. Learning Environment

- Students should sit in a **quiet, well-lit, and distraction-free space**.
- Appropriate study posture and readiness (books, notebooks, stationery) are expected.

4. Behaviour and Respect

- Maintain respectful communication with teachers and peers at all times.
- Use appropriate language in chats, discussions, and verbal responses.
- Do not interrupt others; use the “raise hand” feature where applicable.

5. Academic Integrity

- All work submitted must be **original and completed independently**.
- Use of unauthorised assistance (including AI tools, copying, or external help during assessments) is strictly prohibited.
- During assessments, follow all instructions regarding cameras, materials, and submission.
- Do not record, take screenshots, or share lesson content without permission.
- Any misuse of technology will be treated as a disciplinary issue.
- All assignments must be submitted on time via the designated platform.

6. Dress Code

- Students must be appropriately dressed (school-appropriate uniform).
- Avoid casual or inappropriate clothing during live lessons.

7. Communication

- Students should communicate concerns respectfully via email or designated platforms.
- Parents should not interrupt live lessons; concerns can be addressed separately.

8. Safeguarding and Wellbeing

- Students must not share personal information and log in credentials online.
- If feeling anxious or facing difficulties, students should reach out to teachers, Pastoral Leaders or school counsellors.
- Any inappropriate behaviour or concern must be reported immediately.

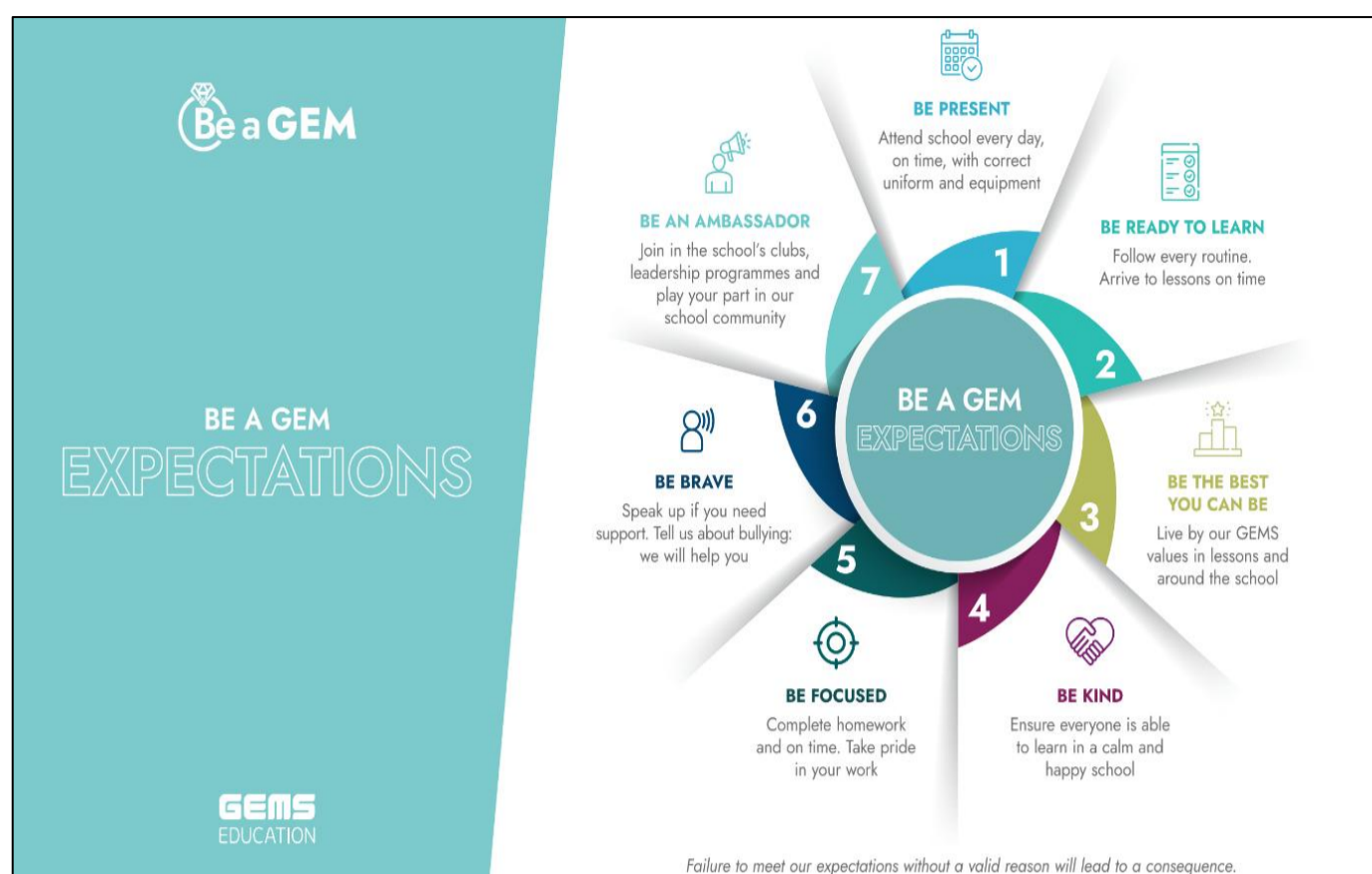
Consequences of Non-Compliance

- Verbal warning
- Parent communication
- Removal from session / disciplinary action as per school policy (BYOD Policy)

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.



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 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

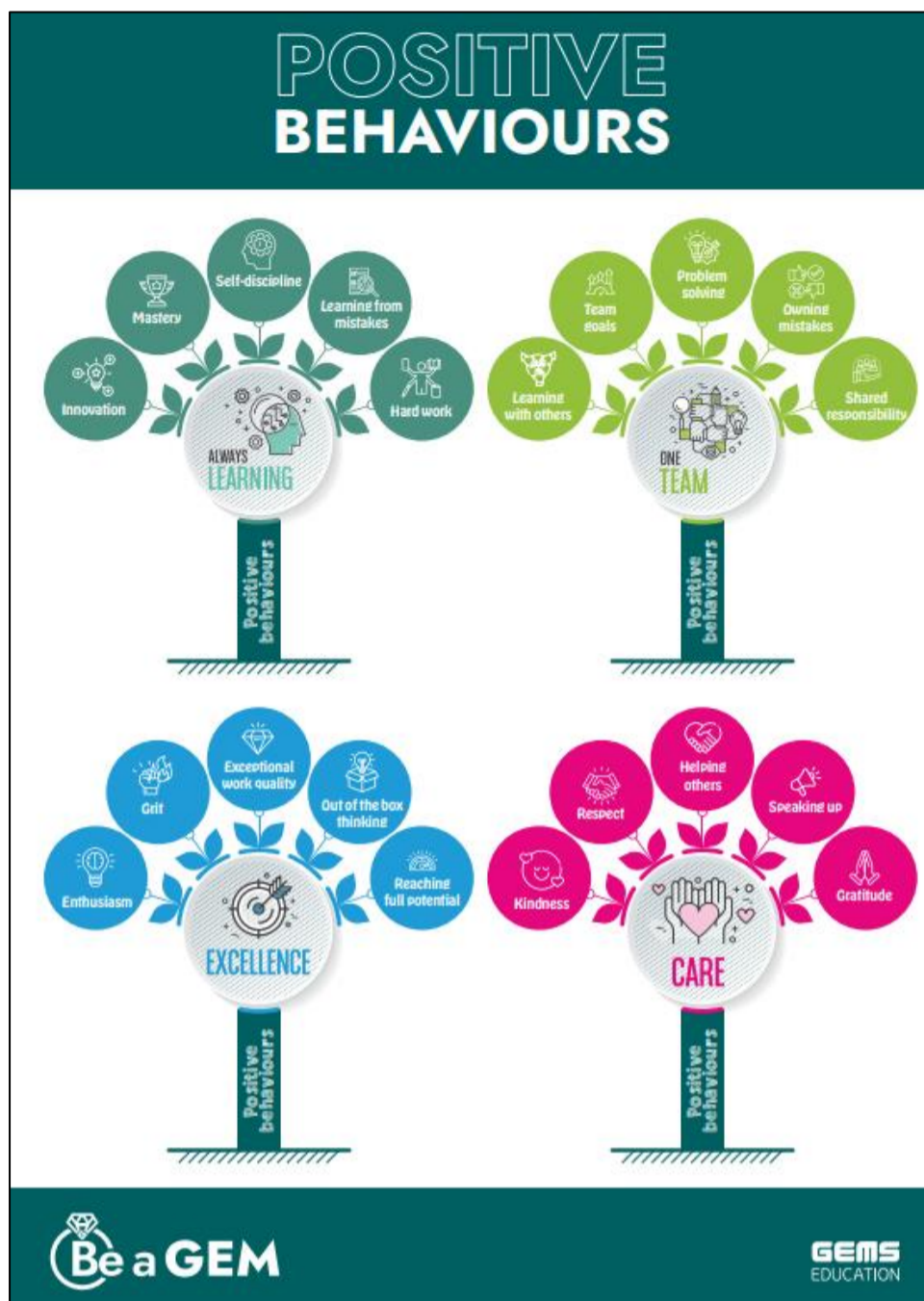
- Do not bring mobile phones, smart watches, or related accessories to school. (Refer to TWS BYOD Policy)
- The school is not responsible for the loss, theft, or damage of students' personal belongings or valuables, including electronic devices.
- Do not lend, borrow, exchange, or sell money or personal 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.

Reward System (Be a Gem)

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.



POSITIVE BEHAVIOURS

GEMS Values	Positive behaviours	Achievement Points
	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
	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
	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
	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

Be a GEM GEMS EDUCATION

Student Reward System / Accentuate the Positive

Our policy is rooted in recognising and celebrating positive choices through the GEMS values of Care, Always Learning, Excellence and One Team. Staff actively encourage students to model these values in their daily actions, helping to build a respectful, inclusive, and aspirational school culture. Positive behaviours are reinforced through achievement points, visual reminders across the school, and opportunities for students to contribute positively to the community. Where behavioural concerns arise, they are addressed proactively by promoting the relevant GEMS value to guide reflection, growth, and positive change.

Category	Type of Reward	Description
Daily (Immediate Recognition)	<ul style="list-style-type: none"> Verbal Praise 	<ul style="list-style-type: none"> By subject teacher or staff in charge during class or form time. Each form tutor/home room teacher will aim to award at least 1 student with an achievement point during tutor time. Each teacher will aim to award at least 3 students within the lesson. Each head of house / 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.
Weekly Rewards (Milestone-Based Rewards)	<ul style="list-style-type: none"> Achievement Points Positive Postcard sent home Positive text message sent home GEM of the Week award 	<ul style="list-style-type: none"> Awarded by form tutor or subject teacher for positive behaviours listed in the Achievement Point Appendix. Sent to parents when a student reaches: 50, 100, 150, 200, 500, 1000 GEMS Points, etc. (Multiples of 50) The student with the highest number of GEMS points within one week, in each year group will be awarded GEM of the Week.
Monthly Recognition	<ul style="list-style-type: none"> GEMS Leadership Stones Values Recognition 	<ul style="list-style-type: none"> Monthly award to a student demonstrating leadership Gems stone across the school.
Half -Termly Recognition	<ul style="list-style-type: none"> GEMS Excellence Awards 	<ul style="list-style-type: none"> 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

Category	Type of Reward	Description
		the award. All half-termly rewards are posted on to the school’s social media platforms.
Annual Recognition	<ul style="list-style-type: none"> Principal’s Award Sheikha Fatima Award 	<ul style="list-style-type: none"> For academic excellence, exceptional and holistic contributions throughout the academic year. 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.
	<ul style="list-style-type: none"> Gems Core Values 	<ul style="list-style-type: none"> Given to a student who outstandingly demonstrates Gems Core Values for the whole year

Finding Genius and Shining a Light

At TWS, praise is recognised as one of the most powerful tools for building a positive school culture and helping every student “find their genius and shine.” Staff consistently celebrate effort, positive choices, and demonstration of GEMS values through sincere, specific and personalised praise. Positive reinforcement may include verbal encouragement, non-verbal recognition, showcasing student work, and communicating successes with families. By intentionally focusing on positive interactions and recognising growth and achievement, the school nurtures confidence, motivation and strong relationships within the learning community.



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’s 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.

STUDENT OF DETERMINATION (SOD)

The school pastoral team shall liaise with the Head of Inclusion at the school for the students categorized as SOD violate the code of conduct. The HOI shall advise the committee in case the violation is caused because of the students' specific need and then decision is made considering the following. If the violation is not because of the student's specific need, the policy will apply, like mainstream students.

If the violation is because of the specific need of the student, the following shall apply:

- Same-day internal risk assessments and Functional Behaviour Assessment processes.
- Develop and implement a Behaviour Support Plan (BSP) as per the level and type of violation.
- In case a BSP exists, the school shall revise and modify that plan in accordance with managing the new behaviour that led to the violation. If the behaviour continues, for those students who commit the offences because of their specific needs, regardless of the BSP, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

SUPPORT SYSTEMS

- Counselling Services: Available for all the students needing additional support.
- Behaviour Support Plans: Tailored strategies for students requiring individualized support.
- Contractual Agreements: For students with chronic behavioural issues, developing behaviour contracts that outline expected behaviours, goals, and consequences, with input from the student, parents, and staff. These are revisited regularly to assess progress.
- Staff Mentoring: Assigning a staff member (teacher, counsellor, or administrator) as a mentor for students who need extra support, focusing on building trust and developing positive behaviour patterns.
- Behavioural Reflection Activities: Providing activities where students can reflect on their actions and learn more appropriate ways to handle situations in supervised spaces.
- Parent Involvement: Engage parents/guardians in behaviour management strategies through regular communication, behaviour reports, and collaborative problem-solving.
- Community Partnerships: Collaborate with local organizations or mental health agencies to provide additional support services when necessary.

Additionally you could also add the below for all students,

As stated, in the KHDA Parent School Contract signed by all parents:

- The school has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. The matter will be referred to KHDA for ratification.
- The school reserves the right to not re-enrol students for the following academic year when behavioural issues are repeated. This will be documented by the school through the issuance of dated warning letters supported with evidence and after obtaining KHDA approval.

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)

Vaping and E-Cigarettes – KHDA / UAE Aligned

In line with **UAE Federal Law, KHDA expectations**, and the school's commitment to **student health, safety, and wellbeing**, the school strictly prohibits the **possession, use, distribution, or promotion of vaping devices, e-cigarettes, heated tobacco products, or related paraphernalia**, whether they contain nicotine or any other substance.

Any breach of this policy **on school premises, school transport, during school hours, or at any school-related activity** will be addressed in accordance with the school's **Behaviour, Safeguarding, and Child Protection policies**. All incidents will be recorded, parents will be informed, and appropriate disciplinary and supportive actions will be applied.

Vaping-related incidents will be considered a **serious breach of the Code of Conduct** and may impact a **student's re-enrollment to the next academic year and eligibility for rewards, privileges, leadership roles, and representation opportunities**.

Right 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. 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. 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.

Eliminate the Negative (Be a Gem)

The school is committed to maintaining a safe, respectful and positive learning environment by addressing unacceptable behaviours promptly and consistently. Behaviours that do not meet school expectations are categorised as either disruptive behaviours or red line behaviours, with clear guidance communicated to students and parents to ensure shared understanding. When incidents occur, staff respond calmly and professionally, clearly explaining the behaviour and why it is unacceptable so that students can reflect, learn and make better choices moving forward. This consistent approach supports accountability, fairness and positive behavioural growth across the school community.

Stepwise Disciplinary Actions

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
Behaviours	<ul style="list-style-type: none"> Improper Uniform & Grooming Not wearing school ID card/ carrying school planner Lack of resources Lateness to school/class Classwork/Homework not completed Failure to turn up for intervention/ Detention Disruption in class Disobedience 1st / 2nd Bus misconduct Chewing gum Littering Eating during a lesson Disrespectful Behaviour Using headphones/Bluetooth headsets without permission 	<p>Persistent UE behaviours over time</p> <ul style="list-style-type: none"> Refusal to comply Disrespectful language Disruptive behaviour/ not following instructions Inappropriate comments Racist language or behaviour Spreading rumours or defamation 3rd /4th Bus misconduct Abuse of technology 	<p>Persistent UE/ DB behaviours</p> <ul style="list-style-type: none"> Refusal to comply Offensive behaviour Walking out of the class without permission Truancy (Bunking) from lesson/school Rude language and swearing at someone Physical altercation (push or pull) Graffiti or obscene/offensive language or depictions 5th Bus misconduct Malpractice during exams Extortion*/ threatening/blackmailing Trading Damage of school property (including staff vehicles) Possession/Exchange of any unauthorised material (including e-cigarettes) Bullying (Verbal/Physical child on child abuse) Cyberbullying Vaping* Substance use* Theft or bringing in stolen items* Bringing the school/staff member into disrepute (social media/ within the school community) * False allegation against a staff member Misuse/damaging the fire alarm or firefighting equipment 	<p>Refusal of RL1 Report</p> <ul style="list-style-type: none"> Continuous Refusal to comply Threatening behaviours* Racist/discriminatory behaviour Vandalism Fighting or violent behaviour* 6th Bus Report Gambling Forgery External Truancy (off campus during school hours without parents and school's approval)* 	<p>Refusal of RL2 Report</p> <ul style="list-style-type: none"> Persistent Refusal to comply that violates UAE Law Repetitive Dangerous behaviour towards others Repetitive racism, violence, fighting, damage to property, cyberbullying 7th Bus Report Inappropriate touch/Sexual harassment* Committing acts of public indecency in the school Drug/inhalant use, abuse or trading* Arson 	<p>Refusal of RL3 and final Report</p> <ul style="list-style-type: none"> Persistent and extreme Refusal to comply that violates UAE Law Continued Extreme Dangerous behaviour towards others Continued Extreme racism, violence, fighting, damage to property, cyberbullying Defamation of political, religious or social symbols Promoting anything against ethical values, manners and general systems Presence in the school under the effect of drug, narcotic or psychotropic drugs* 	<ul style="list-style-type: none"> Serious and consistent refusal of RL4 report Immediate threat to life* Bringing the school into serious disrepute* Counterfeiting official documents of the school Bringing a weapon into school*

Possible Actions	<ul style="list-style-type: none"> Restorative conversation (Whisper correction) Disruptive points for second correction (-2 points) Disruptive points for third correction (-3 points) Phone call to parent & email Logged Reflection time Parent meeting 	<ul style="list-style-type: none"> Restorative conversation Logged Phone call to parent followed by a warning email In class behaviour report Student report, teacher report Disruptive points for second correction (-2 points) Disruptive points for third correction (-3 points) Warning letter 	<ul style="list-style-type: none"> Logged Reflection time Suggested to school counsellor Parent meeting Disruptive points (-4 points) PE/Break detention Student report, teacher report Warning letter Suspension Undertaking from the parents Behaviour marked with an * could lead to an automatic expulsion 	<ul style="list-style-type: none"> Logged Parent meeting Disruptive points (-4 points) Suspension/ 1st Undertaking letter if required Student report, teacher report Suggested to school counsellor Warning letter Suspension Behaviour marked with an * could lead to an automatic expulsion 	<ul style="list-style-type: none"> Logged Parent meeting Disruptive points (-4 points) Suspension/ 2nd Undertaking letter if required Student report, teacher report Warning letter Suspension Behaviour marked with an * could lead to an automatic expulsion 	<ul style="list-style-type: none"> Logged Parent meeting Disruptive points (-4 points) Suspension and 3rd Undertaking letter if required Student report, teacher report Warning letter Suspension Behaviour marked with an * could lead to an automatic expulsion 	<ul style="list-style-type: none"> Logged Parent meeting Disruptive points (-4 points) Meeting with KHDA Paperwork collated, sent to KHDA Behaviour marked with an * could lead to an automatic expulsion
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Appendix

NAME: _____ CLASS: _____

SECTION 1

ACCENTUATE THE POSITIVES

GEMS VALUES	POSITIVE BEHAVIOURS <small>Using the below list, tick the positive behaviours that have led to you receiving achievement points this term. Young children to be supported by an adult.</small>	TICK
	Showing creativity and innovation to deepen understanding in a focus area	<input type="checkbox"/>
	Working hard and going the extra mile consistently	<input type="checkbox"/>
	Learning beyond the subject through podcasts, books, online courses or masterclasses	<input type="checkbox"/>
	Engaging in co-curriculum activities and mastering a skill through self-discipline	<input type="checkbox"/>
	Learning from mistakes and taking on board constructive feedback	<input type="checkbox"/>
	Learning from, with, and about each other very well	<input type="checkbox"/>
	Using everyone's ideas to achieve a good solution (problem solving)	<input type="checkbox"/>
	Working well with others to achieve team goals	<input type="checkbox"/>
	Sharing responsibilities and tasks to achieve the best for everyone	<input type="checkbox"/>
	Taking responsibility when things go wrong	<input type="checkbox"/>
	Having the grit to never give up	<input type="checkbox"/>
	Listening attentively and participating enthusiastically in lesson.	<input type="checkbox"/>
	Trying hard to produce work of exceptional quality in lessons and during tests	<input type="checkbox"/>
	Being a self-starter and thinking outside the box	<input type="checkbox"/>
	Attending enrichment or additional catch-up sessions to help you reach your full potential	<input type="checkbox"/>
	Speaking politely with excellent manners	<input type="checkbox"/>
	Offering help to others through acts of kindness or community service	<input type="checkbox"/>
	Reporting bullying and speaking up when someone needs help	<input type="checkbox"/>
	Listening actively and respecting other opinions and differences	<input type="checkbox"/>
	Showing gratitude and appreciation for the little things that we often take for granted	<input type="checkbox"/>

NAME: _____ CLASS: _____

SECTION 2

ELIMINATING THE NEGATIVE

DETAILS	Respond to each point clearly and concisely. <small>(Younger students to be supported by an adult)</small>
Time of the incident	
Staff/subject	
Account of the incident detailing exactly what happened and what led to Reflection	
What should you have done to avoid this?	
Is this the first time you have received Reflection If No, please explain the reasons in the previous incident.	
Thinking about your responses, write down 3 positive behaviours that we will see moving forwards to avoid a future Reflection. Refer to Page 2.	1. <input style="width: 100%;" type="text"/>
	2. <input style="width: 100%;" type="text"/>
	3. <input style="width: 100%;" type="text"/>

BE A GEM: SUPPORT PLAN

This is for a student whose behaviour requires additional support. The student is currently not identified as a student of determination.

STUDENT DETAILS		
Name		
Date of birth		
Year group/Form		
Language at home		
Start date		
Review date		
Photograph of student		
REWARDS AND CONSEQUENCES (TO DATE)		
Achievement Points (APs)	Disruptive/Red Line Behaviours	Suspensions
Total:	Total:	Total:
Most common APs:	Most common Disruptive/Red Lines	Reasons for suspension:
Barriers to regulating behaviour (brief overview of current presentation)		Adaptive Strategies/Reasonable Adjustments (SLT Lead to agree with student)
Student's View: What helps me? What are my aspirations? (1 to 3 bullet points)		Provision to help regulate my behaviour (Brief overview – counselling, mentoring etc)
RELEVANT SUBJECT ADAPTATIONS		
Subject/s	Adaptation	
Review date:		
Reviewers: <input type="checkbox"/> School Lead <input type="checkbox"/> Student <input type="checkbox"/> Parents		

MTSS for Students & Parents

UNDERSTANDING OUR MULTI-TIERED SYSTEM OF SUPPORT

What is MTSS?

MTSS ensures every student receives the right level of academic, behavioural, and pastoral support. At TWS, we celebrate positive behaviour and provide clear steps to help students improve when needed.

