



Rewards & Sanctions Policy

A – Teaching & Learning Policies & Procedures

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Rewards & Sanctions Policy

The following policy has been written in line with the guidelines set out by the UAE Ministry of Education and ADEK in the Private Schools Policy and Guidance Manual, Student Behaviour: Policy 50.

Introduction

'Our sole purpose is to ensure that every one of our students are supported academically, physically, emotionally, spiritually, culturally and socially: a truly holistic education that prepares them for life after school.'

Mr Mark Leppard MBE

In order to facilitate this, BSAK sets high standards and expectations through the promotion and celebration of positive behaviour. Behaviour in our school is an expression of our school values:

- Empathy and Care
- Respect and Inclusivity
- Honesty and Integrity
- Endeavour and Resilience

Our expectation is that student behaviour should reflect these values at all times. This includes during lessons, outside of lessons within the School community, or while representing the School either officially or unofficially. As a community we should treat each other as we wish to be treated. These behaviours are embodied in the School's Code of Conduct (see Procedure 1) and should form the basis of all that we do here at BSAK. We seek to recognise and celebrate consistent and or outstanding achievement of these values through our Rewards Framework.

Aims

The aims of this policy are:

- to enable the Headmaster, and all BSAK staff, to carry out the responsibility of maintaining order and good discipline in the School;
- to promote and celebrate excellent behaviour, excellent effort, and excellent performance;
- to ensure, so far as possible, that every pupil at BSAK is able to benefit from and make a full contribution to the life of the School, consistent with the needs of the School community.

Positive Rewards

Having a school where all student behaviour is positive - inside lesson time, around the school, and when representing the school in Co-Curricular activities, produces a school where everyone prospers.

Our aim at BSAK is to develop excellent young people, who are constantly striving to be the best that they can be in their journey through their school life. As learners, they will be resilient and hard-working; they will be confident to try new things with a growth mindset. As young people they will be polite and responsible; our aim is to help them to become wonderful global citizens who are tolerant and philanthropic.

BSAK's drive is for students to develop an intrinsic desire to be the best that they can be; however, in order to support this journey, we have developed a clear Rewards Framework (see Procedure 2), as our aim is to clearly identify and celebrate the positive role models that we have within our School. This supports the whole school Wellbeing Vision, with Celebration as one of its core themes.

The School's Rewards Framework is a transparent framework for teachers to use to celebrate positive behaviour, work ethic and performance. It is tied to our successful House system, with students able to aid the success of their House from their own personal achievements.

Behaviour & Sanctions

Expectations at BSAK are incredibly high, both in terms of work ethic and of behaviour inside and outside of lesson time. BSAK students are expected to be responsible young people, who are trusted to understand and accept their responsibility in the role-modelling of positive behaviour. Our expectations are based upon our School values, and upon the values expressed by the UAE's 2021 vision and Moral Education programmes.

The School has developed a clear Code of Conduct (see Procedure 1), displayed in every classroom, which provides guidance on our expectations of students, which are based on mutual respect and self-control.

The school's expectations of behaviour extends inside and outside of the classroom (see Procedure 3). When a student's behaviour falls below our high expectations, the School has developed a Sanctions Framework (see Procedure 4), which follows the guidelines of the MOE Ministry Decree (619) and in accordance with Policies 50 and 52 of the Private Schools Policy and Guidance Manual from ADEK. The Sanctions Framework is a transparent framework, which aims to ensure that any disciplinary process is fair, reasonable and consistent. The Behaviour Levels document (Procedure 4 Appendix 1)

attempts to provide this clarity. Behaviour outside the School which could be considered as bringing the School into disrepute may result in the application of this framework.

We endeavour to apply this fairly, clearly and consistently. Through this process we seek to help students reflect upon their choices and provide them with the ability to make more effective choices in the future. The home/school partnership is seen as vital in establishing and maintaining high standards of behaviour, as such the School will maintain regular contact with parents ensuring they are fully informed and involved in the process. Where possible, the School will attempt to engage parents as early as possible in the process where appropriate, particularly for areas that may result in the higher level of sanction being a possible outcome.

It is important not to see behaviour as a separate issue. It is taken within the wider context of the School, as an integral part of the teaching and learning taking place and the overall organisation of lessons and other activities.

Implementation

The Board of Governors delegates and provides resources to the Headmaster who is responsible for the implementation of this Policy through the associated procedures.