

Behaviour: Rewards and Sanctions Policy

Academic year 2026–27

Purpose and principles

Arab Unity School (AUS) is committed to a calm, safe and purposeful environment in which excellent behaviour is taught, recognised and celebrated, and behaviour that falls below expectations is addressed fairly and consistently. This policy sets out the school's formal framework for rewards, behaviour levels, sanctions and escalation. It sits above the day-to-day Behaviour for Learning approach.

- Positive behaviour should be noticed and reinforced frequently.
- Students have a right to learn, and staff have a right to teach without disruption.
- Responses should be proportionate, predictable and appropriate to the behaviour.
- Repeated behaviour may lead to escalation through the levels.
- Parents are partners in both celebration and intervention.

Rewards and recognition

House Points are the main daily reward at AUS. Each one is linked to a core value (Character, Progressive Thinking, Global Commitment or Leadership) so that students know exactly what is being recognised, and each contributes to individual recognition and to the House total. Recognition is designed to reward effort, progress, character and contribution as well as attainment, and to be fair and accessible to students of all ages, abilities and starting points. Recognition takes many forms, including specific verbal praise, positive comments and notes home, certificates and letters of appreciation, awards and prizes, assembly recognition, Student of the Week or Month awards, leadership opportunities and weekly and termly House celebrations. Families should hear from the school when things are going well, not only when there is a concern.

Behaviour levels and sanctions

The framework has four levels. The examples are illustrative, not exhaustive. Staff consider the seriousness, frequency, intent, impact, age and individual circumstances of the student, and a serious incident may be placed at the appropriate level immediately.

Level	What it means	Typical response
Level 1 – Low-level	Minor disruption, or not meeting everyday expectations. <i>Examples include:</i> • Calling out or being off-task • Lateness, incorrect uniform, missing equipment • Failing to follow a reasonable instruction	• Managed mainly through AUS 123 • Reminder, seat move, short reflection or completing missed learning • Parent contact where a pattern develops
Level 2 – Significant	Significant or repeated disruption, risk of harm, or repeated Level 1 behaviour. <i>Examples include:</i> • Persistent disruption or defiance • Truancy, abusive language, dishonesty • Bullying or fighting without serious injury • Vandalism, theft, smoking or vaping	• Referral to pastoral or senior leaders • Parent contact or meeting • Detention or supervised reflection, loss of a privilege • Behaviour report or agreement, with Inclusion or counselling support where appropriate

Level 3 – Serious	Behaviour that seriously threatens safety, causes significant harm or is a major breach of expectations. It may also involve a breach of UAE law. <i>Examples include:</i> • Assault causing injury, serious or persistent bullying • Serious threats, harassing or sexualised behaviour • Possession or use of prohibited or illegal substances	• Immediate senior leadership referral and formal investigation • Parents called to school • Written warning, Behaviour Improvement Plan or contract • Internal reflection or suspension where authorised
Level 4 – Critical	An exceptional or critical risk to safety, welfare or the school community. <i>Examples include:</i> • Serious weapon-related incident • Serious physical or sexual assault • Deliberately causing fire	• Immediate Principal and Executive Leadership involvement • Urgent parent meeting, formal investigation • Authorities contacted where required • Suspension or other regulatory action; exclusion only as a last resort through authorised procedures

Escalation and repeated behaviour

Repeated poor behaviour is not normalised. Where support at one level does not lead to improvement, a student may move to the next level. Escalation is based on evidence, patterns and professional judgement rather than an automatic points calculation, and the aim is always improved behaviour while protecting learning and safety.

Investigation and communication with parents

Serious incidents are investigated, with relevant accounts and evidence gathered before a final decision wherever circumstances permit. Parents are informed early and constructively, with an explanation of what has happened, how the school has responded, what improvement is expected and how school, student and family will work together.

Students who need additional support

Repeated behaviour can indicate an unmet need. Leaders consider pastoral, wellbeing, counselling or Inclusion support alongside sanctions. For Students of Determination, the school considers whether behaviour is linked to an identified need and involves the Inclusion Team in deciding the right response. Support does not remove the school's responsibility to protect the safety, dignity and learning of others.

Safeguarding

Any behaviour that raises an immediate safeguarding or safety concern is referred at once to the appropriate senior or safeguarding leader, and safeguarding procedures take precedence.

Practices we will never use

AUS does not use disciplinary practices that humiliate, harm or unfairly penalise students. Staff must never use physical punishment, mocking or humiliating language, academic grades as a sanction, collective punishment for an individual's misconduct, extra academic work purely as punishment, or restrictions on reasonable access to food, water or washroom facilities.

Who makes decisions

All staff are responsible for consistent expectations. Middle and pastoral leaders support staff and coordinate Level 2 support, while senior and executive leaders oversee serious incidents and Levels 3 and 4. Only authorised leaders may approve a suspension or exclusion, in line with school and regulatory requirements and the AUS Parent School Contract.