



POL/Behaviour:

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| Policy Title: | Behaviour Policy |
| Policy Number: | |
| Version: | 1 st May 2026 |
| Effective Date: | May 2026 |
| Scheduled Review Date: | May 2027 |
| Supersedes: | April 2025 |
| Approved By: | Mr. Sydney Atkins Principal |

1. Introduction

At Modern, we are committed to creating a safe and inclusive learning environment for all our students. Every student has the right to learn in a positive and safe environment where they are respected, heard, and treated equally. They should be recognized as individuals with unique talents and trusted as valued members of the school community. By setting clear expectations and addressing any concerns consistently, we seek to support our students in making responsible choices and becoming positive contributors to their community.

This behaviour policy outlines our structured approach to guiding student conduct, grounded in the values and cultural norms of the UAE as well as a strong belief in student rights and responsibilities. Rather than focusing on punishment, our goal is to help students reflect on their actions, take ownership of their behaviour, and develop a deep sense of respect for others and their surroundings. This policy has been adapted from the ADEK Student Behaviour Policy, which is based on MOE guidelines on behaviour management in educational institutions.

The policy is aligned with the GEMS –wide initiative, Be A GEM, which aims to promote consistent and positive approach to behaviour across all schools in the network.



Be A GEM at GEMS Modern Academy promotes responsible behavior through the HEART framework and the GEMS expectations.

Disclaimer: No behavior policy can cover all eventualities. The Principal and the school management reserves the right to use discretion to ensure that all students of Modern have the right to a disruption free learning at all times and their teachers to a disruption free teaching environment. In some cases as per the nature of the situation the Principal's discretion may apply in actions taken

2. Purpose

The purpose of this behavior policy is to establish clear guidelines and expectations for appropriate conduct, fostering a positive and safe environment for all individuals involved. It outlines proactive strategies to encourage positive student behaviour, prevent and address concerns, and support those struggling to meet expectations laid out by the school and larger community.

Aligned with the BE A GEM, the policy is based on the belief that optimum learning and excellent relationships are the basic conductions that help create a culture of excellence.

3. Scope

The scope of a behavior policy encompasses rules, procedures, and consequences designed to address and manage behavior within the school.

4. Policy Statements

4.1. Positive Behavior Model: Our school community lives by the H.E.A.R.T. habits:

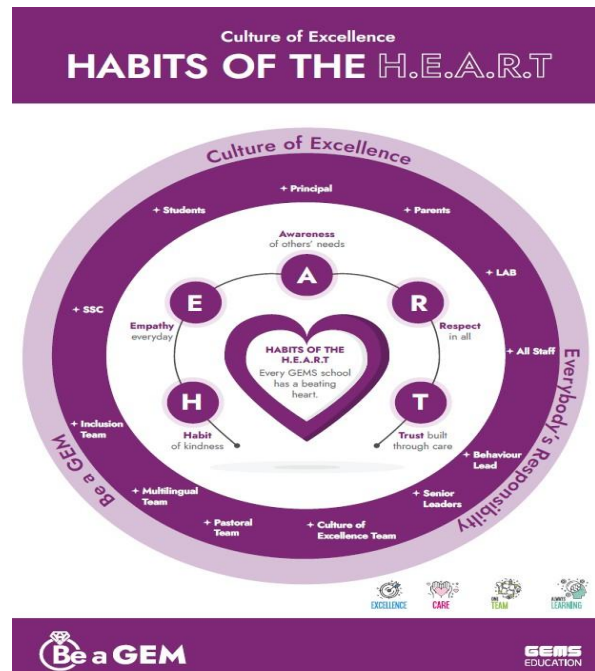
H: Habit of Kindness

E: Empathy

A: Awareness of other's needs

R: Respect

T: Trust built through care





Schools will strive to ensure that support is given to develop, encourage and reinforce positive behaviour in schools by:

- 4.1.1. School-wide strategies and using a dynamic socio-emotional curriculum that educates all students on positive behaviour guidelines such as following routines, emotional regulation, self-management, respecting differences, standing against bullying, etc.
- 4.1.2. Educator training sessions on the school's Behaviour Policy and positive behaviour management strategies.
- 4.1.3. Clear communication and support for parents on the roles and responsibilities of parents in promoting and encouraging positive student behaviour.
- 4.1.4. Procedures and mechanisms in place to identify students who are 'at-risk' of engaging in behaviours of concern.
- 4.1.5. Supportive interventions in place to support students who engage in behaviours of concern or misconduct.
- 4.2. **Student Code of Conduct:** Students will be guided and encouraged to practice positive behaviour such as, and not limited to:
 - 4.2.1. Respect and Responsibility Toward School and Community
 - 4.2.2. Follow all school rules and guidelines.
 - 4.2.3. Act safely and responsibly, considering the wellbeing of self and others.
 - 4.2.4. Show care for school property, facilities, and the belongings of others.
 - 4.2.5. Show respect for teachers, school staff and other students.
 - 4.2.6. Represent the school respectfully during public events and uphold a positive school image.
- 4.3. **GEMS Expectations**
Students are expected to show their best selves at all times (please see Appendix 4). This means:
 - 4.3.1. Wearing the correct uniform with pride
 - 4.3.2. Being punctual and prepared
 - 4.3.3. Showing kindness and respect to everyone
 - 4.3.4. Taking care of the school environment
 - 4.3.5. Acting as positive ambassadors in the community

These expectations are visible and reinforced through assemblies, tutor time and daily interactions.



- 4.4. **Student Rights**
 - 4.4.1. To learn in a positive and safe environment
 - 4.4.2. To be recognized as an individual – each with their own unique skills, talents, and passions
 - 4.4.3. To be respected and treated equally at all times.
 - 4.4.4. To be heard



4.4.5. To be trusted

- 4.5. At GEMS Modern Academy, we believe in setting clear, consistent boundaries to ensure that all students can learn in a calm, respectful and safe environment. The **Be a GEM** framework outlines three levels of unacceptable behaviour—**Unmet Expectations, Disruptive Behaviours and Red Line Behaviours**—each with clearly defined consequences that support accountability and restoration (please see Appendix 6).
- 4.5.1. Unmet Expectations: Unmet expectations are those behaviours that demonstrate that a student is unprepared for learning, for example, incorrect uniform, being late to school or lessons, or failure to complete homework (see Appendix 6).
-2 Behaviour Points to be issued for unmet expectations.
- 4.5.2. Disruptive Behaviour: Disruptive behaviours are those that interrupt teaching, learning or the school environment (see Appendix 6). These behaviours are managed through a stepped response:
- A reminder to help the student self-correct.
 - Behaviour Points (-2) – A verbal reminder and recording of -2 behaviour points on Pheonix.
 - Behaviour Points (-3) and Reflection – Escalation to -3 behaviour points with an immediate referral to reflection. Parents to be contacted.
- These behaviour Points are logged and tracked on Pheonix to identify patterns and provide timely intervention and support.
- 4.5.3. Red Line Behaviour: Red Line behaviours are serious breaches of the school's code of conduct (see Appendix 6). These may lead to formal consequences, including an exclusion. Exclusions from school will range from 1-3 days. Each Red Line behaviour results in -4 behaviour points.

This approach ensures clarity, fairness and consistency while supporting students to take responsibility and make better choices. The goal is not just to correct behaviour, but to restore relationships, support wellbeing and reinforce our shared commitment to the GMA values and *Be a GEM* ethos.

In some instances, the school may be required to involve outside agencies such as the Police, GEMS Education, the Dubai Foundation for Women and Children and the KHDA. In any case, GMA will ensure that the students involved understand, and most importantly, learn from their experience.



| Unmet expectations | Possible Actions | Persons Responsible |
|---|---|--|
| <ul style="list-style-type: none"> • Dress code violations (Missing from class) • Late arrival to school • Late arrival to lessons • Missing homework/classwork • Littering • Low level classroom disruption and noncompliance to instructions and requests • Misuse of educational technology • Excessive use of unsanctioned use of technology / gaming in school or misuse of another's device/accounts and watching movies, TV shows, etc. while at school. • Swearing and use of inappropriate language (verbal/written). | <p>Each incident is logged by the respective teacher and on Pheonix Classroom. Upon the third occurrence, the matter is escalated to the respective Senior Supervisor who will inform the child's parents via phone first and an email.</p> <p>For every three instances, one house point is deducted. Senior Supervisors will maintain this list and submit final house-GMAe deductions to the vice principal at term-end.</p> <p>In the event of repeated misuse of technology, the student's access to the school's network will be revoked after informing their parents. Access to the school's network, devices and resources is a privilege not a right.</p> | <p>Class and Subject Teachers, Senior Supervisors</p> |
| Level 2 Violations | Possible Actions | Persons Responsible |
| <p>Repeated Level 1 behaviors</p> | <p>Supervisor calls for a meeting with the student and his/her parents. The minutes are logged, and the student commits to a two-week behavior contract and monitoring. Students will be asked to engage in restorative practices.</p> | <p>Senior Supervisor Students Parent/Caregiver</p> |



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| <p>Disruptive behavior on the school bus (including eating, changing seats, refusing to adhere to bus protocol)</p> | <p>Each incident is promptly reported by STS personnel to the respective senior supervisor. Upon the third occurrence, the concern is escalated to the students' parents, initiated through a phone call followed by an email. Subsequent recurrences will incur a one-day suspension from utilizing the school bus service.</p> | <p>STS Personnel Senior Supervisor Students Parent/Caregiver</p> |
| <p>Academic dishonesty/ cheating</p> | | |
| <p>Inappropriate displays of affection in the school premises.</p> | <p>First Instance – Verbal warning and communication to the Senior Supervisor.</p> <p>Second Instance - Parents will be informed about the incident to ensure they are aware of the situation and can provide guidance and support to their child. The student may also be required to meet the school counsellor. The incident will be placed on school records.</p> | <p>Any Staff Member or Parent Senior Supervisor Vice Principal Principal Parent</p> |
| | <p>Third Instance: a formal letter is issued and might result in the loss of certain privileges, such as participation in school events or extracurricular activities.</p> <p>In more severe cases, a temporary suspension from school could be considered as a disciplinary measure.</p> | |



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| <p>Possession, use or distribution of banned items such (not limited to) as drugs, alcohol, cigarettes, e- cigarettes, vaping devices etc.</p> | <p>First Instance – Verbal warning and communication to the Senior Supervisor.</p> <p>Second Instance - Parents will be informed about the incident to ensure they are aware of both instances and can provide guidance and support to their child. The student may also be required to meet the school counsellor. The incident will be placed on school records.</p> <p>Third Instance: a formal letter is issued and might result in the loss of certain privileges, such as participation in school events or extracurricular activities.</p> <p>In more severe cases, a temporary suspension from school could be considered as a disciplinary measure.</p> | <p>Any Staff Member or Parent Senior Supervisor Vice Principal Principal Parent</p> |
| <p>Theft / Kleptomania</p> | <p>Decision will be taken in consultation with the school counsellor.</p> | <p>Senior Supervisor Students Parent/Caregiver</p> |

| Level 3 Violations | Possible Actions | Persons Responsible |
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| <p>Repeated Level 2 behaviors</p> | <p>Supervisor calls for a meeting with the student and his/her parents and the Vice Principal/Principal. The minutes are logged, and the student commits to a two-week behavior contract and monitoring.</p> | <p>Senior Supervisor Students Parent/Caregiver</p> |



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| <p>Bystander to an incident</p> | <p>Restorative dialogues between bystanders and affected parties may be used to foster empathy and accountability. Bystanders will be required to contribute to community projects or address bystander behavior issues. Further inaction may lead to lost privileges, stressing the significance of involvement.</p> <p>Parents or guardians could be informed about their child's role as a bystander and may be asked to collaborate in addressing the issue.</p> | <p>Teachers Senior Supervisors School Counsellor Students Parent/Caregiver</p> |
| <p>Bullying, racist comments, physically threatening comments/gestures or acts against the school's behavior and safeguarding guidelines.</p> | <p>After conducting a comprehensive investigation and documenting the findings, the Vice Principal and/or Principal communicate with parents through a formal letter. Incident reports will be shared between educational institutions during student transfers to ensure information exchange between the school, other schools and/or universities.</p> <p>CC to KHDA</p> | <p>Senior Supervisor Vice Principal Principal</p> |
| <p>Dangerous physical behaviours among some students, including choking, breath-holding, applying pressure to the neck, forceful contact to the head, and participation in harmful social media trends.</p> | <p>Supervisor calls for a meeting with the student and his/her parents and the Vice Principal/Principal. The minutes are logged, and the student commits to a two-week behavior contract and monitoring.</p> | <p>Senior Supervisors School Counsellor Students Parent/Caregiver</p> |
| <p>Leaving the school campus without authorization</p> | <p>Suspension</p> <p>Expulsion Letter on File with CC to KHDA</p> | <p>Vice Principal Principal</p> |



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| <p>Gross or flagrant violation of school guidelines that endangers the reputation of the school, other students and/or faculty.</p> | <p>After conducting a comprehensive investigation and documenting the findings, the Vice Principal and/or Principal communicate with parents through a formal letter. Incident reports will be shared between educational institutions during student transfers to ensure information exchange between the school, other schools and/or universities. CC to KHDA</p> | <p>Senior Supervisor Vice Principal Principal</p> |
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APPENDIX 1: Positive Behaviours: Rewards and Praise

| | Praise Points | Examples of Celebration |
|---|---------------|--|
| 1 | Praise | Written praise Verbal praise |
| 2 | House Point | House point awarded |
| 3 | Celebration | Conversation with parents in school Phone calls home Display of work Certificates, prizes and awards at assemblies Providing additional responsibilities (e.g. Class rep, House rep) Recognition of outstanding commitment and/or progress. Principal Awards |

APPENDIX 2:

1. Items banned on School Premises:

- a. Energy/fizzy drinks
- b. Take away food



- c. Mobile telephones (excluding grades 11 and 12)
 - d. Smart watches during examinations
 - e. Sharp objects that can cause physical or emotional harm
 - f. Lighters and matches
 - g. Aerosols
 - h. Excessive Jewellery
 - i. Excessive makeup
2. **The following items are illegal, and possession may result in suspension or expulsion.**
- a. Weapons – or any object that could be used with the intention of harming oneself or others.
 - b. Cigarettes and/or smoking materials including shisha pens, vapes, dokha pipes and tobacco/ tobacco products
 - c. Alcohol
 - d. Drugs



| GEMS Value | Positive Behaviour | House Points |
|---------------------|--|--------------|
| Always Learning (L) | 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 |
| One Team (T) | 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 |
| Excellence (E) | 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 |



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| | Attending enrichment or additional catch-up sessions to help you reach your full potential. | 2 Points |
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| Behaviour Type | GMA Description | Behaviour | Unmet expectations without a valid reason |
|--------------------|--------------------------|--|---|
| Unmet Expectations | Incorrect Uniform | Incorrect uniform | -2 Points |
| | Lack of equipment | Lack of equipment | -2 Points |
| | Late to school | Late to school | -2 Points |
| | Late to lesson | Late to lesson | -2 Points |
| | Missing or incomplete HW | Homework not completed to a high standard or on time | -2 Points |
| | Missed Detention | Failure to turn up for a detention | -2 Points |
| | Lack of Pride in CWK | Lack of pride in work | -2 Points |
| | Missed Club | Failure to turn up to clubs | -2 Points |
| | Missed Intervention | Failure to turn up for intervention | -2 Points |
| | Visible Mobile Phone | Failure to keep a mobile phone in a school bag/pocket. Student use of mobile phone in nonpermitted school areas. | -2 Points |
| | Misuse of device | Student is off task and using their device inappropriately e.g. playing a game or messaging | -2 Points |



APPENDIX 6 - Behaviour Point System for unacceptable behaviour expectations:

| Behaviour Type | GMA Description (ClassCharts) | Disruptive Behaviours (Reminder to be given first where appropriate) | Disruptive Points for a second correction within a lesson | Disruptive behaviour points for a 3rd correction within a lesson leading to a reflection - communication home to take place |
|-----------------------|--------------------------------------|---|--|--|
| Disruptive Behaviors | Chewing gum | Chewing gum in school | -2 Points | -3 Points |
| | Disturbing others/out of seat | Disturbing others/out of seat without permission | -2 Points | -3 Points |
| | Lack of respect | Failure to speak to peers/ staff/ visitors with respect | -2 Points | -3 Points |
| | Head on desk/slumped in chair | Head on desk/slumped in chair | -2 Points | -3 Points |
| | Refusing to follow instructions | Refusing to follow instructions from staff | -2 Points | -3 Points |
| | Talking over staff/answering back | Talking over the teacher/ answering back | -2 Points | -3 Points |
| | Walking off from staff member | Walking off from a member of staff | -2 Points | -3 Points |
| | Using headphones | Using headphones/Bluetooth headsets without permission | -2 Points | -3 Points |



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| | Failure to behave sensibly | Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting) | -2 Points | -3 Points |
| | Littering | Littering in the classroom or around the school | -2 Points | -3 Points |

| Behaviour Type | GMA Description (ClassCharts) | Red Line Behaviours Behaviour Marked with an * could lead to an automatic exclusion | Red Line Points Referral to Reflection |
|--------------------------|--|--|---|
| Red Line Behaviours (RL) | Refusal to hand over phone | Refusing to hand over a mobile phone | -4 points |
| | Truancy from lesson | Truancy from lessons | -4 points |
| | Walking out of lesson | Walking out of a classroom | -4 points |
| | Missed detention | Failure to attend a detention (2 detentions or more) | -4 points |
| | Rude Language or swearing | Rude language or swearing | -4 points |
| | Malpractice in exams | Cheating in exams/assessments | -4 points |
| | Graffiti or obscene offensive language | Graffiti or obscene/offensive language or graphics | -4 points |



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| | Damaging school property | Damaging equipment/property | -4 points |
| Red line behaviours detailed below will be treated as safeguarding concerns and recorded accordingly. | | | |
| Red Line Behaviours (RL) | Dangerous or unsafe behaviours* | | -4 points |
| | Bullying (physical child-on-child abuse)* | | -4 points |
| | Bullying (verbal child-on-child abuse) * | | -4 points |
| | Racist language or behaviour* | | -4 points |
| | Cyber bullying* | | -4 points |
| | Having cigarettes/e-cigarettes or contraband on school premises | | -4 points |
| | Theft or bringing in stolen items* | | -4 points |
| | Aggressive or threatening behaviour towards a member of staff* | | -4 points |
| | Aggressive or threatening behaviour towards peers* | | -4 points |
| | Fighting, physically aggressive or threatening violence* | | -4 points |
| | Extortion* | | -4 points |
| Bringing a weapon into school* | | -4 points | |



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| | Bringing the school into disrepute (social media/ within the community) * | -4 points |
| | External truancy | -4 points |
| | Inappropriate touch | -4 points |
| | Substance use | -4 points |
| | Illegal use of device e.g. filming/photography of others, distribution, inappropriate content etc | -4 points |

Redline behaviours will lead to sanctions that will require parent support and meetings following a red line behaviour. Sanctions will include external exclusions from 1 - 3 days, formal warning letters and behaviour support plans will be used to ensure students are supported in demonstrating the Be a Gem Expectations at all times. Counselling support is available for all students and where appropriate students are encouraged to engage with the Student Culture and Experience team as well as counselling team to ensure they feel supported in the reintegration process.

APPENDIX 7: Staged Intervention

| Accumulation of Behaviour points | Monitored by | Support for student | Parent Communication |
|---|---------------------|--|--|
| 10 | Class Teacher | Reflective conversation with CT helping students reflect on behaviour points. Students are reminded that accumulating five behaviour points will result in some support. | CT to communicate with parents via email/phone to inform them of the supportive conversation and next steps. |



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| 20 | Class Teacher Tutor | Positive Behaviour Log with CT for 2 weeks (1 week for Lower School) used as a verbal reminder to students of positive behaviour targets. | Parents sign Positive Behaviour Log and celebrate the success of their child on a daily basis. |
| 30 | Supervisor | Reflective conversation with supervisor helping students reflect on behaviour points. Students are reminded that accumulating 50 behaviour points will lead to Supervisor Positive Behaviour Log. | HOY to communicate with parents via email/phone to inform them of the supportive conversation and next steps. |
| 50 | Supervisor | One hour internal reflection with AHT accompanied by a Positive Behaviour Log (SCE or curriculum) with HOY for 2 weeks used as a visual reminder to students of positive behaviour targets. | Parents sign Positive Behaviour Log and celebrate the success of their child on a daily basis. |
| 70 | Vice Principal | Reflective conversation with Vice Principal helping students reflect on behaviour points. Students are reminded that accumulating 80 behaviour points will lead to Positive Behaviour Log. | Vice principal to communicate with parents via email/phone to inform them of the supportive conversation and next steps. |
| 80 | Vice Principal | Two hour internal reflection with Vice Principal accompanied by Positive Behaviour Log with AHT for 2 weeks used as a visual reminder to students of positive behaviour targets. | Parents sign Positive Behaviour Log and celebrate the success of their child on a daily basis. |
| 90 | Principal | Reflective conversation with Principal , helping students reflect on behaviour points. Students are reminded that | Principal to communicate with parents via email/phone to |
| | Principal | accumulating 100 behaviour points will lead to a Principal Positive Behaviour Log. | Inform them of the supportive conversation and next steps. |



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| 100 | | Three hour internal reflection with Principal accompanied by Positive Behaviour Log with Principal for 2 weeks used as a visual reminder to students of positive behaviour targets. | Parents sign Positive Behaviour Log and celebrate the success of their child on a daily basis. |
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Negative behaviour points will be monitored closely by the Class teacher, Grade Supervisor, Vice Principal and Principal. Conversations and interventions with the use of Positive Behaviour Logs will be used to support positive behaviours. Behaviour points will be monitored on a weekly basis and reset after each term in school.

5. Responsibilities

5.1. Student Responsibilities:

- 5.1.1. To treat themselves, others, and their surroundings with respect
- 5.1.2. Behave properly on the school premises, buses and in the classroom.
- 5.1.3. To follow UAE Cyber security laws and school rules on responsible use of technology
- 5.1.4. Students must strive to be the best versions of themselves inside and outside the classroom
- 5.1.5. To report violations of rules

The list of ‘unacceptable behavior’s’ as outlined by the MOE and that are not aligned to the ethos of the School or the characteristics we aim to develop in each Modernite, is given in Appendix 1 along with the consequences.

When inappropriate behavior disrupts the learning and school environment, the School will take appropriate action according to the discipline rubric. This policy has been designed to reflect the school’s ethos and belief that mistakes are a natural part of growth, therefore, at Modern we help students reflect on errors in judgment and behavior and support them in learning how to make better decisions while holding them accountable for their choices.

5.2. Staff Responsibilities

- 5.2.1. Maintain high expectations for every student in all situations, both within and outside of the classroom.
- 5.2.2. Cultivate a positive, nurturing, and inclusive atmosphere.



- 5.2.3. Demonstrate positive interpersonal connections as role models.
- 5.2.4. Foster politeness and consideration toward both staff and students.
- 5.2.5. Ensure fair treatment for all.
- 5.2.6. Display and celebrate the Relationships Matter: HEART Framework and Sparkle Brightly: GEMS Expectations in classrooms and educate students on what these qualities look like at each age and stage of the school.
- 5.3. **Our staff will also effectively address and amend inappropriate behavior, including instances that:**
 - 5.3.1. Pose risks to personal or others' safety.
 - 5.3.2. Indicate or raise safeguarding concerns, including repeated late arrival/departure or absence from school.
 - 5.3.3. Violate the prescribed dress code on regular school days, Mufti days or other events.
 - 5.3.4. Impact Modern's property, whether through damage, graffiti, litter, etc.
 - 5.3.5. Display prejudice against anyone based on characteristics such as ethnicity, age, religion, or gender.
 - 5.3.6. Are intended as humor but are deemed unacceptable, like playful aggression, name-calling, or offensive language, either in person or online.
 - 5.3.7. Involve the use of abusive or offensive language.
 - 5.3.8. Involve the possession, use or distribution of articles banned in schools by the UAE Government, Ministry of Education, and the school's policy.
- 5.4. **Conducting a Search:**

During an inquiry or when credible justification exists, a student could be subjected to a search. This procedure will always involve two senior staff members (of the student's same gender), with one acting as a witness for both the student and the staff member, while the other carries out the search. The search will transpire in a confidential and secure office area and will entail the student emptying their pockets, shoes, bag, and locker. Parents will receive notification regarding any conducted search to provide contextual information, irrespective of whether any findings emerge.
- 5.5. **Parental Responsibilities:**
 - 5.5.1. Support the implementation of Modern's Behavior Policy (including the Be A GEM guidelines)
 - 5.5.2. Encourage their child to make the most of the opportunities presented at Modern.
 - 5.5.3. Reinforce to their child that they must value and respect other students and all those who work at the school.
 - 5.5.4. Ensure that their child attends school every day and arrives punctually.
 - 5.5.5. Contribute to any costs incurred through willful damage to, or loss of school property.
 - 5.5.6. Ensure their child is in full school uniform as per the school's dress code.
 - 5.5.7. Attend Parent Teacher Conferences and any other relevant parental events.

Although rewards and recognition are central to the encouragement of a positive attitude to learning at school, sometimes there is also a need for consequences



which highlight that there are penalties for unacceptable behavior. The purpose of the consequences given is to improve behavior and to ensure it is not repeated.

- 5.6. We focus on **recognising and rewarding positive behaviours** in line with our GMA values, BE A GEM Expectations and the H.E.A.R.T Framework. Recognitions may include:
- a. House points and certificates
 - b. GEM of the Week awards
 - c. Positive postcards
 - d. Certificates for Leadership Gemstones, 100% attendance and most improved attendance
 - e. Sparkling GEM Awards for attendance, punctuality and conduct
 - f. Certificates for GEM of Honour
- 5.6.1. **Monthly Rewards:** One student from each year group will be celebrated for demonstrating the Leadership Gemstone of the month.
- 5.6.2. **Half-termly Rewards:** The highest number of positive House Points achieved by a student will be recognised each half term according to the following criteria:
- a. Care
 - b. Always Learning
 - c. Excellence
 - d. One Team
 - e. 100% attendance
 - f. Most improved attendance
 - g. Sparkling GEM award (100% attendance, 100% punctuality and no disruptive behaviour points)
- 5.6.3. **Celebrating achievements across curriculum areas:** Students will have the opportunity to achieve various subject-based certificates and awards across all subjects these include but not limited to:
- a. Star of the week, term, year
 - b. Progress
 - c. Achievement
 - d. Subject specific awards



6. Definitions

6.1.

7. Review and Revision

This policy will be reviewed annually and updated to align with advancements in AI technology, changes in laws and regulations, and evolving best practice.

Related policies: Child Safeguarding Policy, Discipline Policy.