

The Central School Dubai

Al Nahda 2 Dubai, United Arab Emirates

1]. Section-A

<i>Title of the Policy</i>	Discipline and Learning behavior policy.	<i>Designation</i>	Inclusion Champion
<i>Name of Policy Writer</i>	S. R. Joshi	<i>Date of Next Revision</i>	11 th April2020
<i>Date of Policy Revision</i>	11.04.19	<i>Department/Section</i>	Department of Empowerment to Inclusion and Well-being
<i>Policy Code</i>	TCS/DEIW/Discipline/1920/06		

2]. Section-B

<i>Purpose</i>	<ol style="list-style-type: none"> 1. For optimum level of human development (to attain maximum level of human development) 2. To take responsibility of their actions (to ponder on the actions and their responsibilities) 3. To define the boundaries of behavior as to what is acceptable and what is not acceptable. (to identify the boundaries of acceptable behavior vis-à-vis) 4. Provide psycho-social and physical freedom within the limits of constitution. (to develop the concepts of psycho-social and physical freedom anchored on the content of constitution) 5. To identify, regard and understand the benefits of self-regulation (to gain and acquire full understanding about the benefits of self-regulation)
<i>Promotion method: Behavior of learning</i>	<p><u>Principles</u></p> <p>The Behaviour for Learning is based on the following principles:</p> <ul style="list-style-type: none"> • Every student has the right to learn • Every teacher has the right to teach without interruption • Every person in the school has the right to be spoken to in a respectful manner. • Teachers will use the language of choice when discussing a student’s behaviour with them. • Every parent has the right to information about their child’s behaviour, and to work in partnership with the school to encourage high standards and expectations. <p>To these ends, the following principles support our aims and rationale:</p> <ul style="list-style-type: none"> • All students will be able to gain rewards that will remain relevant across the

school.

- There should be an emphasis on recognising, celebrating and rewarding positive behaviour. This will lead to a positive ethos with an emphasis on rewards, where students, parents and staff have a clear understanding of the consequences of any behaviour that hinders learning.
- Expectations regarding behaviour will be displayed in all teaching areas.
- Where a student chooses to behave inappropriately staff will consistently apply clear, sequential consequences according to this policy.

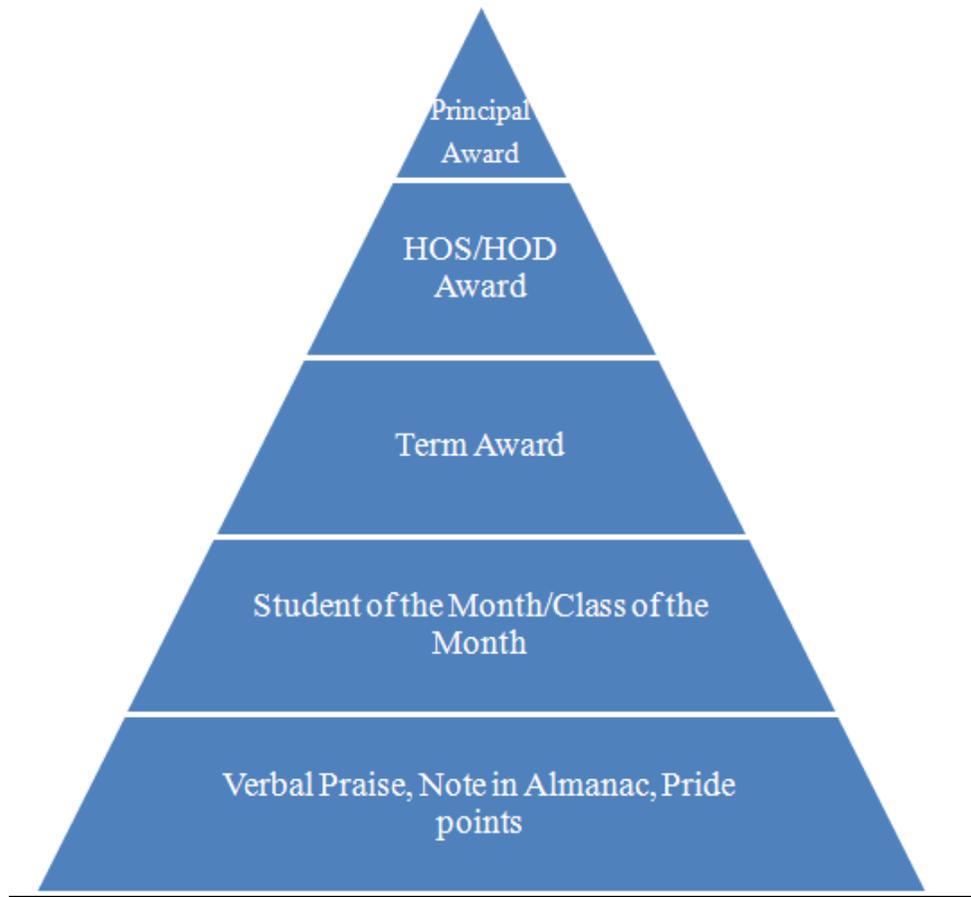
This policy sets guidelines of agreed principles and approaches that underpin the behaviour for learning strategy at the Central School Dubai.

Behaviour for Learning gives a positive framework within which all members of the school can work. Its rationale is clear – optimum teaching and learning can take place when behaviour is positive, and inappropriate behaviour is managed as part of the learning process.

Aims

- To contribute to a school ethos where the values of “Islamic Culture” is embraced by all.
- To promote a positive learning environment throughout the school, ensuring learning can be effective, and students and staff feel safe, secure and respected.
- To ensure that low level disruption is kept to a minimum, so that the time for learning is maximised.
- To ensure that students recognise that they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour.
- To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
- To ensure that students, parents and staff are fully aware of:
 - The expected behaviour of students both in lesson and around the school
 - The clearly defined and sequential rewards for good behavior, attitudes towards learning and consequences for poor behaviour.
 - To communicate with parents quickly where significant positive or negative intervention has taken place.
- PRIDE policy

REWARDS



Verbal Praise/note in Almanac

Students respond well when praised verbally. This may be used when a correct answer is provided, an answer is developed further, a student makes it a positive contribution to the learning environment and almanac is used and maintained properly by the students. The almanac is a vital communication tool between Student, Teacher and Parents. Positive contributions may be recorded using the appropriate place in the almanac.

Student of the Month PRIDE points

PRIDE points are awarded for a **single piece** of work that exceeds expectations. The maximum number of **PRIDE** points that may be given in any **one instance is 5**. Teachers may also use their professional judgment to award **PRIDE** points accordingly, however

the maximum limit of 5 must not be exceeded. Suggestions include hard work and effort, excellent class work and homework, being very helpful, good teamwork and improvement and progress within a lesson.

P- Problem Solving- HW Regularity/Neatness of work/ Helpful

R- Respect-Respects teachers/students/ welcoming/wishing

I - Intelligence- Answer a question/ Participation in activities

D- Discipline-Fee dues/ Arrival/leave record/ Exit and entry to class

E- Empathy- A good act/ noted of being helpful.

Besides this, over all any other act which needs to be commended, the teacher needs to give a PRIDE point. The Pride point needs to be written in the school almanac and the given needs to sign with her designation. The class teacher will compile the points weekly, monthly and annually for the final certificate.

PRIDE points should be recorded in the given excel sheet with rubrics.

It is the responsibility of the Class Teacher to record PRIDE points on a weekly basis on the spreadsheet. Certificates will be awarded on a monthly basis in the school almanac and only the outstanding students for best category during the Annual day.

- Bronze – 50 PRIDE points. Awarded by the Class teacher
- Silver – 100 PRIDE points. Awarded in assembly by HOD.
- Gold – 250 PRIDE points. Awarded in assembly by Supervisors.
- Platinum – 450 PRIDE points. Awarded in assembly by HOS
- When students receive a certificate, their names will feature in the Monthly Newsletter Above 450-Principal

Above 450-Principal/Student of the Month/ Class of the Month.

Principal award and Student of the Month awards are given in the Primary and Secondary School respectively. These awards are decided by the Class Teachers and collated by the Grade Coordinator and Head of Students. These awards are based on the display of the best attitudes towards learning, the qualities such as adaptability, honesty, respect, responsibility, leadership and regularity in attendance.

Class of the Month is given on the basis of responsibility, behavior, punctuality, classroom management and attitude of the students.

We use rewards to

- Create a secure, orderly and working environment.
- Raise students' self-esteem and make them feel valued.
- Set goals for personal achievements.
- Provide opportunities for students to aspire and assume responsibilities.
- Motivate and encourage students to do their best.
- Ensure effective teaching and learning can take place.
- Develop the students' sense of appropriate and inappropriate social behavior.

	<p>Appreciation Card This is issued by the Principal to complement good work by staff and students</p>										
<p><i>Approach: Correction method.</i></p> <p>Contingency Approach -1</p>	<p>Contingency approach: Defined disciplinary concerns are categorized in 4 domains according to the degree of intensity. Any indiscipline will attract a level of action against the student, where she/he is liable to lose <u>internal marks</u>. (Indiscipline manifested is affected by the level of action incurred by a student, wherefore liable to lose <u>internal marks</u>.) If these marks add up, it will be difficult for the student to be promoted. She/he will be at risk to repeat the class again.</p> <p>(Contingency Approach)</p> <table border="1" data-bbox="350 688 1308 1251"> <thead> <tr> <th data-bbox="350 688 984 785">Level Irregularities</th> <th data-bbox="984 688 1308 785">Deduction of marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="350 785 984 903">FIRST GRADE-MINOR DEGREE IRREGULARITIES</td> <td data-bbox="984 785 1308 903">4 marks</td> </tr> <tr> <td data-bbox="350 903 984 1020">SECOND MEDIUM-RISK DEGREE IRREGULARITIES</td> <td data-bbox="984 903 1308 1020">8 marks</td> </tr> <tr> <td data-bbox="350 1020 984 1138">THIRD HIGH- RISK DEGREE IRREGULARITIES</td> <td data-bbox="984 1020 1308 1138">12 marks</td> </tr> <tr> <td data-bbox="350 1138 984 1251">FOURTH INTENSIVE HIGH- RISK DEGREE IRREGULARITIES</td> <td data-bbox="984 1138 1308 1251">20 marks</td> </tr> </tbody> </table>	Level Irregularities	Deduction of marks	FIRST GRADE-MINOR DEGREE IRREGULARITIES	4 marks	SECOND MEDIUM-RISK DEGREE IRREGULARITIES	8 marks	THIRD HIGH- RISK DEGREE IRREGULARITIES	12 marks	FOURTH INTENSIVE HIGH- RISK DEGREE IRREGULARITIES	20 marks
Level Irregularities	Deduction of marks										
FIRST GRADE-MINOR DEGREE IRREGULARITIES	4 marks										
SECOND MEDIUM-RISK DEGREE IRREGULARITIES	8 marks										
THIRD HIGH- RISK DEGREE IRREGULARITIES	12 marks										
FOURTH INTENSIVE HIGH- RISK DEGREE IRREGULARITIES	20 marks										
<p><i>Rationale</i></p>	<ol style="list-style-type: none"> 1. For optimum level of human development 2. To take responsibility of their actions 3. To define the boundaries of behavior as to what is acceptable and what is not acceptable. 4. Provide psycho-social and physical freedom within the limits of constitution 5. To identify, regard and understand the benefits of self-regulation 										

Consequences:
Categories of irregularities in behavior.

1. Irregularities of (simple) first degree – (4) marks for each. (from English and Science)

Irregularity No.	Description of Irregularity
1.1	Delaying or non-participating in the morning queue without an acceptable (valid) excuse, or delay in attendance at the specified time to start the class for a period not exceeding (10) minutes without an acceptable (valid) excuse.
1.2	Access to and exit from the classroom – on class time – without permission, or non-attending the class or school activities without excuse.
1.3	Non-compliance with the school uniform or sports uniform, or non-preserving it.
1.4	Non-bringing the books and school supplies.
1.5	Failure to follow the rules of positive behavior inside and outside the classroom, such as: maintaining calmness and discipline during the class time, and issuing inappropriate voices inside or outside the classroom.
1.6	Sleeping during the class or formal school activities without justification or permission (and after making sure of the health status of the learner).
1.7	Eating during classes and during morning queue without justification or permission (and after making sure of the health of the learner).
1.8	Non-compliance with the delivery of homework and assignments entrusted to him on specific time.
1.9	Bringing of means of communication such as mobile phone.
1.10	Misusing the electronic devices such as tablet computer and others during the class, including playing electronic games, and using the headphones inside the classroom.
1.11	All other similar irregularities according to the discretion of the Educational Committee.
1.12	No proper grooming or hair cut Trim neatly near the sides above the earlobes and 2 inches length from the scalp. No other style is permitted.

2. Irregularities of the (medium-risk) second degree – (8) marks each. (from core subjects: English, Science, Math, Sst (UAE & Indian))

Irregularity No.	Description of Irregularity
2.1	Repeating the irregularities of the first degree.
2.2	Absence from the school before and after holidays, vacations, weekends and pre-semester exams.
2.3	Getting out of school without permission or escaping during school day, and is considered absent; not attending classes
2.4	Urging to conflict, threaten or intimidate any of his school's colleagues.
2.5	Doing something that would violate public morals or public system in the school, values, and customs of the community, such as resembling with the other gender in clothing and appearance, haircuts, the use of cosmetics, etc.
2.6	Writing on the school walls, sabotaging the school furniture and school buses.
2.7	Taking photographs, possession, dissemination and circulation of photographs of school staff and students without their permission.
2.8	Verbal abuse.
2.9	Smoking in the school campus and/or possession of its tools.
2.10	All other similar irregularities according to the discretion of the Behavior Management Committee in the school.

3. Irregularities of the (high-risk) third degree: - (12) marks each. (from All subjects)

Irregularity No.	Description of Irregularity
3.1	Repetition of one of the second degree irregularities.
3.2	The acquisition, possession, display and promotion of unauthorized materials, information or electronic materials, and those contrary to values, morals, etiquette and public order which detriment the public modesty.
3.3	Defaming and abusing classmates and school staff in social media.
3.4	Bringing and possession of white weapons or the like inside the school.
3.5	Physical assault on colleagues or school personnel (bullying).
3.6	Theft or concealment thereon.
3.7	Destroying or vandalizing the school equipment and facilities and seizing them.
3.8	Insulting heavenly religious, or provoking all that causes sectarian

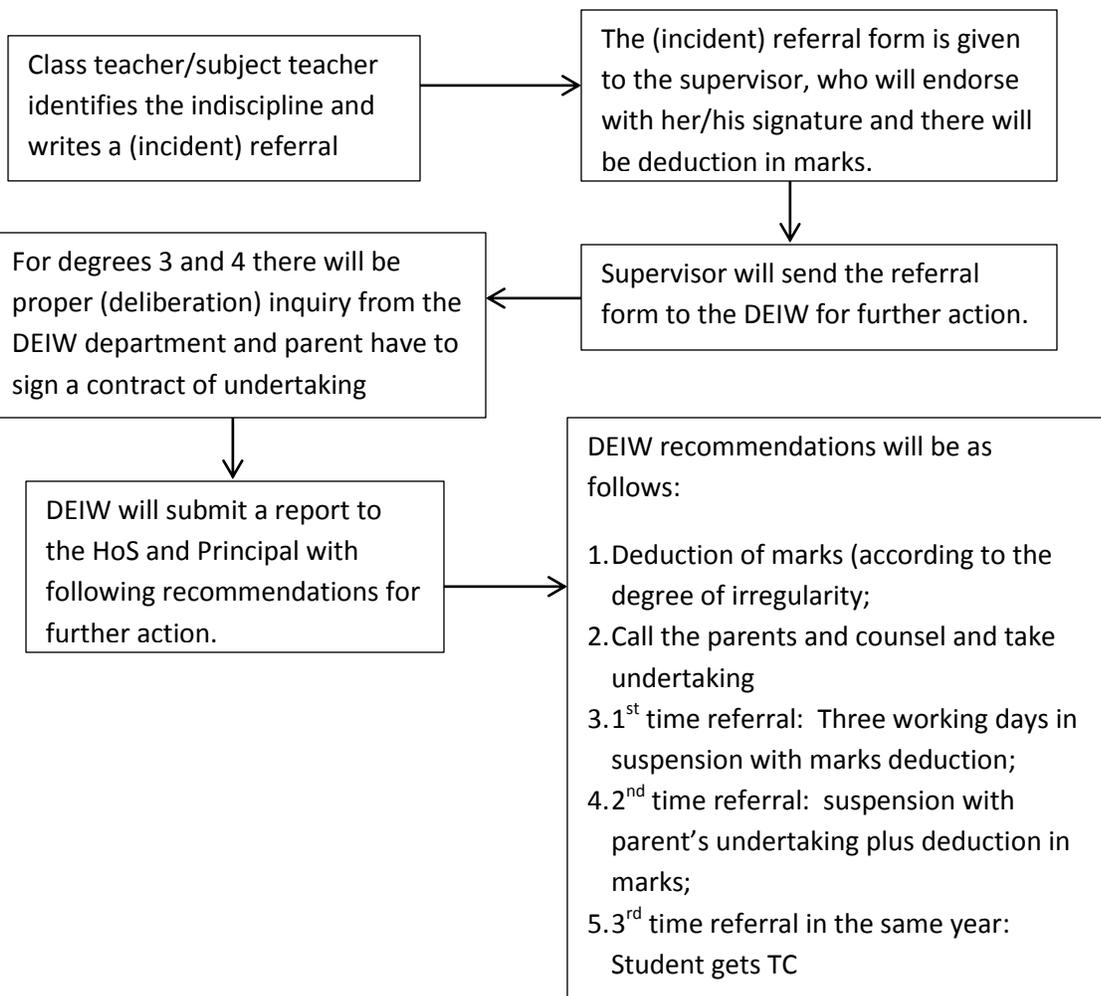
	and doctrinal strife in the school.
*3.9	Tampering, vandalism, destroying school buses and harming road users.
3.10	All other similar irregularities according to the discretion of the Behavior Management Committee.
3.11	Not following School bus discipline.

***Note: The school will charge the parents to compensate the cost of damage for irregularity 3.9 which comes under the section of intentional damage of school property.**

4. Irregularities of the (intensive high-risk) (issuance of TC from the School)

Irregularity No.	Description of Irregularity
4.1	Repetition one of the third degree irregularities.
4.2	The acquisition, possession or use of firearms, white weapons or the like inside the school.
4.3	Sexual assault inside the school.
4.4	Physical assault leading to injury to colleagues or school staff.
4.5	Involving in leaking and distributing exam questions or participating therein in any way.
4.6	Causing fires inside the school campus.
4.7	Impersonating others in school transactions, or falsifying school documents.
4.8	Exposing to abuse of political, religious and social symbols in the state.
4.9	Possession, collection, promotion or use if narcotic drugs, narcotic medical drugs, psychotropic substances inside the school, or appearing under the influence of narcotic drug, narcotic medical drugs and psychotropic substances.
4.10	Spreading or promotion extremist, atheist or atheistic ideas and beliefs that is hostile to the social and political systems of the community.
4.11	All other similar irregularities according to the discretion of the Behavior Management Committee.

Escalation Chart.



Note:

1. The above mentioned incidents will be filed into the personal record of the student and will reflect in Transfer Certificate.
2. This disciplinary policy is addendum to Child Protection and Safe guarding policy.
3. Reduction in marks cannot be revoked.
4. The following is important:
 - a. That if the student gets referral, she/he will be suspended for three working days continuously plus marks deduction according the degree of irregularity.
 - b. That if the student gets referral, she/he will be suspended for second time for three working days continuously along with parent's undertaking that for the third time should the student gets referral, she/he will be given TC.

**Bus
Discipline**

Responsibilities of School Bus Drivers:

1. Use the Electronic Stop Rod when picking up/dropping off students.
2. Wear the official uniform while practicing school transport activity, and maintain clean attire.
3. Abstain from smoking, eating and drinking while driving.
4. Keep the school bus in a clean condition.
5. Arrive on or in time and inform the direct supervisor in case of any delay.
6. The driver must be of a good conduct with no history of criminal records.
7. The driver must have a disease-free certificate, and submit a proof of drug-and alcohol-free status.
8. The driver must be literate in both English and Arabic languages

Responsibilities of Students and Parents:

Parents and students shall assume the following responsibilities:

- 1) Parents have to deliver their children to the school bus or the assembly point at the specified time. If there is a delay on their part, parents have to deliver their children to the school, without holding the driver accountable.
- 2) Parents should help in training and educating their children on the importance of traffic safety, and how to wait and ride the school bus.
- 3) Parents should notify the school administration of any offence or negligence from the driver.
- 4) The driver may return the students to the school if no one came to collect them upon returning at home, under the responsibility of the parents.
- 5) Students should maintain the bus cleanness and notify the school management or their parents of any offences committed by the driver or students.
- 6) The school principal is solely entitled to deny any student the school transport service if he/she makes one of the following offences:
 - a. If a student causes the school bus to delay more than three times during the academic year.
 - b. If a student violates any safety rules or poses danger to others during the bus trip.
 - c. If a student refuses to ride the bus from the students gathering point agreed upon in advance by the school administration.
 - d. If a student leaves the school bus before reaching his/her designated drop off point without prior permission.
 - e. If a student continues to make troubles during bus trips, with more than three cases reported against him/her.

Responsibilities of Female Bus Conductors

1. Help students boarding/alighting from the school bus.
2. Maintain students' safety and usher them to their seats.
3. Help students cross the street and ensure they are collected by their families.
4. Ensure, at the end of the trip, that the bus is empty and all students have departed the bus, taken their bags, and their personal belongings.
5. Quickly deal with emergency cases and contact the concerned parties to take necessary actions.

	6. Take attendance of the students physically.
	<p style="text-align: center;"><u>LETTER OF CONFESSION</u></p> <p>To _____ Date: _____</p> <p>Head of the Section, The Central School, Dubai.</p> <p>Respected Madam/Sir,</p> <p>I agree that I have disobeyed/violated school policies specifically (degree/code) _____</p> <p>Name of the Student _____ Grade/Division _____</p> <p>Referral form No. _____ Date _____</p>
<i>Policy Committee Members</i>	<p>Inclusion Champion Department of Empowerment to Inclusion and Well-being.</p>
<i>Date:</i>	<p>Approved by: Mrs Mala Mehra</p> <p style="text-align: right;"><i>Signature of Principal</i></p>