

SCHOOL POLICY OF PHYSICAL & PSYCHOLOGICAL PUNISHMENT



Rationale

The manner in which a school cares for its community, students, staff and families, contributes towards defining the quality of the school. Central to student wellbeing at TIAD is the belief in the inherent value and worth of each individual and all children should be assisted in the development of behavior patterns which lead to the development of self-discipline.

This document seeks to define a high-quality student wellbeing philosophy and system, based upon the respect for the individual and choice theory. At TIAD this encompasses provisions for the physical, social, emotional, and academic wellbeing of each student. In addition, the wellbeing of the teaching and non-teaching staff is addressed along with pastoral support for families.

All children and staff must have the right and the opportunity to work in a safe environment without undue interference. Every teacher has the responsibility for the wellbeing of all students enrolled in the school.

TIAD seeks to:

- Guide the children in our care to become responsible for their own behaviour.
- Explain and apply consequences to inappropriate behaviour.
- Discuss and clarify school rules.
- Create school rules that are visible and concrete using child friendly vocabulary.
- Show consistency in implementing rules and routines.
- Inform parents in a clear and accurate manner.
- Follow the school procedure for Code of Conduct

It has traditionally been a principle aim of the school to focus on assisting each child as she/he learns to strike a balance between his/her individual freedoms and his/her responsibilities as a member of the community.

Policy Objectives

This Regulation is designed to achieve the following objectives:

1. To build up positive behaviour within the school community.
2. To promote distinguished and positive behaviours and repeat them on a regular and continuous basis.
3. To eliminate behaviour offenses using the best possible educational means.
4. To create an appropriate educational environment to reinforce the principle of integrated upbringing in all aspects.
5. To identify and apply the principles and culture of promotion, encouragement, and permanent care within the educational community.
6. To familiarize students and their parents with their obligations and gaining their confidence in the fairness of the procedures and methods used.
7. To provide a controlled reference that defines the rules, standards and procedures that must be used to deal with students' behaviours, in a manner ensuring compliance to school values and systems.
8. To ensure effective planning and implementation of prevention and treatment mechanisms of behaviour problems and offenses.

Policy Scope

This policy applies to all grade 1-12 students at The Indian Academy Dubai School at all academic levels

Behavior Management

At TIAD we use a range of strategies to support the students in managing their behavior. Every teacher at TIAD uses a range of strategies within the classroom as well as during the course of other activities. Teachers at TIAD have high expectations of students academically and in terms of behavior. Some of these strategies include encouragement, praise, rewards considering both positive and negative consequences for behavioral choices. On these occasions there are consequences for these actions, and we hope that students will learn from and will enable to make more positive choices in the future.

We encourage all teachers to seek out positive achievements whenever possible and make frequent reference/comment to these and use House Points to reward students. When positive redirection fails, and as incidents warrant, a variety of consequences including reflection time, suspension or expulsion may result. In some instances, the loss of a specific privilege at school is a sufficient disciplinary consequence. This is determined by the misbehavior and decided by the Principal or their designee.

At TIAD the Student Code of Conduct is based around the 3 school rights:

- 1 Everyone has the right to learn.**
- 2 Everyone has the right to be treated with respect.**
- 3 Everyone has the right to learn and play in a safe environment**

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SCHOOL RULE	SCHOOL EXPECTATION
<p>Everyone has the right to learn</p>	<p>This means:</p> <ul style="list-style-type: none"> • You listen to the teacher and other students when they are talking • You do your best all the time and keep trying to improve • You concentrate, pay attention, and do your best • You are organized • You have the responsibility to put 100% effort into everything you do • You apply yourself fully, avoid situations that will harm your learning or the learning of others • You are positive and participate fully in lessons • You are punctual; always arrive to school & class on time <p>You are ready for lessons & assessments, classwork & projects completed on time, having the necessary books & materials</p>
<p>Everyone has the right to learn and play in a safe environment</p>	<p>This means:</p> <ul style="list-style-type: none"> • You have the responsibility to look after your classroom/workspace • You have the responsibility to be observant and report things that make you uncomfortable • You take responsibility for your actions • You are sensible when using school equipment • You are not rough with other students • You tell the teacher if you have a problem • You look out for other students in the playground – help them if they need it • You are safe and sensible; make sensible choices considering your own & others' safety & learning, move in an orderly way & walk safely in corridors • You negotiate to problem-solve with helpful words, not anger, fists or feet • You clear-up after lessons and breaks <p>You do not shout, use sarcasm, tease, insult, swear or use offensive language</p>

Everyone has the right to be treated with respect

This means:

- You have the responsibility to listen to others and support your peers
- You have the responsibility to respect authority, rights & property of others
- You have the responsibility to contribute to school decisions
- You have the responsibility to ensure you treat others how you hope to be treated
- You include other students in games You are honest and truthful
- You respect others' right to a peaceful, dignified existence; making sure your words and actions do not disturb or offend others

You respect the differences, beliefs, culture, values and traditions of others

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SCHOOL EXPECTATION

DESCRIPTION OF BEHAVIOUR	POSSIBLE ACTIONS	BY WHOM	PARENTAL SUPPORT
<p>Level 1 Low level Misbehavior</p> <ul style="list-style-type: none"> ·Lack of attention in class/no effort in class - Not working to targets or potential ·Mild disruptive behavior in public spaces, persistent defiance ·Refusal to clean up after themselves ·Failure to complete homework ·Not in uniform, late arrival to school or lessons ·No/incorrect equipment and/or PE kit Planner and/books not kept professionally 	<ul style="list-style-type: none"> ·Reminder ·Warning (+ name on board) ·Detention Meeting with parent & action plan re behaviour 	<p>All Staff</p> <p>Classroom based break detention supervised by teacher Teach/Learning Manager</p>	<ul style="list-style-type: none"> ·Discuss the issue with your child ·Discuss/meet staff & agree action ·Ensure homework is completed ·Ensure your child is in the correct uniform ·Ensure your child has the correct equipment ·Ensure your child's planner is kept up to date Ensure your child is at TIAD on time
<p>Level 2 Medium Level Misbehavior</p> <ul style="list-style-type: none"> ·Repeated Level 1 behaviors ·Disruptive behavior in public places and quiet zones ·Walking out of lesson without permission ·Consistent lack of engagement ·Continued disruption - defiance ·Misuse of ICT, social networking, or cyberbullying ·Persistently not in uniform, late arrival to school or lessons 	<ul style="list-style-type: none"> ·Break reflection time ·Meeting with parent & action plan ·Student sent to reflection parents must be involved ·Placed in alternative class for a set period ·External suspension ·Internal suspension Self-Reflection Form 	<ul style="list-style-type: none"> ·Reflection space supervised by Class Teacher or SEN Teacher/counselor or Head of Section ·All Staff Teacher 	<ul style="list-style-type: none"> ·Discuss your child's behavior in class with them ·Discuss with staff & agree action ·Discuss action and expectations with your child Discuss with child and ensure your child adheres to TIAD rules
<p>Level 3 High Level Misbehavior</p> <ul style="list-style-type: none"> ·Repeated Level 1 or 2 behaviors ·Fighting/bullying ·Persistent defiance ·Swearing, abusive language ·Cheating in exams/altering/tampering with school records Theft, smoking or damaging of school property 	<ul style="list-style-type: none"> ·Weekly report ·Withdrawal & urgent meetings with parent ·SLT Report ·External suspension ·Loss of privileges / School Community Service ·Internal suspension Reflection contract or/ & weekly report drawn up 	<p>Senior Leadership Team</p>	<ul style="list-style-type: none"> ·Meet with staff; agree action. Support for restorative plan. Ensure the child adheres to plan and TIAD rules. ·To discuss action and expectations with your child To agree an action plan with the attendance service



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<p>Level 4 Extreme/Illegal Level Misbehavior</p> <ul style="list-style-type: none"> ·Repeated Level2 or 3 behaviors ·Assault or threatening a member of staff ·Constant disruption ·Continued and persistent defiance ·Abusive or threatening behavior ·Violence, assault, or sexual harassment ·Severe Bullying ·Illicit / illegal substance, offensive weapons Severe misuse of ICT, social networking, or cyber bullying 	<ul style="list-style-type: none"> ·Fixed Term Suspension or permanent exclusion ·Loss of privileges / School Community Service ·Severe level sanctions can only be determined by the Principal in line with guidance ·Parents are informed and engaged in restorative plans in all cases except permanent exclusion ·BMP/Restorative plans will only be considered if there is a degree of contrition, honesty, and a willingness to apologize if necessary ·Reflection room and an urgent meeting with parents to develop a BMP ·Severe detention, up to 2hrs.Parents will come to collect student, discuss the reason for detention, and arrange for a further meeting if necessary ·3-day suspension and meeting with parents to set a Pastoral Support Plan ·Report &meeting with parents to set a Pastoral Support Plan Permanent exclusion - MOE forms completed with evidence presented to Educational Zone
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The above is reflected within Article 6 - 19 of the UAE Ministry of Education Student Conduct Disciplinary By Law In Schools Community document.

Incident and Achievement Logs

All achievements and incidents must be logged. In the case where it is not possible to log the achievement/incidents at a particular time, the teacher should make a note of the event and log within 24 hours. This also allows teachers to monitor individual students and if need be, escalate any incidents to the relevant staff member. All staff can view a student's conduct summary in order to gain a holistic picture of the child's behavior across the school.

House Mistresses will reward students who have been awarded the highest achievement/House Points during a set time period; weekly, termly and year wise. The reward may include but is not restricted to

- Recognition during year group assembly
- Mention in the school newsletter
- Email sent to parents

Achievement / House Certificates

Achievement points awarded to students will be recognized by the school. If a child reaches a certain threshold within a school year they will receive the following recognition.

25 points	Bronze Certificate of Excellence
50 points	Silver Certificate of Excellence
75 points	Gold Certificate of Excellence
Above 75 points	Exemplary Student Award

House Points

All achievement points awarded are added to House Points. Teachers are encouraged to conduct Inter House activities in order to create healthy competition amongst students. Such activities should assess prior learning and skills relevant to the subject. To ensure consistency, points need to be allocated as follows:

Inter-House Competitions	Classroom-Events
As a team event or individual event, the below applies.	Classroom: maximum points given for any one action/item 5 points.
1st place House: 10 points	Group events: individual students can be allocated any number at teachers' discretion upto 5 points per individual.
2nd place House: 7 points	
3rd place House: 5 points	
4th place House: 3 points	
Participation 1	

The prohibition of physical and psychological punishments of children in school is a fundamental principle. It is grounded in various ethical, legal, and educational considerations. Our staff are not supposed to practice any form of physical or psychological punishment with children in school. The school follows a progressive approach to addressing inappropriate behavior. The severity of the punishment will depend on the nature and frequency of the misconduct, following the guidelines provided by the **UAE Ministry of Education**.

- **Verbal Warning:** For minor violations, students will receive a verbal warning from the teacher or staff member, emphasizing the expected behavior.
- **Counselling and Support:** Students exhibiting consistent behavior issues may be referred to counselling and support services to address underlying causes.
- **Parental Involvement:** Parents will be informed and involved in cases of serious or repeated misconduct.
- **Written Warning:** formally outlining students' misconduct and the corresponding consequences. The warning reflects the seriousness of the situation while also providing time and support to help the professional to improve.
- **Suspension:** In severe cases, the student may be suspended temporarily. Suspension is a last resort and is used only when other interventions have failed.

Expulsion: In cases of extreme or repeated misconduct that poses a significant threat to the safety and well-being of others, the student may face expulsion following the procedures outlined by the **UAE Ministry of Education**.

In School Suspension

Before School Suspension a child can progress into an 'In School Suspension' time that is negotiated with parents. This will require the student to continue schoolwork, however, be excluded from all contact with peers. An area will be set aside for this student so adequate supervision is provided. If the child disrupts the School Reflection Space, breaks the School Reflection Space contract, or manifests extreme misbehavior the parents are to be informed immediately and asked to come to the school, collect their child and take him/her home. The parents are to be informed that the student cannot come back to school until they agree to seek the assistance of a professional counsellor and/or agency that may assist them, their son/daughter, and the school in dealing with their child's problem.

A meeting between students, parents, appropriate staff, the Principal and professional counsellor/agency will be arranged before the child can return to the school. When the school is made aware of these arrangements the child can return to school. The child's return to school shall not be considered until the above meeting has taken place. The outcome of this meeting will determine whether the child returns to the school and, if so, under what conditions.

Expulsion/Suspension

Should a student choose to break his/her contract after having been suspended or should he/she choose to behave illegally or be deemed a threat to others or their behavior brings the reputation of the school into question it is assumed that all of the strategies used thus far to assist the child in the management of his behavior have not worked and that this school, therefore, is not an appropriate environment for the student concerned. Indefinite suspension may be used after previous suspension(s) have not been effective in modifying student behavior. Expulsion (mandatory withdrawal from the school) may be the consequence for serious and/or repeated infractions. Expulsion excludes the student from ever being on the campus again. Positively when a student does understand expectations on his/her return to school, after a period of suspension, there should be a re-entry plan which includes the implementation of a BMP.

MOE Expectations Expulsion/Suspension

Before a suspension/expulsion is considered the school must have a documented history of incidents of misconduct and details of behavioral interventions that have been implemented. Before a suspension can be considered the school must have conducted a fair and documented investigation into the behavior incident and made sure that the KHDA have been fully briefed on the student and his/her behavior.

1. The school shall have documented evidence of the student's behaviour to support a recommendation of suspension.
2. The Principal shall notify the parents or guardian directly (by phone or in person) of the student(s) conduct.
3. The Principal should arrange a meeting with the parents to discuss the outcomes of the documented evidence.
4. The parents should be requested to sign the outcome of the documented evidence.
5. If the school based educational committee recommends a suspension this will require the approval of the Education Zone or other Educational Authority
6. The school shall have documented evidence of the student's behaviour to support a recommendation of suspension.

Refer to Professional Service

Other agencies that may be utilized to assist the child, at this level or earlier:

- School Counsellor,
- Educational Psychologist,
- Family Therapist,
- Family Doctor

School Counsellor Referral

The following procedures apply regarding referrals to the School Counsellor. Individual referrals are accepted for children where there are concerns regarding the academic progress of students or issues related to social/behavioral/emotional adjustment at school.

Procedures

1. Discuss or consult with School Counsellor if unsure about situation or in need of direction or guidance.
2. Discuss and obtain permission for counselling referral from parents or caregivers if individual counselling sessions required.
3. Complete a School Counsellor Referral Form. This form helps you to pinpoint issues and target appropriate Counselling. There is also additional space for you to write more detailed information as needed. Once the form is filled out the most secure option is to send it attached to an email (marked CONFIDENTIAL) to the appropriate Counsellor. Please ensure that the Head of Section 1 has been alerted to the recommendation in advance. Please remember, that although this information is highly confidential, under certain circumstances parents (and children) may have access to the form (e.g. Privacy Legislation)
4. Parents may refer their children personally for counselling. Information deemed necessary will be shared with school staff only with permission from parents.
5. Students may self-present for counselling assistance. This may be done with permission from classroom teachers during lesson time, if deemed appropriate, or by visiting the counselling office during breaks. An initial, introductory counselling session can be provided if the student requires immediate emotional support but permission from parents for ongoing counselling is required.

6.If the referral is in relation to academic progress and/or cognitive functioning, and an individual psychometric assessment is to occur, a parent consent form for an assessment will also need to be completed and returned prior to the assessment taking place.

7.The school Counsellor will respond to any referrals received in chronological order of receipt. At times, however, they may occur as prioritised by the Counsellor, Teacher, SLT or Principal.

UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT BE THREATENED OR ADMINISTERED.

All procedures taken to rectify the student's conduct will be documented and filed in the student's profile by the principal's assistant/Supervisor concerned and the social worker of the school

Note: No makeup lessons or substitute classes will be given to students for the period of suspension or ban.

Appeal Process:

Students and parents have the right to appeal any disciplinary action. The school will provide an appeal process that adheres to the guidelines set by the UAE Ministry of Education.

Conclusion:

At The Indian Academy Dubai, we believe in promoting a positive and respectful school community. Our behavior and punishment policies are designed to ensure a safe, inclusive, and conducive learning environment for all students. We encourage students, parents, and staff to be actively involved in maintaining these standards.