



School policy of Student Behaviour, Physical and Psychological Punishment

Introduction:

At Woodlem Park School, we are dedicated to providing a safe and supportive learning environment that promotes the well-being and development of our students. Our behaviour policy is designed to foster respect, responsibility, and positive behaviour among all members of our school community. Expectations and Values:

Respect: We expect all students and staff to treat each other with respect and dignity, regardless of their background, abilities, or beliefs.

Responsibility: Students are encouraged to take responsibility for their actions and their impact on others and the school community.

Safety: The safety of all students and staff is paramount. Any behaviour that threatens safety will not be tolerated.

Inclusivity: We promote inclusivity and celebrate diversity, welcoming students of all backgrounds and abilities.

Our school implements the following plan in accordance with the student disciplinary bylaw by the MOE, UAE.

Purpose of this policy:

- To share processes, procedures and provisions adopted by the school with all stakeholders and any other interested person.
- To monitor the behaviour of all pupils continually, to identify needs as early as possible and to provide adequate support.
- To ensure that the pupils are free from Psychological, Social, Emotional and Health hazards.
- To provide specific intervention, matched to individual needs by following the guidelines given by the respective ministries.
- To form strong partnerships with all stakeholders so that the child's education and personal, Social and Emotional well-being are optimally supported.

Criteria to take action against offences

Reinforcing the Desirable Conduct

1. Situations requiring reinforcement:

- Distinguished excellence in adherence to the society's values, customs and traditions.
- High level of performance and incentives for learning, appreciation for education, and high respect for the teacher.
- Distinguished excellence in integrity, honesty, and values of cooperation, loyalty and belonging to the country.
- Excellence in studying and achieving good progress after retardation or failure, regularity in doing school homework, handling school facilities and maintaining the same.
- Positive and active involvement in school activities and contests.
- Having and practice leadership capabilities and cooperation skills, and shouldering the responsibility.
- Participation in executing projects and programs which have a positive impact on the school and local communities.
- Student's adoption of positive conduct after rectifying his undesirable behaviour.

2. Desirable conduct reinforcement methods:

The desirable conduct of the students should be reinforced on the levels of the class, school and educational zone, in line with the age of the student, school stage and student's conduct using varied methods including:

1. Oral praising, commending, lauding and encouraging expressions addressed by any one of the school staff upon showing the desirable conduct.
2. Written lauding expressions in the student's evaluation card or his notebooks.
3. Thanks and appreciation letters issued or approved by the school administration and delivered to the student or his guardian.
4. Display the student's name and photo as Student of the Month on the honour board at the level of the class or the school.
5. Commending the student through the school broadcasting service, wall newspapers, periodicals or magazines published by the school.
6. Publishing the name and the photo of the student and lauding him through the school website.
7. Honouring the students in the school celebrations same as the excellent and distinguished students.
8. Representing the school in student meetings, seminars or conferences, outside trips or official student delegations.
9. In-kind prizes and various types of awards.

3. Desirable conduct reinforcement controls:

1. Reinforcement should immediately follow the occurrence of the desirable conduct.
2. Reinforcement opportunities should be fairly available for everybody.
3. Reinforcement should match in type and degree with the under-reinforcement conduct.
4. Reinforcement should be directed to the response of the student and not to his personality.
5. Reinforcement methods should vary between moral and material ones (verbal and non-verbal).
6. Avoid exaggeration in using means of reinforcement.
7. Reinforcement strategies shouldn't turn to frustrate those who don't receive any.

Rectifying the Undesirable Conduct

1. Situations requiring intervention to rectify the undesirable conduct:

- Coming late to the morning assembly without acceptable justification.
- Being absent for consecutive days without acceptable justification, running away from school or not-attending some classes.
- Student's non-compliance with school regulations and violating educational and administrative instructions.
- Causing damage to school facilities or public properties at the school either by destruction or writing thereon.
- Destructing or taking over others, belongings or school properties.

- Verbal or physical aggression against schoolmates or school staff or causing harm to them.
- Immoral conduct that is harmful to society.
- Taking immoral publications, pictures or tapes into the school and promoting their circulation.
- Using foul and impolite language.
- Committing violation of trust and honour actions.
- Smoking, possession of, or selling dangerous, prohibited items or all kinds of drugs inside the school campus.
- Defamation of the religions, the Islamic Sharia's values, the bases of the general system, customs and conventions of the country, and anything which may cause riot and racial discrimination on the basis of nationality, religion and sect.
- Defamation of Political, social, scientific, literary and other symbols.

2. Strategies for rectifying undesirable conduct

Intervention should take place gradually to handle the undesirable conduct according to the following methods:

- Eliminating the conditions that led to the undesirable conduct.
- Following remedial and preventive methods as the following:
- Orientation to the school bylaws and regulations to students and parents.
- Planning and executing programs and activities related to developing and founding the values.
- Taking into account the characteristics of students, growth, their needs and problems, as well as their pertinence to undesirable conduct.
- Planning and executing individual and group guidance and advisory programs.
- Continuous emphasis on the model of a good example among the teachers and the students.
- Executing programs and activities which support and strengthen the relationship between home and school.

3. The undesirable conduct rectifying controls

When enforcing the measures of the undesirable conduct rectifying, the following should be taken into account:

- Verification of the occurrence of the fault.
- Applying the rules with the aim of guiding and rectifying the conduct, rather than demonstrating anger and revenge.

- Dealing with the student on the basis of respect for his/ her character and feelings, and prioritizing the reinforcement strategies over the rectifying measures.
- Taking into account the circumstances in which the fault occurred and the frequency of its occurrence.
- The necessity of relating the conduct rectifying strategies to positive reinforcement.
- The use of only one method to rectify the conduct weakens its effect.
- Using conduct rectifying methods gradually is one of the successful educational principles.
- Avoid cruelty, psychological abuse, vilification, insult, sarcasm, or humiliation.
- Focusing on the student's conduct rather than the student's personality.
- Not to enforce measures on all classroom students or a group because of a fault committed by one of the students.
- The procedures should be immediate and suitable to the level and nature of the conduct.
- Fairness and equality in treating all school students should be taken into account.
- The enforced procedure should be suitable to the student's growth phase; with his / her special needs taken into account.
- The enforced procedure should be suitable to the nature of the conduct, with the severity and frequency of the undesirable conduct should be taken into account.
- Firmness in enforcing the measures against undesirable conduct in accordance with the conduct disciplinary bylaw and its procedures, as well as the cooperation of people in charge of its implementation.
- The educational committee should consider the student's problems from the social, educational, psychological and financial perspectives prior to enforcing the measures.

4. The following practices should be avoided when rectifying the student's undesirable conduct:

- Physical punishment in all its types, forms and manifestations.
- Depriving the student from taking the meals.
- Assigning extra homework as a punishment.
- Provoking, ridiculing or taunting the student.
- Prohibiting the student from using the toilet.
- Deducting marks in the courses or threatening to do so.

- Expulsion from school during the school day on an individual decision

Characteristics	Level 1 Offense (Forms 1 - 4)	Level 2 Offense (Forms 4 - 5)	Level 3 Offense (Forms 4 - 5)	Level 4 Offense (Forms 6 - 7)	Level 5 Offense (Forms 8 - 9) - 10
Responsibility	<ul style="list-style-type: none"> ● Incomplete assignment (class/homework, project, etc.) ● Failure to bring required materials to class ● Being found outside class without a permission slip 	<ul style="list-style-type: none"> ● Running with open food in hand ● Chasing peer/s 	<ul style="list-style-type: none"> ● Chasing peer/s having open food in hand 		<ul style="list-style-type: none"> ● Inappropriate use of emergency equipment ● Possession/use of firecrackers
Promptness	<ul style="list-style-type: none"> ● Unexcused tardiness to assembly/ class ● Loitering outside the class during a lesson ● Unexcused absence from school 	<ul style="list-style-type: none"> ● Bunking lessons 	<ul style="list-style-type: none"> ● Playing truant from school or work 		
Discipline	<ul style="list-style-type: none"> ● Not wearing proper and full uniform & Identity Card or untidy/ undesired appearance ● Entering/Leaving the classroom without permission during the lesson ● Walking out of class in between periods ● Littering on the floor/ school ground ● Not tidying or cleaning areas around desk ● Failure to abide by classroom, laboratory, library procedures ● Talking aloud / shouting across the class during lesson ● Calling out aloud to teacher 	<ul style="list-style-type: none"> ● Chewing gum ● Throwing objects in/across the class ● Possession/Use of unauthorized electronic devices ● Running/pushing or shouting in the Corridors ● Counterfeiting parent's signature in the school correspondence ● Having haircut/hairstyle unacceptable to school atmosphere ● Chasing peer/s while having open food in hand/ during 	<ul style="list-style-type: none"> ● Absconding from school during the school day ● Quarrelling with/ threatening peers verbally or physically ● Possession of unauthorized sharp/harmful items ● Damaging of or tampering with school buses ● Flagrant violation of the community tradition ● Presenting, promoting, distributing unlicensed electronic or physical media materials non-compliant with the general system ● Bringing obscene materials 	<ul style="list-style-type: none"> ● All kinds of threats to the school staff ● Engaging in actions contradictory to the morals including sexual harassment/bullying ● Possession/promotion of cigarettes/ smoking ● Possession/use of any kind of inflammable substances (Matches/lighters/etc) ● Any other action similar to these offenses 	<ul style="list-style-type: none"> ● Leaving school without permission ● Promoting anything against ethical values, manners and general systems ● Possession /Use of dangerous items ● Possession /Use of/Promotion of any kind of drugs / prohibited substances ● Presence in school under the influence of any kind of drugs ● Physically assaulting peer or staff ● Counterfeiting official

	<ul style="list-style-type: none">• Moving around in the class during lesson without permission	break time or any other time	<ul style="list-style-type: none">• Inappropriate display of affection		documents of school
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<p>Respect for people and things</p>	<ul style="list-style-type: none"> ● Disrespecting peers ● Calling names to peers/their parents ● Disrupting class lesson/activity ● Use of inappropriate/rude language to peer or staff ● Intently Blaming peers ● Not taking turn to speak ● Running in the ground during break time ● Running to or from school bus or overtaking others ● Bringing unwanted things like playing cards, toys, food for party 	<ul style="list-style-type: none"> ● Disobeying teacher ● Writing on school furniture or walls ● Writing/ scribbling on books of peers or trying to spoil their books ● Verbal/Physical bullying ● Intently Blaming staff ● Speaking back / Retaliating to staff ● Snatching/ stealing/ spilling other's food ● Food firing ● Speaking back / Retaliating to teachers/Supervisors or any other employee in the school 	<ul style="list-style-type: none"> ● Emotional/ Cyber bullying ● Use of obscene language ● Damaging or destroying belongings of peer/ staff/ school ● Stealing/hiding peers' books ● Stealing other people's property/money ● Damaging work on club/bulletin board ● Speaking back / Retaliating to teachers/Supervisors or any other employee in the school 	<ul style="list-style-type: none"> ● Racist bullying 	<ul style="list-style-type: none"> ● Defamation of political, religious, or social symbols ● Defaming religions or provoking what would cause sectarian or religious conflicts in the school ● Committing major actions contradictory to the morals such as sexual assault or having sex ● Committing acts of public indecency in the school ● Inappropriate representation of school (inside and outside school) or trying to defame the school
<p>Honesty</p>	<ul style="list-style-type: none"> ● Copying assignment ● Telling lies 	<ul style="list-style-type: none"> ● Copying Projects ● Exercising any kind of dishonesty with peers 	<ul style="list-style-type: none"> ● Cheating in an exam ● Exercising any kind of dishonesty with staff 	<p>.</p>	<p>.</p>

Punishment Policy

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 behaviour. 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 behaviour.

Detention: In cases of persistent misbehaviour, students may be assigned detention after school hours.

Counselling and Support: Students exhibiting consistent behaviour 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.

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**.

Consequences that follow Undesirable Conduct

Level - 1 Offense:

Step 1: (First-time offence)

- Verbal notice by the teacher or one of the school staff who witnessed the incident, and documented this notice according to the regulations.

Step 2: (Second-time offence)

- Written notice by the principal's assistant warning him not to repeat the violation.

Step 3: (Third-time offence)

- Calling the student's guardian and informing him verbally of the student's behaviour, and the necessity of avoiding it in the future.

Step 4: (Fourth time offence)

If the student repeats any of the First Level Violations after the third time, the student moves to the **Level -2 Offense** (First time offence)

[At this stage the student will be deprived of PE periods, debarred from Assembly activities, sports teams and clubs for both intra-school and inter-school activities]

Level - 2 Offense:

Step 1: (First time offence)

1. Calling the student's guardian and notifying him in writing of the undisciplined conduct of the student, and that the student should not repeat the same in future.
2. The student should apologize to the offended persons.
3. Warning the student, in writing, not to repeat the violation, and to be disciplined in compliance with the UAE conduct disciplinary bylaw (MoE).

Step 2: In case of repeating the violation

- In addition to the aforementioned measures for the "First Level" violations, the student will

be assigned to perform a **community service work / in-school suspension** for a period not exceeding five days **during the school days**. This would be reported to **The Educational Committee, and the Educational Zone (KHDA and MoE) , and the guardian also will be informed**. Achieving community service is a must to permit the student to continue attending school.

Level - 3 Offense:

Step 1: (First-time offence)

1. Calling the student's guardian notifying him in writing of the violation, and warning him that the student should not repeat the undisciplined behaviour.
2. Student's apology to the offended person(s).
3. Warning the student, in writing, not to repeat the violation, and to be disciplined in compliance with the conduct disciplinary bylaw.

Step 1: (In case of repeating the offence) In addition to the aforementioned measures for the "First Level" violations, the student will be assigned to perform community **service work** for a period not exceeding five days in the school, and during the school day. This should be based on the recommendation of The Educational Committee (KHDA), the approval of the educational zone (MoE), and on informing the student's guardian. Achieving community service is a must to permit the student to continue attending school.

Level - 4 Offense:

Step 1: (First-time offence)

1. Calling the guardian and informing him of the violation and the measures to be taken against the student.
2. The student should apologize to the offended persons, with a written undertaking that he will never repeat the violation and that he will comply with the conduct disciplinary bylaw.
3. The student will be assigned to perform community **service work** for a period not exceeding five days in one of the communities in the Emirate. This should be based on the recommendation of The Educational Committee, the approval of the educational zone, and on informing the guardian via a written warning to transfer the student to another school in case of repeating any violation of the same level.

Step 2: (In case of repeating the offence) A punitive issuance of a **Transfer Certificate** to another school within the educational zone, based on a recommendation from the Educational Committee. The behaviour of the student will be evaluated for one school year, and then the

student can be allowed to return to the original school according to an application submitted by the guardian to the Educational Committee, and with the approval of the educational zone.

Level - 5 Offence:

- **Step 1:** (First-time offence) The student will be **banned from attending school for one school year** according to the Educational Committee's decision, the approval of the educational zone, and notifying his/ her guardian. In the following school year, the student will be given the chance to be readmitted to a school determined by the educational zone.
- **Step 1:** (In case of repeating the offence) Final dismissal from school (while granting him the opportunity to join other school systems such as homeschooling, adult education or private education). The ban or dismissal will be based on the recommendation of The Educational Committee, and the approval of the educational zone (MoE, KHDA)
- As the final procedure a REFERRAL TO THE EDUCATIONAL ZONE will be sent after which the Educational Committee will contact the parent for a final meeting.

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 Woodlem Park School, we believe in promoting a positive and respectful school community. Our behaviour 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.