



STUDENT DISCIPLINE MANUAL

Student Behaviour Management Policy should evolve around both the global and local perspectives on expected behaviour and values. If children are trained to behave well there will be harmony in the society. Harmony in the society will bring order in the country and ultimately peace in the world. Internationally there are certain common values cherished by any community. Those common values have to be imbibed by our children as a global requirement. Education in the GCC countries also require to foster safety and security of the region. Specific attention must be given to those values to be transferred to the young ones to ultimately ensure safety and security of the region. Student behaviour management should also take care of the specific behaviour requirements of different countries and cultures which children understand as their own. They need to go back to their own country and contribute towards nation building. Student behaviour management should train children to get motivated to love their culture and traditions, to adapt with other cultures in a pluralistic society and to emerge as true global citizen.

UNIQUE PERCEPTION OF DISCIPLINE BY SIS :

Discipline is a process of obtaining self-control of mind and body that helps to regulate to follow the norms set through rules, regulations and instructions that brings order in the society. This social order helps in every member of the society to perform duties to the best of their abilities in the most congenial atmosphere. Schools have a responsibility to train children to refine their behaviour and to attain excellent discipline standards.

SIS APPROACH TO DISCIPLINE :

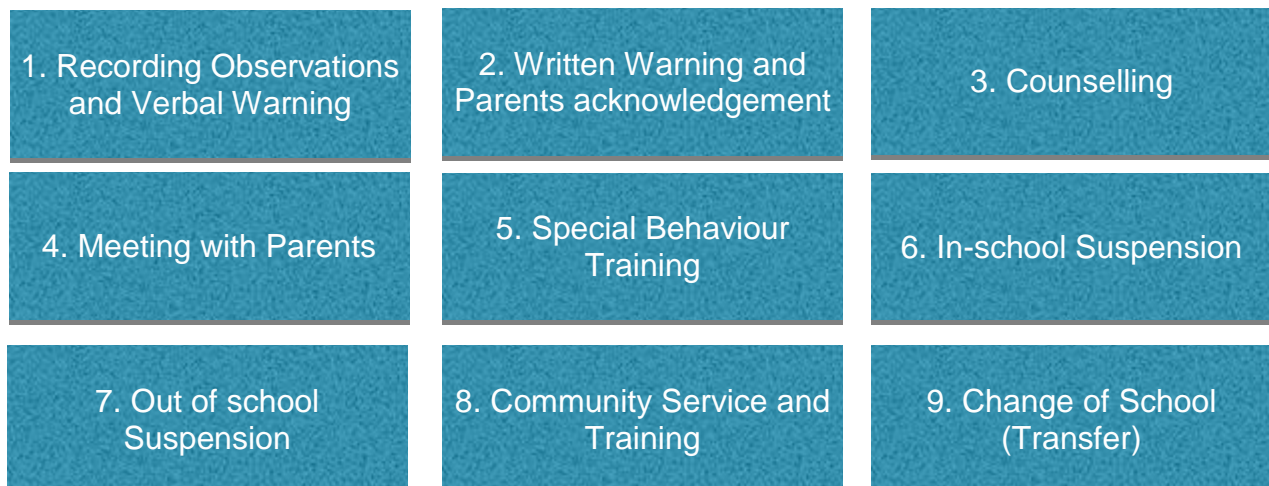
- 1. Proactive Approach:** Teachers do not leave children without supervision. This ensures a safe learning atmosphere in the classroom and in the campus. The chances for children to have negative group dynamics are thus minimised.
- 2. Unique and innovative Value-based education:** Values to be imbibed and developed are integrated in the lessons and the unique approach to curriculum transaction to develop values makes children self-disciplined.
- 3. Children are taught the meaning of discipline** as the ability to control mind and body. Class Assembly and Home Room Period before the 1st period are utilised for this purpose.
- 4. Intentions are made clear:** Teachers make the intentions clear when they initiate corrective measures.
- 5. Actions are taken as corrective measures and not as punishment.**
- 6. Parents are intimated about the unaccepted behaviour of the child as and when it is noticed** and are made aware the purpose of communication.
- 7. Children are given the experience of community prayer** and they are remained of the purpose of prayer
- 8. Weekly Class Assembly** (all divisions of a particular class having a common programme) gives opportunity for children to learn social skills and to exhibit exemplary behaviour.

9. **Home Room Period** of 15 minutes before the 1st period gives opportunity for the class teacher to give the right feedback to the students, to have group counselling and to give children a chance to exhibit their skills.
10. **Mentoring** by teachers: Teachers mentor children in need of special care, guidance and supervision and this improves their confidence.
11. **Counselling**: Students with problems and learning difficulties are referred to the counsellor. Through interactive professional counselling and follow up sessions counsellor helps them to find solution to their problems. Counsellor also conducts group counselling to help children to be aware of the possible problems related to development and learning and the reasons.

ROLE, RESPONSIBILITIES AND RIGHTS :

Roles Responsibilities and Rights			
	Role	Responsibility	Rights
Student	to learn to behave in an accepted manner	to follow the rules and regulations and the discipline code	to have a safe and congenial learning atmosphere
Teacher	to train to behave in an accepted manner in accordance with the behaviour policy and to support and encourage positive behaviour	to identify deviations in behaviour and to correct in the best possible way as per the regulations and to communicate correctly the deviations and corrections to the parent and to the leadership	freedom to follow the guidelines and to take decisions on corrective actions in accordance with the accepted educational principles
Parent	To follow up and reinforce the corrections initiated by the school	to acknowledge the communications from school and to support school in the process of correcting behaviour of children	to have specific information on ward's behaviour issues and the corrective measures initiated
Leadership	to ensure that the behaviour training and modifications follow ethically correct practices and procedures	to moderate and implement measures recommended by teachers	to take appropriate discussions in accordance with the behaviour management guidelines, rules and regulations

THE SEQUENCE OF CORRECTIVE MEASURES :



BEHAVIOUR ISSUES :

BEHAVIOUR ISSUES RELATED TO CLASSROOM LEARNING ENVIRONMENT	BEHAVIOUR ISSUES RELATED TO SCHOOL ENVIRONMENT	BEHAVIOUR ISSUES RELATED TO SAFETY AND SECURITY
<p>Displaying any behaviour that is disruptive to the orderly process of class room instruction</p> <p>Violates the right of other learner to receive education by disrupting classes preventing teachers from providing classes or in any other manner.</p>	Leaving class room without permission	Preventing other learners from attending classes
Persistence disobedience, non-cooperation	Celebrations (like birthday) outside the classroom	Endangers the life and safety of others
Blatant dishonesty	Littering the campus	Possession or Distribution of obscene pornographic material
Nor possessing the required text books notebooks and School Diary	Use of aerated drinks, Chips, Chewing gum inside the campus	Incites, instigates or procures a fellow learner to contravene or to fail to comply with any regulation or instruction made interns of act, or any such rule of school.
Failing to finish homework, Projects & assignments	Carrying any materials other than study material like electronic or sports materials.	Threats of violence to fellow learner intimidation of other to enforce
Not having appropriate study material	Not in proper school uniform.	Quarrelling and fighting / Physical torture
Sleeping in the class	Disruptive in cafeteria	Jumping over the wall of the campus
Using abusive language	Disruptive behaviour before and after the school	Taking, possessing, selling or using prohibited items like drugs, tobacco
Eating and drinking during class hours	Intentionally damages destroys uses or appropriates property of the school	Taking, possessing, selling or using prohibited items like drugs and tobacco
Behaving rudely with the teachers.	Disruptive behaviour at any school activity	Display tattoos on body
Harassment towards students	Breach of Computer security, Computer system or Computer network and knowingly alters, damage or deletes information	
Open defence	Leaving school without permission	
	Smoking.	