



迪拜中国学校
CHINESE SCHOOL DUBAI

P.O.Box : 624355, Dubai, UAE Tel: 04-2202275
Address : 58C St. Mirdif, Dubai, United Arab Emirates

Behavior and Sanctions Policy

Introduction

Chinese School Dubai sets high standards and expectations through highlighting and praising good behavior. We encourage students to respect themselves, each other, adults and property. We endeavor to apply rules fairly, clearly and consistently. We aim to provide a happy, caring environment with challenging activities. Under no circumstances do we use any form of corporal punishment, nor is it our intention that a student is belittled or shamed before their peers. In the case of a serious incident or persistent unacceptable behavior we will always endeavor to involve parents in resolving the situation. The home/college partnership is vital in establishing and maintaining high standards of behavior and appropriate conduct. It is important not to see behavior as a separate issue. It is taken within the wider context of the school, as an integral part of the teaching and learning taking place and the overall Organist of lessons and other activities. The college's behavior and rewards process is presented alongside the Behavior and Sanctions Policy and one is intended to support and complement the other.

Aims

- To achieve a whole school approach to the management of behavior and discipline.
- To clarify our expectations regarding the behavior of children.
- To enable us to manage pupil behavior effectively, promoting exemplary behavior always and helping to create an atmosphere in which effective teaching and learning can take place.
- To provide a happy, purposeful atmosphere in the school, in which pupils feel secure and are, accorded proper respect as individuals, irrespective of their academic, practical or physical potential.
- To foster good manners, politeness and consideration for others.
- To foster a respect for the environment and encourage pupils to accept a social responsibility towards it.
- To instill respect for religious and moral values, and tolerance of other races, and people from all walks of life.

Our rules are based on the following principles:

Unacceptable behavior is behavior likely to hurt or upset another member of the immediate community. Poor standards of behavior show a lack of respect for others, disrupting their activities and learning. Through the implementation of this policy, students will learn the difference between acceptable and unacceptable behavior and they will learn



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to take responsibility for the consequences of their actions. They will be helped to develop self-control, respect for the needs of others and respect for other's property. Appropriate behavior is model-led by the teaching and non-teaching staff of our College, who will readily and regularly give explanations to pupils about their behavior. We trust that this aim to model appropriate behavior is shared by the parents so that students are given clear and consistent guidance. We are a community where bullying in any form will not be tolerated. Further guidance is given in the college's anti-bullying policy which also contains information about bullying.

Scope:

The Behavior and Sanctions Policy will be applied to all students on school premises, but will also form the foundation for acceptable behavior outside the school where students are in uniform and/or taking part in organized trips and events **or** where their behavior is violent, illegal, may bring the reputation of Chinese School Dubai into disrepute or may place other students at risk.

Parents:

At Chinese School Dubai, we work in partnership with the parents of our children. We aim

to share our policies and practice with parents in order that they have a clear and consistent understanding of what we are doing and why we are doing it. Parents play a vital role in reinforcing good behavior. It is useful to use the same language at home and to role model the same clear and consistent expectations that we have at school.

Examples and classification of levels of misbehavior

Examples of misbehavior are given below and the list is by no means exhaustive. Repetition of the same type of misbehavior, lying about misbehavior, showing no remorse and failing to comply with instructions when challenged over misbehavior will raise the level of sanction. Any mitigating circumstances will be considered and may reduce the level of sanction. Whilst misbehavior outside the classroom may not directly impact on teaching and learning it does damage the ethos and social structure of the school community and is taken just as seriously. Where new examples of misbehavior are identified, they will be periodically added to this grid.

Lower level misbehavior

Examples may include:

talking over classmates or whilst the teacher is speaking; not paying attention during lessons; failure to complete classwork or homework to an appropriate standard; not completing



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	sufficient work in class; failure to bring the correct books and/or equipment to lessons; running on the corridor; using the outside “fire doors” for entry/exit; arriving late to class without excuse; talking persistently in class or in an assembly; rough and tumble or play fighting; arriving late to school without a genuine reason. First offense of removing mask/visor within the vicinity of others when not eating or drinking; not maintaining social distancing when reminded to do so.
It is expected that lower level behavior issues, such as these, will be dealt with by the Member of Staff that encounters them. The student’s head teacher and parents may be informed by e-mail or by a phone-call.	
Mid-level Misbehavior	Regular repetition of lower level misbehavior or - throwing items across the class; shouting/calling out and interrupting teaching and learning; not completing/handing in homework on time; teasing and taunting classmates; use of mobile phones during lessons and without the permission of a teacher; arguing with members of staff; truancy within school, i.e. not going to a timetabled lesson; truancy from college, i.e. not coming to school without a valid reason; deliberate damage to textbooks or other students' work; uniform infringements, (wrong shoes, too many earrings, too-short skirts, etc.) or extreme/inappropriate hair style, (colour and/or cut); littering, not clearing tables or throwing food in the canteen. Removing mask/visor within the vicinity of others when not eating or drinking; having to be reminded about not adhering to social distancing regulations on more than one occasion. First offense of being caught in rooms not designated for a student’s use, e.g. being caught using another group’s tutor room etc.
It is expected that persistent lower level misbehavior or single acts of mid-level misbehavior will be referred upwards to head teacher as well as head of year .	
Higher level Misbehavior	Regular repetition of mid-level misbehavior or – vandalism/deliberate damage (including graffiti), verbal or physical intimidation of other students amounting to bullying; deliberately behaving in a way that is likely to cause injury to others; serious, repeated or extended verbal abuse of another student or member of staff; taking items that do not belong to you; possession of tobacco or related items such as juuls, e-



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	cigarettes, vape pens, pipes and cigarette lighters; sexist behavior/discrimination or use of sexist language; racist Behavior/discrimination or use of racist language; relatively “minor” assault/fighting (where contact is made); intentionally removing mask/visor putting other students at risk; repeatedly not adhering to social distancing regulations or putting others students directly at risk by not adhering to the requirements of COVID procedures. Being caught in rooms not designated for a student’s group/form room/class on more than one occasion.
Any persistent mid-level misbehavior and/or single acts of serious misbehavior involving damage or risk to person or property must be referred through the Subject Leader .	
Very serious Misbehavior	Regular repetition of higher level misbehavior or behaviors classed as “criminal” outside of our College including but not limited to possession, use and/or distribution of alcohol, weapons, pornography, drugs, serious physical assault and cybercafés as detailed in Federal Law No. 5 or wherever a student’s behavior puts other students at serious risk.
The final decision on very serious misbehavior that may result in a permanent exclusion from the college will be made by the Principal and approved by KHDA .	

Responding to different levels of misbehavior

Lower level Misbehavior LEVEL 1	There is an escalating series of ways in which a teacher can respond to poor behavior. It may simply be an extended pause, a “look” or a verbal warning. The teacher may explicitly remind the student of the agreed rules and protocols. The teacher may move the student to another seat within the room. The student may be asked to leave the room for a short time and the teacher will explain their expectations before the student is re-admitted to the classroom. If appropriate the student may be sent to a partner classroom for the remainder of the lesson. The tone of the teacher’s voice may indicate disapproval but shouting at a child is ineffective and should not happen.
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Lower level Misbehavior LEVEL 2	As a stronger response to lower level misbehavior in the classroom, the teacher may give a break-time or lunch-time detention and will keep a record of behavior concerns by writing a note to parents. Unresolved incidents or persistent misbehavior will be reported to the Subject Leader , who may also give a break-time or lunch-time detention .
Mid-level Misbehavior LEVEL 3	Persistent lower level misbehavior or mid-level misbehavior will result in the involvement of the Subject Leader and Head of Year . The Head of Year will speak to the student and may organize a break time detention or after-school detention . The Head of Year will work with the subject leader and head teacher to determine lesson targets for student. Parents will be kept informed via phone-calls or e-mails.
Higher level Misbehavior LEVEL 4	Serious or persistent misbehavior, or poor behavior in several subject areas will result in the involvement of a Whole School Detention (Thursday after school) or Principal's Detention (Saturday morning) is given, parents will be informed by telephone, and a meeting in school may be arranged. The student may also be placed on an academic/behavior report which will be monitored daily and parents will be contacted on completion of the report period to discuss progress.
Higher level Misbehavior LEVEL 5	Internal exclusions will be used if the head teacher is not satisfied that the student is showing sufficient improvement. It may also be used if a student needs to be isolated from their classmates. Internally excluded students will be supervised as they complete their work away from their normal lessons and classmates. This sanction may also be used for serious incidents of misconduct and uniform/hair-style issues or as a "cooling down" mechanism.
Higher level Misbehavior LEVEL 6	External exclusions will be used in more serious cases of misbehavior - advised by the Behavior and Sanctions Policy but ultimately determined by the Head of Section. Parental involvement is key where the level of behavior is such that a fixed-term exclusion is given. This sanction is an opportunity for a student to modify their behavior before a permanent exclusion from the college is applied. This



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	level of sanction will also be used for serious breaches of contravening social distancing and mask wearing rules.
Very serious Misbehavior LEVEL 7	A permanent exclusion will result if a student persistently exhibits serious unacceptable behavior and shows no attempt to modify their behavior despite being given opportunities to do so. It will result if a student commits a felony, whether the act takes place inside the college or elsewhere, or if the nature of the crime is such that the student's return to college would put other students at risk. A permanent exclusion is applied by the Principal when approved by the Governing Body and the KHDA. Parents retain the right to appeal to the Governing Body and the KHDA against a decision of a permanent exclusion.

