



ADUVIE INTERNATIONAL SCHOOL
DISCIPLINARY POLICY

Third Edition (2021)

SECTION 1.0 DISCIPLINARY POLICY

One of the most important goals of Aduvie International School (here in after referred to as Aduvie) is to establish a positive and supportive learning environment in which our staff, students, parents and other stakeholders feel safe and have maximum opportunities to teach, learn and thrive.

The word discipline according to the Disciplinary policy for FCT Schools (October 2010) is the training of the mind to be able to exercise self-control and cultivate other generally acceptable behaviours in all socio-cultural environments. Indiscipline on the other hand could be regarded as an act which goes contrary to acceptable norms of an organization, a community or society.

Examples of acceptable behaviours include but are not limited to:

- Obeying school rules and regulations
 - Being punctual
 - Being humble and respectful
 - Being tolerant and co-operative
 - Being sociable and friendly but within boundaries
 - Being neat in appearance at all times
 - Being honest and peaceful
 - Studying hard
 - Participating in school activities
 - Serving as a good ambassador of the school
 - Being diligent
 - Being global-minded

Examples of unacceptable behaviours include but are not limited to:

- Refusal to attend classes (truancy)
- Destruction of school property
- Improper dressing
- Bullying
- Causing injury to others
- Engaging in fights
- Stealing
- Telling lies
- Possession, smoking or drinking of substances and illicit drugs such as cigarettes, shisha, hemp, alcoholic beverages and energy drinks.
- Bringing/taking items for/from boarders without the school's permission.
- Visiting the hostel (by day student) without the school's authorization

Aduvie does not unlawfully discriminate on the basis of gender, race, colour, religion, national origin, special needs, marital status or age.

In Aduvie we believe it is important for all students to be fully aware of what we expect from them and the procedures we will utilize if they choose not to follow school rules.

The cooperation of each family is necessary for the success of this policy. Please spend time with your children to review and discuss the contents of this document. Children need to realize that adults both at home and at school care about their behaviour.

In order to promote and maintain a positive learning environment, we hold high expectations for student behaviour using these three guiding principles:

Mutual Respect – Respect the fact that we are all different and yet all the same. Our school is a large family and we need to respect each other in order to co-exist peacefully.

Right to Learn and Teach – Students and teachers in Aduvie have the right to a productive learning environment. We all contribute to that environment by doing our best, helping others and following the rules.

Self-Control – You are responsible for the good and bad things that you do. You control yourself. Be proud of your accomplishments, and apologize when you make a mistake. You cannot blame someone else for what you do or do not do.

STATEMENT OF DISCIPLINARY PHILOSOPHY, ACTION, AND PROCESS

In Aduvie, we do not encourage corporal punishment.

Communication with parents is an important intervention strategy. While parents may not be notified every time a child commits a minor infraction of the disciplinary policy, a staff member will promptly notify the parent when an infraction the school considers serious occurs.

The administration and staff of Aduvie will administer the disciplinary policy consistently and appropriately. We recognize that two situations are rarely the same in every respect, and that it is important to maintain flexibility and to take into account individual circumstances.

Factors to be considered include, but are not limited to:

- Seriousness of the offense
- The student's age
- The frequency of misconduct
- The effect or potential effect of the misconduct on the school environment
- The requirements of a student's Individual Education Plan.

SECTION 3.0 ADUVIE DISCIPLINARY INFRACTIONS AND CONSEQUENCES

Aduvie policy requires that certain major infractions result in uniform disciplinary action throughout the school system.

The minimum actions can be modified through a teacher-parent conference. The Section Head or school representative will also be present during this meeting.

Where this does not have the desired effect, the School Head will be briefed and can also initiate proceedings to exceed the maximum penalties as listed, or pursue a special placement for a student who poses a disruptive threat or repeatedly misbehaves.

SECTION 3.1 HARASSMENT OF STUDENTS

Aduvie is committed to having students feel safe at school – safe from violence, safe from humiliation, and safe from bullying and all forms of harassment. We do not allow:

1. Verbal abuse by students against students consisting of threats, insults against family and any foul language.
2. Purposely bumping, pushing, tripping, and shoving another student.
3. Graffiti related to issues such as sex, religion, ethnicity, race on desks, walls, in written notes etc.

Aduvie mandates both students and staff to bring incidents of harassment, intimidation and bullying to the attention of a teacher, the Guidance Counsellor, Section Head or any other responsible adult who will then take necessary steps to address the situation with the school.

Where the student has been counselled and the behaviour persists, the Head of School has to be informed for further action.

As a parent, if you believe that your child is the victim of bullying, please contact the school management. You will be required to write out a report. Once the incident has been reported, the school disciplinary committee will conduct a thorough investigation and report back to the school.

SECTION 4.0 SANCTIONS AND PENALTIES

In Aduvie, some minor correctional procedures we engage in especially for our Nursery pupils are: stand facing the wall, sit apart from the rest, withdrawal of certain privileges and a visit to the section heads office etc.

Penalties will only be given where the student has been counselled yet the behaviour persists or where the pupil causes pain or injury to another student under circumstances that indicate it was done intentionally or the student has caused injuries to other students more than once.

Teachers are expected to use their very best judgment in recommending penalties. Some penalties for our primary section pupils include but are not limited to:

- A. Verbal/Written warning
- B. Writing an apology letter
- C. Making restitution for stolen/destroyed items
- D. Referral to the School Counsellor
- E. Inviting parents to discuss the matters in question
- F. Withdrawal of certain privileges
- G. Detention Programme: The length of detention depends on the circumstances of the particular infraction.

The Head of School or the teacher may detain a student for disciplinary reasons during the School's regular hours.

Detention is for students who have committed frequent infractions of the school rules and regulations. These infractions are not serious enough for out - of school suspension and the student has had sufficient counselling by his/her teacher, principal, and/or parent regarding his/her actions.

A student who is assigned to detention for more than three occasions, will be subject to other disciplinary actions and consultation with his/her parent/guardian will be made.

H. Suspension – Suspension refers to the temporary removal of a student from his or her regular educational setting for violation of school policies or rules.

Short-term suspension is the denial of school attendance for two days or less.

Long-term suspension is the denial of school attendance for a period in excess of two days but not beyond ten days.

In- house suspension refers to suspension where the student remains in the school setting but is denied access to certain regular school activities. The student usually takes part in assigned community service duties.

Out-of-school suspension refers to suspension where the student is denied physical access to the school and is not allowed to take part in some school activities during the time away. Such a student may or may not have access to other forms of school based learning depending on the gravity of the offence and the school's discretion.

In all cases involving suspension of students, the Head of School will give the student a written notice of the charges and allow the student to present his/her version of the incident in question before the School Disciplinary Committee.

The Head of School must notify the parents or guardians of the charges against the student and provide an opportunity for a hearing or conference.

Any student who is suspended is prohibited from entering the school premises or attending any school functions.

Grounds for Suspension:

- Continued willful disobedience or open and persistent defiance of the school authority
- Willful destruction or defacing of school property
- Behaviour which is not conducive to the safety, welfare, or morals of other students

A student with special needs is not immune to disciplinary measures. School authorities must establish, however, that the student's misconduct is not simply a manifestation of the special need. This policy ensures that, when the misconduct is not as a result of the special need, the student is held accountable for his/her actions. If a student with special needs is evidencing inappropriate behaviour, a learning support team should be convened to evaluate the behaviour. Behaviour strategies should be discussed and implemented in collaboration with the parents.

SECTION 4.1 DUE PROCESS

All school rules and regulations that restrict a student's rights must have a valid goal. To preserve due process, the following rights will be given to the student:

- Right to a hearing by the School Disciplinary Committee
- Right to be suspended only by the Head of School
- Right to be told what rules the student has broken and what it is that has caused the Suspension.
- Right to tell his/her side of "the story"
- Right to bring witnesses to a hearing
- Right to keep up with his/her classes during suspension periods through access to class notes
- Right to have parents or guardians informed of the suspension and the reasons for it
- Right to appeal

SECTION 4.2 SUGGESTIONS TO PARENTS

In an effort to achieve disciplinary goals, the following suggestions are offered to parents:

1. To participate in conferences with teachers, counsellors, or administrators regarding the academic and behavioural status of their children. (Parents should be notified of problems prior to conferences dealing with issues).
 2. To provide parental supportive action by making sure that children have adequate sleep, nutrition, health care (emotional, mental and physical wellbeing), and appropriate clothing before coming to school.
 3. To maintain consistent and adequate control over their children and to cooperate in enforcing measures as applied by school personnel.
 4. To cooperate with the school in bringing about improvements designed to enhance the educational programmes and activities offered to the students.
- To provide the school with current information regarding guardianship, legal address, phone number, medical data, emergency contact, and other facts which may help the school to serve their children better.
 - To notify the school when the child is absent.
 - To encourage and maintain proper attendance in school when the child is physically able to attend.
 - To become familiar with and support school rules and regulations.

SECTION 5.0 STEPS TO APPEAL THE DISCIPLINARY

COMMITTEE'S DECISION

1. Schedule a conference with the Head of School to discuss the decision.
2. The Head of School hears the appeal within at least two school days and notifies the student/parent of his/her decision.

This Handbook has been developed with input from school personnel, parents and students, and has as its goal the promotion of responsible student behaviour necessary for learning.

We have parents who believe as we do that it takes a village to raise a child and that we are here to work hand in hand with our parents to build good and lasting blocks of life for our children.

We are all privileged to be a part of the Aduvie Family.

We appreciate your support in maintaining a learning environment that is free of unnecessary distractions.

Paying your child's School fees automatically implies adherence to the Aduvie

International School Disciplinary Policy

Please send any comments you may have regarding this policy to the school's email. These comments will be reviewed when we develop our next disciplinary policy. We all look forward to a healthy, productive and successful school time for all of our students.

NOTE- THE SCHOOL RESERVES THE RIGHT TO TAKE ACTION IN SOME CASES WITHOUT RECOURSE TO THE DISCIPLINARY COMMITTEE

APPENDIX I

ADUVIE DISCIPLINARY AND REWARD SYSTEM GUIDE TO HANDLING DISCIPLINARY ISSUES IN THE SCHOOL

In Aduvie International School we are principled in our dealings with behavioural issues. We reward good behaviour and correct wrong or bad behaviour appropriately. We use our disciplinary policy as a guide in dealing with these issues. This system is therefore designed to ensure that there is a balance in the norms of behaviour and the expectations are understood and rewarded where applicable.

The consistent standard of discipline and reward is that Aduvie staff are required to respond to each of the disciplinary issues and not leave them unaddressed. This means that for each of the issues of concern raised in Aduvie, it is up to the relevant staff to ‘call’ the issue every time it happens and to tell the student that there are consequences for the following:

1. Lateness to class
2. Absence from class/ school without permission
3. Leaving the class without proper permission
4. Eating in class during a lesson
5. Wearing incorrect uniform
6. Failure to complete homework given
7. Lack of motivation and work completion
8. Not speaking proper English/or in the right diction in class

The most common of these traits is **lateness to class**, therefore the pathway for successfully dealing with these issues is underpinned by some important principles:

- be very firm about expected standards – articulate and model the standards yourself
- keep the class moving with appropriately challenging teaching and deal with the issues (if possible) when **you** want to
- ‘call’(draw attention to) the problem every time it happens “you are late and I find this unacceptable”
- articulate the problem clearly to the student “when you are late, I have to interrupt the learning programme to deal with you. This is not fair to other students and also shows disrespect towards your own learning”
- use the student diary/journal to log the issue, this is an effective way to communicate with parent/caregivers and other staff
- criticise the action and **not** the student
- ask the student to explain but be firm (don’t negotiate) with consequences so that students learn not to manipulate
- indicate the consequences and carry them out
- **be fair but firm** – *value* the student despite the inappropriate action

Some common issues and the recommended guide to dealing with the issues are tabulated below:

1. LATENESS TO CLASS

Strategies: for dealing with an incident on one or two occasions	Role modelling and expectations	What to do when the situation is <u>recurring</u> ?
<p>Lateness – when they arrive to class and/or tutor time</p> <ul style="list-style-type: none"> enquire as to why the student is demonstrating this behaviour. always 'call any situation when a student is late to class or to tutor time log students who are late in their subject diary. have the student make up the time after class, or at an agreed time suitable for you have the student brainstorm the problem and commit to a solution implement a consequence such as an imposition of your own (or an appropriate one as decided by the SECTION) 	<ul style="list-style-type: none"> Arrive to class/tutor time on time yourself You define when you start teaching and when you finish the lesson students arriving late can come in and stand at the back of the class. Articulate frequently the importance and value of classroom teaching time Have a clock in the classroom that you use to keep time so that everyone can see that it matters to you Dismiss the students at the correct time 	<p>Take note of this. Make a formal report to the form tutor. If you are the form tutor, "call" the situation with the student and/or file a report to the discipline Master/Committee, who may issue a detention and/or see the student and follow up.</p> <p>The form tutor may phone home at this stage. If it goes to the Disciplinary Master/Committee, a letter may be sent home and/or the parent requested to come in for a meeting.</p> <p>For continued and persistent lateness to class or tutor time, student referred to the Section head, who will contact and/or meet with parents.</p> <p>If unresolved and lateness persists, student referred to the Head of School for continued disobedience</p>

2. LACK OF EQUIPMENT

Strategies: for dealing with an incident on one or two occasions	Role modelling and expectations	What to do when the situation is <u>recurring</u> ?
<p>Lack of equipment:</p> <ul style="list-style-type: none"> enquire as to why the student is demonstrating this behaviour. For minor infringements and first time occasions – loan the student the equipment File the problem in the subject diary. If the student is not managing their book, keep it in the classroom every day/night and/or use drop files (for google classroom). Keep a supply of equipment/refill if available in the classroom but insist that they be given back at the end of the lesson period. Ensure that students copy out work on refill (eg A4 paper, scrapbook/jotter), but enter it into their book in their own time. Get students to make up time lost by not having the right equipment. 	<ul style="list-style-type: none"> Be explicit about what you expect each student to bring to class. Keep a log of students who do not have the correct equipment. Set regular routines – get students to take out the equipment you need them to have every day (as appropriate): <ul style="list-style-type: none"> Diary/scrap book/Jotter Pens/pencils Books Texts Manuals Calculators PE gear ETC Articulate frequently the importance of being prepared for learning and the students' responsibilities. 	<p>Take note of this. Make a formal report to the form tutor. If you are the form tutor, "call" the situation with the student and/or fill a referral form to the Disciplinary Master/Committee, who may issue a detention and/or see the student and follow up from there.</p> <p>The form tutor may phone home at this stage. If it goes to the Disciplinary Master/Committee, a letter may be sent home and/or the parent requested to come in for a meeting.</p> <p>Disciplinary Master will issue After School Detention (Normally after 3 Daily Reports) and a letter will be sent home and/or refer to the SECTION HEAD/SMT.</p> <p>For continued and <u>persistent lack of equipment</u>, refer to the SECTION HEAD/SMT.</p> <p>SECTION HEAD contacts parents and/or meets parents, monitors this misconduct with the SECTION HEAD's Report.</p> <p>If unresolved and lateness persists SECTION HEAD refers to Head of School for continued disobedience.</p>

3. HOMEWORK AND WORK COMPLETION

Strategies: for dealing with failure to complete homework	Role modelling and expectations	What to do when the situation is <u>recurring</u> ?

<p>Lack of homework or work completion:</p> <ul style="list-style-type: none"> enquire as to why the student is demonstrating this behaviour. Always “call” any situation when a student is not producing work in class, or is not completing homework. File the problem away in the subject diary. Encourage the student to do the work in their own time at home/hostel. Have the student make up the time after class, or at an agreed time suitable for you. Follow up with SECTION consequences such as appropriate impositions. Consult with Disciplinary Master/Committee. <p>There may be situations where a student is not completing work because you suspect there is a major learning difficulty – in this instance refer to the Section Head, who will notify the HOD SEN/DHS ACADEMICS</p>	<ul style="list-style-type: none"> It is every teacher’s responsibility to set, mark, collect and check that students are completing work. Be explicit about the school’s expectations for homework – we do expect that when homework is set, it can be an extension of class work, research or study. Apply expectations consistently – set homework and always check it and maintain a record of marks/grades. All set homework must be corrected in class. Track homework setting and completion through the subject grade book – ensure that you communicate issues with parents this way. Once a week, form/subject teachers check notes and discuss with students. 	<p>Make a formal report to the form tutor. If you are the form tutor, “call” the situation with the student and/or fill a referral form to the Disciplinary Master, who may issue a detention and/or see the student.</p> <p>The form tutor may phone home at this stage. If it goes to the Disciplinary Master, a letter may be sent home and/or the parent requested to come in for a meeting.</p> <p>Disciplinary Master will issue After School Detention (normally after 3 Daily Reports) and a letter will be sent home and/or refer to the SECTION HEAD.</p> <p>For continued and <u>persistent non-completion of homework and classwork</u>, refer to the SECTION HEAD</p> <p>SECTION HEAD contacts parents and/or meets parents, monitors this misconduct with the SECTION HEAD’s Report.</p> <p>If unresolved and <u>non-completion of homework and classwork</u> persists, SECTION HEAD refers to Head of School for continued disobedience.</p>
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4. RESPECT FOR OTHERS

Strategies: for dealing with an incident on one or two occasions	Role modelling and expectations	What to do when the situation of low level of harassment is recurring?
<p>Low Level Harassment; (Taking another student’s pen or paper without asking; verbal put downs; mocking body language; mimicking, inappropriate behaviour to a guest or reliever)</p> <ul style="list-style-type: none"> enquire as to why the student is demonstrating this behaviour. Move the student to another area of the classroom to isolate the problem. Log the incident in the class journal. Keep the student after class (time permitting) for a one to one chat. Have the student make up time during short break, after lunch break, etc <p>Medium and High Level Harassment should immediately be referred to the Disciplinary</p>	<ul style="list-style-type: none"> Treat all students with respect including appropriate language. Use the language of respect yourself. Value students and take the time to get to know them as people. Show empathy. Value the student, despite inappropriate actions. Avoid anger, do not shout or return verbal abuse. 	<p>For an incident that has seriously disrupted the class, send the student to the Guidance Counsellor’s office for ‘time out’, and notify the relevant Disciplinary Master/Section Head. Where a student refuses to leave, send a <u>reliable</u> student to the school’s Admin Office for help from the SECTION HEAD, DHS Admin or Head of School.</p> <p>If sent from the room, the Section Head may advise you or the form tutor to phone home.</p> <p style="text-align: center;">or</p> <p>Disciplinary Master may choose to phone home. Behaviour tracked through the Behaviour Report. For continued harassment, SECTION HEAD will issue an After School Detention and a letter home. SECTION HEAD gets parents in for meeting.</p> <p style="text-align: center;">or</p> <p>If unresolved and harassment persists, Disciplinary Master refers to the SECTION HEAD, SECTION HEAD gets parents in for meeting.</p> <p>If unresolved and harassment persists SECTION HEAD refers to the Head of School for continued</p>

Master and/or the SECTION HEAD and/or Head of School.		disobedience.
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5. EATING IN CLASS

Strategies: for dealing with students eating in class	Role modelling and expectations	What to do when the situation is <u>recurring</u> ?
<p>Eating in class:</p> <ul style="list-style-type: none"> • Enquire as to why the student is demonstrating this behaviour. • Always “call” any situation when a student is eating in class. • Indicate to the student when chewing gum that they must bin it and when eating food that they must pack it up. • Implement a consequence such as an imposition of your own (or an appropriate one as decided by Management) • Students may drink water but they are not to leave class during tutor time to top up their water bottles. <p>If you suspect that a student is having a blood sugar level crisis or is diabetic (this should be noted in your subject diary/class journal), or is distressed, please send the student to the medical centre, accompanied by an adult.</p>	<ul style="list-style-type: none"> • Ensure that you model the ‘not eating’ in class standard • Be very explicit about the standards for <u>not</u> eating in class – as this is not negotiable. • Always get to know your students in terms of those who may have any medical issues (such as diabetes) that you need to be aware of. • Students at risk of medical conditions will be flagged on the School’s medical list. 	<p>Make a formal report to the form tutor. If you are the form tutor, “call” the situation with the student and/or fill a referral form to the Disciplinary Master.</p> <p>If the problem persists the Disciplinary Master will phone home.</p> <p>For subsequent offences issue an Incident Report.</p> <p>Disciplinary Master will issue After School Detention (Normally after 3 Incident Reports) and a letter will be sent home and/or refer to the SECTION HEAD</p> <p>For continued and <u>persistent eating in class</u>, refer to the SECTION HEAD.</p> <p>SECTION HEAD contacts parents and/or meets parents</p> <p>If unresolved and problem persists SECTION HEAD refers to HOS for continual disobedience.</p>

6. UNIFORM ISSUES

Strategies for dealing with students with incorrect uniform	Role modelling and expectations	What to do when the situation is <u>recurring</u> ?
<ul style="list-style-type: none"> • Enquire as to why the student is demonstrating this behaviour. • Always “call” any situation when a student is wearing the incorrect uniform. • Indicate to the student that they need to fix the item. 	<ul style="list-style-type: none"> • Ensure that you model high standards of dressing. • Be consistent in how you make the call about uniform. • Talk about pride in the school and the respect that it shows to the school and the students when they wear the uniform properly. 	<p>Make a formal report to the form tutor. If you are the form tutor, “call” the situation with the student and/or fill a referral form to the Disciplinary Master.</p> <p>If the problem persists SECTION HEAD will phone home.</p> <p>If the problem persists SECTION HEAD will refer to the HEAD OF SCHOOL/MANAGEMENT who may hold the student out of class, until the parent brings in</p>

<ul style="list-style-type: none"> • For jewellery, confiscate, label clearly and send the items to the SECTION HEAD • For T-Shirts, or incorrect socks, shoes/footwear, or skirts – check to see whether the student has a note – if no note, please send to the SECTION HEAD • Low riding pants must be corrected – if persistent, send to the SECTION HEAD and log when the student leaves your presence. • Shirt buttons need to be done up and ties correctly knotted and worn properly – if persistent, send to the SECTION HEAD and log when the student leaves your presence. • Dirty shoes need to be polished. • For more than one offence, implement a consequence such as an imposition of your own (or an appropriate one as decided by the SECTION/Management) <p>If you suspect that a student cannot afford correct uniform items, please report to the SECTION HEAD/Management.</p>	<ul style="list-style-type: none"> • Indicate that people often make judgements about the school based on how well students dress – this is also true in the work place and wherever they work, standards of appropriate dress code will always apply. 	<p>the correct uniform, or until a replacement uniform is provided. If the student refuses to wear the replacement uniform they remain out of class.</p> <p>For continued offending, the Head of School will discuss with parents.</p>
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7. STUDENTS ASKING TO GO OUT OF CLASS

Strategies for dealing with out of class situations	Role modelling and expectations	What to do when the situation is <u>recurring</u>?
<p>For situation asking to leave class:</p> <ul style="list-style-type: none"> • Students do not have the 'right' to leave your classroom and must seek your permission. • When a student asks to visit the toilet, the answer should be no, unless there is a major problem, (adolescents can generally control themselves for the length of a period) • A student may visit the bathroom under special circumstances but a log 	<ul style="list-style-type: none"> • Expect that all students are in your class at all times – it is their privilege. • Be very explicit about the standards for attending class – as this is not negotiable. • Always get to know your students and consult with the Admissions officer, form tutor and the SECTION HEAD for a 'bigger picture' for students. 	<p>When a student is persistently out of class, issue a report to the form tutor.</p> <p>The form tutor will contact the student and/or parent to investigate the reasons, and will report back to classroom teachers.</p> <p>SECTION HEAD detention may be implemented as a consequence.</p> <p>For continued absence from class, a one day a week pattern becomes truancy and the student must be referred to the SECTION HEAD/Management.</p>

<p>should be kept of their departure time and they must have a note signed by you.</p> <ul style="list-style-type: none"> • Students are not permitted to leave the class for a drink, or to refill a water bottle, unless you know of a medical reason. • Students may get called to the SECTION HEAD/DHS Academics/DHS Admin/GC/Head of School but they must have a note from the releasing teacher. • Students must have a request slip to visit the Counsellor and must not leave class without one. <p>If a student is clearly distressed, then they may be sent to the SECTION HEAD or Counsellor with an accompanying student.</p>		
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8. RUDENESS TO STAFF

Strategies for dealing with disrespect to a member of staff	Role modelling and expectations	What to do when the situation is recurring?
<p>Always “call” student is rude to you or any member of staff</p> <ul style="list-style-type: none"> • enquire as to why the student is demonstrating this behaviour. • Indicate to the students that they need to show respect to all staff at all times. • If the comment made is offensive, make him/her apologise • Send the student to the Disciplinary Master indicated on the daily duty rota if the student refuses to apologise or carry out your instructions. <p>The severity of the rudeness may lead to direct referral to the SECTION HEAD.</p>	<ul style="list-style-type: none"> • Treat all students with respect, including appropriate language. • Use the language of respect. • Value students and take the time to get to know them as people. • Show empathy. • Value the student, despite inappropriate actions. • Avoid anger, do not shout or return verbal abuse. 	<p>For an incident that has seriously disrupted the class, send the student to the Guidance counsellor for ‘time out’ and notify the SECTION HEAD.</p> <p>Where a student refuses to leave, send a <u>reliable</u> student to the school’s Admin Office for help from the SECTION HEAD, DHS Admin, DHS ACADEMICS or Head of School.</p> <p>If sent from the form room, the SECTION HEAD may advise you or the form tutor to phone home.</p> <p style="text-align: center;">or</p> <p>Disciplinary Master may be advised to phone home.</p> <p>For continued rudeness, SECTION HEAD will issue an After School Detention and a letter home. SECTION HEAD gets parents in for meeting.</p> <p style="text-align: center;">or</p>

		If unresolved and rudeness persists, SECTION HEAD refers to the Head of School for continued disobedience.
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9. SMOKING, SEXUAL IMPROPRIETY, BULLYING, ETC.

These are third degree misconduct. Direct referral should be made to the Head of School or his deputies.

Other issues that that may arise are as follows:

UNACCEPTABLE BEHAVIOURS	CONSEQUENCES
Theft/Receiving stolen goods	-Report to HEAD OF SCHOOL who contacts parents (and informs police, if necessary) - HEAD OF SCHOOL organizes student repayment of goods - HEAD OF SCHOOL issues school service/after school detention - HEAD OF SCHOOL issues one – three weeks suspension with formal warning of/or recommendation for expulsion.
Graffiti/vandalism of property belonging to anyone in the school community.	-Teacher directs student to repair and/or clean at student's cost/time -Major incidents report to SECTION HEAD/ HEAD OF SCHOOL
Failure to sign in with ID card	-Manager of cards informs parents -Student undergoes an organizational workshop in own time with manager of card
Being with students who are smoking whilst in school and/or school uniform	Direct referral should be made to the Head of School or his deputies.
Use and/or possession of potentially dangerous substances (such as alcohol, drugs)	Direct referral should be made to the Head of School or his deputies.
Providing and/or selling of illicit substances and/or implements for the use of same	Direct referral should be made to the Head of School or his/her deputies.
Repeated interference with the quality learning time of other students	-Class Teacher temporarily removes the student from the class being disturbed and places them in isolation with another teacher -Report to Form Teacher -Form Teacher contacts parents and reviews student learning -If continued, report to Section Head -Section Head organizes Parent, Form and Class Teacher meeting -Head of School issues 1-3 weeks suspension
Bullying of fellow students	Direct referral should be made to the Head of School or his/her deputies

UNACCEPTABLE BEHAVIOURS	CONSEQUENCES
Abuse/harassment by offensive language and/or gestures e.g. racial vilification, personal insults, physically demeaning comments	-Form Teacher reports to Section Head -Section Head contacts parents and issues consequences/community service -Gross behaviour – Report to Head of School immediately -Counselling -Head of School issues 1 – 3 weeks suspension
Fighting with or assaulting another person	-Form/Subject teacher reports to Disciplinary committee -Disciplinary committee investigates, documents, takes witness statements and report to SMT with decision -Section Head contacts parents -Head of School issues 1-3 weeks suspension -Counselling in conflict resolution upon return
Throwing food, water, other missiles	-Teacher issues logical consequences -If continued or serious, Section Head contacts parents and issues after school detention/school service -Head of School issues 1-5 days suspension -Counselling
Truancy from/skipping a lesson	-Section Head contacts parents -Teacher issues work penalty to make up lost time
Truancy for a day or more	-Section Head contacts parents and organizes work penalty (as set by teachers of classes missed) -Repeat offenders – School Head issues 1 – 3 weeks suspension
Refusal to follow instructions in playground	-Teacher issues community service and/or other logical consequences -Section Head contacts parents -Report to Form Teacher who issues after school detention/school service -If continued, Head of School issues 1-5 days suspension
Behaviour causing or having the potential to cause injury to others	-Any dangerous items confiscated and parents contacted by Section Head -Issue detention after school -If continued or serious Head of School issues 1-5 days suspension
Failure to follow teacher’s instructions such as repeatedly failing to complete community service/other behavioural consequences	-Section Head contacts parents -Report to Head of School -Form Teacher makes arrangements for after school detentions -Head of School organizes parent interview and Behaviour Card -Head of School issues 2 - 6 days suspension
Bringing to school items which are not part of the equipment needed for classes	-Teacher confiscates them, returning them at closing -If dangerous and/or banned item, teacher gives it to Section Head -Head of School contacts parents (and Police if illegal item)
Cheating/plagiarising in exams or assignments	-Teacher reports immediately to Form Tutor -Form Tutor investigates, documents and reports to Section Head -Form Tutor directed by Section Head to apply reasonable adjustments to assessment profile of student as deemed necessary
Playing and/or being in an out of bounds area	-Teacher warns student and/or issues logical consequences -Report to Form Tutor of repeat offenders -Form Tutor issues community service/after school detention
Out of school grounds without prior approval including failure to follow correct leaving grounds procedures	-Report to Section Head -Section Head contacts parents and organizes isolation during breaks -After school detention issued
Associating with undesirable/unauthorized people during school hours, either in or out of the school grounds	-Report to Section Head -Section Head contacts parents and organizes isolation at breaks -School Head issues 1-5 days suspension

Please note that students should read and sign the disciplinary policy with their parents

COMPOSITION OF THE DISCIPLINARY COMMITTEE

Nursery & Primary

Five members – two from nursery and three from the Primary.

The secretary from the Nursery and the Chairperson from the Primary.

Secondary

Five members.

At times it is necessary for the Form Teacher/House master/mistress to be an ad-hoc member.

POSSIBLE CORRECTIVE MEASURES

1. Face Disciplinary Committee
2. Detention – During long or short break, occasionally, on Saturdays for boarders and approved by the Head of School
3. Suspension for a period of time depending on offence
4. Expulsion in extreme cases
5. Public apology – depends on the section, to class, entire school
6. Sign an undertaking by students in the presence of their parents after suspension to be of good behavior. Mail the necessary policies to parents – read and sign.
7. Community service, e.g. sweep the class or a lower class, mopping, working on the school farm, cutting of grass, making of ridges,
8. Write an essay on what happened
9. Letter of apology to teacher, class, section as appropriate and read on the assembly. Formal assembly talk, share experience,
10. Laptop denials, ICT offences should be with Section Head's permission
11. Clear the dinning/common area
12. Wash plates
13. Wash toilets

Motivation/ Award

1. Assign responsibility to the student.
2. Rewards – encourage with commendations, privileges, etc. as the case may be.
Give certificates and publicly acknowledge good behaviour.
3. Provide opportunities and events for sharing of experience.

PARENTS' & STUDENTS' UNDERTAKING

As a parent of a student in Aduvie International School, I have read, understood and accepted the disciplinary policies and procedures listed and outlined on this policy document. I will closely monitor the activities and school policies. My signing this agreement confirms my informed consent to all the policies and procedures.

I have also read and explained the policies and procedures of the school to my child/ward and he/she says he/she understands the contents therein.

I UNDERSTAND AND ACCEPT THAT as my child goes through the school programmes, the policies may be updated and it is my responsibility to follow and be aware of all updates.

Student's Name:

Class:

Signature & Date:

Parent's Name:

Parent's Signature & Date: