



**IDEAL INDIAN SCHOOL,**

**DOHA – QATAR.**

**ACADEMIC YEAR 2023-24.**

**STUDENT'S BEHAVIORAL POLICY**

## STUDENT'S BEHAVIOURAL POLICY

### Introduction

Ideal Indian School strives to create a safe and inclusive learning environment for all. We believe that positive behavior plays a crucial role in fostering a harmonious community that promotes academic excellence and personal growth. To ensure a conducive atmosphere for everyone, we have developed a comprehensive behavioral policy that sets clear expectations, reinforces positive conduct, and addresses any misconduct with fairness and empathy. This policy aims to empower our students to make responsible choices, treat others with respect, and embrace the values of integrity, compassion, and cooperation. Together, let us embark on this journey of learning and character development, building a school community that thrives on respect, understanding, and shared success.

**Aim:** The aim of the student behavior policy in an Ideal Indian school, is to ensure a safe, positive, and respectful learning environment for all students, where they can develop responsible and caring behavior, uphold ethical principles, and demonstrate good citizenship.

**Objectives:** The objectives of the student behavior policy in Ideal Indian School include:

- Promoting positive behavior and attitudes among students.
- Setting clear expectations for conduct and discipline.
- Fostering a safe and inclusive learning environment for all students.
- Encouraging students to take responsibility for their actions and choices.
- Providing support and guidance to help students develop good moral character and interpersonal skills.

### Target Group

- 1) **Students:** The primary audience of the behavioral policy, as it sets clear expectations and guidelines for their conduct, promoting positive behavior, and providing guidance on how to address any misconduct. Students are always expected to be best at their behavior.
- 2) **Teachers and Staff:** The policy ensures that teachers and staff have a framework to maintain a safe and respectful learning environment, helping them address behavioral issues consistently and fairly while supporting positive behavior. If the behavior issue of the student is disturbing the class environment then teacher need report the behavior issue to Head of section or Discipline in-charge for appropriate action.
- 3) **Parents and Guardians:** The policy engages parents and guardians as important partners in reinforcing positive behavior at home and in the school community. It provides them with an understanding of the school's expectations and procedures for addressing behavioral concerns. In-case of any untoward incident (Major/Minor) they should immediately inform the school authority for grievance Redressal.
- 4) **School Administrators:** The policy provides a foundation for school administrators to effectively manage behavioral issues, implement appropriate interventions, and ensure consistency in addressing misconduct while supporting student growth. Each section can have a school discipline committee, headed by school principal. In case of severe offence, the

discipline committee can investigate and take the case ahead as per the student behavior policy.

- 5) **Support Staff:** Including counselors, psychologists, and other support staff who play a crucial role in promoting positive behavior, providing interventions, and supporting the social-emotional well-being of students.

By involving and engaging all these stakeholders, the school behavioral policy can create a cohesive and collaborative approach to shaping the behavior and character development of students, ultimately benefiting the entire school community.

**Procedure for in-appropriate behaviors (Minor/ Non-life threatening behavior issues):**

**A. Implementation**

**Step 1: Recognition and Marking of Discipline Indicators**

- Teachers will promptly mark the discipline indicators when they notice instances of indiscipline based on the following acts.

1. Making noise during lessons.	9. Improper / long hair.
2. Littering	10. Improper uniform
3. Foul language	11. Incomplete class work/ Assignment
4. Eating or chewing	12. Leaving the section without permission.
5. Bringing electronic gadgets to school.	13. Not submitting the project on time
6. Late to class.	14. Disobeying the guidelines/school rules
7. Playing in the classroom.	15. Not seating in the place.
8. Running in the corridor.	16. Disturbing the class.

**Step 2: Monthly Submission to Class Coordinators**

- On the last day of each month, teachers will compile the marked discipline indicators and submit them to their respective class coordinators.

**Step 3: Consolidation and Identification**

- Class coordinators will consolidate the information received from teachers and create a list of students whose names appear in the discipline indicators of three or more teachers.

**Step 4: Referral to School Counselor**

- The Discipline in-charge or Head of School (HOS) will review the list of identified students and refer them to the school counselor for further assessment and guidance.

**Step 5: Parent Meeting Notification-** If the same students' names consistently appear in the discipline indicators in the following months, the Discipline in-charge/HOS will issue a letter to the parents. The letter will request the parents to meet the undersigned within three days to discuss their ward's behavior.

**Step 6: Parent Briefing and Undertaking**

- During the meeting, parents will be briefed about their ward's behavior, discussing the specific indiscipline acts and their impact on the school community.

- An undertaking will be signed by the parent, committing to support and ensure their child's improved behavior.

#### **Step 7: Short Suspension**

- If the students fail to show improvement even after two undertakings being signed by the parents/guardian, a short suspension will be placed on record as a disciplinary consequence.

#### **Step 8: Seeking MOE's Advice**

In cases where the student's behavior continues to show no improvement despite interventions and suspensions, the school administration will seek advice from the Ministry of Education (MOE) for further guidance on the appropriate course of action.

By following this implementation process, the school ensures a systematic approach to addressing indiscipline, involving teachers, class coordinators, discipline in-charge/HOS, parents, and the school counselor. The process allows for early intervention, parent engagement, and a progressive disciplinary approach to foster improved behavior among students.

### **B. Major Offense and Immediate Disciplinary Action.**

Apart from the above in-disciplinary acts certain offenses can disrupt this harmonious atmosphere and have serious consequences for individuals and the overall school community. In this regard, it is important for students to understand the major offenses that should be avoided, as well as the immediate corresponding actions that Ideal Indian School may take in response to such incidents.

The following list outlines some of the major offenses commonly encountered and their consequences.

<b>S.No</b>	<b>Offense</b>	<b>Disciplinary Action</b>
1.	Malpractice during the examinations.	Assigning a failing grade, or implementing disciplinary measures such as academic probation.
2.	Vandalism or damaging school property.	Holding the responsible student(s) accountable for repair costs or imposing suspension or expulsion.
3.	Stealing or engaging in theft	Suspension or expulsion and possibly initiating legal consequences.
4.	Carrying, consuming and encouraging consumption of prohibited substances.	Involving law enforcement, suspending or expelling the student, offering support services and implementing substance abuse prevention programs.
5.	Bullying and physical assault	Suspension or Expulsion, Involving parents or guardians and providing conflict resolution or anger management programs.
6.	Abetting violence and chaos leading to the disruption of school functioning.	Counselling sessions with the school counselor, suspension or expulsion.
7.	Bringing weapons or dangerous objects to school.	Involving law enforcement, suspending or expelling the student.

It's important to note that specific actions may vary depending on school policies, and the severity of the offense. Schools aim to promote a safe and conducive learning environment while addressing the needs of all students involved.

**C. Steps to be followed for major offence:** Here are the steps to be followed to manage major offenses as per the student behavior policy at Ideal Indian School:

1. **Incident Reporting:** The first step is to report the major offense incident to the designated school authorities, such as the principal, vice-principal, HM, AHM or designated school counselor. This should be done in a timely manner.
2. **Investigation:** The school authorities will conduct a thorough investigation into the major offense, gathering information and evidence from all relevant sources, including witnesses and any other available documentation. If required the school discipline committee members are also involved in the investigation.
3. **Determination of Offense Severity:** The severity of the offense should be carefully assessed based on the school's behavior policy guidelines to determine the appropriate course of action.
4. **Consequence Determination:** Once the severity of the offense is established, the school administration will determine the appropriate consequences as outlined in the student behavior policy. This may involve consultation with the school's disciplinary committee or board.
5. **Communication with Parents:** The school will communicate with the parents or guardians of the student involved in the major offense to inform them about the incident, the investigation findings, and the resulting consequences.
6. **Implementing Consequences:** The school authorities will implement the consequences outlined in the student behavior policy, ensuring that these are fair, consistent, and adhere to the guidelines set by the school.
7. **Support and Counseling:** The school may provide support and counseling to the student to address the underlying issues that led to the major offense, and to guide them towards positive behavioral change.
8. **Review and Documentation:** Following the management of the major offense, the school will review the incident and its handling, ensuring that proper documentation is maintained for future reference and to track behavioral patterns.
9. **Follow-Up and Monitoring:** The school authorities will conduct follow-up and monitoring to ensure that the student is adhering to the behavioral expectations, and may provide ongoing support as needed.

By following these steps, Ideal Indian School effectively manage major offenses in line with their student behavior policy, promoting a safe and respectful learning environment for all students.

### **Recognition of Good Behavior: Star of Ideal Award (Award system)**

Ideal Indian School believes that fostering a positive and respectful environment is essential for the growth and success of the students. **Star of Ideal** award is designed to acknowledge and encourage behaviors that align with our core values of respect, responsibility, integrity, and kindness.

The purpose of this award system is twofold: to acknowledge the positive impact you make on our school community and to inspire others to follow your example. By highlighting and

celebrating your achievements, we aim to create a culture of positivity and encourage everyone to strive for excellence in their behavior.

This award is bestowed upon the best student of each class, in the form of a certificate and medal based upon his behavior in and outside the class during that particular month.

**Identification and rewarding process:**

- a. Class teachers will observe and award points to their students monthly once, based on their behavior.
- b. Subject teachers teaching in that class will give their feedback to the class teachers about the student behavior in their classes.
- c. The student who gets highest score out of fifty will be a star of ideal for that particular month.

**Points are awarded on the following criteria:**

S.No	Name of the Student	Punctuality 10	Uniform 10	Attitude 10	Cooperation 10	Hygiene 10	Total 50

**Note:**

- a. Discipline grades in the report cards will be given by the class teacher based on discipline indicators and star of Ideal award policy,
- b. For classes V to VIII three points scale – A to C Grades.
- c. For classes IX to X five points scale – A to E Grades.

**Other measures taken to address behavioral issues:**

- a. The School makes its students to practice a moral value each week all through the year. Each day one student will be given an opportunity to speak in the school/ class assembly about the importance of practicing the value. Teachers tell stories and share real life incidents with the students based on these values throughout the week.
- b. Community policing department is invited at least once a year to conduct seminars for the students on behavioral issues.
- c. Experts on behavioral issues available in the society are invited to conduct seminars for the students.
- d. Ideal Indian School Alumni will be invited to share their success stories by practicing these values.

**Feedback**

We value your voice and want to hear your thoughts and perspectives on our school's behavioral policy. Your feedback is crucial in ensuring that our policy effectively promotes a positive and respectful learning environment for all.

At Ideal Indian School, we strive to create a community where everyone feels safe, supported, and empowered to succeed. To achieve this, we believe it is essential to gather feedback from all our stakeholders. We collect the feedbacks through the following modes.

1. **Anonymous Surveys:** We conduct periodical anonymous surveys to gather feedback from students about their experiences with the behavioral policy. Ask specific questions about the clarity of the policy, its effectiveness in addressing behavioral issues, and suggestions for improvement.
2. **Focus Groups:** We organize focus group sessions with a small group of students to facilitate open discussions about the behavioral policy. Encourage participants to share their thoughts, concerns, and ideas for enhancing the policy. A moderator can facilitate the discussion and ensure that all participants have an opportunity to contribute.
3. **Suggestion Boxes:** Ideal Indian School has set up suggestion boxes in common areas where students can submit written feedback, suggestions, or concerns related to the behavioral policy.
4. **Student Council/Representatives:** We engage student council members or elected student representatives to gather feedback from their peers on the behavioral policy. They can conduct informal discussions, gather feedback during school assemblies or student meetings, and act as a liaison between students and school administration.
5. **Online Feedback Forms:** There is an online feedback form where all stakeholders can provide feedback on the behavioral policy.

Ideal Indian School ensures that feedback mechanisms are inclusive, respectful, and accessible to all students, taking into consideration different learning preferences, cultural backgrounds, and communication styles.

**Conclusion:** Together, we will continue to uphold the principles of our policy and foster a positive school culture. The behavioral policy as a guiding framework for school growth, character development, and the nurturing of lifelong values.

**Next Review in April 2024.**

