



# DPS – Modern Indian School, Doha – Qatar

## STUDENT BEHAVIOUR FRAMEWORK

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## **STUDENT BEHAVIOUR FRAMEWORK**

### **SIGNATURE PAGE**

Prepared by: \_\_\_\_\_

Endorsed by: \_\_\_\_\_

Endorsed by: \_\_\_\_\_

Approved by: \_\_\_\_\_



# **DPS – Modern Indian School, Doha – Qatar**

## **STUDENT BEHAVIOUR FRAMEWORK**

### **STUDENT BEHAVIOUR FRAMEWORK: DPS-MIS**

#### **INTRODUCTION**

DPS-MIS is a school with a difference, and this difference is evident in every activity undertaken and carried out in this educational institution. When it comes to discipline of the students, we emphasize on the ‘holistic development’ of the students, as stated in the ‘Vision’ of our school, by inculcating values that enable them to excel in their life. We realise that it is difficult and less effective to ‘control’ student behaviour, but more effective to influence their choices by building positive relationships (for e.g. catching them being good, setting clear agendas, holding high expectations, working on the self-fulfilling vision). The Student Behaviour Framework provides a basic outline to help the students follow the code of conduct and the discipline policies of the school and to help them achieve important behaviour changes.

#### **PURPOSE**

- To provide a clear guideline about the expected student behaviour for the practice of the teachers, staff, students, and parents.
- To establish a climate in which appropriate behaviour is the norm.
- To create a positive school climate, a culture of student competence and an open and responsive management system for all school community members.
- To provide an effective framework for the individual behaviour and learning supports needed to achieve academic and social success for all students.
- To encourage consistency and allow flexibility in the practice of teachers, learning assistants and other staff.

#### **UNDERLYING PRINCIPLES**

There are four basic principles operating within this framework.

- The first is that we all have an equal responsibility for managing the behaviour of students in teaching groups, in classes and around the school. It is not our duty to simply pass things on to the nearest other person up the chain as quickly as possible. This actually erodes our own standing with students. The bottom line being effective



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behaviour management works from the bottom up, not the top down. Students should not ignore a teacher and defer to the Head because one has the power to exclude and the other does not; but because they recognise that all staff have the authority to manage all students anywhere in the school.

- The second is to develop realistic beliefs; we cannot ‘control’ student behaviour; all we can do is to seek to influence their choices by building positive relationships, (catch them being good), setting clear agendas, (clearly articulated consequences not threats that can’t be followed up), having high expectations, (working on the self-fulfilling prophecy), and being, as far as is humanly possible, consistent in the way we, both as a team and as individuals, apply sanctions.
- The third is that we should use rewards system, more often than we do sanctions. Basically reward change behaviour in longer lasting and more effective ways than punishment, i.e. – detentions served a week after the initial offence have little if any effect on future conduct.
- The fourth is that we should use the language of choice when seeking to impose sanctions. For example, ‘if you continue to stare out of the window you’ll be choosing to sit here at the front. Make the choice now’. Clear consequences for making the wrong choice at this point should be already known to the student.

Of course, we can only manage effectively any of the above, if we control ourselves. Losing our cool and shouting at the students means we lose control of both our self and the situation and achieve little. A student loses respect for us than prior to the incident and perhaps a disgruntled parent to contend with in addition to the original issue.

### **THE CODE OF BEHAVIOUR**

The code of behaviour is the set of programmes, practices and procedures that together form the school’s plan for helping students to behave well and learn well. The code of behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The code of behaviour helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school. The code expresses the vision, mission and values of the school. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of instruction to all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported. The code of behaviour enables school authorities to strike an appropriate balance between their duty to maintain an effective learning environment for all and their responsibility to students whose behaviour presents a



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challenge to the teaching and learning process. It is a key tool in enabling the school authorities to support the effective learning of every student in the school.

Promoting good behaviour is the main goal of the code. School management and staff should actively foster a school ethos, policies, and practices that help to promote positive behaviour and prevent inappropriate behaviour.

### **GUIDELINES AND PROCEDURES**

#### **TO STUDENTS**

The ultimate objective of every activity done or procedure followed in this school is to help our students become a complete ‘human being’, in various aspects of its meaning. We are dedicated to provide our students an education of the highest quality that supports them to develop fully as an individual and as a member of the larger community. The guidelines provided in this ‘Student Behaviour Framework’ outline the expectations of our school, in relation to procedures in the areas of communication and interpersonal relationships, behaviour, curriculum and teaching and learning methods. Therefore, this framework is primarily meant for you: to guide you, to help you, to respect you, to prepare you for the larger world you will encounter in the future.

#### **TO PARENTS**

We, at DPS-MIS, focus on encouraging and developing in our students a strong sense of personal responsibility and responsibility towards others. The entire system of our school, comprising of the teaching faculty, administration and the support staff, work towards the goal of helping our students to be responsible global citizens of tomorrow. We realize that it is a truly critical task, and one for which society as a whole owes its support for, and acknowledgement of. Therefore, it is essential that we, the school management, the Principal, the teachers, and the parents, work together towards the goal of preparing our students well-behaved and well-disciplined children. This behaviour framework intends to provide a guideline to achieving that essential goal.

### **STRATEGIES TO AFFIRM AND PROMOTE GOOD BEHAVIOUR**

The day-to-day excellence of school management and classroom teaching will enable most students to behave in ways that support their own learning and development. Teachers and other school staff also need a range of strategies for promoting good behaviour at class and school level. There should be consistency across the teaching team as to how best to promote good behaviour.



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Students are more likely to behave well when:

- they are given responsibility in the school and are involved in the development of the code of behaviour.
- they understand why the code is important and their part in making it work.
- they can see that the code works in a fair way.
- there are standards that set high expectations for student behaviour.
- the standards are clear, consistent and widely understood.
- parents support the school by encouraging good learning behaviour.
- there are good relationships between teachers, parents and students and a happy school atmosphere.
- adults model the behaviour that is expected from students.

Other strategies to encourage and promote good behaviour include:

- positive everyday interactions between teachers and students
- good school and class routines
- clear boundaries and rules for students
- helping students to recognise and affirm good learning behaviour by themselves
- recognising and giving positive feedback about behaviour
- exploring with students how people should treat each other
- involving students in the preparation of the school and classroom rules

### **USE OF REWARDS**

#### **Effective use of rewards**

Reward systems are more likely to motivate students when:

- they are meaningful to the individual student or group.
- the student understands what the reward is given for.
- they acknowledge behaviour that is valued and wanted.
- they are closely linked in time to that specific behaviour.
- they are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors (for example, teenagers may prefer private acknowledgement to public praise).
- they are given for effort and not only for achievement.
- they are used consistently and by all staff.
- they are used in an inclusive way.



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Rewards must not be used in a way that discriminate against any student or group of students. For example, students from a particular background, gender or ethnic group.

### **Ineffective use of rewards**

Care should be taken to ensure that rewards do not:

- become the goal of learning.
- result in unhealthy competition.
- repeatedly reward the same students.
- seem unattainable to some students and, as a result, de-motivate them.

### **CLEARLY DEFINED ROLES AND RESPONSIBILITIES**

Many schools have formal and informal structures – tutor systems, pastoral care teams, guidance teams, and prefect systems – which mobilise and concentrate expertise and support. Teachers who have management responsibilities or other named roles in the school may provide support to class teachers in addressing behaviour issues with an individual or a class group.

As part of a whole school approach to managing behaviour, the roles of particular teachers should be defined. These roles include: Class Teacher, Class Representative Teacher, School Counsellor, HODs, Co-ordinators, Headmistress, Vice Principal, and Principal.

Students, parents, teachers and other members of staff should be well informed about these designated roles. As well as formal, designated roles, teachers may sometimes take up informal roles such as mediation, or providing informal support to a colleague or a student.

### **CLASS OR SUBJECT TEACHER**

The class or subject teacher is the front-line source of help for students. As a leader of learning, and someone with an established relationship of trust, the teacher will have strong influence with students. The class teacher will deal with routine incidents of misbehaviour through classroom management strategies, thus, minimising the need for other interventions.





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### **OTHER MEMBERS OF STAFF AND THE STAFF TEAM**

As part of the whole school plan, classroom or subject teachers need access, where possible, to support from another member of staff, whom they can ask for advice, or to whom they can refer a student for advice and support (as distinct from referral as a sanction).

#### **Opportunities for using other staff resources include:**

- teacher referral of a student to another designated member of staff (Class Teacher, Class Representative, Co-ordinator, Headmistress, Vice Principal, Principal) as part of a planned intervention.
- referral to School Counsellor or other staff member who may have a specific role or skills in managing behaviour.
- peer support and mentoring for an individual class teacher.
- the mentor care programme by teachers in charge.

Members of staff, working as a team, can also support the classroom teacher in a number of ways:

- helping a teacher to think about and analyse possible reasons for a student's poor behaviour.
- helping to devise possible ways of changing the behaviour.

### **BEHAVIOUR INTERVENTION PLAN (BIP) FOR DPS-MIS**

We, at DPS-MIS, believe that helping the students to achieve the best in them is the responsibility of all the three stakeholders of the school – students, parents, and teachers. That is why we emphasize on the holistic development of the students by inculcating values that enable them to excel in their life. This behaviour intervention plan (BIP) provides a framework of behavioural intervention for the good of the students and all the stakeholders such as teachers, support staff, students, and parents.

#### **Why should we do it?**

- It provides more intensive intervention and monitoring.
- Increases support around the student.
- Provides an individualized plan for success.
- Addresses specific issues in a specific manner.
- Involves teachers, support staff, the student, and parents actively.





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- Helps teachers to address behaviours and issues consistently across subjects, rooms, sessions, etc.

### **When should we do it?**

- When students exhibit consistent and significant behaviour problems that interfere with their learning and/or others in the class.
- When students demonstrate significant emotional difficulties that interfere with learning and/or others, including frustration, anxiety, depression, fear, etc.
- When students demonstrate significant difficulties with organization, motivation, work completion, etc.
- When we have parents who cause children to be consistently late, tardy, or who don't help or enforce homework routines, etc.
- When students demonstrate any other significant and consistent issues that affect their school experience and learning.
- When parents cause the student any other significant and consistent issues in school or related to school, like academic support, reinforcing good behaviours, etc.

### **How do we do it?**

- Use one or more of the “Student Behaviour Checklist” to track information on the student's behaviour, like frequency, degree, time, patterns, antecedents and consequence, etc.
- After tracking the behaviour, you may choose to perform a functional behaviour assessment and decide on why the student may be engaging in the particular behaviour.
- After tracking and analysing the behaviour function, utilize one of the behaviour plan forms below to create a plan as to which specific behaviours you will address and what specific interventions and class support you will provide to address the behaviour. Included in the plan should be a component as to what is expected of the teacher, student, and parent.
- Meet the student, teachers, parent, and support staff to review the behaviour plan, giving copies to everyone and having everyone sign the plan.
- Implement the behaviour plan for 2-4 weeks, track progress, and then meet the team again (student, teachers, parents, support staff) to review progress and make any necessary changes.
- Regular reviews of the students' progress and adjustments to the plan should occur about every month.



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### **PROGRESSIVE BEHAVIOUR PLAN**

Depending on the type, severity, and frequency of student behaviour the following plan will be implemented:

1. A verbal warning and discussion as to why the stated behaviour is not acceptable:
  - a. Giving an apology to those affected by such behaviour.
  - b. A brief discussion and demonstration of appropriate behaviour.
  - c. A verbal reminder that if the behaviour persists, then more stern consequences will be implemented.
2. If appropriate, a second verbal warning may be given depending on the behaviour, following the same steps outlined above.
3. An enforced loss of privileges (such as P.E./P.T. period) for a pre-set amount of time depending upon the inappropriate behaviour:
  - a. If a verbal warning has been given and the behaviour persists, the teacher has the authority to give the student, an enforced loss of privileges, for a period of time, they deem appropriate.
  - b. While in class, a student may be moved to a separate seat for a particular period, or permanently.
  - c. While in the bus, a student may be moved by the bus driver or school administration to the front seats.
  - d. If the initial corrective measures are not effective, then additional period of enforced loss of privileges may be administered, or the student may lose his/her entire recess and games period.
4. If the behaviour(s) by the student is considered so serious (hitting, threatening bodily harm, the use of vulgar or disrespectful language to student or teacher) in direct violation of the Code of Conduct, then the teacher has the authority to take them to the Coordinator, Headmistress, or the Principal, so that appropriate actions may be administered.
5. Depending on the type, severity, and frequency of student behaviour, parents may be notified, and record of the behaviour will be kept within the student's file. In all cases, where a student has lost their recess privileges, due to detention, parents will be notified by the concerned teacher.



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## **STUDENT BEHAVIOUR FRAMEWORK**

### **USE OF ALMANAC**

Almanac is an important tool for the teachers at DPS-MIS to contact parents about the behavioural and academic matters of the students. It may also serve as essential data sheet to record student behaviour and track the student's behaviour.

### **DISCIPLINE RECORDS**

The school makes use of discipline records of each student observed for behavioural issues to track the progress in the behaviour of the student. The Co-ordinator/Headmistress keeps these records filed in his/her room and makes them available for the use of the teachers.

## **ROLES AND RESPONSIBILITIES**

### **TEACHERS**

As a teacher, it is very important to inculcate values and discipline in students. Apart from teaching, the primary duty of a teacher is to help and guide the students to grow up into good individuals and be an asset to the institution, and serve the community.

#### ***Roles and Responsibilities of Teachers***

- Check the school uniform of the students.
- Maintain discipline in the classroom/corridors.
- Observe the students' behaviour with peers.
- Monitor the language used while interacting with classmates.
- Promote cleanliness and orderliness in the classroom.

### **COORDINATORS**

To work collaboratively with the Headmistress, and through inspirational leadership and management, create a shared vision and strategic plan that inspires and motivates students, staff, parents and all other members of the school community to achieve greater success. They should play a lead role in the development of systems leadership. To achieve success, the Coordinator will:

- Provide vision, leadership and direction to the staff, students and other stakeholders.



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- Effectively manage learning and teaching; implementing appropriate and agreed changes to academic and vocational provision.
- Ensure the best outcomes for student, both in terms of attainment and progress.
- Promote excellence, equality and high expectations for all students.
- Deploy all resources, including staff and financial resources to achieve the school's aims and provide regular reports to the Headmistress / Principal on the performance of the school.
- Evaluate school performance and identify priorities for continuous improvement.
- Secure effective day to day management, organisation and administration.
- Maintain very strong relationships with the community, stakeholders and partners.
- Create a safe and productive learning environment which is engaging and fulfilling for all students.
- Sustain and develop further, a professional community that enables others to achieve through effective relationships and communication.

### **COORDINATOR / SCHOOL COUNSELLOR / DISCIPLINE IN-CHARGE**

- to implement and enforce the school discipline policy and school rules.
- to work in collaboration with other functional teams and/or subject committees in running preventive and developmental programmes pertaining to student discipline upon arriving at a consensus on discipline work.
- to assist other teachers in managing students with serious behaviour problems.
- to collaborate with parents of students with behaviour problems in helping the students overcome their difficulties.
- to attend to individual cases and conduct case conferences with relevant functional teams and teachers.
- to refer students wherever necessary, to the guidance team, the school counsellor or outside bodies for follow-up work.
- to take the lead in conducting investigation of complaints from students, parents, and teachers.
- to review the school discipline policy, school rules and the work of the discipline team and make changes according to the needs of the students, the school and the community at large.



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### **APPENDIX**

### **GUIDELINES FOR BEHAVIOUR**

#### **PLAYGROUND/ DURING RECESS**

**The following rules apply to recess:**

- Students are expected to obey directions given by all supervisors and adults while on the playground.
- Students must not enter any of the play areas without adult supervision.
- Follow the Rules for using School Elevators:
  - ✓ Students are not permitted to use the elevators unless prior permission is given on medical grounds.
- While on the playground, senior students are not permitted near the Kindergarten classrooms.
- No throwing or picking up dirt, sand, or sticks.
- Have respect for your fellow classmates. Keep your hands and feet to yourself. Play fighting, wrestling, or rough role play type games are allowed.
- Be courteous and a good sportsman
  - ✓ Football, volleyball, basketball, hockey, etc. are all “non-contact” activities at DPS-MIS.
  - ✓ Games that require one person to tag the other are all “one-hand” touch.
- Everyone is expected to speak respectfully to one another. Foul language is not permitted.
- When the whistle is blown, it indicates that recess is over and students have to get back to their respective classes immediately.
- There is a teacher supervision evenly spread out on the playgrounds and in the Basement swimming pool area.
- During indoor recess due to bad weather condition, students must remain indoors in a disciplined manner.



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## **STUDENT BEHAVIOUR FRAMEWORK**

**The following rules apply during the arrival and dispersal:**

- Students are expected to obey directions given by all supervisors and teachers.
- Students should move class-wise.
- Playing football or the throwing of any objects is not allowed. Such objects will be confiscated.
- Students are encouraged to talk with their friends and fellow classmates. However, screaming and yelling will not be tolerated.
- Keep your hands and feet to yourself. No play fighting, wrestling, or rough role play type games are allowed.
- Students are not allowed to swing or throw their backpacks.
- Students in the primary section are accompanied by a teacher when they move to the pool area/playground.

### **GUIDELINES FOR BEHAVIOUR DURING RECESS**

- While taking tiffin, students are expected to display the same manners and types of behaviour they would have at home around the dinner table or at a restaurant. Out of respect for their fellow classmates, students should not:
  - ✓ Scream or yell
  - ✓ Throw food/lunch items
  - ✓ Leave their table a mess with food, wrappers, milk containers, etc.

### **GUIDELINES FOR BEHAVIOUR IN THE CORRIDORS**

- DPS-MIS students have the utmost respect and concern for safety when it comes to their fellow classmates; therefore, the following behaviours are expected at all times when one is in the corridors:
  - ✓ Absolutely no running
  - ✓ Speak with an inside voice, no yelling
  - ✓ Keep your hands and feet to yourself
  - ✓ Be courteous to other students in the hallway and walk on the right side



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### **GUIDELINES FOR BEHAVIOUR WHILE TRAVELLING BY THE SCHOOL BUS**

While students are travelling by the bus to / from school and during field trips, they are expected to follow directions given by the bus driver or accompanying teachers. While on the bus, students are expected to:

- Sit in the appropriate section of the bus – Kindergarteners at the front, followed by first grade, second grade, third grade, and the senior grades at the rear of the bus.
- Students should sit two to a seat; backpacks and instruments should be on the floor of the bus.
- Students should use an indoor voice. Screaming or yelling will not be allowed.
- Students are not permitted to stand or change seats in the moving bus.
- Students are not permitted to eat, drink, or use a musical instrument while on the bus.





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### STUDENT BEHAVIOUR CHECKLIST NO. 1

*By observing a student's behaviour, educators can learn a great deal. Please select how frequent the following behaviours are displayed.*

**Student Name:** \_\_\_\_\_ **Teacher** \_\_\_\_\_

Please list positive behaviours or behaviour strengths that the student displays.

Please select frequency in which the following behaviours are displayed in your classroom.

	ALMOST NEVER	OCCASIONALLY	FREQUENTLY
POSITIVE BEHAVIOURS			
Exceptional work ethics .....			
Excellent manners .....			
Class Monitor .....			
Classroom Helper .....			
Positive role model .....			
Excellent academic student .....			
Involved in school activities.....			
Excellent Attitude towards teachers.....			
Excellent Attitude towards friends.....			



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	ALMOST NEVER	OCCASIONALLY	FREQUENTLY
<b>HYPERACTIVE</b>			
Out of seat.....			
Constant movement at desk.....			
Can't remain in line to and from classes.....			
Constant verbal behaviour.....			
Has nervous muscle twitches, eye-blinking, nail-biting, etc. ....			
<b>WITHDRAWN</b>			
Listless, tired.....			
Seems generally unhappy.....			
Stares blankly into space.....			
Rarely asks for assistance even when work is too difficult.....			
Does not attempt work.....			
Apprehensive about committing self to a response.....			
Weeps or cries without provocation.....			
Avoids calling attention to self.....			



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	ALMOST NEVER	OCCASIONALLY	FREQUENTLY
<b>POOR ATTENTION / CONCENTRATION</b>			
Does not follow oral lessons.....			
Does not follow lessons on board or visual materials.....			
Rarely completes any assignments.....			
Daydreams.....			
Demands individual explanation of assignments.....			
Easily distracted from task by ordinary classroom stimuli (minor movement, noises) .....			
<b>AGGRESSIVE</b>			
Attacks other children by hitting, shoving, etc.....			
Verbally attacks and provokes other children.....			
Steals.....			
Explosive or angry when things do not go own way.....			
Argues with the teacher over behaviour.....			
Destructive of others' belongings and schoolwork.....			
Strikes back with angry behaviour to teasing.....			
<b>DISRUPTIVE</b>			
Demands attention of any sort from teacher and peers.....			
Doesn't follow class or school rules (quiet, on time, etc.).....			



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Interrupts lessons by antics (verbal or physical).....

Tells bizarre stories.....

Does not conform to limits on own without control from others.....

### UNCOOPERATIVE

Blames others for own mistakes.....

Will not follow routine.....

Works only when threatened with punishment.....

Defiant of teacher's requests.....

Argues with peers over minor situations.....

Must have last word in arguments.....


### MANIPULATIVE

Wants excessive visits to nurse.....

Wants excessive visits to the bathroom.....

Works only when given individual help.....

Blames mistakes on anything but self (size of book, your directions, etc.) .....

Constantly puts self down or criticizes own work.....

Tries to keep you off task by talking about other things, etc.....

Approaches new tasks, situation with "I can't do it" .....

ALMOST NEVER	OCCASIONALLY	FREQUENTLY



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INAPPROPRIATE SOCIAL BEHAVIOUR			
Comments that no one likes him/her.....			
Has no friends at school.....			
Does not like to go out for recesses.....			
Does not initiate play or talk with peers.....			
Is avoided by peers at school.....			
Personal appearance is lacking in cleanliness, order.....			
Does not function in group or class discussions.....			
Ridicules peers, torments younger or smaller students.....			
Exhibits inappropriate behaviours in room (nose-picking, etc.) .....			

**Comments:**



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## STUDENT BEHAVIOUR FRAMEWORK

	DPS- MODERN INDIAN SCHOOL DOHA-QATAR
	BEHAVIOUR CHECKLIST NO.2
CLASS: _____	

This Checklist is designed to identify negative behaviours in school. The teacher should have at least six weeks' experience with the student being observed.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Grade: \_\_\_\_\_

### A - Always, S - Sometimes, N - Never

1. Behaviour towards others:	A	S	N
1. Pushes others			
2. Kicks others			
3. Hits /slaps others			
4. Holds collar of others			
5. Bullies younger students			
6. Makes fun of others by calling them names			
7. Uses foul language while playing			
8. Hides others' things			
9. Scribbles on others' books			
10. Throws others' things in the dust bin			
11. Keeps complaining about others			
12. Any other observations			
2. Rebellious Behaviours	A	S	N
1. Refuses to follow instructions			
2. Breaks rules			
3. Refuses to participate in regular activities in school			



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4. Refuses to follow regular routine			
5. Refuses to attend to personal hygiene and self-care			
6. Does opposite of what is requested			
7. Refuses to pay attention when called /spoken to			
8. Takes very long time intentionally to complete any task			
9. Talks rudely / becomes argumentative			
10. Defiant towards authority			
11. Tears pages of books and litters the class			
12. Any other observations:			
<b>3. Learning Problems</b>			
	<b>A</b>	<b>S</b>	<b>N</b>
1. Rarely completes any assignments			
2. Daydreams in class			
3. Easily distracted by minor movements in classroom			
4. Does lots of mistakes in the exam paper			
5. Doesn't comprehend what is explained in class			
6. Often gets low grades in subjects			
7. Handwriting is illegible			
8. Notebook work is never completed			
9. Does not follow application type questions			
10. Does not follow/understand directions the first time they are given			
11. Has difficulty with languages			
12. Any other observations:			
<b>4. Disruptive Behaviours</b>			
	<b>A</b>	<b>S</b>	<b>N</b>
1. Lies			
2. Steals			
3. Makes obscene gestures			
4. Uses vulgar /abusive language			
5. Verbally threatens others			
6. Physically threatens others			
7. Talks inappropriately to the teacher			





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8. Copies during the examination			
9. Tendency of self-harm			
10. Carries prohibited things to school			
11. Damages school property			
12. Any other observations:			
<b>5. Classroom Behaviours</b>	<b>A</b>	<b>S</b>	<b>N</b>
1. Bunks classes / school			
2. Tardy for school / class			
3. Plays in the classroom during class			
4. Talks continuously in the classroom			
5. Screams / howls in the class			
6. Gives excuses for everything			
7. Asks to visit the nurse constantly			
8. Eats without permission when classes are going on			
9. Does not copy from the board			
10. General laziness in class			
11. Poor attendance			
12. Any other observations:			



# DPS - Modern Indian School, Doha - Qatar

## STUDENT BEHAVIOUR FRAMEWORK



### DPS- MODERN INDIAN SCHOOL DOHA-QATAR

### CHECKLIST: UNIFORM DEFAULTERS CLASS & SECTION:

SL. NO.	NAME	UNIFORM DEFAULT (Dress Code/ Blazer/ Shoes/ Socks/ Necktie)	OVERALL NEATNESS/ CLEANLINESS	INAPPROPRIATE HAIR STYLE/ LONG HAIR	LONG NAIL/ NAIL POLISH	OTHER OBSERVATIONS



# DPS - Modern Indian School, Doha - Qatar

## STUDENT BEHAVIOUR FRAMEWORK



DPS - MODERN INDIAN SCHOOL, DOHA, QATAR

### DISCIPLINE RECORD

1. Name: \_\_\_\_\_

2. Class: \_\_\_\_\_ Sec: \_\_\_\_\_

3. Date: \_\_\_\_\_

4. Discipline Issue: \_\_\_\_\_

5. Teacher In-charge: \_\_\_\_\_

6. Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Teacher In-charge's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Coordinator's Name: \_\_\_\_\_ Signature: \_\_\_\_\_



# **DPS – Modern Indian School, Doha – Qatar**

## **STUDENT BEHAVIOUR FRAMEWORK**

### SCHOOL RULES

#### General Rules

- A student must carry his/her almanac to school every day. A student should affix his/her photograph and fill in the required information, duly signed by a parent, in the space provided for in the almanac.
- Students who come to school on their own should reach the school before School timings.
- Students are not allowed to bring mobile phone to school. If they do so, it will be confiscated.
- Changing of classrooms between periods should be done in an orderly manner and silently. Students should not unnecessarily leave their class at the end of every period.
- Students should be habitually clean and always neatly dressed. The school uniform should be worn on all working days and for all school programmes. Students who are slovenly dressed or not in uniform will be sent home. Use of hair gel & wearing low waist trousers are discouraged.
- Lending or borrowing of money or other articles is not allowed.
- Students who come to school escorted should never leave before the escort arrives. In case of delay, they should report to the school office.
- Parents and guardians may meet the teachers during the specified time.
- Students are not allowed to use the school telephone without the permission of the Receptionist. They will not be called to answer phone calls during class hours.
- Office Bearers will wear their respective badges daily.
- Students using the school bus will maintain discipline in the bus.
- The school insists on the following measures to be observed by the members of staff and all students. Care must be taken to observe the “green rules” in order to maintain clean, green surroundings. If polythene bags are brought to school, care should be taken to dispose them off in the right bin. Minimal use of polythene bags will be appreciated.
- Do not spoil or pluck flowers.
- Students are advised to throw leftovers into the dustbins in order to keep their class room, school building and campus as clean as possible.
- It is not advisable to bring valuable articles (life expensive watches or fountain pens) to school. If lost, the school is not responsible for it.
- DPS provides education from Nursery to Class XII. Therefore, it is expected that the juniors be treated with love and affection, while the juniors show all respect to their seniors.
- No student is allowed to visit any of the kiosks situated outside the school, and if found doing so, he will be subjected to punishment.
- Vaccination record must be provided at the start of the year, if the child is not completely immunized.
- Canteen facility is available only at break time or after the school hours. If there is an emergency, children can avail this facility with the permission slip from the teacher concerned.



# DPS – Modern Indian School, Doha – Qatar

## STUDENT BEHAVIOUR FRAMEWORK

### DISCIPLINE AND BEHAVIOUR

TYPE OF INDISCIPLINED ACT	ACTION
A student comes to school in improper uniform	First time- warning and parental contact
Leaving the campus without proper permission	First time – warning and parental contact
Damaging school property	Once a written statement of the damage is obtained, the cost of the item/s will be assessed by the Maintenance Department and the cost along with a fine of QR. 100/- will be imposed on each of the student/s involved. Any repetition will lead to notifying parents/suspension or expulsion from the school.
<ul style="list-style-type: none"><li>• In the classroom with the teacher</li><li>• Disturbing the class</li><li>• Disobeying instructions from In charge in the bus</li><li>• Shouting loudly and behaving rudely in the school premises</li></ul>	The parents will be called to the school and the student will be advised at the first instance. If the student is found repeating the same he/she will be placed under suspension.
(a) Fighting in the school premises/bus (b) Misbehaving/fighting/ bullying /using abusive language etc. in the bus	The student/s shall be placed under suspension for a period of one week. No attendance would be given to a student during period of suspension. If a student is found indulging in the same again he/she will be expelled from the school.

#### LATE ARRIVALS:

- The school gate will close at 7.10 am
- A note will be made in the almanac. if any student reaches late to school.
- Three consecutive late arrivals would lead to the student being sent home.

#### UNIFORM AND APPEARANCE:

- Students should come neatly dressed to school.
- Girls should plait their hair, if the hair length is below their shoulders and they should not wear any jewellery to school. However, they can wear a pair of small earrings.
- Boys should get their hair cut at regular intervals.



# **DPS – Modern Indian School, Doha – Qatar**

## **STUDENT BEHAVIOUR FRAMEWORK**

- There should be a name tag on blazers and sweaters.

### **LIBRARY RULES:**

- Books, other than reference books, are issued for a week. Reference books are also issued to the students during weekend for two days. If the library books are returned late without a valid reason, the borrowing facility will be withdrawn for two weeks.
- Books marked, disfigured or damaged will have to be replaced or paid for by the borrower.

### **RECOMMENDATIONS FOR THE PARENTS / GUARDIANS:**

- Check your ward's almanac daily. Do sign the remarks if any and take necessary action.
- Report cards (Nursery and Preparatory) should be signed and returned to the class teachers. If lost, a duplicate report card will be issued on payment of a fine of QR.50.
- For classes I-XII, parents should regularly check their ward's report on the website.
- Prior permission needs to be taken, if you wish to take your ward from school during the school hours.
- Fix up a prior appointment, in case you need to meet your ward's teachers. In no case, the teachers should be disturbed during their classes. Hence, it is advisable that a note be written in your ward's almanac, asking the teacher concerned, for a meeting, or the school office is called up to fix an appointment.
- No class party (in case of birthdays) can be held during the school hours. No gifts/pastries/cakes/pizzas etc. should be sent to school for distribution among the students.
- Train your ward to (especially for the Junior school students) show the remarks/requests made by you in the almanac to the teacher concerned.

### **ABSENCE**

1. Students who have been sick should bring a medical certificate from their doctor on the day of joining the school.
2. Parents should fill up the "Record for Non-Attendance" for each day the student is absent from school, stating the reasons for absence.
3. Students, who require medical attention during school hours, may bring it to the knowledge of the Class Teacher.
4. No one who has been absent on the previous day will be admitted to the class, without a letter from the parent, addressed to the Class Teacher, stating the reason for the absence.
5. Leave for going out of town should be approved prior to proceeding on leave.
6. Students suffering from the following diseases must observe the prescribed period of quarantine before returning to class.
  - Chicken pox - Till complete falling of the scabs
  - Cholera - Till the child is completely well



# **DPS – Modern Indian School, Doha – Qatar**

## **STUDENT BEHAVIOUR FRAMEWORK**

- Measles - Two weeks after the rash disappears
- Mumps - Until the swelling has gone, about one month
- Jaundice - Six weeks after recovery
- 7. Repeated absence without leave or unexplained absence for more than six consecutive days renders the student liable to have his/her name struck off the rolls. Re-admission may be granted only on payment of a fresh admission fee.
- 8. It is compulsory for the students to complete 80% of the attendance in the academic session to make them eligible to sit for the final examination.
- 9. Request for any duplicate document will be issued on payment of QAR 50/-.

### **WITHDRAWALS**

- One clear calendar months' notice in writing or a term fees (i.e transportation and tuition fees for the relevant term) in lieu of such a notice must be given. In no case, tuition fees (for the particular month), special fees, and admission fees will be refunded.
- If a child, who is newly admitted into the school is withdrawn before the beginning of the academic session, only the admission fees will be forfeited from the fees deposited.
- Special fee, admission fee, tuition fee and transportation fee for the month will not be refunded to a student who has attended even a day of an academic session but wishes to withdraw in between the session.
- Transfer certificate will not be issued until all dues of the school are settled.
- If the Transfer Certificate is lost or misplaced, new certificate will be issued on payment of QR. 50/-
- Student can be asked to leave the school on the following grounds:
  - Disciplinary ground
  - Unsatisfactory progress in academics
  - Detention or repeated detentions in class

### **RULES & REGULATIONS ON ELECTRONIC GADGETS**

1. Students are strictly prohibited from bringing mobile Phone or other electronic gadgets like iPad and iPod etc. to school.
2. If any student is found possessing any electronic gadget, the same will be confiscated and will not be returned.

### **STUDENTS - NO MOBILE PHONES IN SCHOOL**





# **DPS – Modern Indian School, Doha – Qatar**

## **STUDENT BEHAVIOUR FRAMEWORK**

### **SAFETY TIPS FOR STUDENTS ON INTERNET**

- Make sure there is no response to rude or harassing emails. (Keep a record in case of further investigation)
- Immediately exit any site that makes you feel uncomfortable or worried.
- If harassment continues, your current email account can be deleted and a new one created. Your new email address should only be given to a selected few.
- If receiving harassing messages on MSN, have the sender blocked.
- PCs SHOULD be in a common area of the house. NOT IN THE BEDROOM! Your parents should walk past regularly.
- Do not have a 'suggestive' or flirty' log on name.
- NEVER allow explicit photos of yourself to be taken in ANY circumstance.
- If you have found inappropriate content about yourself on a website or are informed about this situation, please tell your parents.
- Help your parents to learn about the internet. Share your knowledge of the internet with your parents in a fun environment. If they have some knowledge, they will be less likely to be suspicious about 'socializing online'.
- Let your parents know where you go online, just as you would in real life.
- Ask your parents to spend time online with you. Learn and explore together.
- Make sure your computer has a good filter and other monitoring/blocking software to minimise dangers.
- Make sure you are on safe and suitable sites. Filters CAN sometimes fail to protect.
- There should be house rules about what information you can put onto websites or share with others.
- Remember that the internet is PERMANENT. Be mindful of what you post and how you portray yourself. Pictures etc. can remain FOREVER.
- Teach your parents the language of the cyberspace.
- ABSOLUTELY NO EXCHANGE OF PERSONAL INFORMATION!
- Social Networking profiles such as Facebook etc. SHOULD BE SET TO PRIVATE.
- MSN contacts and social networking site friends should be people that you know in real life. This is one way to reduce possible risks.
- An 'online friend' that you don't know in real life is a STRANGER.
- Passwords MUST NOT BE SHARED!!!! Choose passwords that others can't guess - not your favourite food or pet's name. Should be a mix of Caps/letters/numbers/symbols.
- Change passwords 4 times per year (last day of every term).
- Be aware that information on the internet is not always reliable.
- Very close supervision for young children is recommended. There should be a limit to the email correspondence list to be a list of friends and family that has been approved.
- If you are playing games online, your parents should know how to play the game too, in case of problems. Play online games together.
- Misuse of the internet and associated technology (bullying/harassing someone) is a



# **DPS – Modern Indian School, Doha – Qatar**

## **STUDENT BEHAVIOUR FRAMEWORK**

crime don't break the law and risk getting a criminal record.

- Learn how search engines work. The first website returned may not be the best.
- The internet and the various applications are a lot of fun and a wonderful too.... maximize the benefits and surf safely together!

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