مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

Student Code of Conduct Policy and Procedures

NAME OF POLICY	Student Code of Conduct Policy and procedure
APPROVED BY	Principal
DATE APPROVED	October 2018
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REPLACING POLICY	CIS Positive Behaviour and Achievement Protocol 2016
RELATED POLICIES	Anti Bullying Policy Employee Code Conduct Policy Bus Transport Code of Conduct GEMS Employee Code of Conduct Policy MOE Student Code of Conduct Disciplinary Bylaw

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Rationale
The manner in which a school cares for its community; students, staff and families, contributes towards defining the quality of the school. Central to student wellbeing at CIS is the belief in the inherent value and worth of each individual and all children should be assisted in the development of behaviour patterns which lead to the development of self-discipline.

This document seeks to define a high quality student wellbeing philosophy and system, based upon the respect for the individual and choice theory. At CIS this encompasses provisions for the physical, social, emotional and academic well being of each student. In addition, the wellbeing of the teaching and non-teaching staff is addressed along with pastoral support for families.

All children and staff must have the right and the opportunity to work in a safe environment without undue interference. Every teacher has the responsibility for the wellbeing of all students enrolled in the school.

CIS seeks to:
- ***Guide the children in our care to become responsible for their own behaviour***
- ***Explain and apply consequences to inappropriate behaviour***
- ***Discuss and clarify school rules***
- ***Create school rules that are visible and concrete using child friendly vocabulary***
- ***Show consistency in implementing rules and routines***
- ***Inform parents in a clear and accurate manner***
- ***Follow the school procedure for Code of Conduct***

It has traditionally been a principal aim of the School to focus on assisting each child as she/he learns to strike a balance between his/her individual freedoms and his/her responsibilities as a member of the community.

Philosophy
CIS's overall aim is to provide a well balanced education, nurturing the physical, social, emotional and academic well being of the students, and assisting them to grow towards the full stature of a responsible citizen. As a central component of this aim, the school seeks to provide a supportive environment for girls and boys, where individual needs are recognised and the pursuit of excellence is valued. This is done with the recognition that we have a sound understanding of the needs of boys and girls and what works best for them

Student wellbeing at CIS focuses on the total development of each student and enhancement of the dignity of each person. It nurtures success and has a commitment to forgiveness, tolerance and reconciliation. As teachers we seek to motivate young people to be socially responsible and committed to building a better world through a partnership of the school community, teachers and parents.

To assist in facilitating a supportive, positive and affirming environment, it is important that expectations, both academic and behavioural are clear, and rules and limits are set. Every member of the community has a responsibility to contribute to achieving such an environment. Therefore, an effective Student Code of Conduct Policy must be viewed as an essential component of a genuine approach to Student wellbeing. This works in conjunction with the school's Anti Bullying Policy. As a school, one of our responsibilities is to help students make good behaviour choices as part of their holistic development. We accomplish this by reinforcing positive behaviours, and by correcting behaviours when required, doing so in a manner that maintains dignity and allows for additional opportunities to "get it right".

This policy covers expected behaviour during the school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.

Valuing Individuals
At CIS, we acknowledge that people respond to genuine praise and positive recognition. We also recognise that learning best takes place in an environment that is supportive and caring, is encouraging of risk taking and where all are valued and individual needs are met. This positive approach greatly contributes to the enhancement of each child's self esteem. Children who have a positive self-concept and sense of self-esteem feel worthy, valued and resilient and are ready to succeed.

All children should be actively encouraged to participate in the many opportunities that are provided both within the classroom and through the rich co-curricular program. The talents and capacity of each child should be nurtured and their efforts and achievements recognised. As students develop and mature, they should be guided towards becoming self-motivated and life-long learners.

Students are encouraged to understand and value others, work co-operatively and be guided towards stable and satisfying interpersonal relationships. As all children are unique they should be encouraged to be individuals and their uniqueness should be viewed as an asset.

Valuing each other
As a teaching community at CIS, we feel it is important to build positive relationships with our students based upon mutual respect and trust. We endeavour to provide students with a stimulating, challenging, enjoyable and supportive learning environment. As teachers, we believe that all students can learn and as such we have appropriately high expectations of students. We aim to support each individual within the classroom, academically and behaviourally, and encourage each student to take responsibility for his/her actions. The relationship between each teacher and each student is of great importance in achieving this aim. This is supported by recent research that suggests that one of the most significant aspects influencing students' learning is this relationship.

To encourage mutual respect, we believe it is essential to treat all members of our community with respect. This includes talking to others in an appropriate manner, listening to their concerns and dealing with them appropriately, be they students, staff or parents. At CIS, there is a strong understanding that parents know their children best and have the right to be involved in their child's education. The development of a strong partnership between parents and teachers is an important aspect of the educational and pastoral process at CIS. To this end, we seek to develop constructive relationships between school and home.

We believe that:
- All students should have the opportunity to develop to their fullest potential and that a positive academic and social climate is necessary for that success
- The responsibility for establishing this climate is shared by students, staff and parents as we guide students to become progressively more self-disciplined and responsible, able to work independently and cooperatively

To reach that end, we will provide a positive learning environment that is developmentally responsive to the academic, social and emotional needs of students. Our school environment, both in and out of the classroom, encourages international mindedness and global integration.

Part of the learning process involves making decisions and mistakes, however we do expect students to learn from their mistakes and demonstrate growth. CIS staff uses a positive discipline approach that encourages students to make the right choice whilst eliminating the poor choices.

Behaviour Management

'I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized'. Teacher and Child (1975) Dr Haim Ginott.

At CIS we use a range of strategies to support the students in managing their behaviour. Every teacher at CIS uses a range of strategies within the classroom as well as during the course of other activities. Teachers at CIS have high expectations of students academically and in terms of behaviour. Some of these strategies include encouragement, praise, rewards considering both positive and negative consequences for behavioural choices. On these occasions there are consequences for these actions and we hope that students will learn from and will enable to make more positive choices in the future.

We encourage all teachers to seek out positive achievements whenever possible and make frequent reference / comment to these and use SIMS or House Points to reward students. Research tells us that effective positive feedback should be **delivered in a ratio of 5:1**. Teachers at CIS have high expectations of the students academically and in terms of behaviour and for much of the time students fully meet these expectations.

When positive redirection fails, and as incidents warrant, a variety of consequences including detention, suspension or expulsion may result. In some instances, the loss of a specific privilege at school is a sufficient disciplinary consequence. This is determined by the misbehaviour and decided by the Principal or their designee.

Missed break time in the Primary/Early Years or detention in the Secondary may be assigned during school hours at breaks and/or lunch **(make up time). Make Up Time** is a programme of requesting time (**break or after school**) to discuss issues that have caused some disruption or concern. The teacher and pupil should reflect on the incident and identify different strategies to avoid a similar situation. If assigned by a teacher, the detention is generally held in his/her classroom by the teacher who has given the consequence. For more serious issues alternate consequences can be applied by the VP/Principal or their designee.

In the classroom

Self Examination

Teachers must recognise what they are doing currently to cope with discipline problems. For example, is the voice raised too high and too often, is punishment threatened; are shame, blame or sarcasm used; do you pretend to ignore bad behaviour? First, examine yourself in action. Note exactly what you do in situations requiring discipline.

Evaluate

Ask yourself, "Is it working?" Does the misbehaviour cease altogether or does it stop temporarily only to recur? Does your discipline method produce undesirable side effects, such as hostility and resentment that get in the way of learning and fuel further misbehaviour. If your method isn't working - ***stop doing it!*** This is essential if the following steps are going to work properly. You cannot introduce a new system if you continue simultaneously to do the other things that don't work.

Develop Relationships

This is a very important step which is necessary for the rest of this strategy to work effectively. When the troublesome student is *not* doing anything wrong, give him/her some warmth and recognition. Demonstrate that you are interested in him/her, that you can be nice, and that you are not always against him/her. It will be hard for the student to dislike you that way. Good relationships remove some of the causes of disruptive behaviour and produce a greater willingness to co-operate.

Rules

For us to implement our policy, it is vital that all teachers and classes have a clear and concise set of class rules displayed prominently. These rules should be negotiated with the students so that they are looked upon as **our rules/shared valsues** and not **his/her rules.**

The Process

Start off by determining with the class "Why are we at school?" You will probably come up with something like this:

- To learn
- To learn to get on with others

Present them with "*Well what rules do we need in our room so that we can achieve this?"*

Brainstorm the rules, discuss which ones are necessary and those that are covered by other rules. If necessary, vote democratically, however point out very clearly that as the leader of the group you have the right to add or take out any rule(s) as you deem fit. You will probably be surprised with the list that is compiled. It may not be too far from the list that you would make yourself. When everyone is happy with the list you should ask "Is there any person here who feels that he cannot work under any of the rules that we have listed?" **(Express that these rules will be consolidated with other classes in order to have a consistent expectation for class rules in every class).**

If there is, you need to re-negotiate (within reason). Finally, make the following statements very clear as these are the **school rules**:

1. **"Everyone has the right to learn."**
2. **"Everyone has the right to be treated with respect."**
3. **"Everyone has the right to learn and play in a safe environment"**

School Rules and Expectations

School Rules	School Expectations
1. Everyone has the right to learn	**This means:** • You listen to the teacher and other students when they are talking • You do your best all the time and keep trying to improve • You concentrate, pay attention and **do your best** • You are organised • You have the responsibility to put 100% effort into everything you do • You apply yourself fully, avoid situations that will harm your learning or the learning of others • You are positive and participate fully in lessons • You are **punctual**; always arrive to school & class on time • You are r**eady for lessons & assessments**, classwork & projects completed on time, having the necessary books & materials
2. Everyone has the right to learn and play in a safe environment	**This means:** • You have the responsibility to look after your classroom/work space • You have the responsibility to be observant and report things that make you uncomfortable • You take responsibility for your actions • You are sensible when using school equipment • You are not rough with other students • You tell the teacher if you have a problem • You look out for other students in the playground – help them if they need it • You are **safe and sensible;** make sensible choices considering your own & others' safety & learning, move in an orderly way & walk safely in corridors • You **negotiate** to problem-solve with helpful words, not anger, fists or feet • You **clear-up** after lessons and breaks • You do not shout, use sarcasm, tease, insult, swear or use offensive language
3. Everyone has the right to be treated with respect	**This means:** • You have the responsibility to listen to others and support your peers • You have the responsibilit**y to respect authority**, rights & property of others • You have the responsibility to contribute to school decisions • You have the responsibility to ensure you treat others how you hope to be treated • You include other students in games • You are honest and truthful • You respect **others' right to a peaceful, dignified existence**; making sure your words and actions do not disturb or offend others • You respect the differences, beliefs, culture, values and traditions of others

Reward and Consequence Systems
Research shows us that the most productive and powerful source of recognition/positive reinforcement is when rewards are varied and immediate. Delayed recognition does not work for students as they do not see the connection between the award/recognition and when it took place. Research suggests behaviour can be improved by 80% just reinforcing positive behaviour. It is important that reward programmes work for students that appreciate long term rewards as well as those that need immediate recognition. A variety of reward possibilities help keep a child motivated over a long period of time. Rewards are never a substitute for words of praise and encouragement. Building an intrinsic reward mechanism will ultimately have a far greater value on our children.

We would also like the students to recognise that education is holistic and that all discipline connects with one another. Part way to achieving this recognition is giving students the same opportunities to gain House points (connected with the awards) in specialist areas as well as the classroom.

Teachers have individual student management programs conducted in their classrooms. These always focus on the reinforcement of positive behaviour. Children are also recognised during assemblies where awards are presented in a particular area of school life including academic, co-curricular and sport. Teachers make a point of acknowledging all students throughout the term.

Incident and Achievement Logs (recorded on SIMS)
All achievements and incidents must be logged on SIMS. In the case where it is not possible to log the achievement/incidents at a particular time, the teacher should make a note of the event and log within 24 hours. This also allows teachers to monitor individual students and if needs be, escalate any incidents to the relevant staff member. All staff can view a student's conduct summary in order to gain a holistic picture of the child's behaviour across the school.

Tracking of Behaviour (Positive and Negative)
Both Heads of Year and Heads of School are responsible for tracking the behaviour of every student in their respective area. Each week HOYs will produce a behaviour report for their year group. This report will be made available to all relevant personal (HOS, LMs, FLs) and used to inform rewards and interventions.

Issuing a detention: Level 2 (Step 3&4) Medium Level Misbehaviour
An after school detention can be issued by any member of staff. The detention should be issued only once the member of staff has followed previous steps detailed in the code of conduct or if the level of behaviour warrants.

Step 1: Quietly and calmly discuss how their behaviour choices have resulted in them being issued an after school detention.

Step 2: Incident is logged on SIMS ensuring to select 'referred to HOY' in the 'action taken' section.

Step 3: Complete Student Self Reflection form with the student

Step 4: Send the student to the respective HOY office at the next available break

Step 5: Email the HOY detailing the reasons for detention and the previous steps taken to correct behaviours including Self Refection Form Completed

Step 6: The HOY will run the detention every Tuesday from 2:30 – 4:10.

Step 7: The student will bring the Self Reflection Form to the after school detention.

Step 8: Any child issued an after school detention more then 3 times will be issued a school daily/weekly report to monitor behaviour for an agreed period of time.

Additional points
HOYs will conduct the after school sessions on a rotation basis. HOYs will ensure sessions are focused on correcting behaviours and are constructive. They will be reflective in nature. The session is planned with clear objectives.

Use of SIMS data to inform rewards and interventions
Heads of Year will reward students who have been awarded the highest achievement/House Points during a set time period; weekly, termly and year wise. The reward may include, but is not restricted to;

- recognition during year group assembly
- mention in the school newsletter
- email sent to parents

Achievement / House Certificates
Achievement points (SIMS) awarded to students will be recognised by the school. If a child reaches a certain threshold within a school year they will receive the following recognition.

25 points	Bronze Certificate of Excellence
50 points	Silver Certificate of Excellence
75 points	Gold Certificate of Excellence
Above 75 points	Exemplary Student Award

House Points
All achievement points awarded are added to House Points. Teachers are encouraged to conduct Inter House activities in order to create healthy competition amongst students. Such activities should assess prior learning and skills relevant to the subject. To ensure consistency, points needs to be allocated as follows:

1st place House:	5 points
2nd place House:	3 points
3rd place House:	2 points
4th place House:	1 point

After any interhouse activity/competition, team points are to be added to SIMS by the event coordinator for that activity. House points gained for Interhouse activities are not to be logged for each student on SIMS.

Procedural Framework
The following section of the guide outlines, in detail, the procedural framework that enables us to achieve the aims as they pertain to student wellbeing

Whole Class Warning
This may be included in class instructions e.g. **Have your novels out and read without any talking** or **while you illustrate your work you may talk quietly.** It may be necessary for the teacher to settle the class with a specific statement/warning. e.g. **This is a class/individual reminder. I want you to work without talking.**

Individual Warning
Should a student choose to break the class rules acknowledge the behaviour and issue the reminder.

Say to the student
"What are you doing?/ I saw you..... Is this against our rules?

What you are doing is against our rules.

What you are doing is stopping others from working/learning.

Stop It!

If this behaviour continues you will have to work somewhere else."

This is your reminder.

Teachers may wish to record when an individual warning has been issued, for future reference.

Continued Disruption

To date the child has not changed his behaviour. State

"This cannot continue. We have to work this out. You are going to have to move to the Reflection Space until we can work this out."

No student should be sent to the Class Reflection Space without an Individual Warning where medium level misbehaviour has occurred or where a safety rule has been broken.

Classroom Reflection Space

Each classroom will have an area where disruptive students can be placed to "Work Out" their behaviour problem. The name of this space may vary from class to class ie timeout desk, chill out corner etc The positioning of the Class Reflection Space should enable the teacher to supervise the child at all times. It should not allow direct contact with the other students. Students may work at the teacher's discretion, but they are there primarily to “Work It Out.”

Class rules should be clearly visible from the Class Reflection Space.

If a child is repeatedly returning to the Reflection Space and low level misbehaviour continues the teacher involved is advised to touch base with parents to inform them of the continued low level misbehaviour.

When the teacher goes to the Class Reflection Space to counsel the student, the following points can be discussed.

1) That what she/he is doing is against the rules of the class.
2) That his/her behaviour is interfering with the other student's learning and your teaching.
3) What the student wanted to happen when she/he behaved the way she/he did.
4) A plan by which the child may be able to solve the problem.

Counselling Techniques for Class Reflection Space

1. Tell me your story! What's happened? What's going on? What brought you here? If the student cannot tell what led to his being in the Class Reflection Space then you need to tell him/her the situation as you see it.

2. When you break the rules, when you call out....or when you distract others:- What does that make the other students want to do? How does that make the others feel?

3. Is there any reason for the rules to be broken? Blaming others is not acceptable. They haven’t forced him/her to break the rules. He/she has **chosen** to behave that way. You have chosen to break the rules

call out.....
distract others.

4. Do you want to come back into the group? Good, I want you to come back. I don't like it when you have to leave the group! However, the others have a right to work without being distracted. Can you promise to follow our rules? (A definite positive response is required here.) Good, you can come back to the group but I need to let your parents know that you have left the group today. (Home Lessons Diary)

Specialist Teachers and the Class Reflection Space

Should a child enter the Class Reflection Space prior to attending a specialist lesson, the child shall remain in the Class Reflection Space until his class teacher/Learning Manager can counsel him/her. While in the Class Reflection Space the child will be supervised by the teacher who placed him/her there, unless otherwise arranged with another teacher, Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary.

Should a child be placed in the Class Reflection Space whilst in a specialist lesson, the specialist teacher will arrange to counsel the child at the earliest available time. The classroom teacher will be advised when the child has been placed in the Specialist's Class Reflection Space.

Outside the Classroom

Year Reflection Space

The Year Reflection Space is brought into play after the classroom management program has not been resolved between the student and teacher. If the child has to move to the Year Reflection Space, due to a continuation of inappropriate behaviour in the class, then a **Reflection Sheet (refer to Form 1)** must be written by the student. If parents have not been informed at this point they **MUST** be informed/engaged. **All documents completed must be scanned and added to the students SIMS records.**

Flexibility is important. The process has to work for you and be appropriate to your Year level. Supervision will be conducted by the Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary. At the first break the class teacher and the Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary will spend time discussing the concerns with the students behaviour with the student.

"A promise is not good enough!"
It is up to the individual teacher to determine the time lapse between returning to the group

Common areas

Incidents that occur in common areas should be followed directly by the teacher/staff member that has observed the incident. Again flexibility is important, stemming from the natural steps staff will take understanding behaviour management steps a **Student Incident Report can be completed (Form 2) and a copy scanned onto the students profile on SIMS.** Depending on the severity of the incident will determine the consequences and the time out space that is required and whom needs to be informed (Head of Year, Learning Manager, Head of Primary, Head of Elementary or Head of Secondary)

School Reflection Space

If the student is disruptive in the Year Reflection Space, then he should be taken to the **School Reflection Space.** Further, a student can be taken directly to the School or Year Reflection Space when he/she has chosen to break a safety rule as a result of medium or high level misbehaviour.

The School Reflection Space is **located inside the school office** area and is under adult supervision at all times. In this case the child's parents will be notified immediately and required to attend an interview the same (or the next) day involving the child, parents, teacher and the Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary**.**

A new plan will be made involving all parties, to enable the child to return to the classroom **(Positive Behaviour Support Plan – PBSP).** If a student is facing difficulties and this is impacting on curriculum engagement, attendance or other areas of school life then a PBSP is set up via the Head of Year and Head of School. This is an agreement between parents, the students and the school to provide support **(Form 3)** A copy of the PBSP is held centrally on the Schools data base SIMS.

This new plan should have a time period written into it, to be negotiated by the people present at the meeting. It may be necessary to modify the plan as the child is able to modify his behaviour. Any modifications should be agreed to by all people concerned. Another meeting should be arranged for the end of this time period to determine the effectiveness of the plan. It may be decided that regular meetings with all parties are required during the term of the plan to monitor its effectiveness.

If the teacher feels he/she is unable to control the child in the class situation, then the teacher should call for the **Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary** to take the child to the Year Reflection Space. Should neither person be available the child will have to remain in the classroom, or an adjoining classroom so that adult supervision can be maintained.

Once in the Year or School Reflection Space, the child and his/her behaviour are the responsibility of the **Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary**

In School Suspension

Before School Suspension a child can progress into an 'In School Suspension' time that is negotiated with parents. This will require the student to continue school work, however be excluded from all contact from peers. An area will be set aside for this student so adequate supervision is provided. If the child disrupts in the School Reflection Space, breaks the School Reflection Space contract, or manifests extreme misbehaviour the parents are to be informed immediately and asked to come to the school, collect their child and take him/her home. The parents are to be informed that the student cannot come back to school until they agree to seek the assistance of a professional counsellor and/or agency that may assist them, their son/daughter and the school in dealing with their child's problem.

A meeting between student, parents, appropriate staff, the **Vice Principal/Principal** and professional counsellor/agency will be arranged before the child can return to the school. When the school is made aware of these arrangements the child can return to school. The child's return to school shall not be considered until the above meeting has taken place. The outcome of this meeting will determine whether the child returns to the school and, if so, under what conditions.

In the event of the parent not being available then the child will remain at school under suitable supervision.

Expulsion/Suspension

Should a student choose to break his/her contract after having been suspended or should he/she choose to behave illegally or be deemed a threat to others or their behaviour brings the reputation of the school into question it is assumed that all of the strategies used thus far to assist the child in the management of his behaviour have not worked and that this school, therefore, is not an appropriate environment for the student concerned.

Indefinite suspension may be used after previous suspension(s) have not been effective in modifying student behaviour. Expulsion (mandatory withdrawal from the school) may be the consequence for serious and/or repeated infractions. Expulsion excludes the student from ever being on the campus again.

Positively when a student does understand expectations on his/her return to school, after a period of suspension, there should be a re-entry plan which includes the implementation of a PBSP.

MOE Expectations Expulsion/Suspension
Before a suspension/expulsion is considered the school must have a documented history of incidents of misconduct and details of behavioural interventions that have been implemented. Before a suspension can be considered the school must have conducted a fair and documented investigation into the behaviour incident and made sure that the KHDA have been fully briefed on the student and his/her behaviour.

1. *The school shall have documented evidence of the student's behaviour to support a recommendation of suspension.*
2. *The VP/Principal shall notify the parents or guardian directly (by phone or in person) of the student(s) conduct*
3. *The VP/Principal should arrange a meeting with the parents to discuss the outcomes of the documented evidence*
4. *The parents should be requested to sign the outcome of the documented evidence*
5. *If the school based educational committee recommends a suspension this will require the approval of the Education Zone or other Educational Authority*
6. *MOE documents also in appendices need to be completed*

Playground Student Management
As a staff we are committed to providing a caring, friendly and safe environment for all of our students so that they can learn and play in a relaxed and secure atmosphere. We are endeavouring to teach students what is appropriate playground behaviour through role play, positive reinforcement and the teaching of playground rules.

The playground management program entails a time-out space/bench. The purpose of this space is to allow children who have broken a playground rule to spend sometime reflecting upon their actions and what they would do differently next time.

When children spend time in the time-out space/bench (time here is at teachers discretion with age appropriate consequences), in consultation with a teacher they will discuss why their behaviour was inappropriate and identify ways that they could behave in the future. This will allow for a cooling off period before returning to the playground. However, when children exhibit high level, inappropriate behaviour, the teacher on duty will record the incident and spend time with the students writing out what has occurred using the **School Incident Report Form (Form 2) also logged into SIMS.** Depending on the incident will depend on what action/consequence taken next. The Teacher on duty will inform the relevant Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary and complete an incident report. Follow up with parents will be required.

In the time-out space/bench students should be quiet and not involved in play of any sort during this time. Should a student not conform to these simple rules the Head of Year, Learning Manager, Head of Primary, Head of Elementary or Head of Secondary will be called to remove the student to the School Reflection Space. The Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary will be in charge of checking playground incident records regularly to keep an eye on continual offenders for the possibility of enforcing behavioural plans.

Refer to Professional Service
Other agencies that may be utilized to assist the child, at this level or earlier:

School Counsellor,
Educational Psychologist,
Family Therapist,
Family Doctor

School Counsellor Referral
The following procedures apply regarding referrals to the School Counsellor. Individual referrals are accepted for children where there are concerns regarding the academic progress of students or issues related to social/behavioural/emotional adjustment at school.

Procedures
1. Discuss or consult with School Counsellor if unsure about situation or in need of direction or guidance.

2. Discuss and obtain permission for counselling referral from parents or caregivers if individual counselling sessions required.

3. Complete a School Counsellor Referral Form. This form helps you to pinpoint issues and target appropriate Counselling. There is also additional space for you to write more detailed information as needed. Once the form is filled out the most secure option is to send it attached to an email (marked CONFIDENTIAL) to the appropriate Counsellor. Please ensure that the Head of Year has been alerted to the recommendation in advance. **Please remember, that although this information is highly confidential, under certain circumstances parents (and children) may have access to the form (eg. Privacy Legislation)**

4. Parents may refer their children personally for counselling. Information deemed necessary will be shared with school staff only with permission from parents.

5. Students may self-present for counselling assistance. This may be done with permission from classroom teachers during lesson time, if deemed appropriate, or by visiting the counselling office during breaks. An initial, introductory counselling session can be provided if the student requires immediate emotional support but permission from parents for ongoing counselling is required.

6. If the referral is in relation to academic progress and/or cognitive functioning, and an individual psychometric assessment is to occur, a parent consent form for an assessment will also need to be completed and returned prior to the assessment taking place.

7. The School Counsellor will respond to any referrals received in chronological order of receipt. At times, however, they may occur as prioritised by the Counsellor, Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary/Vice Principal or Principal.

UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT BE THREATENED OR ADMINISTERED.

Student Wellbeing Team
The Student Wellbeing Committee will consist of the **Head of Primary, Head of Early Years, Head of Secondary/Vice Principal, Principal, School Counsellor, SENCO and Student Leadership Coordinator.** This group will meet fortnightly to discuss student academic, behaviour, prevention, intervention or consequences that require attention. Depending on the circumstances will depend on this teams need to meet at undesignated times. Students in a behaviour capacity who have reached the **maximum of 3 warnings** will be referred to the Student Wellbeing Team to decide on follow up actions.

The following procedures are designed to help students and staff understand the steps involved when applying appropriate consequences to choices that have been made by students.

Abstract taken from Article 5*, 6, 7 & 8 *UAE MOE Student Conduct Disciplinary By Law In Schools Community document.

In deciding how to manage student behaviour it is useful to think in terms of different levels of behaviour. These suggestions makes it more explicit and our responses to them consistent. It is important to notice that the vast majority of students demonstrate Appropriate Behaviour. Additionally, it is important to notice that it is entirely possible for a student to jump into any level at any given time; there is not always an implicit 'black and white' progression through the stages. Each situation should be considered independently to get the most effective result for each child. Please note that parents play an integral part in the maintenance of behaviour. Parents will most often be notified by diary; however email may also be used. At other times it may be more appropriate to communicate issues to parents, or to follow them up, either in person or by phone.

Reinforcing the desirable conduct

- *Distinguished excellence in adherence to the society's values, customs and traditions.*
- *High level of performance and incentives for learning, appreciation for education, and high respect for the teacher*
- *Distinguished excellence in integrity, honesty, and values of cooperation, loyalty and belonging to the country*
- *Excellence in studying and achieving good progress after retardation or failure, regularity in doing school homework, handling school facilities and maintaining the same*
- *Positive and active involvement in school activities and contests*
- *Having and practice of leadership capabilities and cooperation skills, and shouldering the responsibility*
- *Participation in executing projects and programs which have a positive impact on the school and local communities*
- *Student's adoption of a positive conduct after rectifying his undesirable behaviour*

Desirable conduct reinforcement methods:

The desirable conduct of the students should be reinforced on the levels of the class, school and educational zone, in line with the age of the student, school stage and student's conduct using varied methods including:

- *Oral praising, commending, lauding and encouraging expressions addressed by any one of the school staff upon showing the desirable conduct*
- *Written lauding expressions in the student's evaluation card or his notebooks*
- *Thanks and appreciation letters issued or approved by the school administration and delivered to the student or his guardian*
- *Displaying student's name and photo on the honor board on the level of the class or the school*
- *Commending the student through the school broadcasting service, wall newspapers, periodicals or magazines published by the school*
- *Honoring the student in the school celebrations same as the excellent and distinguished students*
- *Representing the school in student meetings, seminars or conferences, outside trips or official student delegations*
- *In-kind prizes and various types of awards*

Desirable conduct reinforcement controls:

- *Reinforcement should immediately follow occurrence of the desirable conduct*
- *Reinforcement opportunities should be fairly available for everybody*
- *Reinforcement should match in type and degree with the under reinforcement conduct*
- *Reinforcement should be directed to the response of the student and not to his personality*
- *Reinforcement methods should vary between moral and material ones (verbal and non-verbal)*
- *Avoid exaggeration in using means of reinforcement*
- *Reinforcement strategies shouldn't turn to frustrate those who don't receive any*

Strategies for rectifying the undesirable conduct

Intervention should take place gradually to handle the undesirable conduct according to the following methods:

Eliminating the conditions that led to the undesirable conduct. Following remedial and preventive methods as the following:

- *Orientation to the school rules and regulations*
- *Planning and executing programs and activities related to developing and founding the values*
- *Taking into account the characteristics of students, growth, their needs and problems, as well as their pertinence to the undesirable conduct*
- *Planning and executing individual and group guidance and advisory programs*
- *Continuous emphasis on the model of good example among the teachers and the students*
- *Executing programs and activities which support and strengthen the relationship between home and school*

When enforcing the measures of the undesirable conduct, the following should be taken into account:

- *Verification of the occurrence of the fault*
- *Applying the rules with the aim of guiding and rectifying the conduct, rather than demonstrating anger and revenge*
- *Dealing with the student on the basis of respect for his/ her character and feelings, and prioritizing the reinforcement strategies over the rectifying measures*
- *Taking into account the circumstances in which the fault occurred and the frequency of its occurrence*
- *The necessity of relating the conduct rectifying strategies to positive reinforcement*
- *The use of only one method to rectify the conduct weakens its effect*
- *Using conduct rectifying methods gradually is one of the successful educational principles*
- *Avoiding cruelty, psychological abuse, vilification, insult, sarcasm, or humiliation*
- *Focusing on the student's conduct rather than the student's personality*
- *Not to enforce measures on all classroom students or a group because of a fault committed by one of the students*
- *The procedures should be immediate and suitable to the level and nature of the conduct*
- *Fairness and equality in treating all the school students should be taken into account*
- *The enforced procedure should be suitable to the student's growth phase; with his / her special needs taken into account*
- *The enforced procedure should be suitable to the nature of the conduct, with the severity and frequency of the undesirable conduct should be taken into account*
- *Firmness in enforcing the measures against the undesirable conduct in accordance with the conduct disciplinary bylaw and its procedures, as well as the cooperation of people in charge of its implementation*
- *The Student Wellbeing Team should consider the student's problems from the social, educational, psychological and financial perspectives prior to enforcing the measures*

The following practices should never be used when rectifying the student's undesirable conduct:

- *Physical punishment in all its types, forms and manifestations*
- *Depriving the student from eating during break times*
- *Assigning extra homework as a punishment*
- *Provoking, ridiculing or taunting the student*
- *Prohibiting the student from using the toilet*
- *Deducting marks in the courses or threatening to do so*

BEHAVIOUR MANAGEMENT STEPS

Low Level Misbehaviour	Medium Level Misbehaviour	High Level Misbehaviour	Extreme Level Misbehaviour	Illegal Level Misbehaviour
Own learning Interrupted	Own & group/ class learning Interrupted	Own & class learning dramatically interrupted for an extended time	Own & others safety threatened, respect withdrawn, class/ school affected	Endangering lives of self or others

Step 1
Individual Classroom Management. Class teacher. **Reminder-Warning-Detention**

Continued LLM

Step 2
Reflection Desk – Discuss to get back to class. **Reminder-Warning-Detention**

Continued LLM & MLM

Step 3
Year Reflection Space – **PBSP Year Reflection Form** drawn up. Class Teacher & Head of Year or Head of School. Parents should formally be involved

From this point all correspondence with parents must be transcribed and signed by parents as a true an accurate record of events.

Contract Broken

Step 4
Year Reflection Space (recess / lunch detention)
Discuss with teacher, parent, child ways of returning to classroom by modifying behaviour
PBSP Year Reflection Form drawn up again if required and signed by Class Teacher & Head of Year or Head of School. Parents must be involved

Contract Broken

Step 5
School Reflection Space
Discuss with teacher, parent, VP/Principal students way of returning to classroom by modifying behaviour. Daily, weekly reports considered.
PBSP Reflection Contract drawn up signed by Parent, Class Teacher & VP/Principal, Counselling

Behaviour not modified

Step 6
School Reflection Space
Parents called in immediately - In-school suspension
Discuss with teacher, parent, VP/Principal, students way of returning to classroom by modifying behaviour
PBSP Reflection Contract renegotiated and signed by Parent, Class Teacher & VP/Principal, Counselling. Daily, weekly reports considered.

Behaviour not modified

Step 7
School Reflection Space
Parents called in immediately
Suspension / Expulsion: Expulsion forms submitted to Education Zone with supporting evidence.

The above is reflected within Article 6 - 19 of the UAE Ministry of Education Student Conduct Disciplinary By Laws.

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Behaviour Improvement Path

Description of behaviour	Possible Actions	By whom	Parental support
Level 1 (Step 1 & 2) Low level Misbehaviour • Lack of attention in class/no effort in class - Not working to targets or potential • Mild disruptive behaviour in public spaces, persistent defiance • Refusal to clean up after themselves • Failure to complete homework • Not in uniform, late arrival to school or lessons • No/incorrect equipment and/or PE kit • Planner and/books not kept professionally	• **R**eminder • **W**arning (+ name on board) • **D**etention • Meeting with parent & action plan re behaviour	All Staff • Class room based break detention supervised by teacher Teach/Learning Manager	Discuss the issue with your child • Discuss/meet staff & agree action • Ensure homework is completed • Ensure your child is in the correct uniform • Ensure your child has the correct equipment • Ensure your child's planner is kept up to date • Ensure your child is at CIS on time
Level 2 (Step 3&4) Medium Level Misbehaviour • Repeated Level 1 behaviours • Disruptive behaviour in public places and quiet zones • Walking out of lesson without permission • Consistent lack of engagement • Continued disruption - defiance • Misuse of ICT, social networking, or cyber bullying • Persistently not in uniform, late arrival to school or lessons • Failed to attend detention	• Break detention • After school detention (1hr) • Meeting with parent & action plan • Student sent to the Year reflection parents must be involved • Placed in alternative class for a set period • External suspension • Loss of privileges • Internal suspension • **PBSP** Reflection contract or/& weekly report	• Reflection space supervised by Class Teacher or Learning Manager or Head of Section • All Staff • Teacher	• Discuss your child's behaviour in class with them • Discuss with staff & agree action • Discuss action and expectations with your child • Discuss with child and ensure your child adheres to CIS rules
Level 3 (Step 5) High Level Misbehaviour • Repeated Level 1 or 2 behaviours • Fighting/bullying • Persistent defiance • Swearing, abusive language • Cheating in exams/altering/tampering with school records • Theft, smoking or damaging of school property	• Withdrawal & urgent meeting with parent • SLT Report • External suspension • Loss of privileges / School Community Service • Internal suspension • **PBSP** Reflection contract or/& weekly report drawn up	• Senior Leadership Team	• Meet with staff; agree action. Support for restorative plan. Ensure child adheres to plan and CIS rules. • To discuss action and expectations with your child • To agree an action plan with the attendance service
Level 4 (Step 6&7) Extreme/Illegal Level Misbehaviour • Repeated Level 2 or 3 behaviours • Assault or threatening a member of staff • Constant disruption • Continued and persistent defiance • Abusive or threatening behaviour • Violence, assault or sexual harassment • Severe Bullying • Illicit / illegal substance, offensive weapons • Severe misuse of ICT, social networking, or cyber bullying	**Principal / VP** • Fixed Term Suspension or permanent exclusion • Loss of privileges / School Community Service • Severe level sanctions can only be determined by the Principal/Vice Principal in line with guidance • Parents are informed and engaged in **PBSP**/restorative plans in all cases except permanent exclusion • **PBSP**/restorative plans will only be considered if there is a degree of contrition, honesty and a willingness to apologise in public if necessary • Reflection room and an urgent meeting with parents to develop a **PBSP** • Severe detention, up to 2hrs. Parents will come to collect student, discuss the reason for detention, and arrange for a further meeting if necessary • 3 day suspension and meeting with parents to set a Pastoral Support Plan • VP Report & meeting with parents to set a Pastoral Support Plan • Permanent exclusion - **MOE forms 5, 6,& 7 completed with evidence presented to Educational Zone**		

The above is reflected within Article 6 - 19 of the UAE Ministry of Education Student Conduct Disciplinary By Law In Schools Community document.

Concerns, Grievances, Bullying and Online Behaviour
The school has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums. This includes, but not be restricted to, the following:

- Parents and students in all Year levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and personnel)
- Parents and students must not breach confidentiality, defame or make threats to any person in the school community

UAE Schools Social Media and Online Behaviour Guidance Federal Decree-Law no. (5) of 2012 Issued 13th August 2012 ON COMBATING CYBERCRIMES:

Key provisions relevant to schools:

Article	Action	Penalty
21	Invasion of privacy, including photographing others, or creating, transferring, disclosing, copying or saving electronic photos (NOTE THAT PUBLICATION IS NOT REQUIRED TO FALL FOUL OF THIS PROVISION – just taking a photo or video of someone without their permission, or saving a photo they have posted, is enough). Note also that in some apps, media is automatically saved, e.g. WhatsApp.	Up to 6 months' imprisonment +/ fine of AED 150k – 500k
	Defamation. Publishing news, photos, scenes, comments, statements or information, even if true and correct. The fact that defamation in the UAE includes TRUE statements comes as a surprise to most people.	Up to 6 months' imprisonment +/ fine of AED 150k – 500k
	Amending or processing a record, photo or scene for the purpose of defamation of or offending another person or for attacking or invading his privacy.	Minimum of 1 year imprisonment +/ fine of AED 250k – 500k

These are the key areas most relevant to students, teachers and school communities, however, in addition, an ***'offense' is defined widely as "Every deliberate expression against any person or entity deemed by an ordinary person as insulting or afflicts the dignity or honor of that person or entity".***

Instances of proven and intentional breach of the above will result in sanctions that may include suspension or expulsion of students and/or parents from the school.

CIS is very keen to make sure all students are working and living in a safe environment. The school is also very keen to deal with issues that are of concern quickly, sensitively and honestly. Parents may deal with an issue so that the quickest possible resolution is able to be gained by all concerned. A problem that is classroom based, the Class Teacher is the first person of contact. If the problem is still of concern parents then can refer to the Head of Year followed by the Head of Section.

If the problem is still of concern, then parents may go to the Head of Primary, Head of Early Years or Learning Manager. If the concern still persists academic or behavioural then parents can seek advice from the Vice Principal.

Finally, if parents find the problem is still of a concern, they may seek the advice from the Principal.

Bus Behaviour
We urge all bus users to remember that the bus service is a privilege and not a right, should problems arise a series of steps will be taken. Students will first be talked to by a staff member and if there are further issues, parent meetings and bus suspensions ranging from one day to indefinitely will be followed according to the nature of the incident. Student infractions and their consequences are at the discretion of the bus company and not CIS. However, CIS does expect students to behave in a manner in line with school rules when riding on any bus. Bus service can be revoked at any time due to inappropriate behaviour. **Refer to CIS Bus Transport Code of Conduct**.

Procedural Fairness
Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to the 'right to be heard' and the 'right to an unbiased decision'. The right to be heard includes the right of the person against whom an allegation has been made to:

I. know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
II. know the process by which the matter will be considered
III. respond to the allegations
IV. know how to make an appeal

The right to an unbiased decision includes the right to:
I. impartiality in an investigation and decision making
II. an absence of bias by a decision maker

The Vice Principal or Principal of CIS will normally conduct interviews with students that have had major allegations made against them. The students' Class teacher may be present. Appeals may be made through the school Counsellor or Principal.

Finally
The above is the basic system for the application of all matters of discipline and can be discussed with the Senior Leadership Team. The pupil's Learning Manager/Class teacher will be involved at all of the above stages in a pastoral capacity and strategies put in place to try and avoid more serious consequences. The School will be mindful of the fact that attempts to address most matters of continuing indiscipline stand a greater chance of success if the pupil's parents are on board with the process and supportive of the School's aims. To that end, the **Class Teacher**, **Head of Year, Learning Manager, Head of Primary, Head of Early Years or Head of Secondary** will maintain contact with parents as deemed appropriate in any given matter.

Generally speaking, the School aims to offer pupils the chance of a fresh start at the beginning of a term and previous misdemeanours will not be held as a 'starting point' for consequences imposed that term. However, there will be occasions when this will not be appropriate in terms of the pupil's overall education and what the School is aiming to achieve. For example, if the pupil has regularly received sanctions for the same misdemeanour time after time, particularly if that misdemeanour is in itself quite serious.

Finding Solutions - Self Reflection

Student Name:…… ……..…… Date:……..

Student Class:……..……

We all make mistakes; this is how **we learn**! When we make a mistake there are **consequences** that we have to deal with and also **opportunities to make amends**. When we learn from our mistakes we become **better at problem-solving**, which is a fantastic, useful **life skill**. Take time to **think about what happened**. **Talk about the following questions with your parents/teacher** and **write down** (or someone can help you write) your thoughts to help you learn how to solve the problem and **do things better next time**:

Which school rule did I break? Circle

Everyone has the right to learn

Everyone has the right to learn and play in a safe environment

Everyone has the right to be treated with respect

What Did I do?	How did my actions affect others? (e.g. learning, safety)
What can I do differently next time?	

1. Teacher completed SIMS Teacher Actions YES/NO?
2. Student after school detention, which day will this be?…….
3. Teacher has set appropriate work to be completed YES/NO?

Student Signature…….

Parent Signature……..…..…..…..…..…..…..…..…..…..(when required)

Class Teacher's Signature……..…..…..…..

Head of Year or Head of Section signature……..…..…..…..

(Tick as appropriate)

☐ Warning 1
☐ Warning 2
☐ Warning 3

Form 2 Cc. to: Student's file & Guardian of student

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Incident Report

Student name:	**ID:**	**Class:**
Incident reported by:	**Incident date:**	
	Reported on (date):	

Which rules were broken? (√)

	1. Everyone has the right to learn		2. Everyone has the right to learn and play in a safe environment		3. Everyone has the right to be treated with respect

Report on the incident *(including witnesses names & classes):*

Completed SIMS Teacher Actions YES/NO

□ **W1** □ **W2** □ **W3**

Follow-up *(if required):*

Signed:	***Date:***

Form 3 Cc. to: Student's file & Guardian of Student

Positive Behaviour Student Plan - Contract

Student name:……

Student Class:……. Starting Date: …….

Completed SIMS Teacher Actions YES/NO

This contract will be used to chart the progress of the aforementioned student and as a tool to determine their future at the school.

Which Rule(s) did I break?

- ☐ "Everyone has the right to learn."
- ☐ "Everyone has the right to be treated with respect."
- ☐ "Everyone has the right to learn and play in a safe environment"

I ……..recognize that I have broken the rules and expectations of Cambridge International School.

Goals for the Student

1.

2.

Consequences if goals are not met

1.

2.

Rewards if goals are met

1.

2.

By signing this contract all parties agree to the stipulations in the document. The contract will be reviewed on the following date:…….

Student Name: Parent/Guardian Name:

Student Signature: Parent/Guardian Signature:

Vice Principal Name: Vice Principal Signature

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Cambridge International School, Dubai

RECORD OF INTERVIEW (CONFIDENTIAL)

Date: _____

Time: _____

Parents Name: _____

Students Name and Year: _____

Person leading the interview: _____

Others present at interview: _____

Method of Interview: Face to face / Phone / Other _____

Key Discussion Points / Minutes / Actions:

Person leading the interview: _____

Parent signature: _____

Student signature: _____

cc Parent/Carer, Student Counsellor, Head of Year, Student file

SCHOOL RULES

1. **“EVERYONE HAS THE RIGHT TO LEARN”**
2. **“EVERYONE HAS THE RIGHT TO BE TREATED WITH RESPECT”**
3. **“EVERYONE HAS THE RIGHT TO LEARN AND PLAY IN A SAFE ENVIRONMENT”**

Signed by:

Class Teacher_____ H.O.Y. _____

Parent: _____

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Cambridge International School, Dubai

DAILY REPORT

FS – Year 6

Student Name: _____Year: _____

Class teacher: _____

You have been placed on this card as a result of your poor choices of behaviour. You will remain on this card for a minimum of 7 lessons. You must give this card to your teacher at the beginning of every lesson and collect it at the end every lesson. At the end of the day you must bring it to your class teacher who will discuss it with you and your parents.

Note: Teacher, please put the tick mark appropriately and initial.

Period 1	**Period 2**	**Period 3**	**Period 4**	**Period 5**	**Period 6**	**DEAR**	**Student's Signature**	**Parent's Signature**	**Date**
T. initial	T. initial	T. initial	T. initial	T. initial	T. initial	T. initial	Reflections	Comments	Class T. Comments

SCHOOL RULES

1. **“EVERYONE HAS THE RIGHT TO LEARN”**
2. **“EVERYONE HAS THE RIGHT TO BE TREATED WITH RESPECT”**
3. **“EVERYONE HAS THE RIGHT TO LEARN AND PLAY IN A SAFE ENVIRONMENT”**

Signed by:

Class teacher: _____ H.O.Y. _____

Parent: _____

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Cambridge International School, Dubai

WEEKLY REPORT

FS – Year 6

Student Name: _____ Year: _____

Class teacher: _____

You have been placed on this card as a result of your poor choices of behaviour. You will remain on this card for a minimum of 1 week. You must give this card to your teacher at the beginning of every lesson and collect it at the end of every lesson. At the end of the day you must bring it to your class teacher who will discuss it with you and your parents.

Note: Teacher please put the tick mark appropriately.

Commencing Week	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6		Period 7		Student Signature	Class T. Signature	Parent's Signature
	T. initial		T. initial		T. initial		T. initial		T. initial		T. initial		T. initial		Reflections	Comments	Comments
Sunday																	
Monday																	
Tuesday																	
Wednesday																	
Thursday																	

Additional Comments:

SCHOOL RULES

1. **“EVERYONE HAS THE RIGHT TO LEARN”**
2. **“EVERYONE HAS THE RIGHT TO BE TREATED WITH RESPECT”**
3. **“EVERYONE HAS THE RIGHT TO LEARN AND PLAY IN A SAFE ENVIRONMENT”**

Signed by:

Class teacher: _____ H.O.Y. _____

Parent: _____

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WEEKLY REPORT

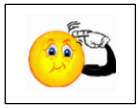
Year 7 – 13

Student Name: _____ Year: _____

Class teacher: _____

You have been placed on this card as a result of your poor choices of behaviour. You will remain on this card for a minimum of 1 week. You must give this card to your teacher at the beginning of every lesson and collect it at the end of every lesson. At the end of the day you must bring it to your class teacher who will discuss it with you and your parents.

Note: Teacher please put the tick mark appropriately.



Fantastic! **Pretty Good** **Needs Improvement**

Date	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	DEAR	Student Signature	Class T. Signature	Parent Signature
	T. initial	T. initial	T. initial	T. initial	T. initial	T. initial	T. initial	Reflections	Comments	Comments
Sun										
Mon										
Tue										
Wed										
Thu										
Additional comments:										

SCHOOL RULES

1. **“EVERYONE HAS THE RIGHT TO LEARN”**
2. **“EVERYONE HAS THE RIGHT TO BE TREATED WITH RESPECT”**
3. **“EVERYONE HAS THE RIGHT TO LEARN AND PLAY IN A SAFE ENVIRONMENT”**

Signed by:

Class teacher: _____ H.O.Y. _____

Parent: _____

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DAILY REPORT

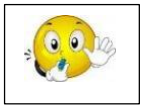
Year 7 – 13

Student Name: _____ Year: _____

Class teacher: _____

You have been placed on this card as a result of your poor choices of behaviour. You will remain on this card for a minimum of 1 week. You must give this card to your teacher at the beginning of every lesson and collect it at the end of every lesson. At the end of the day you must bring it to your class teacher who will discuss it with you and your parents.

Note: Teacher please put the tick mark appropriately.



Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Student's Signature	Parent's Signature	Date
T. initial	T. initial	T. Initial	T. initial	T. initial	T. initial	T. initial	Reflections	Comments	Comments
Fantastic!	Fantastic!	Fantastic!	Fantastic!	Fantastic!	Fantastic!	Fantastic!			
Good	Good	Good	Good	Good	Good	Pretty Good			
Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement			

Additional Comments:

United Arab Emirates
Ministry Of Education
Form 5 Cc. to:- Student's file & Guardian of student

Zone : .....

School: .....

NOTICE OF TEMPORARY BAN FROM ATTENDING SCHOOL

To / Guardian of the student: ……..…….....

Class & Division : …….. As it is proved that on

…….. corresponding to ….. /….. /……., during the school day, the aforementioned student showed the following undisciplined conduct:

……

……

……

……

……

Whereas such a behaviour is against the **school's rules and MOE bylaw** and regulations, and what is stipulated under the student **school's rules and MOE** conduct disciplinary bylaw in the school community, It is decided to ban the student from attending classes for a period of ……days, effective from ……., corresponding to …… /…… /….., and he/she can resume attendance effective from ……, corresponding to …… /…… /….. Accordingly, you are kindly requested to follow up with the student in order to avoid repeating such a conduct, otherwise, the school's administration will be obliged to take more severe measures against the student in case of repeating the same violation or showing any other undesirable conduct again.

Signature / Social Worker Signature / School's Principal

…….....…… …….....

Signature of the Guardian as acknowledgement

…….....……

Signature of the Student as acknowledgement

…….....……

Issued on: ….. /….. /…….

United Arab Emirates
Ministry Of Education
Form 6 Cc. to:- Student's file & Guardian of student

Zone : .....

School: .....

NOTICE OF BAN FROM ATTENDING SCHOOL UNTILL THE END OF THE SCHOOL YEAR

To Parent/Guardian of the student: ……..……..……..

Class & Division: …….. Due to the repeated violations committed by the aforementioned student, and his/her failure to rectify his/her undesirable conduct during the past period, shown as follows:

……

……

……

……

……

Pursuant to the recommendation of the educational committee with the approval of the educational zone, it has been decided to ban the mentioned student from attending school untill the end of the current school year. However, he/she may be re-enrolled the following school year in another school, to be determined by the educational zone upon your application.

Signature / School's Principal

……

Signature of the Parent/Guardian as acknowledgement:

……

Signature of the Student as acknowledgement:

……

United Arab Emirates
Ministry Of Education
Form 7 Cc. to:- Student's file & Guardian of student

Zone : .....

School: .....

REFERRAL TO THE EDUCATIONAL ZONE

To the Director, Educational Zone Administration

Dear Sir,

Pursuant to the provisions of the **CIS School Rules** and the MOE student conduct **disciplinary bylaw** in the school community, we present hereunder the recommendations of the school Student Wellbeing Team in its session dated ….. /….. /……. in respect to the student ……, class & division ……due to showing the following negative behaviour:

……

……

……

……

……

This is for your necessary action.

Signature / School's Principal

……

Issued on: ….. /….. /…….

Enclosures:
1…….. 2…… 3…….. 4……

For the use of the educational zone
Pursuant to what is presented by you against the student / ……, and upon considering the enclosures , the educational zone decides as follows:

……

……Director, Educational Zone

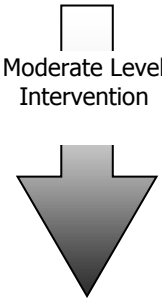
Issued on: …….. /……. / ……

Additional Reading/Appendices

This section contains some additional ideas on how to manage student behaviour.

A guide to simple corrective strategies

In the classroom, minor behaviour problems such as calling out, not working, talking etc. can be dealt with using simple strategies that avoid escalation and encourage the student to take responsibility for his own behaviour. It is important that the teacher links the consequences/actions to the behaviour of the student and not to the student personally.

	STRATEGY	EXAMPLES
	Tactical ignoring (low level)	Reinforce on-task behaviour - Look past disruptor
	Non-verbal message	Eye contact, shaking head, pointing, etc. -Close proximity to child
	Casual statement	How are you going? Any problems?
	Diffusion	Use of humour
	Simple direction (reminder)	Use student's name Use excuse me, please, thank you Eye contact, firm
	Question and feedback	What are you doing? What is the rule? What should you be doing? Non-threatening.
	Rule restatement/reminder	Quietly remind of established rule Brief and clear
	Deflection	Teacher acknowledges child frustrated/angry but refers back to appropriate behaviour
	Take a pupil aside (quiet discussion)	Call over quietly / go over to him Brief discussion Student needs to know what should be done when they return
	Clear “desist” command, Student’s name on board	Explain that behaviour is unacceptable and direct them to resume task
	Simple choice Add “X” to student’s name	"It's your choice" “Work quietly or I will have to ask you to move” Possible Playground cleanup ticket
	Isolation to "Thinking Desk" Add”XX” to student’s name	Ask to move to another place in classroom or to a "thinking desk" (3-5 minutes) - If he settles to work and then agrees to work properly, may return. Enter a note in the student’s workbook for his parent to sign. Record in teacher book.
	Isolation to another room (Buddy classroom or other supervised room). The person supervising only needs to supervise the student and is not required to intervene / discuss the student’s behaviour.	Simple choice first: “Work properly or I will send you to isolation” Work in isolation place for remainder of session Reflect on own behaviour – on reflection sheet. Discuss re-entry with class teacher prior to next session (verbal agreement) Return if ready to obey fair rules Documented, to Social Worker. Social worker notifies parent.

NOTE: Negative reinforcement should NEVER hurt the student psychologically or physically or be insulting or abusive. To do so only causes resentment and motivates the student to more bad behaviour. It also allows the student to blame the teacher for his behaviour instead of taking responsibility for his own behaviour.

Some Underlying Causes of Misbehaviour
It often helps to be able to understand why some children behave the way they do. In some cases, this reflects certain *needs.* Maslow described a hierarchy of basic human needs Physiological – Safety – Love & Belonging – Self Esteem – Self Actualisation.
(Ref: http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm)

Assuming the physiological needs have been met, these can be interpreted in the classroom this way:

- Safety — Feeling able to act without being ridiculed or unfairly reprimanded. Not being bullied by other students or the teacher. Not being stressed by the learning environment
- Love and Belonging — Being accepted as part of the class, gaining attention from the teacher or class
- Self Esteem — Feeling good about themselves, enjoyment, self expression, communication with others
- Self Actualisation — Freedom/choice, success, control over their destiny

If the student in the classroom has a strong need that is not being met by the legitimate activities of the classroom, he will find some other way of meeting that need – which may be inappropriate, disruptive, or at best distract him from his learning.

In other cases, students misbehave because of underlying *learning disabilities*, and these need to be fully investigated and strategies developed to support the student to learn despite the disability:

- Poor memory
- Short attention span
- Difficulty following directions
- Poor reading
- Poor eye/hand coordination
- Difficulty with sequencing
- Low self-esteem
- Sensory perception problems
- Unaware of social cues
- Inability to discriminate letters, numerals and sounds

Lesson Planning
A well planned lesson is by far the best way to ensure that students are engaged in good work, not distracted and behave well. The following need to be considered in lesson planning:

- Lessons should have a variety of activities. Use a wide range of resources, a wide range of audio-visual materials. Don't forget the people resources: use the students to reiterate, clarify, reinforce, participate actively by putting answers on the board
- Vary the introduction — use an attention-getting activity on the whiteboard, or verbally
- When planning lessons, give your utmost attention to the pacing of the lesson. If your lesson moves too slowly students will have time to engage in unproductive activities; if it moves too fast students will become frustrated and give up, thus looking for other things to do
- Activities must cater for all learning styles and must allow all students to feel success at some time during the lesson (students who feel success are less likely to become disruptive)
- Revise the previous lesson. Outline the lesson and explain where you are headed so that students have an understanding of the context of the lesson
- Remember the phases of orientating, enhancing and synthesising, and use these to plan lessons
- Give students adequate warning of planned activities. Level the activities at the ability level of the class, and the individuals within
- Keep records of all lesson plans, including your self-evaluation notes so you can be sure not to keep making the same mistakes. When you are making your self-evaluation notes, suggest things you could have done instead, both in terms of planning and behaviour management
- Keep folders for all your own files grouped according to subject, year level and unit title
- It is not enough to plan one lesson ahead or two, you must have an overall year plan in terms of what topics will be taught, a unit plan which will give more detail and your daily working plan which provides a blow by blow description of your lesson including all the administrative tasks you have to remember to carry out

Arranging your Classroom
The classroom can be arranged in such a way as to maximise learning potential:

- Explore different seating arrangements — different plans for different classes, different activities
- A desk out on its own can be a useful deterrent for uncooperative students

- Move amongst the class while they are working. Use a range of subtle corrective techniques — open the unopened textbook, write a quick comment on a notebook. A significant look, the unsaid comment can often be more effective than the spoken comment
- Don't be tempted to allow unnecessary student movement, for example, a supposed trip to the rubbish bin can be an attempt to disrupt or avoid work
- Use your non-verbal language and be aware of that of your students
- All movement of your class should be purpose-directed
- Reward correct behaviour — 'You may sit near your friends if you can work quietly'
- Move around the classroom. Use the back and the sides of the classroom as different vantage points
- Don't be tempted to allow unnecessary student movement, for example, a supposed trip to the rubbish bin can be an attempt to disrupt or avoid work
- Use your non-verbal language and be aware of that of your students

Consequences

- Plan what you will do if a student behaves in a particular way. Deciding beforehand ensures consistency
- Your plan should be a graduated one. If you "go right off" the first time a student speaks out of turn, you have very few options left
- There must always be a balance. Reward and comment on 'good' positive behaviour as well
- If positive behaviour is hard to find, then remember, a small step forward is better than no step at all
- Jamal's behaviour may not be ideal but effort must also be rewarded
- Classroom rules apply to ALL students –even the good ones
- The key word is respect. Encourage respect for each other in your classroom — it's catching
- The tone of your classroom is a HUGE factor in the behaviour management plan. Your classroom should be a good place to be. An angry, unhappy teacher will not have an effectively managed classroom
- If things are not as you would like them to be, ask for help. There is no shame in this if you are prepared to act on advice given. Your colleagues are nice people and will be very happy to help
- Remember you are a role model — no double standards

Use a Range of Reprimands

- Learn the names of all of the students in your class as quickly as possible — a seating plan can help with this. And then use the students' names as often as possible
- Reprimands must he balanced with positive comments to be effective — for example, instruct a student to stand up for being talkative in class but balance this with positive reinforcement for correct behaviour — "Ismail, when you show me you know how to be quiet for five minutes, you may sit down. Well done, Ismail, you may sit down." (Note: by using 'when' not 'if ' you show you anticipate the student will follow your directions, that you don't expect any other possibility)
- Never make a threat that you cannot carry out — it makes you look foolish and undermines your authority.
- Be careful about the way you phrase the instructions you give students — your tone, your manner, the words you use have so much impact on whether or not your instructions are carried out
- A confident teacher carries an air of authority, has a 'presence' that comes from being well-prepared, from considering all possibilities and being prepared for them
- Reprimands are always directed at the behaviour, not the student, as the aim of all reprimands is to correct behaviour to ensure a positive classroom environment
- Don't use line writing —Have students write things that are useful to their learning

Dealing with Diversions

- Maintain your focus during your lesson, don't ignore the nuisance behaviour but don't let it dominate your lesson
- Make your life easier by having your own bag of tricks — cheap pens, pencils, glue, scissors, stapler, staples, etc — all clearly marked — and sheets of scrap paper to eliminate those time wasting and very annoying "Sir, I forgot my..."
- It is ESSENTIAL to keep a notebook to record details of misdemeanours, action taken, results observed, how many times a student needs to use your bag of tricks, any medical disorders and particularly good things: brilliant work in an assignment, successful group leaders, success your students have in any other field, any information that helps you to keep your perspective as sometimes with a troublesome group it is easy to become very negative

- Keep a file for your classes — use these to record homework/absenteeism/numbers of books handed out /criteria sheets handed out — saves a lot of trouble later with “I wasn’t here then” or “I didn't get that sheet” etc
- Get to know your students so you know whether you are dealing with typical behaviour — knowing the reason usually makes dealing with the behaviour easier
- Selective blindness and deafness have their places, but don't try this if students know you saw or heard

Enforcing Corrective Actions

- The student doing the right thing should get the majority of your attention — don’t let the naughty students make you lose your perspective
- Remove the student from the primary focus of the class — get the rest of the class back on task and then redirect your attention to the problem, quietly and out of earshot of the class if possible
- It is far better to 'nip a situation in the bud’ than try to rescue a bad situation — be aware of the language you choose when you are addressing a student — don’t use inflammatory language, personal insults, or ridicule and be aware of your body language (are you provoking the student?)
- Don’t insist on certain behaviour and then pause, waiting for the student to concur — if you have a loud, rebellious student on your hands this gives this type of student the opportunity to grandstand. State your instruction and move on as if you anticipate the student will obey
- Don’t force a confrontation — if you have given a reasonable directive in a reasonable manner, try to give the student time out to calm him/herself and carry out your plan of action and consequence. This may mean continuing with the lesson despite the behaviour and recording it for later action. “Well, that’s your choice. I will attend to this with you at the end of the lesson”
- If the worst scenario occurs, you’ve given a directive and the student refuses to cooperate and it is interfering with the progress of the lesson, you might need to refer to other staff, Head of Department, Social Worker, etc. – Send another student to get that person – always with a brief note
- Evaluate your own performance constantly — then you will become a more effective teacher

An Example of some Simple Classroom Expectaions

You may want to choose some of these, or you may want to ask your class to help make up some basic expectations.

- Be respectful and honest
- Be on time
- Have a positive attitude and always try your best
- Learn from your mistakes
- Complete all your work neatly, including your homework
- Look after your property and the school’s property
- Raise your hand to speak
- Listen to others
- Ask permission to leave your seat

From the Internet: 10 Tips for Positive Behaviour Management (From http://www.tes.co.uk)

1 Be in charge…
As the teacher, and the adult, you are ‘in charge’. It is your classroom and you must actively and consciously make the rules and decisions, rather than letting them happen out of habit, poor organisation or at the whim of the pupils. Demonstrate your ‘in-chargeness’ by the position you take in the room; keep on your feet as much as possible and be where you can watch everything that is going on. Pupils should be convinced you have eyes in the back of your head! Pick up the good things they are doing (see number 3 below). Keep moving around the classroom to establish yourself as the focal point of interest and authority. Remember that the pupils need to feel safe; they can only do this if you are in charge. Do not justify or apologise for your rules, your standards or your insistence on compliance.
2 Use positive classroom expectations…
Pupils need to know what is expected of them in your classroom. Establish a set of class expectations, no more than 4 or 5, which make desired behaviour explicit; display them prominently in the room and refer to them frequently so that they don’t disappear into the wallpaper!

The rules should tell the pupils what to do, rather than what not to do, eg

× Don't call out.

✓ Put up your hand and wait to speak.

× Don't walk around the classroom.

✓ Stay in your seat.

× Don't break things.

✓ Look after classroom equipment.

Praise good behaviour and refer to the rule being followed. Use the rules to point out inappropriate behaviour, "Remember our rule about …"Have a 'feature' rule now and again, written on the board and tied to a special individual or class reward to be given to pupils who follow the rule.

3 Make rewards work for you…

Give pupils relevant rewards for desirable behaviours, starting tasks, completing tasks, following class rules, etc. The goal is to establish the HABIT of co-operation. Standards can be subtly raised once the habit has been established. The easiest, quickest and most appreciated reward is descriptive praise.

Other possible rewards, besides those used as a school-wide system are

- a note home to parents
- name on a special chart which earns a later tangible reward
- being given special responsibilities
- being allowed to go first
- having extra choices

4 Catch them being good…

Praise is the most powerful motivator there is. Praise the tiniest steps in the right direction. Praise often, using descriptive praise, for example, 'It can be annoying having to look up words in the dictionary. I can see you are getting impatient but the dictionary is still open in front of you. You haven't given up.' Or, 'I can see you don't want to come in from break, but you are facing the right direction for coming in.' Be willing to appreciate the smallest of effort and explain why it pleases you.

Pupils will not think you are being too strict and will not resent your firm decision making if you remember to smile, to criticise less and to praise more. Tell the pupils there will be positive consequences for positive behaviour, then follow through and show them.

Stick to your guns and don't be 'bullied' into giving rewards that haven't been earned.

Some positive behaviours are easily overlooked. Try to remember to praise pupils for

- homework in on time
- homework in late but at least it's in
- working quietly
- good attendance
- neat desk
- not swinging on chair
- smiling
- contributing to class discussion
- helping another pupil
- not laughing at another pupil's mistakes
- promptly following your instructions
- wearing glasses
- using common sense

Use the reward systems of the school consistently and fairly.

5 Be Specific and Clear in your Instructions…

Get a pupil's full attention before giving instructions. Make sure everyone is looking at you and not fiddling with a pencil, turning around, looking at a book, etc. Only give instructions once; repeating can unwittingly train a pupil to not bother to listen properly the first time. Smile as you give instructions.

Don't be too wordy and don't imply choice when there actually isn't a choice by tacking 'Okay?' on the end, or sound as though you are merely suggesting, 'Would you like to …?' 'How about …?' 'Don't you think you should …?'

Be very clear in all your instructions and expectations. Have a pupil repeat them back to you.

6 Deal with Low Level Behaviours Before they get Big…

Low level, or minor, behaviour infringements will escalate if they are not dealt with quickly and consistently. A pupil's behaviour is reinforced when he gets attention for it, but don't be tempted to ignore it. Find a calm and quiet way to let the child know that you see exactly what he is doing and that there is a consequence, without making a fuss, getting upset or sounding annoyed.

Give your instructions once only. If the pupil continues to misbehave, instead of repeating your original instruction, try one or more of these actions

- point to a place (eg on the board, on a post-it in the pupil's book, a note on your desk) where you wrote down the original instruction at the time you first gave it
- use a description of reality, 'Alfie, you are tapping your ruler.'
- stop everything and look at the pupil pointedly and wait for them to figure out why
- descriptively praise those who are behaving appropriately, praise the target pupil as soon as he complies
- ask other pupils what is needed (the squirm factor)

Always follow through, even on minor infractions, so that pupils know there is no point in testing. They should know what will happen. Only give second chances after a period of good behaviour.

7 The Consequences of Non-Compliance…

Help the pupil to do whatever you've asked him to do. If he has thrown pencils on the floor, help him to pick them up.

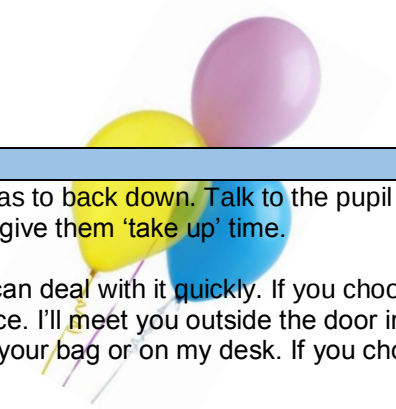
If a pupil does not obey instructions straight away, do not give up. Keep waiting. Praise every little step in the right direction, even the absence of the wrong thing. For example, if you've just asked a pupil to stand up and he's not doing it, you could say, 'You're not swearing now, thank you.'

Do not protect the pupil from the consequences of his action or lack of action. The pupil is making a choice and you will have told him this, and given a clear warning of the consequence.

A consequence should be uncomfortable and not upsetting enough to breed more resentment. The purpose of the consequence is to prompt the pupil to think, 'I wish I hadn't done that.'

Have a ready repertoire of easy to implement and monitor consequences. These might include

- loss of choices (eg where to sit)
- loss of break time
- loss of a privilege
- sitting in silence for a set amount of time



8 Find a 'Best for both Outcome'…

Avoid confrontational situations where you or the pupil has to back down. Talk to the pupil in terms of his choices and the consequences of the choices, and then give them 'take up' time.

'Fred, I want you to leave the room. If you do it now we can deal with it quickly. If you choose not to then we will use your break time to talk about it. It's your choice. I'll meet you outside the door in two minutes.' Then walk away and wait'Joe, put your mobile phone in your bag or on my desk. If you choose not to do that it will be confiscated,' then walk away and wait.

9 Establish 'Start of Lesson' Routines…

Never attempt to start teaching a lesson until the pupils are ready. It's a waste of everyone's energy, giving the impression it's the teacher's job to force pupils to work and their job to resist, delay, distract, wind up, etc. Often this task avoidance is a 'smoke screen' hiding worries about what you are going to ask them to do.
Have a routine way of starting a lesson; a quiet activity that pupils can get right down to, without needing any explanation. Handwriting, copying the WALT and WILF from the board, spelling practice (familiar key language from the current topic), mental arithmetic are good activities to set a quiet tone. Do not allow discussion or be drawn into discussion yourself – say there will be time for that later and make sure you follow this through. If you take the time to establish this, lessons will start themselves! You won't have that battle at the beginning of every lesson to get yourself heard.

10 Manage the End of the lesson…
Do not run your lesson right up to the last minute and then have to rush because the next class is waiting. Allow time to wind down, answer questions, put equipment away, refer to WILT and how this has been met, outline plans for next lesson, etc. Have a short, educational game up your sleeve if there is time to spare. Manage the pupils' exit of the room, have them stand behind their chairs and wait to be asked to leave. Address each pupil by name and have them tell you some good news about the lesson, or you tell them something they did well today. Send them out one-by-one.

Communication

Obstacles to Effective Communication

Sometimes when we respond to a child or co-worker, what we say has the effect of cutting off further communication. Some ways of saying what we want merely increase the defensiveness, resentment, hostility or alienation of the other person. Such obstacles, called "Roadblocks" by Dr. Thomas Gordon in T.E.T. - Teacher Effectiveness Training, can be categorised as follows.

1. Ordering, Directing, Commanding.
2. Warning, Threatening, Promising.
3. Moralising, Preaching, Should and Oughts.
4. Advising, Giving Solutions or Suggestions.
5. Teaching, Lecturing, Giving Logical Arguments.
6. Judging, Criticising, Disagreeing, Blaming.
7. Praising, Agreeing.
8. Name Calling, Labelling, Stereotyping.
9. Interpreting, Analysing, Diagnosing.
10. Reassuring, Sympathising, Consoling, Supporting.
11. Probing, Questioning, Interrogating.
12. Withdrawing, Distracting, Sarcasm, Humouring, Diverting.

An Example - **'You're not thinking clearly."** (Judging)

This carries the *"hidden message", "You are wrong; your perception is wrong; your feelings are not important!"* It also carries a denial of the other point of view. It is not surprising that this person will look for someone else to go to when they have a problem; someone who will listen to them.

Responses That Tend to Open Communication

1. Silence (Passive Listening)

2. Non-Committal Acknowledgement
   Brief expressions such as these.
   "Oh"
   "I See"
   'How about that"
   "Interesting'
   'Really"
   "No Fooling'
   'You did, huh"

3. Door-Openers Invitations to say more such as these.
   "Tell me about it"
   "I'd like to hear your thinking' "
   "Would you like to talk about it?"
   "Let's discuss it"
   "Sounds like you've got some ideas or feelings about this."
   "I'd be interested in what you have to say."

4. Responding to Feeling

Listening - Active and Passive

Passive Listening

The listener says nothing, makes no response to the speaker to indicate that he has understood or what he has understood. In this situation the speaker knows that the listener is tuned in but:-
1. The speaker is doing all the work.

2. The speaker and the listener have no way of checking the accuracy of the understanding between them.

3. There is no indication that the listener accepts the speaker as a person and their perception of how things are.

Active Listening
Effective listening and counselling require more interaction for proof of hearing and understanding.

Most verbal messages are in code. Thus one task for the listener is to decode what is being said, e.g. A message such as:- **"Are we going to have a test soon?"** One way of decoding this would be to say **"This student wants to know when the next test is."** Another and possibly more accurate decoding is: **"The student is worried about getting another test soon."** By responding to the student's anxiety we are creating the opportunity for the student to explore how he feels about the test and to help him deal with these feelings. Of course we don't know whether or not our decoding is accurate unless we check it with the sender. One way of doing this is: **paraphrasing.**

Paraphrasing
If the listener states what is understand by the speaker's remark, the speaker can determine whether his message is coming through as intended. Then if he thinks that the message has been misunderstood he can correct the specific misunderstanding. Paraphrasing can be any means of showing the other person what his remark means to you.

An example:

Fred:	Jim should never become a teacher.
Lorraine:	You mean he has a poor attitude towards the children?
Fred:	No, I mean that he has such expensive tastes that he can't earn enough as a teacher.
Lorraine:	So you think he should have gone into a field that pays better.
Fred	Exactly.

Feelings and Content In paraphrasing to check our understanding of what is being said we can increase the effectiveness of the communication by being aware of how the other is feeling. This has the two-fold advantage of indicating our acceptance and awareness of the other and also makes them more aware of their feelings.

e.g. Student: "You're just picking on me!"
Teacher: " You're pretty upset and angry because you think you are being singled out or maybe picked on."

<u>Reflective Listening Sounds Good But.....</u>
"What if I don't understand a student's feelings?"

Be tentative. Use leads that tell them you're not sure: "I wonder", "Could it be", or **"Is it possible".** You might just look interested but remain silent, allowing the student to unravel the thought. Or simply admit your confusion and ask for help. **"Sorry Justin.** I **don't understand what you're saying and I really want to. Will you tell me how you feel about this?"**

"I don't like to have to stop and think before I respond"

Maybe you don't have to; you could be doing everything correctly. With most people, though, responding impulsively leads to misinterpretation. Speaking without considering first may short-circuit communication and reinforce students' mistaken goals.

"I feel silly saying things like that."

All new behaviour is uncomfortable. The right swing in golf may feel unnatural at first. Habit breeds familiarity. The improvement in your relationships with students will ease any awkwardness.

"I'm a teacher, not a counsellor. I **don't have time to help students with personal problems. I'm here to teach".**

No counsellor can be everywhere. You are in the best position to influence students. And you know those "personal problems" - the little clashes, the difficulties with attitude and motivation - often make your job impossible. As you re-evaluate your role as teacher, you'll want to consider the importance of an improved classroom atmosphere and more trusting relationships. An encouraging, democratic classroom doesn't just happen. It must be promoted.

How will students react?
You may startle them at first! They may acknowledge your response with **"Yeah, that's right"** and then shy away from further conversation. But don't worry: both you and your students will become accustomed to reflective listening. You may even decide to discuss with them your attempts to become a better listener

Sending 'I' Messages
"I" messages put responsibility on the other person for modifying his behaviour: the other person is given a chance to initiate change in his own behaviour out of consideration for others. The solution is not imposed. The other person is able to choose his own way of responding.

"I" messages have a high probability of promoting a willingness to change, as they contain a minimal negative evaluation of the other person. They often enhance the relationship and enable both persons to experience a feeling of control and mutual respect.

What is an "I" message?
An "I" message generally has three parts.
*A non-evaluative description of the other person's behaviour.
*A statement of the tangible effect that the other person's behaviour has on you.
*A statement of your feelings about the other person's behaviour.

Example: When you shout I can't concentrate on my work and I feel annoyed.
"When you shout" is a description of the behaviour.
"I can't concentrate on my work" is a statement of the tangible effect on you.
"I feel annoyed" is a statement of your feelings.