GREENWOOD INTERNATIONAL SCHOOL

DISCIPLINE CODE

A HANDBOOK FOR PARENTS, LEARNERS AND STAFF

كتيب لأولياء الأمور، الطلاب والمعلمين
INTRODUCTION

Every learner has the right to education. With this right, the learner must accept the responsibility to know, understand, and follow the rules, laws and policies of the school system. The Discipline Code is that set of rules, policies, and laws by which order is maintained for the benefit of all. Rules and regulations are needed to provide a safe and orderly atmosphere in the school so facilitators can teach and learners can learn. The most important factors in discipline are communication and cooperation among all participants: learners, facilitators, parents, school administrators, and the community.

In today’s world school systems are required to establish a code of acceptable behavior and discipline that is uniformly and fairly applied to all learners. The code shall contain the type of behavior expected from each learner, consequences of failure to obey such standards, and the importance of standards in maintaining an atmosphere where orderly learning is possible and encouraged. This booklet constitutes the official Code of Acceptable Behavior and Discipline for Greenwood International School.

The purpose of this publication is to discuss what is meant by discipline, to define the various responsibilities necessary to achieve discipline and to acquaint the reader with the various rules, regulations, policies and laws that govern the behavior of learners.

We also ask for your continued support and cooperation in maintaining a school environment, which supports the teaching/learning process.

كل طالب الحق في التعليم. ويترافق مع هذا الحق قبول الطالب مسؤولية المعرفة والفهم واتباع القواعد والقوانين وسياسات النظام المدرسي. هذه المدونة عبارة عن مجموعة من القواعد والسياسات والقوانين التي يتم من خلالها المحافظة على النظام لصالح الجميع. هناك حاجة لقواعد الأنظمة لتوفير جو أمن ومنظم في المدرسة حتى يمكن المعلمين من التعريض والطلاب من التعلم. إن أهم عوامل الانضباط التواصل والتعاون بين جميع المشاركين: الطلاب والمعلمين وأولياء الأمور وإداري المدارس والمجتمع.

في عالم اليوم، تدعو الحاجة في أنظمة المدرسة لوضع مدونة لقواعد السلوك المقبول والانضباط التي يتم تطبيقها بشكل موحد وعادل لجميع الطلاب. تضمن المدونة نوع السلوك المقبول من كل طالب، عواقب الطفل في إتباع هذه المعايير، وأهمية الحفاظ عليها في جو منظم يتيح فرصة التعليم المنهجي ويشعروها. يشكل هذا الكتاب القواعد الرسمية للانضباط والسلوك المقبول في مدرسة جرين وود إنترناشيونال.

والغرض من هذا الكتاب مناقشة ما المقصود من الانضباط، تحديد المسؤوليات المختلفة اللازمة لتحقيق الانضباط وتعريف القارئ على قواعد مختلف السياسات واللوائح والقوانين التي تحكم سلوك الطلاب.

كما نسأل أيضا دعمك المتواصل وتعاونكم في الحفاظ على البيئة المدرسية التي تدعم عملية التعليم والتعلم.
SECTION I: AUTHORITY TO DISCIPLINE/PROCESS TO DISCIPLINE

Range of Authority - نطاق السلطة

Behavior problems are dealt with using procedures and consequences that vary based on the age of the learner, severity of the offense, and the frequency of the offenses. Disciplinary procedures are not limited to those occurring on school campuses, but include all school-related activities and even nonschool-related activities if the learner's behavior is directly linked to school events.

لا تقتصر الإجراءات التأديبية على الحوادث التي تحدث في حرم المدرسة، ولكنها تشمل جميع الأنشطة المدرسية وغير المدرسية ذات الصلة المباشر بالمدرسة.

Rights of the student - حقوق الطالب

The principal or principal’s designee at the building level administers disciplinary actions. Learners referred for a disciplinary violation are entitled to explain their side of the story and to place their conduct in what they consider to be the proper context. This is done in an informal administrative conference prior to administering any disciplinary action (except in an emergency situation).

The School Principal or his/her designee has the authority to suspend a learner for various rule violations. When out of school suspension is used the principal/designee will generally meet with the parent to develop a plan of improvement upon re-entry of the learner. A written plan of improvement will always be developed if the suspension exceeds five school days.

يدير المدير أو من ينوب عملية تحديد الإجراءات التأديبية. يحق للطلاب المعينين شرح جانبهم من القصة وتوصيف سلوكهم في السياق المناسب. ويتم ذلك في إجتماع إداري غير رسمي قبل أتخاذ أية قرارات تنطبق بالإجراءات التأديبية (ما عدا في حالة الطوارئ).

يدمّر المدير أو من ينوب عنه السلطة لوقف الطالب عن الدراسة عند انتهاكه للأنظمة واللواح. في حال تعليق دراسة الطالب خارج المدرسة، يجتمع المدير أو من ينوب عنه مع ولي الأمر لوضع خطة معالجة عند عودة الطالب.

يتم الاتفاق على خطة مكتوبة في حالتين تعليق لفترة طويلة.
Greenwood International School’s Expectations

Greenwood International School has established this handbook as policy and expects that parents and school staff will work in close cooperation to ensure learner success, both academically and behaviorally. In order to achieve this goal, it is anticipated that staff and parents will communicate routinely, and definitely, whenever there is a concern regarding learner progress. By establishing and maintaining close contact, parents and facilitators can prevent or minimize discipline problems as well as maximize learner growth.

**Minor Behavior Problems**

In the event that minor problems involving learners in a particular class cannot be managed by close contact between the facilitator and the parent, the learner’s school Supervisor may be consulted. If this step does not bring satisfactory results, the Principal or Assistant Principal should be contacted and a conference held with all parties involved.

**Frequent or Serious Misbehavior**

Learner misbehavior, which occurs frequently or is of a serious or disruptive nature to the classroom or school, may result in detention, suspension or expulsion.

**Website:** www.greenwood.sch.ae

**E-mail:** info@greenwood.sch.ae
Bullying and other forms of Interpersonal abuse

All the learners have the right to learn in a safe environment without fear. Bullying can undermine learning and even prevent learners from progressing academically and socially and can have negative consequences, both for the bullied and the bully, for life. We therefore operate a zero tolerance level policy towards bullying. All learners involved in such an action will be disciplined and will receive appropriate attention (counseling, support, negative reinforcement, etc…) from the school. Learners who do not respond positively to the treatment will face in-school class suspension, out-of-school suspension and finally if the issue was not resolved expulsion may result.

What is bullying?

A repetition of oppressive- psychological or physical- behavior by an individual or a group upon another

Bullying comes in various forms that are deliberate and continuous:

- Physical aggression
- Threatening / menacing gestures
- Name calling
- Continued teasing / taunting
- Removal / Hiding of belongings
- Ignoring or leaving people out on purpose

وينثني ذلك باشكال عديدة ومتى نسبة عادة ما تكون مقصودة ومتكررة:

- الإلكتروني الجسدي
- التهديد (بالكلام أو الإشارات)
- الانتهاك
- التعنيف أو الإغاظة المستمرتين
- أخذ أو إخفاء الممتلكات الشخصية
- تجاهل الأشخاص أو إغفالهم بشكل مقصود
SECTION II LEVELS OF MISBEHAVIOR AND DISCIPLINARY

This section identifies levels of misbehavior, the disciplinary procedure typically used to address a specific category of misbehavior, and the discipline options available to a facilitator and/or principal for the various types of misbehavior. The following levels, procedures, and options are designed to protect all members of the educational community in the exercise of their rights and duties.

MISBEHAVIORS: Level I

Level I rule violations are minor misbehavior on the part of the learner which impedes orderly classroom procedures or interferes with the orderly operation of the school, but which can usually be handled by an individual staff member.

Examples (not an exclusive listing):

• Classroom disturbances;
• Classroom tardiness
• Cheating and lying
• Use of inappropriate language (non-directed, first offense, inadvertent)
• Non-defiant failure to do assignments or carry out directions
• Teasing of a peer
• Possession of unauthorized personal communication devices
• Dress code violations.
• Improper Hair-cuts

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Disciplinary Procedures Generally Followed:

- Immediate intervention by the staff member.
- Determine what offense was committed and its severity.
- Determine that the learner understands the nature of the offense and has an opportunity to explain his/her behavior.
- Employ appropriate disciplinary options.
- Record of the offense and disciplinary action maintained by staff member.
- Confiscation of unauthorized electronic device.
- Refer to the Supervisor

Disciplinary Options:

- Verbal reprimand
- Special assignment
- Restricting activities
- Assigning work details
- Counseling
- Withdrawal of privileges
- Strict supervised study
- Detention and/or In-school suspension

Vision: To develop leaders in all walks of life through quality learning and teaching.
Mission: An eco-friendly, learner-centric institution of excellence dedicated to developing global citizens equipped with knowledge, moral values, cultural understanding, and devotion to tolerance who will lead at the national and international stage.

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MISBEHAVIORS: Level II

This level includes misbehavior where frequency or seriousness tends to disrupt the learning climate of the school. Included in this level are misbehaviors, which do not represent a direct threat to the health and safety of others, but where educational consequences are serious enough to require corrective action on the part of administrative personnel.

Examples (not an exclusive listing):

- Continuation of unmodified Level I behaviors
- Tardy to school
- School or class truancy
- Using forged notes or excuses
- Disruptive classroom behavior
- Teasing with intent to embarrass
- Possession of unauthorized personal communication devices
- Fighting
- Skipping class
- Inappropriate access of Internet sites, e-mail services or secured files.

• مواصلة سوء سلوك المستوى 1
• التأخر عن المدرسة
• التغيير المالي
• استخدام العملة المزورة أو أعداء مزورة
• التصرفات التخريبية للفصول الدراسية
• الإعالة بقصد الإحراج
• حيازة غير مصرف بها لأجهزة الاتصالات الشخصية
• التقتيل
• تغيير عن درس معين
• استخدام غير لائق للإنترنت، وخدمات البريد الإلكتروني أو الملفات المحمية.
Disciplinary Procedures:

• Immediate intervention by staff members.
• Learner is referred to Supervisor/ HOD/Principal for appropriate disciplinary action.
• Principal/designee meets with learner and facilitator.
• Principal/designee hears report/referral made by facilitator, permits learner the opportunity of explaining his/her behavior, denying it or explaining any mitigating circumstances.
• Principal/designee takes appropriate disciplinary action and notifies facilitator of action.
• Record of offense and disciplinary action maintained by principal.
• Parent notified of situation and the action taken.

Disciplinary Options Available to Staff:

• Modified probation
• Behavior Modification
• Peer counseling
• In-school suspension
• Detention
• Suspension from school-sponsored activities
• Restricting school-related honors/privileges learner is otherwise due;
MISBEHAVIORS: Level III
Acts directly against persons or property but where consequences do not seriously endanger the health or safety of others in the school.

أعمال مباشرة ضد الأشخاص أو الممتلكات ولكن حيثما تكون العواقب لا تشكل خطرا جسيما على الصحة أو سلامة الآخرين في المدرسة.

Examples (not an exclusive listing):

- Continuation of unmodified Level I and II behaviors
- Fighting (simple)
- Vandalism (minor)
- Cheating
- Computer misuse
- Threats to other
- General harassment of a peer

Disciplinary Procedures:

- Immediate intervention by staff members.
- Learner is referred to principal for appropriate disciplinary action.
- Principal/Designee meets with learner and staff member.
- Principal/Designee hears report/referral and permits learner the opportunity of explaining conduct.
- Principal/Designee takes appropriate disciplinary action
- Record of offense and disciplinary action maintained by principal.
- Parent notified of situation and the action taken.
Disciplinary Options Available to staff:

- In-school suspension
- Detention
- Restitution for lost, damaged or stolen property
- Out-of-school suspension not to exceed ten (10) days;
- Mandatory tutorial

MISBEHAVIORS: Level IV
Acts which result in violence to another’s person or property, or which pose a threat to the safety of others in the school, or substantially disrupt the learning environment. These acts are so serious that they usually require administrative actions, which result in the immediate removal of the learner from the school, the intervention of law enforcement authorities and/or long term removal from the school.

Examples (not an exclusive listing):
- Unmodified Level III behaviors
- Serious breach of conduct
- Trespassing
- Making false accusations about a staff member

Disciplinary Procedures:
- Immediate action by staff prudent to a given situation
- Principal confers with appropriate staff members and with the learner.
Principal hears staff report/referral and permits learner opportunity of explaining conduct. Parents are notified.

- اتخاذ إجراءات فورية من قبل الموظف بحسب ما يتطلب الوضع
- يجتمع المدير مع الموظفين المعينين ومع الطالب
- استماع المدير لشرح المدرس، وإعطاء الطالب الفرصة لتبرير سلوكه. يتم إخطار أولياء الأمور

**Disciplinary Options:**
- Out-of-school suspension
- Expulsion
- Required to attend a related skill building program and/or Suspension for a period of not less than one (1) week.

**SECTION III EXPLANATION OF STAFF ROLES AS RELATED TO DISCIPLINE**

This section of the handbook attempts to clarify the roles of school staff related to the disciplining process. Key staff in the discipline process is identified at both the building and system-wide levels.

**Form Tutors/ Subject Facilitators**
- Plans and provides classroom activities and programs to develop each learner’s potential
- Creates a positive learning atmosphere conducive to learning for all learners
- Manages the classroom environment so that the learning by all learners is not disrupted by learner misbehavior
- Works closely with parents to prevent or minimize disruptive behavior
- Employs positive consequences to reinforce appropriate behavior
• Refers learners for administrative discipline as appropriate

• التخطيط للأنشطة الصفية وتوفير برامج لتطوير كل طالب
• خلق أجواء إيجابية تساعد على التعلم لجميع الطلاب
• إدارة البيئة الصفية بحيث لا تتعطل العملية التعليمية لجميع الطلاب من خلال سوء سلوك الطالب
• العمل عن كثب مع الآباء لمنع أو تقليل السلوكيات المعطلة
• توظيف نتائج إيجابية لتعزيز السلوكي المناسب
• إحالة الطلاب للانضباط الإداري حسب الحاجة

SECTION IV Responsibilities of an Individual Learner

مسؤلويات الطالب

Each individual within the school community has rights and responsibilities related to enjoying the benefits of the learning environment. The expectations for each group are identified in this section.

 لكل فرد داخل المجتمع المدرسي حقوق ومسؤوليات متعلقة بامتيازاته في بيئة التعلم. يتم تحديد التوقعات لكل فريق في هذا القسم.

Learners are expected to:

• Attend school and be on time.
• Take advantage of the opportunity to learn.
• Assume responsibility for personal growth and self-discipline.
• Take care of both personal and school property.
• Respect the rights and property of others.
• Work cooperatively with school personnel and other learners.
• Know and follow school rules.
• Respect school staff and the reasonable exercises of authority by school staff.
• Maintain appropriate classroom conduct.
• Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, and safety.

• الذهاب إلى المدرسة واحترام الوقت لذلك
• الاستفادة من فرصة التعلم
• تحمل مسؤولية النمو الشخصي والانضباط الذاتي
• الإعتناء بكل الممتلكات الشخصية والمدرسية
• احترام حقوق وممتلكات الآخرين
• العمل بالتعاون مع العاملين في المدرسة والطلاب الآخرين
• معرفة واتباع قواعد المدرسة
• احترام العاملين في المدرسة والسلطة من قبل موظفي المدرسة
• إتباع قوانين الفصول الدراسية
• اللباس والنظافة لتلبية معايير معقولة من الصحة، النظافة، التواضع والسلامة