



Behaviour Policy

Vision and Mission

We are a child-centred, inclusive and diverse family with a shared love of learning. Our mission is to provide a caring, nurturing and empowering environment in which all children can learn and thrive. Our children and team have the skills and mindset to:

- think, explore and grow
- celebrate and respect ourselves and the people around us
- be compassionate and have a positive impact on the world

Values

Respect
Unity
Compassion
Growth

Review:

Written by:	EB
Reviewed by:	KF, SA, PW, AM
Reviewed on:	August 2023
Indicative Review Date:	August 2024

All policies will be reviewed as above or as and when needed.

Behaviour Policy

Preface to this Policy: The school must follow Decree 99/2017 which addresses Discipline Regulations in Government and Private Schools. While the school has the authority to create its own behaviour policy it is not permitted to negate any portion of the decree. The school has worked to retain its own ethos and approach to behaviour while fully complying with the Decree and the article contained therein.

According to the Ministerial decree, the school has a Behaviour Committee. The committee comprises the Principal, Heads of School, Assistant Heads, and the Phase Leader of the appropriate class. Class, subject, and specialist teachers, along with class assistants and administration staff all work together to ensure that this policy is followed.

*‘Every child has the right to an education. Discipline in schools must respect children’s dignity.’
(UNCRC United Nations Convention on the Rights of the Child, Article 28)*

See Appendix for full details.

Purpose

- To instil positive values and behaviour among students which can be filtered into the wider community and make a positive contribution to the world in future life
- To create an atmosphere of mutual caring and respect within our community
- The policy is designed to support the way in which all members of the school can work together in a supportive way
- To maintain standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility (see Nadeen School’s Anti-Bullying Policy)
- To make clear to the whole school community of the school’s expectations of students’ behaviour and how Nadeen School deals with any misconduct
- To enable students to develop 21st Century Skills to prepare them for rapidly changing world

Reinforcing positive student behaviour

We believe that good attendance is key to children becoming part of the Nadeen community and embodying the traits we nurture in Nadeen students - see our Attendance Policy. We will utilise strategies and frameworks that recognise, reward and reinforce positive behaviour. Nadeen School consider the following important factors for promoting the values of a Nadeen student:

- Positive school environment: a school environment that is welcoming, caring, safe, enriching, professional and respectful
- Age and Cognitive Development: shape and manage student behaviour appropriately based on age and cognitive development
- Special Educational Needs: some children may present behaviour that is associated with a specific SEN or pastoral barrier and it is our duty to respond to these accordingly on an individual basis

- Heritage and culture: a sense of the behavioural values and principles that address Bahrain's culture and traditions

In developing the whole child:

- we develop self-esteem by valuing every individual's contribution in all aspects of school life to develop self-esteem
- we recognise that engaging teaching and learning actively involves students and meeting individual needs promotes positive behaviour
- we aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others through collaboration and communication
- children are actively involved in taking responsibility for and managing their own behaviour
- we celebrate positive behaviour
- we recognise the importance of working in partnership with all stakeholders (families and external agencies where necessary) to develop positive behaviour
- we believe that conflicts should be resolved with communication as physical retaliation is unacceptable
- we mentor and support children to develop appropriate resolution strategies
- we act as role models for our students

Expectations of all stakeholders

Staff (both academic and administrative) must:

- have **high expectations** of student's achievements, attendance and behaviour and challenge when necessary;
- **actively model** the type of behaviour considered acceptable;
- establish positive relationships with students, parents and the wider community;
- be always **alert** to signs of bullying and racist attitudes and deal firmly with such issues;
- deal sensitively with children in distress, by listening to them and dealing with any incidents appropriately;
- recognise the students' achievements, academic or otherwise and positively celebrate them;
- provide opportunities for the students to demonstrate responsibility within the classroom and externally;
- support students to develop adaptability and resilience through growth mindset, challenge as growth and effectively respond to evolving circumstances;
- uphold a professional approach to discussion related to students;
- uphold the school's expectations and whole school approach with all students at all times, irrespective of the department they work regularly within.

Students must:

- comply with all school rules and follow instructions as a matter of courtesy;
- behave responsibly and not endanger the safety and welfare of others or self;
- care for the facilities and property of the school and of others;

- arrive at school and lessons on time and justify any lateness and absences (please see our Attendance Policy);
- work in collaboration with others to promote a positive school community image;
- demonstrate a positive attitude and apply the very best effort toward learning;
- behave responsibly so as not to disrupt the classroom or the learning of others;
- show respect to all members of the school community, and parents/guardians and other members of the local community in showing global and cultural awareness;
- be aware of who they are able to talk to if they are upset or have anything they wish to discuss;
- understand that rewards and sanctions are given for specific reasons and are equally applicable to all.

Families must:

Families play a key role in promoting and maintaining good behaviour at school and home. At Nadeen School, we consider clear communication between families and the school extremely important.

Families are encouraged to:

- work actively in partnership with staff and follow school policies;
- support students coming to school on time, properly dressed, correctly equipped and prepared to work;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- inform the school of any difficulties being monitored at home and any strategies being used to improve this;
- respond to concerns raised by members of staff;
- discuss any behavioural concerns with the class teacher promptly.

School Guidelines

These simple guidelines can be interpreted appropriately by every child and clearly understood by all.

Be kind, respectful and responsible

Always use good manners

Look after the school environment

Treat others how you wish to be treated

Resolve any conflicts

Be ready to learn

Be on time for lessons

Be prepared with equipment for lessons

Keep myself and others safe

Walk calmly and quietly around the building

Look after yourself and each other

Talk to an adult if you are worried

Always try my best

Be honest

Always follow instructions

Behaviour for Learning

In the classroom, all students should follow the above-listed school rules and continually show the following:

- Eyes on the speaker
- Mouth is quiet
- Ears are listening
- Hands are free
- Body is still

The above is prompted positively throughout the lesson using the phrase: 'Give Me Five.'

General Strategies used for Positive Behaviour Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will create and maintain a stimulating environment that encourages students to be engaged. They will do this by

- clearly displaying their own classroom rules along with School Rules;
- developing a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons;
 - establishing clear routines;
 - communicating expectations of behaviour in ways other than verbally;
 - identifying and acknowledging children who model required behaviours;
 - concluding the day positively and starting the next day afresh;
 - having a plan for dealing with low-level disruption;
 - using positive reinforcement.

Reward System

As messaged throughout this policy, good behaviour is expected at our school and all members of school staff endeavour to promote and model the behaviour we expect to see. In addition, we think it is very important that children who are; polite, respectful, well-mannered and try hard with their learning are rewarded and made to feel proud of their choices. Our Reward System encourages children to behave appropriately, whilst ensuring that every child is treated fairly and respectfully. Students are awarded points for their daily attendance, appropriate behaviour in school and outstanding effort and achievement in their learning. These are in the form of *House Points*. Students earn points and these will also be added to their allocated Houses' weekly points score. This instills the sense of community and working together towards a group goal. The House totals will be displayed in classrooms, not individual totals. Totals for each house are unveiled by the House Captains in assemblies. House points are a through-school system used for behaviour management in **all** classes to ensure consistency and clear expectations for all students.

Managing Unacceptable Behaviour

First and foremost, we recognise that this needs to be considered on an individual basis according to exceptional circumstances that the school team will support.

In school, when dealing with unacceptable classroom behaviour, school staff follow our Behaviour Warnings system. The aim of the warnings is to re-focus and re-engage the child with as little disruption to learning as possible. Our Responsible Thinking Time (RTT) room is monitored by school staff including the School Councillor. Pupils are only sent to RTT if they are continually refusing to follow instructions or interrupting learning. RTT is tracked by the School Councillor and takes place during Primary and Secondary break.

Unacceptable Behaviours

The following behaviours are considered to be '**unacceptable**':

- persistent lateness;
- not wearing the appropriate school uniform;
- leaving school without authorization;
- disruption in lessons, break time, and lunchtime;
- not cooperating with staff, parents or peers;
- use of inappropriate language;
- repeated and persistent low-level behaviours;
- inappropriate use of technology or accessing inappropriate sites.

The following **unacceptable** behaviours are considered further as '**serious**':

- dishonesty (including cheating and plagiarism);
- making offensive or insulting comments, including about race, religion, gender or disability;
- being confrontational, rude or aggressive;
- intimidating or bullying others (including by electronic media [cyber-bullying]);
- inappropriate gestures and the threat or use of physical violence;
- stealing or damaging belongings or property;
- abuse of alcohol, drugs and other psychoactive substance;
- Possession of any prohibited items. These are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, any vaping device, and any item that may cause harm to others.
- any action which brings the school into disrepute.

Process and Consequences

When a student's behaviour does not meet the school's expectations, i.e. it is unacceptable, a range of strategies and/or sanctions may be used to correct this. Infringements of the school's behavioural expectations are dealt with on a progressive scale:

First Offence

- It is the responsibility of class/subject teachers to deal with **minor incidents** which occur in the classroom, utilising their own personal behaviour management strategies. These are reliant upon the

teacher's knowledge of their students and the most appropriate way to handle such incidences. The following are some examples of personal behaviour management strategies:

- Positive reinforcement of pupils behaving appropriately
- Non-verbal cues: a look; a gesture; a tap on the desk; moving to close proximity of pupil etc.
- Gentle, positive verbal reminder of expectations- referring to behaviour rules
- Moving the student quietly from the situation to have a reinforcing "chat" referring to behaviour rules and outlining sanctions. This can be the teacher or and other supporting staff.
- Teachers calmly caution students that should the behaviour persist then they are progressing towards an official warning, all cases other than 'serious' offences with an opportunity for the student to reflect and think about their actions on others.
- All school staff do not shout or raise their voice unless in an incident that requires it for the safety of others.

Example of sentences to use to encourage reflection:
Do you understand why I am speaking to you? Why shouldn't you do that? How do you think this made them feel? How would you feel if..? Why did you do that? How can this impact others? What can you do in the future? How can you help others?

Repeated Offence- used after a teacher's personal behaviour strategies have been exhausted

Each day will be looked at as a 'Fresh Start', however, repetition of the offence will result in sanctions imposed by the teacher, appropriate to the offence. Teachers will clearly utilise the words when a student reaches a Warning e.g. 'Warning 1' and these get recorded in the 'Behaviour Tracker'.

Warning Level	Action	Examples (but not limited to)	Comment to use
One	Record onto the Behaviour Tracker	Inappropriate noises Not following instructions Low-level disruption Distracting from the teaching and learning Incorrect uniform (repeated) Gum Inappropriate technology use	Clearly state: 'Warning Level 1'. Reflective practice as mentioned above utilised.
Two	Record onto the Behaviour Tracker	Continued behaviour as above	Clearly state: 'Warning Level 2'. Remind students to think of others and their actions. Highlight, to ensure they understand.
Three	Record onto the Behaviour Tracker. Students will go to	Inappropriate language Continued distraction of others	Clearly state: 'Warning Level 3'.

	Responsible Thinking time that day – or the next if after lunch. Students have an opportunity to discuss and reflect on their behaviour in RTT. RTT is spent in conjunction with the School Counsellor to assist with this reflective practice.	Continued repeated behaviours	Help them to help them understand why this is not acceptable (not posed as a threat to the student) ‘we need to continue this conversation about ...’. Parents must be contacted by this stage by the class teacher/form tutor/subject teacher.
Level Four <i>(in line with Ministry Category 3)</i>	Record onto the Behaviour Tracker. The student must be removed from the lesson, activity, and playground immediately to complete Student Account and Student Reflection then sent to the Phase Leader (with Class Teacher in Primary).	Physical behaviour and hurting another person Fighting Refusal Stealing/damaging property	Clear state: ‘Level 4: this is no longer a warning and there will be serious consequences’. Parents are contacted by the class teacher/form tutor/subject teacher - see below for ‘Continued Offence/Serious Offence’.

If the behaviour persists and becomes severe, or is a more severe behaviour, refer to the Behaviour Committee, and agree on which one of the following is best fit for the age of the student and the situation.

Consequences that are tracked:

1. Warning Levels as mentioned above
2. Responsible Thinking Time (RTT)
3. E-mail home
4. Report Card - daily or weekly (monitored by the class teacher or form tutor)
5. Parents requested to bring in appropriate uniform or student sent home to change;
6. Confiscation of items including technology;
7. Withdrawal of privileges, 'Time Out' in the playground;
8. Temporarily sent to an alternate location supervised by a member of staff;
9. Further letter of apology;
10. Contribution towards costs (e.g. in cases of damage to property);
11. Electronic round robin (Feedback from all staff about a specific issue);
12. End of term summary (From class teachers and teachers);
13. Holistic Education Report Card;
14. Sensory Room Support;
15. Inclusion Room Support;
16. Therapy Sessions;
17. Counselling Sessions;
18. SENCO reviews;
19. SEN weekly meetings and targets;
20. Learning Support and Shadow support targets;

21. External Therapy
22. Educational Psychologist visits
23. Behaviour Psychologist visits
24. Home and after school visits by Psychologists

Continued Offence/Serious Offence (Level Four - inline with Ministry Category 3 - see Appendix 2)

1. The student should complete the Student Account and Student Reflection before the exclusion, highlighting what they did, who was involved and why.
2. The teacher writes a statement/email.
3. Parents are contacted.
 - If the offence is committed after the strategies above have been applied to help reflection and ownership of their actions, or if a serious offence has taken place, then the Pastoral Leader and the Head of Primary/Secondary will be informed.
 - The Principal will be informed and may be consulted with regard to appropriate sanctions, which may be:
 - **Individual Action Plan** or a **Daily/Weekly Report Card** monitored by the Form Tutor/Class Teacher or by the Head of Primary/Secondary;
 - **Exclusion** from lessons or from school. Exclusions include
 - **Internal Suspension** (between 1 and 3 days, depending on severity);
 - **External Suspension** (between 1 and 3 days, depending on severity). Student and parents must meet with the Head of Primary/Secondary on the day of return, prior to the student being permitted back in class;

Type	Length	With
Internal	1 – 3 days	ULT (Assistant Heads)
	1 – 3 days	HOS
	1 – 3 days	Principal
External	HOS meet with Principal. Students are to complete a written task explaining, identifying and demonstrating how to rectify their behaviour.	

- **Indefinite Suspension** is an exclusion from school for an unspecified period. This is usually used to enable further investigations into serious incidents to take place;
- **Permanent Exclusion** (expulsion) is the ultimate sanction.
- The Head of Primary/Secondary will contact the parents/guardian, by telephone or e-mail, to inform them of the situation or incident and will arrange a meeting with the student, the parents, and the Class Teacher/Form Tutor (and with the Pastoral Leader/SENCO/Safeguarding if necessary).
- The appropriate sanction will be explained at the meeting and subsequently implemented immediately.
- Some offences, where it is the duty of the school to report particular incidents, may lead to Police involvement in order to safeguard the school community.
- The school may also offer support to the student in terms of outside counselling.

Further Offences

- Further repetition of offences or an offence of an extreme degree of seriousness will be dealt with directly by the Principal and may result in the parents being required to find alternative arrangements

for the education of their child, possibly at short notice, in accordance with the school's published Terms & Conditions.

- The Principal will notify the parents/guardians of the sanctions by letter.

Links

[Incident Statement](#)

[Student Account](#)

[Student Reflection Form](#)

[Nadeen School Guardian Pledge](#)

[Nadeen School Student Pledge](#)

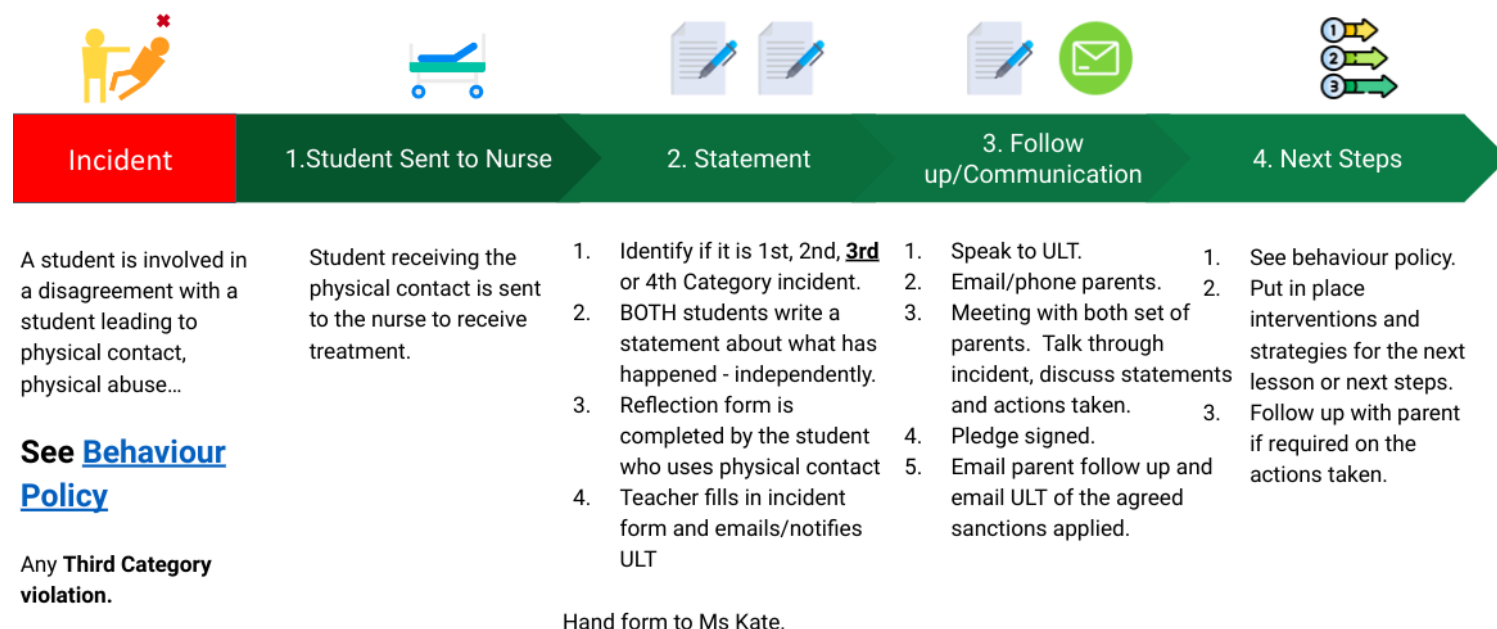
[Example Student Behaviour Report Card](#)

Appendices

Appendix 1: Category 3 Flow Chart

Appendix 2: Ministerial Decree

Appendix 1



Appendix 2

Decree 99 2017 / م ع م / No Students' Discipline Regulations For Government & Private Schools

Minister of Education:

After perusal of the Legislative Decree No. 25 of 1998 regarding Private Educational and Training institutions.
And as per to law No. 27 of 2005 regarding education.

And Decree No. 29 of 2006 regarding reorganising Ministry of Education and its amendments.

And Ministerial Decision No. 133/ 2002 / م ع م regarding Schools' discipline regulations for Junior and Senior Schools and its amendments. And Ministerial Decision No. 2692/ 2010 / م ع م regarding students' discipline regulations for primary schools and based on the undersecretary for Education and Curricula. Upon the submission of the Undersecretary for Education and Curricula

Decided the following:

Article 1.

Government and Private schools should abide Students' discipline regulations for all school levels.

Article 2.

Repealed law No. (133/2002/ م ع م) on school discipline regulation for both Junior and Senior Schools, and repealed law No. (2692/ 2010 / م ع م) regarding students' discipline regulations for Primary school, and repealed every provision that contradict Regulations accompanying this decision.

Article 3.

The Undersecretary of Education and Curriculum and concerned persons - each that concerns him- implement this decision's regulations and to abide by it from the next day of publication in the official gazette.

Minister of Education

Dr. Majed Bin Ali Al Noaimi

Date of issue: 5th February 2017

Students' Discipline Regulations for All Academic Levels in Government and Private Schools

Article 1:

Glossaries

Ministry: Ministry of Education

Competent authority: Educational management for the level which students study in

School: each educational institution government or private.

Student: Any student in government and private school.

Students' discipline committee: Formed committee in each school under this decree. Additional work assigned to the offending student: work that are intended to discipline and direct students, which commensurate with students age and ability and does not affect his dignity as following:

- a. Contribution in organizing learning and educational materials in Learning resources centre.
- b. Contributing to the care of school environment.

Article 2:

Range of applying regulations

The provisions of this regulation shall apply to students of all academic levels in government and private schools, on violations committed by them inside the school or during trips, events and activities organised by the school or the Ministry and also apply to violations happens on school buses.

Private schools may add what it deems appropriate for their conditions of the other provisions, but not inconsistent with provisions of this regulation, and after approval from competent authority in Ministry.

Article 3:

The objectives of Regulation

This regulation aim to achieve self-discipline among students at all academic levels in government and private schools through the following:

1. Provide a safe educational environment in which to achieve compliance with moral values and school systems.
2. Respect all laws, rules and regulations in conducting an educational process to form educated and creative generations that are adheres to their Bahraini identity and take pride of their positive citizenship.
3. Enable specialists in school administration and teachers to handle students' behavioural problems in an educational manner.
4. Identify behavioural irregularities and guideway processors to provide a safe educational environment.

Article 4:

Controls should be taken in count when dealing with violations

Consider the following:

- Student's age, educational level and his growth and intellectual level.
- Nature of violation and the size of the damaged caused and circumstances when violation committed.
- The student's academic and behaviour record.
- If the student with special needs.

Article 5:

Dealing with violations

- Firstly: First category violation and dealing with them.

Violations:

1. Start the school day late.
2. Attending the school morning assembly late.
3. Not participating in morning assembly.
4. Late to attend the school periods.
5. Entering and leaving classroom during school periods without permission.
6. Absence some school periods during the school day.
7. Being absent from school.
8. Not submitting homework as requested.
9. Not bringing to school the needed books and stationery.
10. Not committing to wear school and PE uniform.
11. Failure in keeping the school clean.
12. Bringing personal mobile phones, electronic games and other devices without prior permission from the school management.

Resolving violations

1. Guide and direct students by specialists and counsellor in school.
2. Verbal warning.
3. Written warning.
4. Notify and call student's guardian regarding his behaviour and take a written pledge on student and the guardian in case student repeat the offense.
5. Assign work with educational nature to student in order to evaluate behaviour.
6. Temporary suspension of participating in student activities, events and school trips for a period of time the school set.

- Secondly: Second category violations and dealing with them.

Violations:

1. Breach of laws, regulations, decisions and school systems and instructions issued from school management.
2. Student offending his peers, school faculty and administration and other members of staff.
3. Create chaos or rioting inside the school campus or on school busses or during school and ministry activities.
4. Spread rumours and lies that can negatively affect school community.
5. Escape from school during the school day.
6. Attend any behaviour that can affect the school environment and distortion it.
7. Misuse school equipment and facilities.
8. Coming up with any behaviour that outraged the modesty or general morals.
9. Smoking and possession any of its material and tools or promote and encourage on it.

Resolve violations

1. Notify and call student's guardian regarding his behaviour and take a written pledge on student and the guardian in case student repeat the offense. *See Guardian Nadeen School Pledge and Student Nadeen School Pledge (in Year 3 and above).*

2. Assign work with educational nature to student in order to evaluate behaviour. *See Student Reflection and Worksheet.*

3. Temporary suspension of participating in student activities, events and school trips for a period of time the school set. Withdrawal of student from activities, events and school trips

One Approved by Phase Leader or ULT, teacher present communicates home and CCs Phase Leader.

Two Approved by ULT or SLT, teacher present communicates home and CCs ULT/SLT.

Three activities plus Approved by Principal, teacher present communicates home and CCs Principal.

4. deprived of attending school with permission to submit exams, for between: -

One school day to one week.

- 10 school days to a school term

- A school term to one school year.

Withdrawal of student from onsite learning

One School Day Organise a meeting* with parents and student(s) with class teacher and/or ULT.

Two school Days Organise a meeting* with parents and student(s) with class teacher and/or SLT.

Three School Days plus Organise a meeting* with parents and student(s) with class teacher and/or Principal.

*may include external professionals for advice.

5. Refer student to students' services directorate to look into his case and for recommendations deems appropriate.

Thirdly: Third category violations and dealing with them.

Violations:

1. Verbal, symbolic or physical abuse against students or faculty and administration staff members.

2. Partial or full damage of building facilities or public properties of school like, equipment, laboratories, or tampered with, steal or incitement to any of them.

3. Partial or full damage of school buses or misuse or violate others inside or outside the buses in any way or incitement to any of them.

4. Attend any behaviour that would obstruct the educational process, like not attending classes or incitement to this inside or outside the school.

5. Do any behaviour that would obstruct the educational process and its regulations, like to refrain from attending classes or to incitement to from inside or outside the school.

6. Videotaping or voice recording of his peers or faculty and administration members of staff, publication of those images and recordings by any means without a written permission from school management.

7. Publication or possession of pornographic material of any form, display, promote or distribute.

8. Sexual harassment, assault, sexual relations or promoting and incitement to.
9. Possession, distributing, promoting of weapons in all types and sharp materials, or any dangerous material that threatened school environment and student's safety.
10. Consumption of prohibitions inside school, especially alcohol, drugs and any other Psychotropic Substances.
11. If a student is impersonating another student or allowing someone else to impersonate him or his guardian in order to violate regulations and school systems.
12. Cheating, or promote and incitement on it.
13. Assaulting religions, rioting, Stir sectarian strife or sectarian strife.
14. Refrain from participating in sports, scientific, artistic competition that the Ministry has qualified him for.
15. Assaulting government bodies and authorities in any form and mean.
16. Assaulting national symbols, Flag or national anthem and emblem and to the Kingdom of Bahrain.
17. Falsification of school and ministry official documents.
18. Crowding in front of the school, or the Ministry or any of its buildings to practice riot or create chaos and disturb and prevent students and staff from attending school to study and work.
19. Obstruction of education process or disturbing public order or incitement on it.
20. Commit any of the following violations related to the use of computer and employ information of the Ministry or School.

- Not following required procedure for using computers, information technology and internet.
- Using computers and internet in areas are not allowed.
- Copy and distribute school's data.
- Access the computer system using password and user name of someone else.
- Disclosure of passwords.
- Use of software tools or devices intended or designed to penetrate information network or information technology devices or selling such programs, tools or devices and make them more accessible such as decoders programs.
- Use of software, tools and hardware that can be sold, distributed or displayed or made available to disable, and delay internet and information technology media.
- Change, damage or destroy software, data or electronic information used or stored in those media.
- Publication of information on internet that belongs to Ministry network or affect public order and general morals.
- Download any program or electronic games on devices without school's permission.
- Destroy or stop antiviruses or any other protection programs installed on computer devices.
- Spreading and distributing data and personal information of others or trade them with other parties.

Resolving violations

1. Notify and call student's guardian regarding his behaviour and take a written pledge on student and the guardian in case student repeat the offense. *See Guardian Nadeen School Pledge and Student Nadeen School Pledge (in Year 3 and above).*
2. Assign work with educational nature to student in order to evaluate behaviour. *See Student Reflection and Worksheet.*

3. Deprive student from using school bus for a period of time set by the students' discipline committee as per to the violation and not to exceed one term.
4. Deprive student from using free school transportation from a month up to one school year as per to the violation.
5. Deprive students from school from 10 days up to one school year as per to the violation with allowing student to attend and submit exams only.

Withdrawal of student from onsite learning

One School Day Organise a meeting* with parents and student(s) with class teacher and/or ULT.

Two School Days Organise a meeting* with parents and student(s) with class teacher and/or SLT.

Three School Days plus Organise a meeting* with parents and student(s) with class teacher and/or Principal.

*may include external professionals for advice.

6. Final suspension of students who exceed commitment stage.

Article 6

Specialist/ Jury? To look into First category violations

The competent school management should investigate first category violations and apply needed resolving regarding it.

Article 7

Forming students discipline committee

1. School principal or whoever is in charge of his affairs should form a student's discipline committee at the beginning of each school year. Under his chairmanship and membership of four members from administrative and educational faculty. To investigate in behaviour violations from both second and third violations and rise recommendation to respective educational management.
2. In all ways the ministry should assign any of its employees to join the committee and investigation.

Article 8

Refer to students' discipline committee

Student will be referred to students' discipline committee as per to written permission from School principal or whoever in charge of his affairs or by specialist authority in Ministry.