

1]. Section-A

<i>Title of the Policy</i>	Discipline and Learning behavior policy.	<i>Designation</i>	Inclusion Champion
<i>Name of Policy Writer</i>	S. R. Joshi	<i>Date of Next Revision</i>	11.04.23
<i>Date of Policy Revision</i>	11 th April2022	<i>Department/Section</i>	The Central School
<i>Policy Code</i>	TCS/DEIW/Discipline/22-23/03		

2]. Section-B

<i>Purpose</i>	<ol style="list-style-type: none"> 1. For optimum level of human development (to attain maximum level of human development) 2. To take responsibility of their actions (to ponder on the actions and their responsibilities) 3. To define the boundaries of behavior as to what is acceptable and what is not acceptable. (to identify the boundaries of acceptable behavior vis-à-vis) 4. Provide psycho-social and physical freedom within the limits of constitution. (to develop the concepts of psycho-social and physical freedom anchored on the content of constitution) 5. To identify, regard and understand the benefits of self-regulation (to gain and acquire full understanding about the benefits of self-regulation)
<i>Promotion method: Behavior of learning</i>	<p><u>Principles</u></p> <p>The Behaviour for Learning is based on the following principles:</p> <ul style="list-style-type: none"> • Every student has the right to learn • Every teacher has the right to teach without interruption • Every person in the school has the right to be spoken to in a respectful manner. • Teachers will use the language of choice when discussing a student's behaviour with them. • Every parent has the right to information about their child's behaviour, and to work in partnership with the school to encourage high standards and expectations. <p>To these ends, the following principles support our aims and rationale:</p> <ul style="list-style-type: none"> • All students will be able to gain rewards that will remain relevant across the school. • There should be an emphasis on recognising, celebrating and rewarding positive behaviour. This will lead to a positive ethos with an emphasis on rewards, where students, parents and staff have a clear understanding of the consequences of any behaviour that hinders learning.



- Expectations regarding behaviour will be displayed in all teaching areas.
- Where a student chooses to behave inappropriately staff will consistently apply clear, sequential consequences according to this policy.

This policy sets guidelines of agreed principles and approaches that underpin the behaviour for learning strategy at the Central School Dubai.

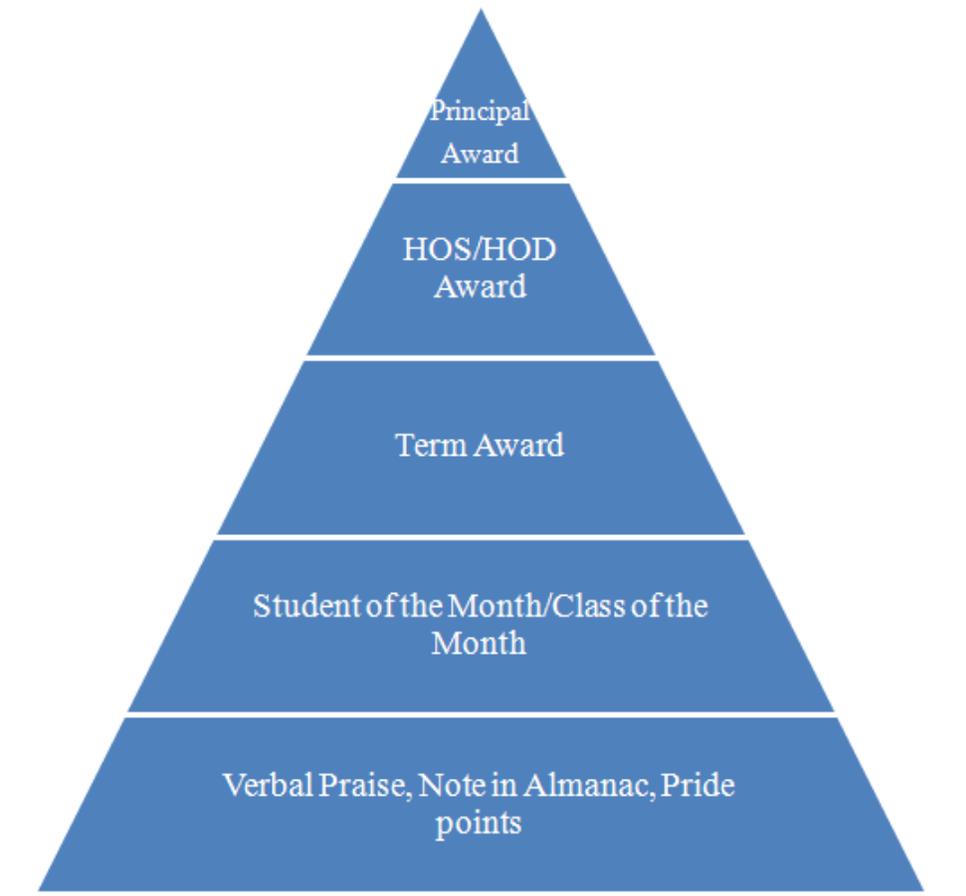
Behaviour for Learning gives a positive framework within which all members of the school can work. Its rationale is clear – optimum teaching and learning can take place when behaviour is positive, and inappropriate behaviour is managed as part of the learning process.

Aims

- To contribute to a school ethos where the values of “Islamic Culture” is embraced by all.
- To promote a positive learning environment throughout the school, ensuring learning can be effective, and students and staff feel safe, secure and respected.
- To ensure that low level disruption is kept to a minimum, so that the time for learning is maximised.
- To ensure that students recognise that they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour.
- To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
- To ensure that students, parents and staff are fully aware of:
 - The expected behaviour of students both in lesson and around the school
 - The clearly defined and sequential rewards for good behavior, attitudes towards learning and consequences for poor behaviour.
- To communicate with parents quickly where significant positive or negative intervention has taken place.
- PRIDE policy



REWARDS



Verbal Praise/note in Almanac

Students respond well when praised verbally. This may be used when a correct answer is provided, an answer is developed further, a student makes it a positive contribution to the learning environment and almanac is used and maintained properly by the students. The almanac is a vital communication tool between Student, Teacher and Parents. Positive contributions may be recorded using the appropriate place in the almanac.

Student of the Month PRIDE points

PRIDE points are awarded for a **single piece** of work that exceeds expectations. The maximum number of **PRIDE** points that may be given in any **one instance is 5**. Teachers may also use their professional judgment to award **PRIDE** points accordingly, however the maximum limit of 5 must not be exceeded. Suggestions include hard work and effort, excellent class work and homework, being very helpful, good teamwork and improvement and progress within a lesson.



P- Problem Solving- HW Regularity/Neatness of work/ Helpful
R- Respect-Respects teachers/students/ welcoming/wishing
I - Intelligence- Answer a question/ Participation in activities
D- Discipline-Fee dues/ Arrival/leave record/ Exit and entry to class
E- Empathy- A good act/ noted of being helpful.

Besides this, over all any other act which needs to be commended, the teacher needs to give a PRIDE point. The Pride point needs to be written in the school almanac and the given needs to sign with her designation. The class teacher will compile the points weekly, monthly and annually for the final certificate.

PRIDE points should be recorded in the given excel sheet with rubrics.

It is the responsibility of the Class Teacher to record PRIDE points on a weekly basis on the spreadsheet. Certificates will be awarded on a monthly basis in the school almanac and only the outstanding students for best category during the Annual day.

- Bronze – 50 PRIDE points. Awarded by the Class teacher
- Silver – 100 PRIDE points. Awarded in assembly by HOD.
- Gold – 250 PRIDE points. Awarded in assembly by Supervisors.
- Platinum – 450 PRIDE points. Awarded in assembly by HOS
- When students receive a certificate, their names will feature in the Monthly Newsletter Above 450-Principal

Above 450-Principal/Student of the Month/ Class of the Month.

Principal award and Student of the Month awards are given in the Primary and Secondary School respectively. These awards are decided by the Class Teachers and collated by the Grade Coordinator and Head of Students. These awards are based on the display of the best attitudes towards learning, the qualities such as adaptability, honesty, respect, responsibility, leadership and regularity in attendance.

Class of the Month is given on the basis of responsibility, behavior, punctuality, classroom management and attitude of the students.

We use rewards to

- Create a secure, orderly and working environment.
- Raise students' self-esteem and make them feel valued.
- Set goals for personal achievements.
- Provide opportunities for students to aspire and assume responsibilities.
- Motivate and encourage students to do their best.
- Ensure effective teaching and learning can take place.
- Develop the students' sense of appropriate and inappropriate social behavior.



	<p>Appreciation Card This is issued by the Principal to complement good work by staff and students</p>										
<p><i>Approach: Correction method.</i></p> <p>Contingency Approach -1</p>	<p>Contingency approach: Defined disciplinary concerns are categorized in 4 domains according to the degree of intensity. Any indiscipline will attract a level of action against the student, where she/he is liable to lose <u>internal marks</u>. (Indiscipline manifested is affected by the level of action incurred by a student, wherefore liable to lose <u>internal marks</u>.) If these marks add up, it will be difficult for the student to be promoted. She/he will be at risk to repeat the class again.</p> <p>(Contingency Approach) Discipline Policy (MoE)</p> <table border="1" data-bbox="329 730 1287 1291"> <thead> <tr> <th>Level Irregularities</th> <th>Deduction of marks</th> </tr> </thead> <tbody> <tr> <td>FIRST GRADE-MINOR DEGREE IRREGULARITIES</td> <td>4 marks</td> </tr> <tr> <td>SECOND MEDIUM-RISK DEGREE IRREGULARITIES</td> <td>8 marks</td> </tr> <tr> <td>THIRD HIGH- RISK DEGREE IRREGULARITIES</td> <td>12 marks</td> </tr> <tr> <td>FOURTH INTENSIVE HIGH- RISK DEGREE IRREGULARITIES</td> <td>20 marks</td> </tr> </tbody> </table>	Level Irregularities	Deduction of marks	FIRST GRADE-MINOR DEGREE IRREGULARITIES	4 marks	SECOND MEDIUM-RISK DEGREE IRREGULARITIES	8 marks	THIRD HIGH- RISK DEGREE IRREGULARITIES	12 marks	FOURTH INTENSIVE HIGH- RISK DEGREE IRREGULARITIES	20 marks
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<p><i>Rationale</i></p>	<ol style="list-style-type: none"> 1. For optimum level of human development 2. To take responsibility of their actions 3. To define the boundaries of behavior as to what is acceptable and what is not acceptable. 4. Provide psycho-social and physical freedom within the limits of constitution 5. To identify, regard and understand the benefits of self-regulation 										



**Consequences:
Categories of irregularities in behavior.**

1. Irregularities of (simple) first degree – (4) marks for each. (from English and Science)

Irregularity No.	Description of Irregularity
1.1	Delaying or non-participating in the morning queue without an acceptable (valid) excuse, or delay in attendance at the specified time to start the class for a period not exceeding (10) minutes without an acceptable (valid) excuse.
1.2	Access to and exit from the classroom – on class time – without permission, or non-attending the class or school activities without excuse.
1.3	Non-compliance with the school uniform or sports uniform, or non-preserving it.
1.4	Non-bringing the books and school supplies.
1.5	Failure to follow the rules of positive behavior inside and outside the classroom, such as: maintaining calmness and discipline during the class time, and issuing inappropriate voices inside or outside the classroom.
1.6	Sleeping during the class or formal school activities without justification or permission (and after making sure of the health status of the learner).
1.7	Eating during classes and during morning queue without justification or permission (and after making sure of the health of the learner).
1.8	Non-compliance with the delivery of homework and assignments entrusted to him on specific time.
1.9	Bringing of means of communication such as mobile phone.
1.10	Misusing the electronic devices such as tablet computer and others during the class, including playing electronic games, and using the headphones inside the classroom.
1.11	All other similar irregularities according to the discretion of the Educational Committee.
1.12	No proper grooming or hair cut Trim neatly near the sides above the earlobes and 2 inches length from the scalp. No other style is permitted.

2. Irregularities of the (medium-risk) second degree – (8) marks each. (from core subjects: English, Science, Math, Sst (UAE & Indian))

Irregularity No.	Description of Irregularity
2.1	Repeating the irregularities of the first degree.
2.2	Absence from the school before and after holidays, vacations, weekends and pre-semester exams.
2.3	Getting out of school without permission or escaping during school day, and is considered absent; not attending classes
2.4	Urging to conflict, threaten or intimidate any of his school's colleagues.
2.5	Doing something that would violate public morals or public system in the school, values, and customs of the community, such as resembling with the other gender in clothing and appearance, haircuts, the use of cosmetics, etc.
2.6	Writing on the school walls, sabotaging the school furniture and school buses.
2.7	Taking photographs, possession, dissemination and circulation of photographs of school staff and students without their permission.
2.8	Verbal abuse.
2.9	Smoking in the school campus and/or possession of its tools.
2.10	All other similar irregularities according to the discretion of the Behavior Management Committee in the school.

3. Irregularities of the (high-risk) third degree: - (12) marks each. (from All subjects)

Irregularity No.	Description of Irregularity
3.1	Repetition of one of the second degree irregularities.
3.2	The acquisition, possession, display and promotion of unauthorized materials, information or electronic materials, and those contrary to values, morals, etiquette and public order which detriment the public modesty.
3.3	Defaming and abusing classmates and school staff in social media.
3.4	Bringing and possession of white weapons or the like inside the school.
3.5	Physical assault on colleagues or school personnel (bullying).



3.6	Theft or concealment thereon.
3.7	Destroying or vandalizing the school equipment and facilities and seizing them.
3.8	Insulting heavenly religious, or provoking all that causes sectarian and doctrinal strife in the school.
*3.9	Tampering, vandalism, destroying school buses and harming road users.
3.10	All other similar irregularities according to the discretion of the Behavior Management Committee.
3.11	Not following School bus discipline.

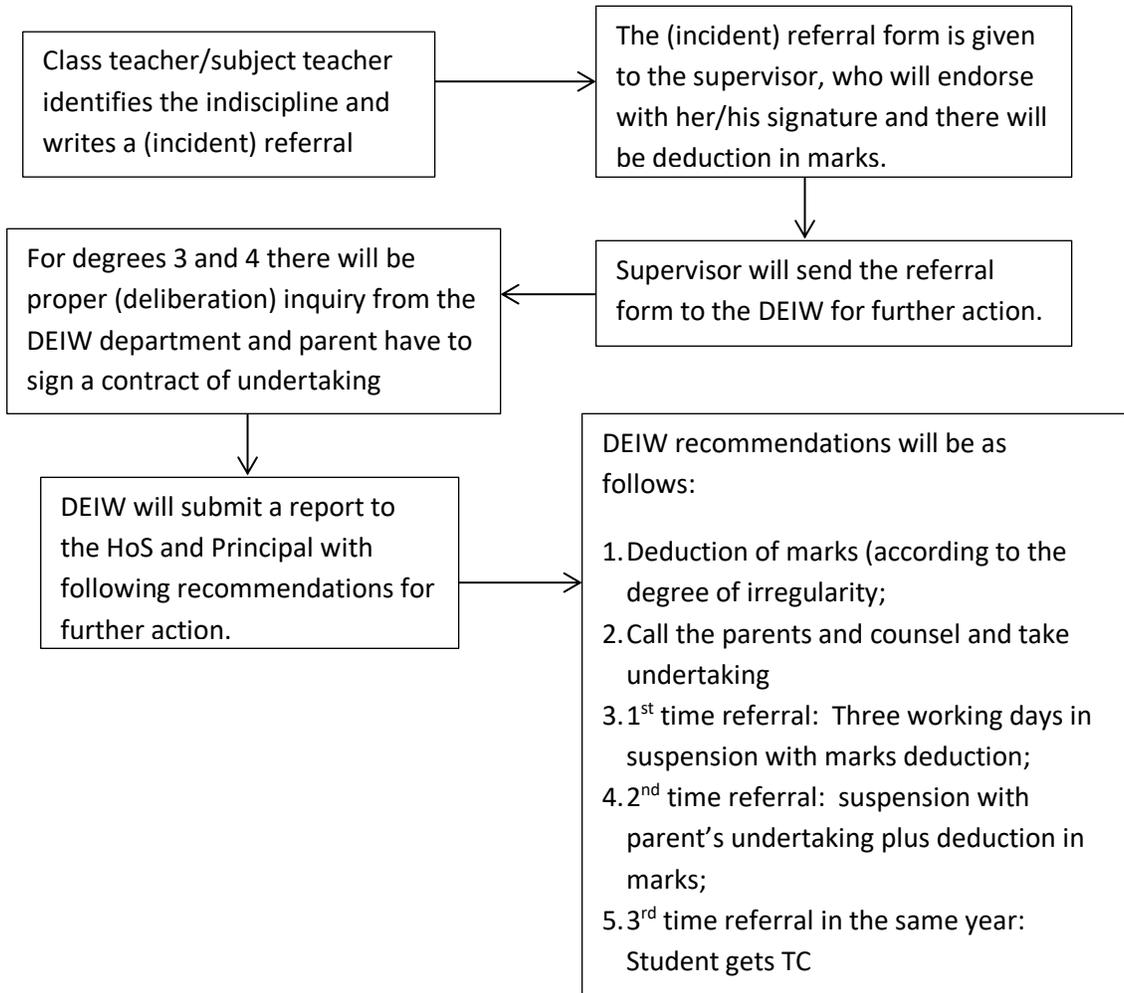
***Note: The school will charge the parents to compensate the cost of damage for irregularity 3.9 which comes under the section of intentional damage of school property.**

4. Irregularities of the (intensive high-risk) (issuance of TC from the School)

Irregularity No.	Description of Irregularity
4.1	Repetition one of the third degree irregularities.
4.2	The acquisition, possession or use of firearms, white weapons or the like inside the school.
4.3	Sexual assault inside the school.
4.4	Physical assault leading to injury to colleagues or school staff.
4.5	Involving in leaking and distributing exam questions or participating therein in any way.
4.6	Causing fires inside the school campus.
4.7	Impersonating others in school transactions, or falsifying school documents.
4.8	Exposing to abuse of political, religious and social symbols in the state.
4.9	Possession, collection, promotion or use if narcotic drugs, narcotic medical drugs, psychotropic substances inside the school, or appearing under the influence of narcotic drug, narcotic medical drugs and psychotropic substances.
4.10	Spreading or promotion extremist, atheist or atheistic ideas and beliefs that is hostile to the social and political systems of the community.
4.11	Cyber bullying
4.12	All other similar irregularities according to the discretion of the Behavior Management Committee.



Escalation Chart.



Note:

1. The above mentioned incidents will be filed into the personal record of the student and will reflect in Transfer Certificate.
2. This disciplinary policy is addendum to Child Protection and Safe guarding policy.
3. Reduction in marks cannot be revoked.
4. The following is important:
 - a. That if the student gets referral, she/he will be suspended for three working days continuously plus marks deduction according the degree of irregularity.
 - b. That if the student gets referral, she/he will be suspended for second time for three working days continuously along with parent's undertaking that for the third time should the student gets referral, she/he will be given TC.



**Bus
Discipline**

Responsibilities of School Bus Drivers:

1. Use the Electronic Stop Rod when picking up/dropping off students.
2. Wear the official uniform while practicing school transport activity, and maintain clean attire.
3. Abstain from smoking, eating and drinking while driving.
4. Keep the school bus in a clean condition.
5. Arrive on or in time and inform the direct supervisor in case of any delay.
6. The driver must be of a good conduct with no history of criminal records.
7. The driver must have a disease-free certificate, and submit a proof of drug-and alcohol-free status.
8. The driver must be literate in both English and Arabic languages

Responsibilities of Students and Parents:

Parents and students shall assume the following responsibilities:

- 1) Parents have to deliver their children to the school bus or the assembly point at the specified time. If there is a delay on their part, parents have to deliver their children to the school, without holding the driver accountable.
- 2) Parents should help in training and educating their children on the importance of traffic safety, and how to wait and ride the school bus.
- 3) Parents should notify the school administration of any offence or negligence from the driver.
- 4) The driver may return the students to the school if no one came to collect them upon returning at home, under the responsibility of the parents.
- 5) Students should maintain the bus cleanness and notify the school management or their parents of any offences committed by the driver or students.
- 6) The school principal is solely entitled to deny any student the school transport service if he/she makes one of the following offences:
 - a. If a student causes the school bus to delay more than three times during the academic year.
 - b. If a student violates any safety rules or poses danger to others during the bus trip.
 - c. If a student refuses to ride the bus from the students gathering point agreed upon in advance by the school administration.
 - d. If a student leaves the school bus before reaching his/her designated drop off point without prior permission.
 - e. If a student continues to make troubles during bus trips, with more than three cases reported against him/her.

Responsibilities of Female Bus Conductors

1. Help students boarding/alighting from the school bus.
2. Maintain students' safety and usher them to their seats.
3. Help students cross the street and ensure they are collected by their families.
4. Ensure, at the end of the trip, that the bus is empty and all students have departed the bus, taken their bags, and their personal belongings.



	5. Quickly deal with emergency cases and contact the concerned parties to take necessary actions. 6. Take attendance of the students physically.
	<p style="text-align: center;"><u>LETTER OF CONFESSION</u></p> <p>To _____ Date: _____</p> <p>Head of the Section, The Central School, Dubai.</p> <p>Respected Madam/Sir,</p> <p>I agree that I have disobeyed/violated school policies specifically (degree/code)_____</p> <p>Name of the Student _____ Grade/Division_____</p> <p>Referral form No. _____ Date _____</p>
<i>Policy is compiled and edited</i>	S. R. Joshi Inclusion Champion Department of Empowerment to Inclusion and Well-being.
<i>Date:</i>	Approved by: Ms. Seema Umar



المدرسة المركزية
The Central School

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

Student Behaviour Management Distance Learning 2020



Student Behaviour Management Regarding Distance Learning 2020

- **Introduction:**

The Ministry of Education has launched the Distance Learning Initiative to address changing and emerging conditions in order to fulfil the requirements of the Emirati School, as distance learning is a method of self-learning, that leads to strengthening the system of open and continuing education.

The reasons for implementing the distance education system are:

1. Enabling all students to learn
2. Overcoming the time barrier
3. Overcoming geographical impediments
4. Utilising qualified educational capacities
5. Employing modern technology in the educational process
6. Reducing student pressure on educational institutions in times of crisis, so as not to affect students' learning negatively.

In terms of this initiative being innovative and supportive of the United Arab Emirates' pioneering role in educational initiatives and to achieve commitment and disciplinary behaviour for students and for the stability of the programme, guidelines and instructions have been extracted and developed from the Student Behaviour Management Policy in line with this initiative, which will help in its success and achieve continuity for the academic year and the educational process.

The behavioural offences are mentioned according to their degree, as mentioned in the Student Behaviour Management Policy of 2018, and are coupled with behavioural offences specific to distance learning, in order to achieve the ease and flexibility of access to the detailed procedures mentioned in the Student Behaviour Management Policy of 2018.

- **Objectives:**

1. To promote positive behaviour and take self and public responsibility among students within the school community.
2. To create an appropriate educational environment for the success and enhancement of the Distance Learning Initiative based on the integration and continuity of education in facing crises and natural disasters.
3. To apply the principle and culture of reinforcement, encouragement and permanent care to the educational community to reduce behavioural **offences**

outside the walls of the school (Distance Learning) with the best possible educational means.

4. To provide a controlled reference that defines the rules, standards, and procedures to be invoked to deal with students' behaviour in a way that ensures compliance with school values and systems through changing and emerging conditions.

- **Scope of Application of Behaviour Management Guidelines:**

All the articles mentioned are applicable to all public education institutions (first and second cycles and secondary education) which are subject to the Distance Learning Initiative on the national level.

- **Definitions:**

- **Distance Learning:** A method of self-learning which employs the use of modern technology and leads to the strengthening of the open and continuing education system.
- **Student Behaviour Management:** A set of procedures to help control student behaviour when learning remotely.
- **Behaviour Management Committee:** One of the school management committees responsible for discussing students' problems in terms of educational and behavioural aspects and taking appropriate actions regarding these in accordance with the provisions of the policy.
- **Educational Environment (Virtual School):** The educational community work environment with its physical, social, human, psychological and virtual elements (Distance Learning Environment), using electronic platforms via the Internet.
- **Electronic Period:** An official period to which the instructions, regulations and laws are applied as in the classroom period, and they may be synchronous (direct broadcast) or asynchronous (as per electronic sources available at any time).
- **Behaviour:** Every statement made, and act, practice, or activity done by students through their interaction with the educational environment surrounding them.
- **Absence:** Missing class (distance learning environment) for one or more days, or part of the school day or more, both excused and unexcused.
- **Offences:** Any student behaviour that is not consistent with expectations, which has a negative impact on the student, others and the educational environment.

- **Bullying:** Any frequent form of intentional psychological, physical, verbal, electronic, or digital abuse or intimidation, or threat by a student or group of students toward one or more students or towards school staff.
- **Cyberbullying:** Using the means of communication and information technology to insult, use profanity towards, threaten with violence, slander, or blackmail someone.
- **Technical Offences:** Any act committed, including unlawful entry, to threaten or blackmail a person, prejudice his/her private life, defame or harm him/her, access or delete his/her private data, or produce anything that might undermine public order or religious values.
- **Electronic Devices:** Any electronic, magnetic, optical, electrochemical, or other tool used to process and/or store electronic data, or perform logical and mathematical operations, by any means of connection, direct or otherwise, which allows this device to store electronic information or communicate with others.
- **Communication Channels:** Any means of communication between the school system, sectors, educational councils and parents. This may include phone calls, e-mails, SMS messages, social networks and channels, and smart notices and alerts via smart applications from the Ministry of Education.
- **Digital Citizenship:** A set of digital controls and standards, and their evaluation, which help optimise the use of digital resources to help move towards protecting the benefits of others from potential risks through early awareness.
- **Offences and Behaviours in the Virtual School (Distance Education):**

1 st Degree Offences (Simple)	Minor Behavioural Offences (Distance Learning)
1.2 Repeated tardiness without an acceptable excuse.	<ul style="list-style-type: none"> • A delay of (10) minutes or more from the beginning of a distance learning class when broadcasting live without an acceptable excuse.
1.3 Non-compliance with the school uniform policy without an acceptable excuse.	<ul style="list-style-type: none"> • Wearing clothes that violate public decency and morals while attending the period when broadcasting the distance learning period live.
1.6 Failure to follow the rules of positive behaviour inside and outside the class, such as remaining calm and maintaining discipline during the period, and making inappropriate sounds inside and outside the class.	<ul style="list-style-type: none"> • Private conversations or discourse that are not related to study and hinder the course of the lesson during the live broadcasting of the distance learning period. • Ridiculing the teacher or a colleague during the distance learning period.
1.8 Eating during periods.	<ul style="list-style-type: none"> • Eating while attending a distance learning

	period.
1.10 Misuse of electronic devices such as a tablet and others during the period, including electronic games and headphones in class.	<ul style="list-style-type: none"> • Adding any unauthorized program, including programs that are shared and free programs. • Using the microphone feature, camera or chat without prior permission from the teacher. • Playing games (except with the express permission of the teacher because it is an educational necessity linked to the lesson.) • Misusing rights and tools available through Microsoft Teams.
2nd Degree Offences (Medium Severity)	Medium Severity Behavioural Offences (Distance Learning)
2.1 Absence from school without an acceptable excuse at any time.	<ul style="list-style-type: none"> • Absence from a single school day (via distance learning) without an acceptable excuse.
2.4 Incitement to fight, threaten or intimidate classmates.	<ul style="list-style-type: none"> • Inciting students not to attend periods, threatening or intimidating them, and not attending periods in distance learning platforms. • Creating quarrels between students, whether visual or written, by broadcasting via synchronous and asynchronous distance learning platforms. • Not responding to the rules governing the course of lessons.
2.7 Misusing any means of communication.	<ul style="list-style-type: none"> • Misusing ministerial computers during or after the completion of distance education periods. • Engaging in audio and video communication with the rest of the students for non-educational purposes after the end of the official period time, be it on or off school premises. • Using e-mail or social media to reveal information of a personal nature. • Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.
2.8 Verbal abuse or insulting students, staff or school guests.	<ul style="list-style-type: none"> • Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user. • Abusing or insulting official visitors during periods during the live broadcast.
2.9 Smoking on campus and/or possession of smoking paraphernalia.	<ul style="list-style-type: none"> • Smoking while attending the distance learning period or possessing any smoking paraphernalia while attending the period.
3rd Degree Offences (Serious)	Serious Behavioural Offences (Distance Learning)
3.1 Bullying of various kinds and forms.	<ul style="list-style-type: none"> • Using the initiative's communication and information technology to insult, curse, threaten with violence, slander, or blackmail in a deliberate and repeated manner via any digital platform.
3.4 Attempting to defame or abuse	<ul style="list-style-type: none"> • Participating in unofficial mailing lists and

<p>schoolmates and/or personnel on social media.</p>	<p>bulletins within the distance education initiative and posting information about teachers and students without permission.</p> <ul style="list-style-type: none"> • Posting about the initiative through social media. • Divulging other students' personal information, including home addresses and phone numbers.
<p>3.5 Impersonating others in school transactions or forging school documents.</p>	<ul style="list-style-type: none"> • Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network. • Entering and using the account of another teacher or student with or without his/her knowledge and/or consent.
<p>3.6 Destroying or damaging school furniture, tools and facilities.</p>	<ul style="list-style-type: none"> • Destroying, modifying, or misusing devices or software in any way. • Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software or hardware. • Installing or downloading software or products that might harm the device or the network.
<p>3.10 Photocopying, possessing, publishing and circulating images of school personnel and students without their permission.</p>	<ul style="list-style-type: none"> • Using any camera (available as part of or as an add-on to certain devices) for personal use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their explicit consent. • Using educational content to photograph and recording conversations between students, and posting them without prior permission.
<p>4th Degree Offences (Very Serious)</p>	<p>Very Serious Behavioural Offences (Distance Learning)</p>
<p>4.1 Using any means of communication or social media for illegal or immoral purposes, or to harm an educational institution, its employees, or others.</p>	<ul style="list-style-type: none"> • Creating or opening hyperlinks or any associated files unless they are sent from a trusted source. • Using montage software that can produce unreal and fake content and circulating it on social media. • Using the network to develop programs that harass users or to penetrate or destroy other people's accounts and devices. • Establishing networks or network connections to make live communications including audio or video (relay chat) without prior formal permission. • Publishing, creating, exchanging or promoting malicious or suspicious software. • Inundating e-mail accounts or applications used for distance education with high electronic data flow, stopping it them working, disabling them or destroying their contents.

	<ul style="list-style-type: none"> • Intentionally capturing or intercepting any communication without authorisation through the information network used for distance education.
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PROCEDURES FOR DEALING WITH OFFENCES:

- The following levelled procedures shall be taken, and the deduction of behaviour grades shall be calculated in the event of committing various offences during distance learning, taking into account the detailed instructions and procedures mentioned in the Behaviour Management Policy in public education institutions, and also taking into account the detailed instructions mentioned in the section of procedures for dealing with offences, both according to the degree of the offence that is mentioned in detail in the student Behavior Management Policy.
- Cases will be presented within the competences of the behavior management committee, and accordingly, the necessary decisions are taken according to the Behaviour Management Policy in public education institutions (Ministerial Decree No. 851 of 2018).
- In the event that a student with special educational needs or of determination commits a behavioural offence during distance learning, the School Behaviour Management Committee and the school support team shall coordinate with each other and with the special education support centre to study the behaviour of the student to determine the relationship between the offence and the disability, and then apply the same measures mentioned in the 2018 Student Behaviour Management Policy.
- Any breach of these rules (third and fourth-degree offences) may lead to procedures ranging from withdrawing the user's right to log-in or monitoring the use of the service or terminating his/her use of the service or both with retroactive effect. In some cases, it may lead to facing criminal charges, and there will be disciplinary procedures in case of breaching these conditions and rules.

Attendance, Absence and Dismissal:

The procedure and measures for calculating attendance and absences, excused or unexcused, are subject to the laws and regulations issued in this regard.

Fraud and Violation of the Exam Regulations:

Cheating offences are subject to the laws and regulations issued in this regard.

Roles and responsibilities of stakeholders:

School Administration:

- Form a student behavior management committee, approve all of its official actions as specified in the official policy, and deal with all offences through it, and also activate the initiative's plans and programs.
- Ensure that teachers' accounts are activated on educational platforms, regardless of whether they are or are not from the Ministry staff. Follow-up on teachers' execution of the allocated periods according to the set schedule and ensure that the teacher uses professional language during broadcasting.
- Prepare alternative plans to cope with any challenges that may arise when implementing the initiative, especially regarding the absence of teachers.

- Ensure the quality of the activities and educational materials provided to students in the virtual school.
- Instruct students to log-in the training platform to see how to practise interactive distance learning lessons.
- Prepare schedules for the distance education periods according to the methodology that has been sent from the school operations.
- Ensure that all students have tablets to enable distance learning.
- Coordinate with the technical support team to solve and avoid any technical issues that may disrupt distance learning.
- Monitor the impact of training on teachers and their readiness for distance learning.
- Monitor the absence and tardiness of students during the broadcasting of periods, and follow up with school administration specialized staff.
- Conduct teacher / student / parent surveys on the quality of distance learning and generate improvement plans.
- Prepare and submit reports on the Distance Learning Initiative.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Parents

- Full responsibility for the user agreement concerning the usage policy and rules in terms of:
 - Possessing a computer
 - Running officially accredited programs for distance learning
 - Refraining from filming or disclosing the live broadcast
 - Being present for guidance during the broadcasting period
- Secure environment readiness for students in their homes through the following:
 - Providing an adequate place and providing the Internet
 - Maintaining the student's overall good appearance during lessons
- Support and encourage students to practise distance education by ensuring that they attend and complete all educational activities.
- Commit to repair any damage or replace any equipment which has been lost or damaged beyond repair by their child. Value will be determined based on supporting evidence and documents, as well as the committee's decision.
- Comply with the school's decision regarding any offences committed by their child. In the event that the parent/guardian refuses to comply with the school's decisions or take responsibility for their child's offence, the matter will be submitted to the competent authorities through legal action.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Teacher

- Use the computer provided by the Ministry in formal activities and tutorials that are compatible with distance learning program's laws and regulations.
- Ensure usage of the Internet is fully dedicated to supporting educational and research objectives and in line with the initiative's mission and objectives.
- Adhere to the rules of proper discipline and conduct in electronic communication and maintain students' personal information confidential.

- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Student

- Comply with official times and dates in accordance with the regulations and laws issued by the Distance Learning Initiative.
- Keep the device completely safe after receiving it. The device is considered the responsibility of the student, who shall bear its cost in full in case of loss, theft, damage or any other reason.
- Use the computer provided by the Ministry in formal activities and tutorials that are compatible with the Distance Learning Initiative's laws and regulations.
- Adhere to all rules. Any violations will result in procedures ranging from withdrawing the user's right to log-in or monitoring the use of the service, or terminating his/her use of the service, or both, with retroactive effect.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Academic Counselor / Social Worker

- Inform, educate, and guide students and their parents regarding the initiative's regulations.
- Educate students about the distance learning methodology and monitor students' impressions about it.
- Inform parents about their role and responsibilities in the distance learning of their children.
- Follow up on cases of offences and document them in writing and present them periodically and continuously to the behavior management committee.
- Contribute effectively to the Behavior Management Committee, as he/she is the committee's rapporteur.
- Follow up on the implementation of all recommendations received from the Behavior Management Committee and follow up with the higher authorities.
- Implement group mentoring programs through distance learning to provide students and their parents with all new developments and guidelines related to the initiative.
- Follow any instructions or guidelines of the Distance Learning Initiative issued by the Ministry of Education.

Pioneer of Change

- Form the school's Smart Learning Team.
- Clarify the tasks of the school Smart Learning Team (one Smart Learning member representing students and teachers, one electronic maturity member, one Smart Learning member representing school leaders, one member for technical challenges, and one government communication member).
- Participate and cooperate with the school administration and the Smart Learning Team in disseminating the culture of electronic security among the educational staff, students and parents.
- Monitor the physical environment and devices to maintain their effectiveness and ensure the use of officially approved applications and technological solutions.



- Follow up on usage reports for teachers and students and develop a plan to improve performance and quality of use.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Smart Learning Coordinator

- Develop an operational plan or initiative within the school's development plan to use technology in teaching and learning and supervise its implementation.
- Ensure that the Ministry's applications and technological solutions are used in all subjects in teaching and learning and supervise their implementation.
- Monitor the physical environment and devices to maintain their effectiveness, limit technical difficulties, and follow up on their solutions.
- Follow any instructions or guidelines for the Distance Learning Initiative issued by the Ministry of Education.

Policy on Cyber-bullying

Although various definitions of cyberbullying have been proposed, it is commonly defined as “an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or her-self” (Smith et al., 2008, p.376). In particular, cyberbullying involves harassing, intimidating, threatening or otherwise harming others by sending or posting threatening or humiliating texts, pictures or videos over the Internet without permission (Patchin and Hinduja, 2010). This can cause permanent damage to the victim psychologically and hunt the victim life long.

The Central School of Dubai will act according to the Federal Law no. (2) of 2006 on Combating Cybercrimes

According to the Article 21 the person shall be punished by imprisonment of a period of at least six months and a fine not less than one hundred and fifty thousand dirhams and not in excess of five hundred thousand dirhams or either of these two penalties whoever uses a computer network or and electronic information system or any information technology means for the invasion of privacy of another person in other than the cases allowed by the law and by any of the following ways:

- 1- Eavesdropping, interception, recording, transferring, transmitting or disclosure of conversations or communications, or audio or visual materials.
- 2- Photographing others or creating, transferring, disclosing, copying or saving electronic photos.
- 3- Publishing news, electronic photos or photographs, scenes, comments, statements or information even if true and correct.

Shall also be punished by imprisonment for a period of at least one year and a fine not less than two hundred and fifty thousand dirhams and not in excess of five hundred thousand dirhams or either of these two penalties whoever uses an electronic information system or any information technology means for 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.