



DR. PILLAI GLOBAL ACADEMY
local actions...global options

Discipline Policy

Updated -2021

Updated - 2023

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The School Vision

“To develop local actions to create global options”

Mission Statement of DPGA

We are committed to provide a holistic education based on new generation academics that create not just global career options for our students, but which empowers them to become key contributors to the community and the environment in which they live. We strive to achieve nation-building through character building and we do so through an approach of mentoring.

OBJECTIVES

DPGA focus on the holistic development of every student. Our aim is to foster in every student a passion for acquiring knowledge, a commitment to taking ownership, a habit of self-control, a healthy self-perception, and an admiration for others. In order to prioritize the safety of both themselves and others, students are encouraged to consistently make positive choices regarding their behaviour.

Furthermore, these choices should also contribute to the creation and maintenance of a productive learning environment. The maintenance of school discipline requires the collective participation of parents, guardians, students, and staff. The primary aim of the Discipline Policy is to encourage positive behaviour choices by acknowledging students who consistently exhibit positive conduct. Nevertheless, mistakes are an inherent component of personal development. We assist students in contemplating errors in their judgment and behaviour, while providing them with guidance in acquiring the skills to make improved decisions.

At DPGA, we strive to educate and exemplify positive conduct by emphasizing the importance of listening, cooperating, and showing mutual respect. At DPGA, we foster a culture that empowers students to exercise their autonomy by making independent choices, while also emphasizing the importance of demonstrating responsibility towards others and respecting the property around us. We are of the opinion that when this phenomenon takes place, it will lead to a highly favourable and efficient atmosphere for teaching and learning. As a consequence, students will be motivated to pursue excellence in their academic endeavours.

Rationale for Educational Discipline Policy

Discipline Policy stems from an understanding of how the student navigates through basically three types of relationships within the school environment. Relationships:

- **With self (emotional)**
- **With others (social)**
- **With academics**

These relationships are not experienced in isolation but are intrinsically interwoven into the fabric of his/her personality thus shaping the person he/she is growing up to be. For instance, difficulty in forging relationships may adversely affect how an individual feels about himself emotionally and may manifest itself in a particular type of behavior. Similarly, a poor relationship with a subject teacher may impact negatively on the student's relationship not only with the teacher but also with that subject matter. The overall school ambience within which these relationships develop need to be positive and exude a positive energy that will foster the development and growth of appropriate learning behavior.

Research and studies have provided ample evidence that a positive home and school climate leads to a decline in student behavioral problems in school and enhanced academic progress as well as success in life. Therefore, behavioral problems that manifest themselves in any of the above three areas need to be addressed from a socio-psychological perspective that focuses on individuals and also on groups, be they peers, teachers and parents.

Desirable family-child relationships are also crucial with high parental warmth, support, positive communication and reasonable supervision. Working with peer groups and enlisting their support will help students understand that aggressive behaviors are both harmful and unacceptable. Helping students build friendships and creating a peer culture based on mutual respect and understanding will foster a positive school climate as well as promoting inclusive education and embracing diversity.

It is important that positive steps are taken to foster a desirable teacher-student relationship together with a family-school relationship that will go a long way to protect against problem behaviors.

It is DPGA's endeavor to create a climate where:

- **Students, parents and staff members feel welcomed, comfortable, accepted and safe;**
- **Healthy and respectful relationships are promoted among all members of the school community;**
- **Students are encouraged to be leaders and role models – for example, by speaking up about issues such as bullying, etc.**
- **Parents and community members are actively engaged in the welfare of their wards;**
- **Positive behaviour is reinforced and rewarded and students are given opportunities to develop relationships that are free of favouritism, discrimination and harassing behaviour;**
- **There is a culture of high expectations in which the improvement of learning outcomes for all students is emphasized;**
- **All religions and cultures are respected and valued.**

Description of expectations

- **Entry to and exit from school**

Entry to and exit from school Students are expected to be on time for school and in their classes by 7:45 AM. Missing the bus and oversleeping are not reasonable excuses for being late to school.

Arriving late to school is not acceptable. In such cases, a maximum of four entries will be allowed in a month, with parents being notified. The fifth time the student will be sent back home.

During dispersal, bus users will be allowed to leave classes according to the assigned schedule. They must use the assigned route to go to the bus parking area. If a student does not report by the given time Bus committee members should be informed immediately. If buses get too late, buses leave. The parent is informed immediately.

Students will only be handed over to the parents/ designated person if they have the latest escort card issued by the school. In the absence of an escort card, parents must mail the school reception along with the identity card of the person coming to pick up the student.

- **Attendance:**

Attendance will be marked till 8 AM. Any student not reporting to Homeroom teachers during this time will be marked absent for the day.

Leaves if a child is absent, parents must apply for leave using the specified school platform.

1. Half-day leaves: As such, there is no provision for students to come to school for half a day or leave early. For any other unspecified reasons, please write to the Principal in advance and wait for confirmation.

2. Long leaves: Permission must be sought in advance by emailing the request to the Principal with appropriate reasons.

Possible consequences

In the event of three unexcused absences within a marking period, students will be referred to the program coordinator. They will be instructed to remain in the assigned room until all pending work is completed. Additionally, both verbal and written notifications will be given to the student's parent or guardian. If necessary, a meeting will be arranged with the parent or guardian at the school.

Uniform and personal attire

All students are instructed to adhere to the following:

- 1. Wear the prescribed school uniform and follow instructions on the proper way of wearing it.**
- 2. Hair should be well groomed- those with long hair are expected to tie up their hair properly. Students should not use any dye in their hair.**
- 3. Nails should be trimmed and students should maintain proper physical hygiene.**
- 4. Students should not wear any sort of accessories in their neck, hands and on legs (except for any religious accessories)**
- 5. Watches are not allowed till Grade 5, from Grade 6 onwards students are allowed to wear Analog watches in the school.**
- 6. Students are not allowed to make any form of tattoos.**

Measures taken by the school

1st recorded instance- Verbal warning in the school, The Disciplinary committee will record a behavioural note on the specified school platform.

2nd recorded instance- Not allowed to attend classes, sit in a specified place and work on completion of any pending submissions. The Disciplinary committee will record a behavioural note on the specified school platform.

3rd recorded instance- Not allowed to attend classes. Involvement in certain service activities.

4th recorded instance- Student will be sent back home.

5th recorded instance- Student will be suspended for a week as part of the procedure followed as mentioned in disciplinary action (Procedures) of the school policy.

Classroom behaviour

Students must listen to and follow all instructions regarding class work, homework, class room decor and classroom discipline. Fighting in class, disrupting class and pushing other students are not acceptable at all.

Possible Consequences:

Discipline Committee /Student Council member meeting to correct behaviour in repeat cases, Student may be removed from class, referred to section head , sit in assigned room and do any unfinished work (no lessons or related activities allowed), parent/guardian notification, parent/guardian meeting if necessary.

(No participation in sports classes and outdoor activities for a limited week).

Behaviour in the Long Break

Students are expected to adhere to proper behaviour and maintain a quiet and orderly decorum while walking through the corridors. It is important to note that pushing or shoving other students is not permissible. The students are expected to move to their classes swiftly.

The Discipline committee will have a counselling meeting with the staff and student to address behaviour issues. Actions that may be taken include being to ask the student to stay back after the school hours and complete the pending work. The parents will be intimated about the behaviour issue. If necessary, the parents or guardians will be notified and a meeting may be arranged. Additionally, as a consequence for their actions, the student may experience a loss of privileges such as restricted participation in sports lessons and outdoor activities for a week.

Fighting/physical aggression

This includes play fighting, pushing, hitting, punching, kicking, slapping, spitting or throwing harmful objects, etc. or any other form of physical confrontation involving two or more people.

Possible Consequences: Counselling meeting with the school counsellor under the Disciplinary committee for student for behaviour correction, The student will be sitting in a specific room and will finish pending work (not allowed to attend any form of co-curricular activities), parent/guardian will be intimated about the issue.

Harsh /Verbal abuse

This includes any overt or implied verbal or physical threat/abuse. Examples include, but are not limited to: telling or threatening someone with hurting them, whether in jest or as a serious suggestion, any conversation or discussion suggestive of activities that could cause physical harm to someone.

Possible Consequences:

Counselling meeting will be done by the Discipline committee and the student council to talk about student for behaviour correction. The student will not be allowed to sit in the regular class and will be kept away in a separate room to complete his all pending work, parent notification, parent/guardian meeting, and suspension of the student for 2 days

Inappropriate language/gestures

This incorporates use of profanity, obscene language, or gestures, which are not acceptable both in school and on school grounds. All students and staff are entitled to an environment, free from profane, hateful, racist, prejudiced and obscene language and gestures.

Possible Consequences: Discipline committee meeting of Staff and student for behaviour correction, making the student sit in a separate room and asking to finish off all pending work (not allowed to attend any form of co-curricular activities), parent notification, parent/guardian meeting with the principal

Lateness (Updated in 2023)

All students are expected to attend school. Chronic lateness or absenteeism is a common problem in schools. When a student exhibits chronic lateness or absenteeism, the homeroom teacher contacts the parents and the school counsellor to get to the root of the problem. An intervention is designed by the student, the Homeroom teacher, the parents and the school counsellor to address the lateness or absenteeism and its underlying causes

Lateness or absenteeism is not considered a major disciplinary problem. The following guidelines should help students, teachers, and parents understand the Lateness Policy.

Lateness Policy Guidelines

- **all students are expected to attend all lessons on time. There is no "5-minute grace period" or any such thing.**
- **if a student arrives after the lesson has begun, the student is late.**
- **a student who is late is welcomed into the lesson. Being late is not cause for punishment or humiliation.**
 - **if a student arrives with a note from the nurse, another teacher, the counsellor, etc., then the teacher may decide that the student is not late. It is the classroom teacher only who decides if a student is late. There may be some acknowledgement of students who have never been late so to encourage others to follow the same behaviour**
 - **if a Homeroom teacher notices a pattern of chronic lateness, the Homeroom teacher speaks to the student, and then notifies the Section head and the parents. Together, they develop a plan to help the student arrive to lessons on time.**
 - **if chronic lateness persists, the Section Head and the Head of School design an intervention, with input from the student, and the family.**
 - **Lateness is not considered a major misbehaviour.**
 - **When a student persists in lateness, the attitude of all school officials is to help the student understand the importance of being on time as a self-management skill that will help the student in school and in life.**

Consideration for The IB students in connection to the Learner profile:

The school promotes positive behaviours.

Positive behaviours include those listed in the Learner Profile. In particular, students and adults at the school strive to be:

- **Principled**
- **Caring**
- **Communicative**
- **Open-Minded**

Children are also taught kindness and sharing at school. The school also stresses that kids should establish their own personal ideals, which can be influenced by values from their families or communities. Children are also taught to accept the ideals of others, even if they diverge from their own. The school rejects antiquated methods that stress out families and have no basis in behavioural research, such as demerits, negative point systems, yellow cards, sad faces on assignments, naming and shaming students who don't finish their homework, etc. In order to greatly avoid discipline problems, teachers have a responsibility to provide happy, demanding learning environments and tasks that engage every learner.

It is the duty of every teacher to foster a supportive social and emotional environment in the classroom. We appoint teachers who exhibit composure and friendliness, as well as a professional awareness of the importance of showing children respect and compassion. No staff member, including teachers, is allowed to use humiliating or degrading language. Whenever possible, minor misbehaviours should be dealt with by the homeroom teacher in a way that minimizes the disruption of learning, both to the student or students involved, and to the other students. We do not engage in practices or behaviours that are demeaning to students or their families. Teachers use behavioural management strategies for promoting good behaviour

Roles and Responsibilities of the stakeholders:

Homeroom teacher:

Homeroom teachers discuss student progress and behaviour regularly in their team meetings.

The Homeroom teacher seeks intervention by the school Counsellor in cases of repeated disciplinary issues by a student, which is beyond the scope of his/her usual class management or motivational strategies.

Role of the School Counsellor and Section head

In case of any serious or repeated misconduct, the Homeroom teacher and school Counsellor helps the student to reflect on his/her behaviour and counsel the student on acceptable conduct.

Such incidents are recorded and reported to the Section head.

The Counsellor initiates the process of diagnosis by having one on one sessions with the student and the teacher(s).

Role of the parent:

In keeping with the beliefs of the school, the parents as collaborative partners must be involved in the reflective process.

At every stage of the remedial process, the parents are kept informed through written communication and acknowledgment of the parents is obtained in writing.

The steps taken are recorded and the behaviour is regularly monitored and documented at suggested intervals by the Counsellor based on feedback received from all stakeholders working with the child.

Depending on the gravity of the issue(s), the matter may be escalated to the Head of School.

As educators we make sure that we are prepared to:

- 1. Build Positive Relationships through effective Communication.** When children learn to use language to effectively communicate their feelings – both orally and in writing, they will demonstrate empathy for others by listening with a view to understanding rather than responding.
- 2. Promote learning how to learn –** when children can identify their strengths and weaknesses as well as those of others, they will be able to improve upon themselves through self-assessment and reflection, thus developing reflective skills that they can utilise throughout life.
- 3. Promote healthy exchange of ideas, views through Class Discussions and Peer Interactions** inculcating critical thinking skills essential for life.
- 4. Come Up with Projects** that students can be excited about, motivates students to persist in difficult tasks and experience a sense of accomplishment.
- 5. Create a Sense of Order and Routine,** learning to control their emotions and impulses especially when provoked will enable them to achieve more in the classroom and improve upon their well-being both in and out of school.
- 6. Put in place strategies and services to support the physical, mental health and well-being of teachers and other functionaries involved in the care and support of learners in the school.**
- 7. Deliver good quality teaching along with behaviour management skills that will enable the teacher to:**
 - Maintain an acceptable level of noise in the class;
 - Engage the students in purposeful activity;
 - Deal appropriately and effectively with unintentional and intentional disruptions stemming from negative behaviours of students;
 - Respect everyone’s voice and enthusiasm in the classroom and in return earn the respect of all;
 - Take full responsibility for their own behaviour, teaching and class.
 - Commend and reward positive and constructive behaviour.
- 8. Staying Connected with Students building wholesome professional relationships.**

Discipline Committee for the Academic year 2023-24

Bus Committee In charge Teachers

Ms. Purnima (Pre-Primary)

Ms. Sushma (Primary)

Ms. Deepali (Check point)

Ms. Leviya (IGCSE)

Extra-Curricular Activities In charge Teachers

Ms. Veena M (Pre-Primary)

Ms. Nikita K (Primary)

Ms. Vaishali N (Check point)

Ms. Malviya (IGCSE)

Class Discipline In charge Teachers

Ms. Neha V (Pre-Primary)

Ms. Vidhya N (Primary)

Ms. Veena D (Check point)

Ms. Manisha U (IGCSE)

ZERO TOLERANCE POLICY

IBDP

At DPGA, we aims to establish safe and positive learning environment for the students in the school, teaching student appropriate behaviour and helping them become independent and responsible people.

For this, the School has laid down zero Tolerance Policy.

ACKNOWLEDGMENT

I UNDERSTAND THAT THE SCHOOL WILL NOT TOLERATE

- **Use of Abusive Language/Gestures.**
- **Bullying.**
- **Getting involved in fights.**
- **Bringing any dangerous item / abusive substances into the school**
- **Deliberately damaging school property in any way.**
- **Leaving the school premises during School hours without permission.**
- **Neglecting studies or homework repeatedly.**
- **Habitually coming late or without proper School Uniform.**
- **Carrying Mobile phone / any other gadgets.**
- **Surfing social networking websites**

The school reserves the sole right to carryout remedial measures for the students whose progress in studies is consistently unsatisfactory.

The school also reserves the sole right to dismiss students whose conduct is harmful or injurious to other student's Morality.

Rules read and noted _____

Name of the student [Parent's Name] _____

Student's Name : _____

Student's Sign _____

Father's Sign _____

Mother's Sign _____

ZERO TOLERANCE POLICY

Checkpoint

At DPGA, we aims to establish safe and positive learning environment for the students in the school, teaching student appropriate behaviour and helping them become independent and responsible people.

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- **Deliberately damaging school property in any way.**
- **Leaving the school premises during School hours without permission.**
- **Neglecting studies or homework repeatedly.**
- **Habitually coming late or without proper School Uniform.**
- **Carrying Mobile phone / any other gadgets.**
- **Surfing social networking websites**

The school reserves the sole right to carryout remedial measures for the students whose progress in studies is consistently unsatisfactory.

The school also reserves the sole right to make the student stay back after the school hrs and this measures will be communicated to the parents over the phone or through mail.

Rules read and noted _____

Name of the student [Parent's Name] _____

Student's Name : _____

Student's Sign _____

Father's Sign _____

Mother's Sign _____

ZERO TOLERANCE POLICY

IGCSE

At DPGA, we aims to establish safe and positive learning environment for the students in the school, teaching student appropriate behaviour and helping them become independent and responsible people.

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- **Use of Abusive Language/Gestures.**
- **Bullying.**
- **Getting involved in fights.**
- **Bringing any dangerous item / abusive substances into the school**
- **Deliberately damaging school property in any way.**
- **Leaving the school premises during School hours without permission.**
- **Neglecting studies or homework repeatedly.**
- **Habitually coming late or without proper School Uniform.**
- **Carrying Mobile phone / any other gadgets.**
- **Surfing social networking websites**

The school reserves the sole right to carryout remedial measures for the students whose progress in studies is consistently unsatisfactory.

The school also reserves the sole right to make the student stay back after the school hrs and this measures will be communicated to the parents over the phone or through mail.

Rules read and noted _____

Name of the student [Parent's Name] _____

Student's Name : _____

Student's Sign _____

Father's Sign _____

Mother's Sign _____

ZERO TOLERANCE POLICY

CIPP

At DPGA, we aims to establish safe and positive learning environment for the students in the school, teaching student appropriate behaviour and helping them become independent and responsible people.

For this, the School has laid down zero Tolerance Policy.

ACKNOWLEDGMENT

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- **Use of Abusive Language/Gestures.**
- **Bullying.**
- **Getting involved in fights.**
- **Bringing any dangerous item / abusive substances into the school**
- **Deliberately damaging school property in any way.**
- **Leaving the school premises during School hours without permission.**
- **Neglecting studies or homework repeatedly.**
- **Habitually coming late or without proper School Uniform.**
- **Carrying Mobile phone / any other gadgets.**
- **Surfing social networking websites**

The school reserves the sole right to carryout remedial measures for the students whose progress in studies is consistently unsatisfactory.

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Rules read and noted _____

Name of the student [Parent's Name] _____

Student's Name : _____

Student's Sign _____

Father's Sign _____

Mother's Sign _____

Student Observation form	Grade		
	Expected Details	Comments	Student Name
Date	Enter in DD-MMM-YYYY format	Enter the date of the behaviour issue	
Category	Homework, Discipline	Choose a category for the issue	
Infraction Intensity		Choose the type of infraction intensity	
Comment	Description	Write your detailed comment here	
Given By	Name	Write your name here	
Consequence Given / Action taken	<p>Warning, Letter to parents etc., Calling parents, The consequences that teachers should hand out:</p> <ul style="list-style-type: none"> • Should not be humiliating • Should not be physically demanding 	Write down the consequences applied / actions taken as well as future actions to be taken	

