

TIDY YOUR SPACE POLICY

Motto: "A Tidy Space Reflects a Responsible Mind."

At Dunes, every student contributes to a clean, organised and respectful learning environment.

Introduced :	August 2026
Next Review :	August 2027

Purpose and scope

Dunes International School adopts Tidy Your Space as a short, daily, values-based habit aligned with ADEK's National Identity Policy and the legacy of Sheikh Zayed. By caring for their own belongings and the spaces shared with others, students practice the four highest-priority values integrity, humility, discipline and respect, alongside accountability and community solidarity. Tidy Your Space is an expression of **ownership, humility and self-respect**, and must not be presented as menial work or as replacing work normally done by cleaning staff. The practice applies from KG to Grade 12 in classrooms, cubby holes and, where relevant, the library, laboratories, art and music rooms, corridors, cafeteria, playgrounds and other shared spaces. It supplements the work of cleaning staff.

Daily routine

At a consistent schoolwide signal near the end of the school day, the teacher leads a 2–4 minute routine. Students first organise their own desk and belongings, then return shared materials, place ordinary litter in the correct bin and complete a safe rotating role. The teacher and support staff participate alongside students, name a value being practiced and check that the area is ready for its next users. This time is protected in the daily schedule.

After a lesson, the teacher may call for an approximately one minute reset when the space needs it; this is based on observation and is not required after every lesson. During breaks, supervising staff gently remind students to clear their own litter in the cafeteria, library and play areas. Students leave walkways and exits clear. Staff supervise any equipment shutdown.

Participation by age and ability

- KG: Use a song or simple cue; children putting away toys and materials, tidying their own tables and dispose of/picking up their own litter. Tasks are dry and supported by adults.

- Grades 1–5(cycle 1): Students tidy their own area, organise books and shelves, manage classroom recycling and, if appropriate, wipe the classroom board under teacher supervision.
- Grades 6–12(cycle 2 and 3): Students complete the classroom routine and take turns as Captain/ monitor, modelling the habit and helping peers.
- Across the school each class is assigned with a team of monitors. Team of monitor consist of Cleanliness monitor, Class monitor, Discipline monitor, Energy saver monitor, Cubicle monitor, Board monitor and Tech Savvy Monitor. Each monitor has their assign roles and responsibilities.

Every student, including each Student of Determination, is offered a meaningful task suited to their ability, with assistance or an alternative role where needed. Roles such as Classroom Captain(cleanliness monitor), materials helper and recycling helper rotate regularly so all students can contribute. If a rostered student is absent, the teacher reassigns the role for that day.

Student leadership roles

Each class will appoint a Tidy Space Captain, Resource Monitor, Recycling Monitor and Display Monitor, with roles adapted for younger students and individual needs. Across the school each class is assigned with a team of monitors. Team of monitor consist of Cleanliness monitor, Class monitor, Discipline monitor, Energy saver monitor, Cubicle monitor, Board monitor and Tech Savvy Monitor. Each monitor has their assign roles and responsibilities.

The Captain helps lead the daily routine; the Resource Monitor helps return learning materials; the Recycling Monitor guides the correct disposal of ordinary recyclable items; and the Display Monitor helps keep classroom displays orderly under teacher supervision.

The Class monitor and the Cleanliness monitor helps lead the daily routine; the discipline monitor and the cubicle Monitor helps return learning materials; the Energy saver Monitor guides the correct disposal of ordinary recyclable items; and the Board and tech savvy Monitor helps keep classroom displays orderly under teacher supervision.

These roles will rotate every month so students share responsibility and have opportunities to lead. Teachers supervise all tasks and apply the safety rules in this policy.

Health and safety

Students may use only school approved child safe cloths or wipes and water under supervision. They must never handle chemical cleaners or disinfectants, broken glass, sharp objects, bodily fluids or other hazardous waste. And use only school-approved child-safe cloths/wipes and water Staff isolate and report hazards and cleaning staff handle technical, deep and hazardous cleaning. Offer a different task for a student with a relevant allergy or sensitivity. Students wash their hands after the end of day routine.

Responsibilities

- School leadership: Explain the practice and its values to parents before launch; set a consistent signal, protect the time, ensure safe supplies and review implementation.
- Class teachers and support staff: Model the routine, explain its purpose, maintain a rotating role roster, adapt tasks, supervise safety and give supportive reminders.
- Students: Care for their own spaces first, contribute to shared spaces and treat school property and others' work with respect.
- Cleaning staff: Continue routine professional cleaning, deep cleaning and all hazardous or technical cleaning.

Standard operating procedure for teachers

Before launch: Explain the purpose and four values in language suited to the class. Show students what a safe two to four minute reset looks like, identify the signal, agree where materials belong, assign rotating roles and accommodate individual needs. Inform the supervisor of any supply or access issue.

At the start of the school day: Check that bins and material storage are accessible, review the rotating helper roles and briefly remind students of the expectation. Report hazards to the Safety Officer; do not ask students to handle them.

During lessons and breaks: Model putting materials away. After a lesson, call a one minute reset only if needed. Staff supervising shared areas remind students to clear their own ordinary litter. Offer a suitable alternative task if a student has an allergy or other need.

At the end of the school day: Give the agreed signal and lead the protected two to four minute routine. Students organise their own space first and then fulfil their rotating shared role. Staff participate, check that exits remain clear, arrange for handwashing and leave professional

cleaning to cleaning staff. Complete the four yes or not yet checks; record whether the day was successful.

Each Friday: Count successful days for the week, sign the class record and send only the class

name and eligibility to the supervisor. Celebrate a class achievement without comparing it with another class. Ask the supervisor for support if the routine, accessibility or safety needs adjustment.

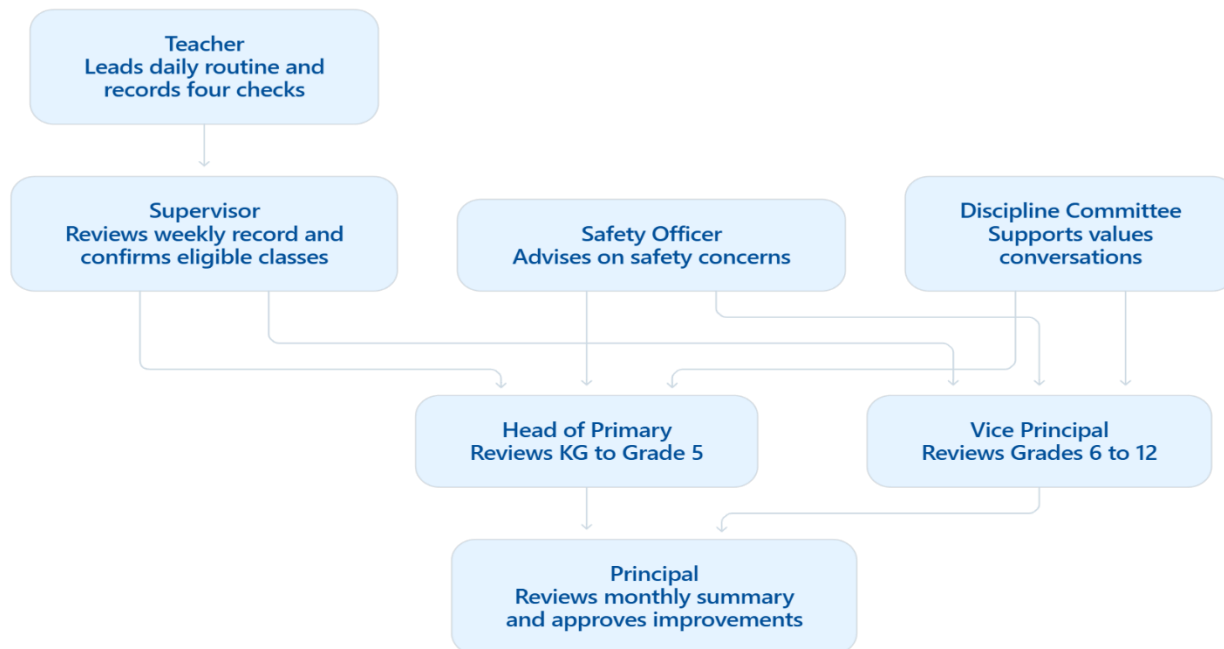
Monitoring roles and reporting path

Teachers lead the routine each day and make one quick check of the class. Respective Academic Supervisors review implementation across their assigned classes each week, help teachers resolve practical issues and share a short summary with the Senior Leadership Team.

The Head of the Primary section oversees KG and Grades 1–5; the Vice Principal oversees Grades 6–12 and consolidates schoolwide observations. The Discipline Committee Class teacher along with councilor or social worker supports encouragement and values conversations where participation is difficult; it does not issue penalties for this routine.

The Occupational Health and Safety Officer advises on safe materials, checks reported hazards and coordinates with cleaning staff. The Principal reviews a brief monthly summary from the Vice Principal and Head of Primary, recognises progress and approves changes to the routine.

Reporting path: Teacher → Supervisor → Head of Primary or Vice Principal → Principal. Safety concerns go immediately to the Occupational Health and Safety Officer and relevant school leader; persistent reluctance is discussed supportively with the Discipline Committee and parents as appropriate.



Simple class rubric and recognition

At the end of the day, the class teacher marks each of the four checks below yes or Not yet. A check is yes when the routine was completed to a reasonable standard, with age and ability adjustments. No individual child is scored. This takes about one minute and may be kept as four tick boxes on the existing class record.

Check	What the teacher observes
1 Routine	The class follows the 2–4 minute signal with staff participating.
2 Own space	Desks and belongings are put away; students clear their own ordinary litter.
3 Shared space	Materials are returned and walkways remain clear.
4 Care and safety	Students use safe, suitable tasks and help without needing a reminder to take over cleaning staff duties.

A successful day means at least three of the four checks are yes. The teacher records only the daily result; the supervisor confirms the weekly record. The check is for the class routine, not for judging individual students.

Reward policy

The purpose of recognition is to strengthen a shared habit. Every class is eligible on the same terms: at least three Yes checks make a successful day, and at least four successful days in one school week earn a class acknowledgement. A shortened school week may be recognised when the routine is successful on all but one school day.

The supervisor confirms the record; the Head of Primary or Vice Principal shares eligible classes for a brief acknowledgement in assembly or the weekly school message.

The school may display a simple Tidy Your Space recognition card in qualifying classrooms for the following week.

Teachers may give immediate verbal appreciation for initiative, improvement, helping a peer or consistently caring for shared resources. A child who needs an adapted task has the same opportunity to contribute.

Recognition is never withheld from an entire class because one student did not participate. There are no rankings, single winning classes, losing classes, public negative labels or disciplinary consequences for non-participation. If a class does not meet the weekly threshold, the teacher and supervisor offer support and begin a fresh week without carrying forward a penalty.

Support and review

When a student is reluctant, the teacher model the task, offers a choice, pairs the student with a supportive peer, and discusses any difficulty privately. The teacher recognises small steps and may offer a leadership role. If reluctance persists, the class teacher seeks support from the supervisor and the Discipline Committee for a values conversation, then engages parents as partners. No disciplinary measure is applied for non-participation. A parent concern is addressed by school leadership through an explanation of the values purpose, age appropriate tasks and safety safeguards.

Supervisors note recurring barriers rather than compiling student scores. The Head of Primary Section and the Vice Principal review weekly participation patterns and the Safety Officer flags hazards. The Principal considers a brief monthly summary of consistency, inclusion, safety and family feedback, and adjusts implementation as needed.

Parent communication

Before implementation, the school informs families that students will spend 2–4 minutes daily caring for personal and shared spaces, explains the link to UAE values and the legacy of care by Sheikh Zayed the for community and environment, confirms that staff join in and that professional cleaners remain responsible for cleaning, and describes the safety and inclusion measures. Families are invited to reinforce the habit at home and contact the class teacher with questions.

Weekly class check record

Class: _____

Week beginning: _____

Teacher: _____

Day	Routine	Own space	Shared space	Care and safety	Successful day
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Mark Yes or Not yet in each check.

Successful day = at least 3 Yes checks.

Class acknowledgement = at least 4 successful days (or all but one day in a shorter week).

Supervisor confirmation: _____

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مدرسة ديونز الدولية

هاتف: ٠٩٧١٢٥٥٢٧٥٢٧

رقم القطعة: ١٩، شعبية ٩، مصرف، أبوظبي، ص.ب: ٥١٢١

كود مدرسة: ٧٢٦٨٩ | رقم الانتماء: ٦٦٣٠٠٥١

Reference: ADEK, Tidy Your Space guidance, supplied to the school. This policy should be reviewed when ADEK guidance or school procedures change.

Amendments:

Prepared By	Date
Disciplinary committee	August 2026

Principal Mr. Paramjit Ahluwalia	
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