

Appendix II to the school regulations: dealing with misconduct of pupils and enhancing positive conduct at the primary level

Preamble: Local UAE law always precedes school internal regulations.

1. Expectations of pupils PRIMARY LEVEL

Look after yourself

Wash your hands with soap and water before eating or after going to the toilet
Eat healthy food and drink enough water
Take care of your things

Look after others

Keep your hands, feet and mouth away from others
Always speak politely and respectfully to others
Say please and thank you
Be a good friend
Pay attention when others are obliging

Concentrate on learning

Always try to give your best
Listen carefully
Always do all your homework in good time
Be organised and willing to learn

Look after your school

Treat all school property with due care
Pick up your litter
Walk quietly into school and into the schoolyard

2. Positive enhancing system PRIMARY LEVEL

It is important that excellent achievements and positive conduct by pupils are recognised. The DISD has two ways of doing this:

- a) Enhancing system within the class: weather system
- b) Enhancing system between the classes: leaves on the tree and best table

Weather system

Pupils are able to go through various levels of a weather system during the day: they can climb up the rainbow and the star through positive and excellent conduct and drop down to the grey rainclouds and thunderclouds by breaking class and school rules. At the beginning of the day each pupil starts on the sun and in this way is given a new chance every day. Children that rise up to the star will be given a golden playtime. This system can be adapted to the Kindergarten.

Leaves on the tree

Pupils are rewarded for independent social conduct such as helping, sharing, looking after others, and letting other join in games. This is based on the book "Have you filled your bucket today? A Guide to daily happiness for kids" by Carol McCloud. The children recognise which effect their words and actions have on others. Positive social behaviour is depicted by rising up in the weather system. Every week there will be an evaluation in terms of how many pupils on average from one class were on the sun, the rainbow or the star. As an exchange the class will receive a number of leaves with which they can decorate a tree. The class with the most leaves from one class level wins and will receive a special award.

Best table

Pupils will be positively rewarded during meals in the cafeteria if they behave quietly while eating, stay at the table and leave the table neat and clean. There will be a weekly nomination of the best table and the pupils will be given a golden playtime.

In the assemblies in the primary school individual pupils will be publically honoured and distinguished for special achievements in the academic, sports, artistic and social field or the best classes.

3. Support system for pupils with behavioural problems

The DISD has a four-level procedural system that supports pupils with behavioural problems.

3.1. Classification as a pupil with special needs

If the educational behavioural guidelines listed below are not effective, the pupil will be classed as a pupil with special needs. Each pupil with special needs will receive a support plan with individual support objectives. This plan describes the strengths and weaknesses of the pupil and defines measures in terms of how the behaviour is to be regulated. The pupil will be given preferential support in the class. In special cases the pupil will be supported in small groups or be given individual lessons.

3.2. Involving a learning support assistant trained in behavioural issues

Should the pupil need individual support to regulate his or her behaviour, the school will be involved in the choice of a behavioural specialist. The costs shall be borne by the parents.

3.3. Cooperation with other therapeutical centres

If necessary, referrals will be made to external counselling centres (educational or clinical psychologists) in order to have a clarifying diagnosis carried out there. These should contain recommendations for action for the parents and the school. On the basis of this diagnosis the DISD will then prepare individual support plans for the pupil. The parents are advised to carry out the recommended therapy measures. The costs shall be borne by the parents. In addition a timeframe will be determined jointly with the parents until which time the school and extracurricular measures should have been carried out.

3.4. Support plans

If the measures to regulate behaviour listed below up to now are not effective, the pupil will, as a last measure before being excluded from the school, be given a report card and his/her overall conduct (academic, work and social conduct) will be recorded daily over a period of three months by the subject teacher and the class teacher.

4. Consequences PRIMARY LEVEL

Listed are examples of unacceptable behaviour and consequences. Each incident, however, is to be viewed individually. Educational acumen resp. leeway on the part of the teacher: the teacher has the right to deviate from the "Catalogue of measures" if certain circumstances (e.g. provocation by a pupil, critical situation for which the pupil is not solely responsible) are on hand.

The teacher has the right to treat pupils differently if a clearly different prehistory exists. The teacher has the right to insist on the "Catalogue of measures" if the conditions have been formally fulfilled (there has been a case of misconduct).

Information to the parents shall be provided by email.

The class teacher must document concrete measures. Detailed documentation on the background for these measures is better since the teacher may be obliged to substantiate the measures to the parents, the school management or the KHDA.

If a target agreement is reached, the class teacher must inform all subject teachers about this either in a class conference or in less serious cases through direct communication. The class conference may give recommendations for the concrete dealings with the misconduct of the pupil. These recommendations may also contain further educational measures irrespective of the "Catalogue of measures".

If a pupil disturbs the lesson, the subject teacher is responsible for reacting to the misconduct of the pupil. He must also inform the class teacher of this.

Misconduct by the pupil will also be punished if this occurs outside of lessons if he or she is on the school premises or as long as he or she is wearing the school uniform or if the misconduct takes place in the context of attending the school (e.g. cyber bullying of a fellow pupil on a home computer). Initially the supervising teacher is responsible. Each other teacher has the obligation to intervene if he or she observes the inappropriate behaviour of the pupil and then to inform the supervisory team or the class teacher of the pupil.

Level 1: disruptive behaviour in the classroom		
Behaviour	Sequence of consequences	Responsible
<ul style="list-style-type: none"> • Incomplete work materials • Arriving late to lessons • Disruptive behaviour in the classroom or on the school premises • Repeatedly breaking agreed class rules • Unauthorised use of electronic devices • Repeatedly not doing homework • Repeatedly not wearing school uniform or sports kit • Student is using the mobile phone during the lesson 	<ol style="list-style-type: none"> 1. Verbal reminder of misconduct whilst explaining the reason and the consequences. 2. Second warning: pupil will be placed on the grey cloud in the weather system. 3. Third warning: pupil will be placed on the rain cloud and loses minutes of playtime that he or she has to spend with the supervisor (can be revoked if conduct improves). 4. Email to parents regarding misconduct 5. Changing seats 6. Pupil will temporarily be sent to a parallel class in order to finish off his tasks. 7. Parents will be invited to attend a meeting with the teacher. 8. Target agreement primary level will be agreed (one goal: class 1, two goals class 2,) 9. Using the mobile phone during the lesson: <ol style="list-style-type: none"> 1. Verbal warning for the first and second time. 2. After the third time the phone is kept overnight by the DISD administration. 	<p>Subject teacher</p> <p>Class teacher</p>

Level 2: Persistent disruptive behaviour or serious incidents in the classroom or outside of the classroom

Behaviour	Sequence of consequences	Responsible
<ul style="list-style-type: none"> • Pupil does not react to the warnings of the teacher after misbehaving according to Level 1 in the lesson and continues being disruptive • Disrespectful behaviour towards others (teachers, fellow pupils, personnel) • Insults, verbal abuse of others (pupils, teachers, personnel or parents) • Inappropriate behaviour in the corridors/toilets/canteen/bus • Behaviour in the school yard: being rough when playing, ... • Directly distracting fellow pupils against their wishes • Bullying/cyber bullying • Causing slight damage or besmearing school property • Falsifying signatures 	<ol style="list-style-type: none"> 1. Talk with the pupil 2. Pupil will be temporarily sent to the parallel class in order to finish off his or her task. 3. Pupil directly loses playtime in the break and stays with the supervisor or security. 4. Parents are invited to attend a meeting with the teacher 5. Target agreement primary level will be agreed (one goal: class 1, two goals class 2,) 6. Getting detention in the break or after the lesson (latter must be discussed in advance with the parents). 	<p>Subject teacher</p> <p>Class teacher</p> <p>Head of primary school</p>

Level 3: Serious incidents		
Behaviour	Sequence of consequences	Responsible
<ul style="list-style-type: none"> • Permanent breach of school rules • Aggressive behaviour towards other fellow pupils or school personnel (fighting, beating) • Playing truant from lessons • Leaving the school premises with no authorisation • Destroying school property (classroom, bus, etc.) • Damaging property of pupils or teachers • Serious offence of bullying • Theft • Smoking on the school premises • Racist, religious, sexual harassment • Possession of weapons and drugs (here the following applies: application of the local VAE law) 	<ol style="list-style-type: none"> 1. Talk with the pupil 2. Parents will be invited to attend a meeting with the teacher 3. Pupil will be given a red report card 4. Pupil to spend 1-3 days in the parallel class 5. Getting detention in the break or after the lesson (latter must be discussed with the parents in advance). <p><u>If these measures are not effective:</u></p> <ol style="list-style-type: none"> 6. Classification as pupil with special needs. Pupil will receive a support plan 7. Involving a learning support assistant trained in behavioural issues 8. Cooperation with external therapeutic facilities <p><u>Possession of weapons and drugs</u> Permanent exclusion from school (here the following applies: application of the local VAE law)</p>	<p>Subject teacher</p> <p>Class teacher</p> <p>Head of primary school</p> <p>School counsellor</p> <p>School management</p>

5. Target agreements PRIMARY LEVEL

The class teacher invites the parents together with the pupil to a discussion about targets. The disruptive behaviour will be documented in this meeting and from this, depending on the class level 1 to 4, positive behavioural targets will be derived. The pupil formulates the targets with his own words and reflects on ways of achieving this.

As an incentive rewards will be agreed with the pupil that will be given in the classroom if the weekly target is reached and within the family if fulfilled after three weeks. Finally the pupil and parents will record the agreement with their signatures.

Over a period of three weeks, the pupil will work on his or her targets and will be assessed daily by the class teacher and subject teacher. If the pupil achieved his or her targets, the target agreement plan will be automatically extended.

6. Report card PRIMARY LEVEL

The principal or head of the level will request the parents and the pupil to attend a meeting and will hand out to the pupil the report card and give instructions on filling out the card. The behaviour of the pupil (social conduct, reliability and due care as well as willingness to learn) will be assessed by each subject teacher over a period of at least 3 weeks. Depending on the behaviour, this period could be extended.

If these educational measures are not effective, the pupil will be classified as a pupil with special needs and the support systems attached above will apply.

If the last level of the support system also leads to no change in behaviour within three months, the consequence from this or, in the case of a particularly serious incident, will be an application to the KHDA to have the pupil excluded from school. This application will be made in agreement with the school board. The parents have the right to be heard by the board during the consultation for this application.

Attachment: Report card primary level, Objective agreement, Weekly objectives, Documentation of misconduct

The German text shall prevail in case of ambiguities or in other cases where there is doubt or where there are problems of interpretation.

INFO FOR TEACHERS

Please sign in the table in your lesson if the pupil has behaved in a POSITIVE manner. If not, write in the table how many times the pupil's behaviour fell short of what is expected (see reverse side).



Report Card

Name: _____

Class: _____

Agreement: from ____ till ____

Date: _____

Hour/ day	Sunday	Monday	Tuesday	Wednesday	Thursday
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Signature parents: _____

Date: _____

Hour/ day	Sunday	Monday	Tuesday	Wednesday	Thursday
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Signature parents: _____

Date: _____

Hour/ day	Sunday	Monday	Tuesday	Wednesday	Thursday
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Signature parents: _____

1. Social behaviour

1.1. Observes class rules and regulations.

1.2. No physical altercations

1.3. Complies with teacher's instructions

1.4. Respectful manner towards pupils, teachers and personnel

2. Reliability and due care

2.1. Arrives at lessons punctually

2.2. Complete work materials

2.3. Complete homework

2.4. School uniform

3. Willingness to learn

3.1. Participation in lessons

3.2. Concentration on work tasks and lessons

3.3. School tasks fully completed

3.4. No disturbances of lessons and fellow pupils

Fehlverhalten: Dokumentation

Name des Kindes: _____

Klasse: _____

Datum: _____

Stunde/Fach: _____

Lehrer/-in: _____

Folgendes hat sich zugetragen:

Getroffenen Maßnahmen:

Zusatzarbeit mit dem Thema _____

Elternanruf

Sonstiges: _____

Zielgespräch

Datum: _____

Mein Ziel: _____

Warum habe ich dieses Ziel ausgewählt?

Was kann bzw. werde ich tun, um dieses Ziel zu erreichen?

Wer kann mir dabei helfen, mein Ziel zu erreichen? _____

Bis wann will ich mein Ziel erreicht haben? _____

Unterschrift Schüler

Erziehungsberechtigte(r)

Lehrer

Rückblick (z. B. nach einem Monat): Was wurde geschafft?

Du hast dir in den vergangenen Tagen und Wochen einige Ziele gesetzt. Sicher war es nicht immer leicht, jedes Ziel vor Augen zu haben und durchzuhalten. Schau jetzt noch einmal zurück!

Habe ich mein Ziel erreicht?

Habe ich nur Teile davon erreicht?

Habe ich es bis jetzt noch gar nicht erreicht?

Habe ich alles getan, um mein Ziel zu erreichen?

Habe ich mir Hilfe geholt, um mein Ziel zu erreichen?

Habe ich mein Ziel in der angegebenen Zeit erreicht?

Wie schätze ich die Anstrengung für dieses Ziel ein?

Wie fühle ich mich jetzt nach Erreichen des Ziels?/Wie fühle ich mich jetzt, nachdem ich das Ziel nicht erreicht habe?

Gibt es eine Vereinbarung, die ich treffen möchte?

Ausblick: Was steht noch aus?