

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

<b>Revision</b>	<b>Date</b>	<b>Comment</b>
Original	11. June 2012	First Edition
Revision 1	23. June 2014	Revision
Revision 2	09. November 2017	New Edition
Revision 3	01. March 2018	Inclusion of the mobile phone regulation
Revision 4	23. June 2021	General Revision (especially Clause 5)

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### **1. Preamble**

Local UAE law always precedes school internal regulations.

### **2. Expectations of pupils SECONDARY LEVEL**

- Arriving at lessons punctually
- Come to class in appropriate school clothing
- Having work material ready
- Completing homework
- Following instructions given by the teachers
- Behaving politely and courteously towards all member of staff at the DISD and its pupils
- Tolerating and respecting the views and opinions of others
- Treating school property with due care

- Following the instructions and regulations of the school
- Showing tolerance towards other religions, nationalities, identities or social backgrounds.

### **3. Positive enhancing system SECONDARY LEVEL**

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

- a) Awarding excellent achievements
- b) Positive merits and voluntary work in the school system

#### **Head of level award**

The subject teachers and class teacher may recommend individual pupils to the head of level for their special achievements in the academic, sports, arts/music field or social commitment. The pupil will receive a head of level award for five recommendations from different subject teachers.

In addition these pupils will receive a prize from the school management in the big school assembly at the end of the year.

#### **Entrepreneurship and community work**

The school offers ample leeway if the pupils want to test their "entrepreneurial" skills for the good of the community or wish to campaign for an improvement in the atmosphere of the school.

These own initiatives include being in charge of lockers, selling roses on Valentine's Day, selling cakes for donations, environmental club, extra tuition club, etc.

### **4. Support system for pupils with behavioural problems**

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

#### **4.1 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.

#### **4.2 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.

#### **4.3 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.

#### **4.4 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.

### **5. Consequences SECONDARY 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. (Document: Record of incident history)

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"> <li>• Incomplete work materials</li> <li>• Arriving late to lessons</li> <li>• Disruptive behaviour in the classroom or on the school premises</li> <li>• Repeatedly breaking agreed class rules</li> <li>• Unauthorised use of electronic devices (iPad, mobile phone, watch, etc.)</li> <li>• Incomplete work sheets</li> <li>• Repeatedly not doing homework</li> <li>• Repeatedly not wearing school uniform or sports kit</li> <li>• Student is using the mobile phone during the lesson</li> </ul>	1. Verbal reminder of misconduct with indication of consequences 2. Changing seats 3. Pupils will be directly and temporarily sent to the parallel class in order to complete his or her task.	Subject teacher  Class teacher
	<i>If the pupil misbehaves again as described in Level 1 over a period of two weeks</i>	
	4. Parents will be invited to attend a meeting with the teacher	
	5. Target agreement secondary level or social behaviour (cleaning school yard...)	
	6. Using the mobile phone during the lesson:	
	1. Verbal warning for the first and second time. 2. After the third time the parents are informed in writing	

**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"> <li>• Pupil does not react to the warnings of the teacher after misbehaving according to Level 1 in the lesson and continues being disruptive</li> <li>• Disrespectful behaviour towards others (teachers, fellow pupils, personnel)</li> <li>• Insults, verbal abuse of others (pupils, teachers, personnel)</li> <li>• Conduct in the school yard: being rough when playing, ...</li> <li>• Directly distracting fellow pupils against their will</li> <li>• Bullying/cyber bullying</li> <li>• Causing slight damage or besmearing school property</li> </ul>	<ol style="list-style-type: none"> <li>1. Talk with the pupil</li> <li>2. Parents will be informed</li> <li>3. Pupil will be sent directly and temporarily to the parallel class in order to finish off his or her task.</li> </ol> <p><i>If the pupil misbehaves again as described in Level 2 over a period of two weeks</i></p> <ol style="list-style-type: none"> <li>4. Getting detention after the lesson or during the lesson (this is to be informed to the parents in advance)</li> <li>5. Meeting with the parents</li> <li>6. Target agreement secondary level or social behaviour (sweeping school yard...) will be agreed.</li> </ol>	<p>Subject teacher</p> <p>Class teacher</p> <p>Head of secondary level</p>

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

## **6. Target agreements SECONDARY LEVEL**

The teacher who has expressed an obligation to keep a target agreement shall inform the parents by email. The parents confirm the email and inform the teacher whether they wish to be present at the meeting with their child.

The pupil will be asked to attend a meeting with the class teacher who records a maximum of four behavioural targets.

The pupil will be obliged to keep records on the card for at least two, maximum three weeks. The subject teachers record after the lessons whether the pupil was able to achieve the targets. After the stipulated time has expired, a further meeting will be agreed with the pupil and the parents.

If the targets were achieved on average, the target agreement is considered fulfilled. If the targets were not fulfilled, the class teacher shall decide depending on the number and type of entries, whether the pupil keeps a target agreement for a further period.

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