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Notes regarding this document

The following document contains the school policies reviewed or updated in 2018 in a consolidated file:

- **Anti-Bullying Policy**
- **Drug Testing Policy**
- **Inclusion Policy**
- **Disciplinary Policy**



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Anti-Bullying Policy

English Version

Date: 09.05.2018

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Approved by the Board of Governors: 18 June 2018

To be reviewed by August 2019



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School Philosophy

The German European School Singapore recognizes that a physically and emotionally safe and secure environment for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. This is well established through research. To protect the rights of all students and groups for a safe and secure learning environment, the school prohibits acts of bullying and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviours, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behaviour that is respectful and civil.

School Principles

GESS seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them, having the right to be treated with respect, and to be free from intimidation. The school is committed to protecting our students' social and emotional well-being and to strengthen their roots by ensuring that:

- we are proactive in setting up a range of preventative measures
- we actively listen to our students and their parents/guardians
- we act appropriately on the student's behalf

Our educational intention is to assist each student in achieving his or her individual academic potential, while recognising, valuing and preserving each one's cultural and linguistic identities. Everyone has the right to feel physically and emotionally safe at school. At GESS, bullying is not tolerated.

Bullying refers to repeated actions that are intended to cause distress or harm and grounded in an imbalance of power. These actions can be physical or psychological (i.e. verbal/non-verbal or through electronic devices).

Physical - Any form of physical behaviour, such as hitting, kicking, pushing, rude gestures, etc. or damaging someone's property

Psychological - Verbal or non-verbal behaviour that hurts or humiliates others. Some examples of specific behaviours include: spreading nasty rumours, intentionally excluding someone from the group, isolating someone by preventing others from being friends with them, laughing at someone, insults, name-calling, discriminatory remarks (about religion, race, sexuality, subject choices, appearance, abilities, etc.), teasing/taunting, threatening, sexual harassment, or posting degrading, harmful or explicit pictures, messages or information using social media or other forms of electronic communication (also known as "cyber-bullying").



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The above-mentioned behaviours are considered to be bullying whether they take place on or off school property, at any school-sponsored function, on their way to and from school, or at any time or place where a child's imminent safety or overall well-being may be at issue. As long as this behaviour affects relationships within the school and is reported to the school, the school will take action.

Practices

1. Social and Emotional Learning (SEL)

GESS believes that a comprehensive social and emotional learning (SEL) programme, together with a strong home-school partnership, helps students attain knowledge and skills vital to school success and good citizenship.

Formal and informal class discussions should encourage students *not* to be part of the problem; *not* to pass on any rumour or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to trusted adults; and to reach out in friendship to the person experiencing the bullying. Students should be made aware that incidents of bullying must be reported as soon as possible so that they are dealt with promptly.

SEL classroom lessons are conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered upstanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

During class lessons, students need to be empowered to be assertive and to create a culture of respect at school through the SEL programme. Aspects of diversity should be an on-going focus within the curriculum to assist students in inquiring and gaining knowledge about the world and cultures around them.

2. Individual and Family Support Strategies:

- The first objective has to be to stop the bullying behaviour and to protect the person experiencing bullying. This can be achieved by removing the aggressor(s) from the scene or by other immediate disciplinary measures.
- Ensure that the person experiencing bullying receives social and emotional support through the homeroom teacher and/or counsellor and any other trusted adult
- Ensure that the person engaging in bullying plays an active part in guaranteeing that the person experiencing bullying feels secure and without fear.



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- Activities or strategies designed to help the student who engaged in bullying to reflect on the offending behaviour, and supporting the student in his/her positive attributes, reducing the need to engage in bullying as compensatory behaviour for his/her own challenges
- Restitution and restoration process between individuals
- Corrective instruction or other relevant learning experience
- Behavioural management plan, with benchmarks that are closely monitored
- Student counselling
- Application of GESS discipline policy to increase accountability for the bullying offense

3. Change in school environment

Strategies could include:

- Modifications of timetable and/or classroom allocation
- Assigning the student to different learning group
- Separation of students during break and lunchtimes
- Modifications in student routes or patterns traveling to and from school and in school
- Increased supervision in targeted areas (hallway, cafeteria, bus etc.)

4. Student Discipline measures

The best discipline for bullying or aggressive behaviour is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals or to solve problems that motivated the aggressive behaviour. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Beyond the strategies and actions as listed above, additional measures as outlined in the GESS Behaviour Management Policy and GESS Discipline Policy might be taken.

5. Strategies to support staff

- Formalizing the Social and Emotional Learning program
- Targeted professional development programs for staff
- Roles and responsibilities of staff are clearly defined (to be finalized in 2019)
- Clear policies and procedures are in place (to be consolidated in 2019)
- A whole-school management information system to facilitate systematic monitoring and easy recording of harassment incidents.



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Drug Testing Policy

Policy of drug testing and illegal drugs
at German European School Singapore

Created: May 2015, revised: January 2018

Approved: BOG Meeting, 19 March 2018

Owner: Principal's Office



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1. The reasons for GESS to implement a policy of drug testing

Singapore is very strict regarding the possession, consumption and trafficking (which includes the selling, giving, administering, transporting, sending, delivering, distributing or offering to do any of the above) of illegal drugs and they have severe laws against the above mentioned contact to drugs and drug-related articles (pipes, syringes and other apparatus). Especially teenagers can find themselves facing more and more potential situations in which they may become vulnerable and may be placed under pressure from either their peers or others to try a drug. Unfortunately, drug dealers find all kinds of ways into the user market and are focused on young people.

2. Possession, consumption and/or trafficking of illegal drugs

The use and abuse of drugs by children is an area of major concern - not just for the authorities and parents of children concerned, but also for those responsible for their education. We at the German European School Singapore take this issue very seriously.

Singapore law imposes very tough penalties on those caught consuming, possessing or trafficking illegal drugs, and grants sweeping rights to the authorities enforcing these laws. Penalties include imprisonment and death penalty. Neither foreign nationals nor students are exempted from these laws. If found in possession or trafficking unlawful drugs in Singapore, students may be simply



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removed from Singapore and denied future entry into the country, or more severe penalties can be imposed.

We support our students with the best education about how to avoid drugs, because we want to make sure that they know about this topic and that they know the consequences by using drugs and the consequences by Singapore government. By having this programme, our students always have the opportunity to refer to our school rules to use this as the reason for saying no to drugs, if someone convinces them.

3. Nature and form of drug testing

The School Bye-law (section 5.8) provides that the school may conduct drug tests on students of grade 7 and above in cases where there are good grounds of suspicion as well as at random. The Principal shall decide on the procedures of the test; students selected must participate.

Before accepting the offer of a conditional place in the German European School from grade 7 onwards, parents are required to sign a consent form allowing the student to be tested for consumption of illegal drugs at any time. A list of illegal drugs under the Misuse of Drugs Act may be offered by the school's office, when requested. Students are required to sign an acknowledgement of their parents' consent.

The testing of students is overseen by the Principal, and is undertaken by the school's nurses in the school.

Parents of students who have been selected and tested will receive confidential letters informing about the following:

- a) that their name has been drawn and
- b) the date the testing took place

If any student who was picked for testing refuses to comply with the testing procedure or either one or both of the student's parents refuse to allow the student to be tested, the parties will be informed that the student needs to leave our school at once. The student will then be treated in the same way as a student who has taken the test and whose result has proved positive.

4. What happens after testing?

The test results normally take about one week to return. During the waiting period between the testing and the outcome of the result, the selected students are monitored and supported if necessary. Upon the return of the test results, the selected students and their parents are informed of the outcomes. The outcomes will only be known by the Principal. If the result is negative, no further action is taken other than to note that there has been a testing which resulted in a negative outcome. If the result is positive, the student will have to leave GESS at once. The school is not required to inform the authorities of the positive test, but may do so at any time. The school shall not be held liable for any consequences of the aforesaid actions which it may decide to take.



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5. CONSENT FORM

Student's Name: _____

We have read and understand the POLICY OF DRUG TESTING AND ILLEGAL DRUGS AT GERMAN EUROPEAN SCHOOL SINGAPORE.

We hereby give consent for the above named student to be tested for use of illegal drugs as part of this programme. This consent is valid for the tenure of the student enrolment at German European School Singapore.

(Date, Parent Signature)

(Date, Parent Signature)

I have read and understand the POLICY OF DRUG TESTING AND ILLEGAL DRUGS AT GERMAN EUROPEAN SCHOOL SINGAPORE.

I acknowledge that my parents have given their consent for me to be tested and have signed the above policy.

(Date, Student Signature)



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6. QUESTIONS YOU MAY HAVE WITH REGARD TO ILLEGAL DRUGS AND TESTING

a) Why does German European School Singapore have a drug testing programme?

A drug testing policy has been part of our School Bye-Laws, which forms part of the Student Contract, which parents acknowledge and agree to during the admissions process. This policy and practice have been regularly reviewed to ensure they stay relevant and drug testing has been conducted before. Also the experiences with teenagers of other schools in Singapore underline that having a drug testing programme is important to protect our students.

Schools for expatriates in Singapore are in an exceptional position because of the Singapore laws in relation to drug use. The consequences of a positive drug test and a teenager being convicted of a drug offence in Singapore are wide, with the possibility that a family may lose its source of income, home and would need to be relocated. Additionally, our teenagers are going through a time with many changes, where they might want to explore and try things. We need to give them the strength and safety of boundaries to say no and we give them a reason, because they can always rely on the fact that it is too risky because their school is testing for drugs.

b) How does drug testing fit into our school community?

We need to be aware of that our students will not be in the safe area of the school and their homes all day. We cannot always make sure to know what they are doing after school. Singapore is an international and very vibrant city with new influences for our students every day. With the drug testing programme we want to create awareness for this topic and want to show that drug use or any contact with drugs is unacceptable in our community.

c) What are the drug laws in Singapore?

Singapore has severe drug laws. The Misuse of Drugs Act (Cap 185) creates various offences for drug trafficking, consumption and possession. For people caught dealing (trafficking) in illegal (controlled and specified) drugs there is a mandatory death sentence. For people caught consuming and/or possession of illegal drugs (controlled and specified drugs), the sentence is also harsh: prison, caning or fines, or all three penalties. In the West there are categories of soft and hard drugs, whereas in Singapore there is no differentiation. All illegal drugs are dealt with severely. For a list of the controlled drugs and specified drugs, please refer to the Misuse of Drugs Act. (The Misuse of Drugs Act by the Singapore government as well as a list of controlled substances in Singapore can be viewed on request send to the Principal's Office. Please visit the homepage of the *Central Narcotics Bureau* or the *Singapore Statutes Online* for more information and updates on the Misuse of Drugs Act.)

If a controlled drug is smoked, administered or otherwise consumed outside Singapore by a non-Singapore citizen or non-Singapore permanent resident arriving in Singapore by land, sea or air, and such consumption is proven as a result of urine tests conducted by the relevant authorities (including any immigration officer), such person may be prohibited from entering or remaining in Singapore. It is also an offence for a person to have in his possession any pipe, syringe, utensil, apparatus or other article intended for the smoking, administration or consumption of a controlled drug. The authorities are authorised to conduct a search of the school premises should they suspect that there is to be



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found any controlled drug, controlled substance or article liable to seizure or a person who is suspected to have committed any drug offence.

d) Is there a drug problem in Singapore?

Singapore Anti-Narcotics Association has many years of experience in working with drug trafficking. Being close to the golden triangle, this country has developed a cooperative network with other countries within the region, to fight drug trafficking. It is our opinion that Singapore does not have a drug problem that is out of control. However, we are surrounded by countries with drug issues and despite the penalties a supply of illegal drugs does reach Singapore.

e) Does German European School Singapore have a drug problem?

GESS does not have a drug problem because the School has a zero-tolerance policy on drugs. The testing programme is aimed to assist in preventing such an issue arising.

f) Do other schools in Singapore test for drugs?

Yes, most of the other large international schools in Singapore test for drugs.

g) Schools send the urine or hair sample out of Singapore, why is that?

If a sample is tested in Singapore and is found to be positive, the laboratory is bound to inform the relevant Singapore authorities. By sending the samples out of the country the results are kept confidential within the school.

h) What are the main advantages and disadvantages of urine and hair testing?

Urine testing can test for a wide range of drugs and is relatively cheap to administer. However, the collection of samples is time consuming and intrusive, and there are drugs on the 'market' that can mask drug use, and samples can be adulterated unless the sample giver is observed. Hair testing can also test for a wide range of drugs. Although it is a more expensive procedure, the collection of samples is quick and non-intrusive. Samples cannot be adulterated. Drug use over several months can be detected.

i) Who is tested and how are those to be tested identified?

Only students from grade 7 onwards can be selected. We select either randomly or in cases where there are good grounds of suspicion. The legal guardian/s of students selected at random and on grounds of suspicion are notified by letter that they have been selected and tested. Parents of students selected because of concerns are invited to meet with the Principal after they have been tested. In the event of parents living in different locations, we will do everything in our power to make it possible that both will be informed simultaneously. We want to keep this a cooperative process on the base of the good communication between the parents and the school.



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j) Who manages the testing and who takes the test samples?

Testing of students is overseen by the Principal. The school's nurses will execute them in the school, when the Principal and/or one of the Vice-Principals is present during the test.

k) If my child takes a drug available from pharmacies for medical reasons, will the test be able to differentiate between controlled drugs and others?

The testing will identify a range of controlled drugs only. Drugs taken for medical reasons should be declared at the time of testing.



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Inclusion @ GESS

Policy for supporting diversity

Created: 12 June 2017, Amended: 26 April 2018

Approved by the Senior Management Team:
8 May 2018

Approved by the G&A sub-committee: 7 June 2018

Approved by Board of Governors: 18 June 2018



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This policy was developed by the inclusion working group during the academic year 2016/17. The members of this group were Sebastien Chin and Isabella Roberts (student representatives, European Section), Petra Wieschhoff (parent representative, German Section), Anne-Ev Enzmann (member of the Board of Governors), Sundari Thangavelu (administration), Heidi Shaughnessy (pre-school), Daniela Tragner-Kaus (primary school, German Section), Michael Kaus (secondary school, German Section), Ulrike Lohse (primary school, European Section) and it was led by Oliver Günter (head of learning support, German Section). The policy was presented to the Senior Management Team (SMT) on 12 June, 2017.

The translation of the policy was revised and updated by Katharina Brüning (assistant of principal), Heidi Shaughnessy (pre-school), Lisa More (learning support primary, European Section), Adriana Ohara (learning support secondary, European Section), Sarah Thomas (head of primary, European Section), David Morgan (head of secondary, European Section) and Oliver Günter (head of learning support, German Section) in March 2018.

1. Foreword

“As a sociological term, the concept of inclusion describes a society in which every individual is accepted, has equal rights and is able to participate freely and independently.”¹

According to this definition, inclusion is based on an attitude, that does not differentiate in terms of ethnic background, religion, social status, language, nationality, gender, learning abilities, special needs or any other criterion, that could lead to discrimination. In a school context this means that we are creating a school for all students.²

The German European School Singapore (GESS) follows the approach of the “Zentralstelle für das Auslandsschulwesen” (ZfA), the Central Agency for German Schools Abroad, and believes that focusing on students with special educational needs only is inappropriate.³

As a German school abroad, GESS is bound by the commitment, which the Federal Republic of Germany entered into with the United Nations “Convention on the Rights of Persons with Disabilities (UNCRPD)”.⁴

This “Policy for supporting diversity” complies with the National Quality Framework of the German States for German Schools Abroad (“Qualitätsrahmen des Bundes und der Länder für Deutsche Schulen im Ausland”⁵) as well as complying with the school development plans and the lesson development plans at GESS. It is important that existing policies and on-going efforts regarding school and lesson development are not seen as being separate to or even competing against the inclusion policy, but are seen as creating links and synergies between them.⁶

So at this stage it is important to remember the following points from the grant agreement between GESS and the ZfA:

- focus on different teaching levels based on students’ ability to access the curriculum (differentiation)
- cooperative forms of learning (based on Norman Green)
- promotion of the German language (language development).

2. Guiding principals

GESS is a diverse school in the multi-ethnic country of Singapore.

¹ <http://inklusion-schule.info/inklusion/definition-inklusion.html> (DE)

² Hinweise für die Erstellung eines Inklusionskonzeptes, ZfA, February 2015, page 2 (DE)

³ Hinweise für die Erstellung eines Inklusionskonzeptes, ZfA, February 2015, page 1f (DE)

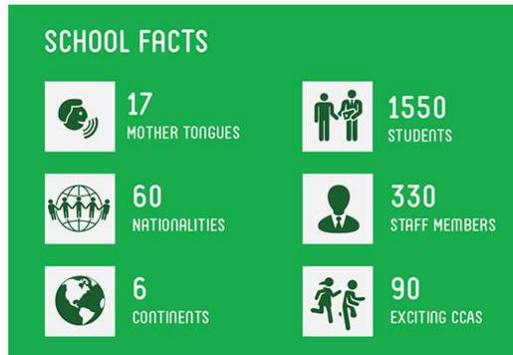
⁴ <http://www.un.org/depts/german/uebereinkommen/ar61106-dbgbl.pdf> (DE, EN)

⁵ goo.gl/gtuQ3A

⁶ Hinweise für die Erstellung eines Inklusionskonzeptes, ZfA, July 2015, page 8



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Singapore signed the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) on 30th November 2012. The Agreement was then ratified on 18th July 2013 and became law in Singapore on 18th August 2013.

Singapore's "Enabling Masterplan 2012 - 2016" says: "The EM is a 5-year national roadmap to build a more inclusive society, in which persons with disabilities can be integral and contributing members, empowered to reach their potential."⁷

3. Aims of this policy

At GESS all children and young people study together, regardless of their learning requirements. At GESS learning and teaching focus on supporting the development of all children and young people as complete individuals, with special accommodation/ consideration of their individual strengths and talents.

The diversity of learning groups with a variety of physical, mental, psychological and emotional needs or potentials is seen as natural and is understood to be enriching for all. We firmly believe that the development and learning of all students can be particularly enhanced in diverse groups.

GESS will continue to provide the staffing, rooming, organisation and teaching needed for this goal to be achieved sustainably, within budgetary parameters.

Every member of the GESS community understands that inclusion makes a valuable contribution to our lives and actively supports the development and continuation of a school culture that expresses this in everyday life.

4. The school's starting position

From the academic year 2017/2018 onwards, GESS is implementing a number of systems and procedures to encourage inclusion.

GESS enrolls students with individual needs, whose options for individual achievement are taken into account during evaluation (see attachment 9, "Nachteilsausgleich" – special accommodation/ consideration, German Section) and the IB guide to inclusive education (European Section). GESS employs teachers qualified in special education and is making use of their knowledge, abilities and skills.

⁷ <https://www.msf.gov.sg/policies/Disabilities-and-Special-Needs/Enabling-Masterplan-2012-2016>



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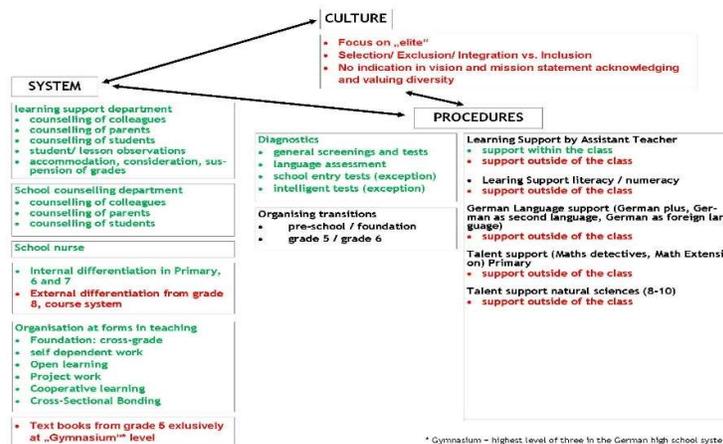
The number of support teachers, who are specifically timetabled to work in the learning support department was increased in the German Section in the recent years. Currently (AY2017/18) there are three teachers working to facilitate learning support and German language support, supporting 70 students in learning support and 70 students in language support in either 1:1 or small group settings. In the European Section there are four learning support teachers, supporting 70 students and two English language support (EAL) teachers supporting 45 students.

From 2018/2019 onwards, GESS will be located in a new barrier-free school building, which will actively support the on-going implementation of the schools' inclusion policy.

In all sections students' academic development is supported in a differentiated way; they are regularly assessed so that teachers can target their needs individually in numeracy and literacy. Students with diagnosed learning challenges are withdrawn for targeted support in the specific areas. Students with diagnosed learning challenges receive support in lieu of the third language, if required.

The current systems and procedures assume, that students with pronounced learning needs either for support or extension must be withdrawn and taught separately as individuals or in small groups. This does not follow the fundamental principle of inclusion and should now be updated to comply with this "policy for supporting diversity".

The areas in the German Section for development identified are marked in red in the following diagram:



“We aim to provide each of our students with the best possible education, (...)” (GESS Mission statement). Therefore, it is extremely important for us to support the general development of each student as a complete individual. We appreciate the strengths and talents of the children and young people and want to guide them along their individual learning paths. Following this principle, we challenge and support our students as a group and at differentiated levels. We respond to the variety of abilities and skills as well as individual learning needs with different procedures to develop differentiation within diverse groups.

In the German Section our team of ten teaching assistants helps about 100 students via individual learning support and homework support.



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Student teachers from Germany support our students to learn under the supervision of homeroom teachers and subject teachers as well as the learning support department. As of this publication, there are two assistant teachers in the European Section German Department Primary and Secondary who assist teachers in the classroom with German language support.

In addition, we offer learning support provided by experienced specialised teachers:

- **German language support** for students who have been brought up as bilingual or multilingual (German Section) and **EAL support** (European Section)
- **Learning support literacy** for students with a diagnosis of difficulties with literacy (both sections)
- **Learning support numeracy** for students with a diagnosis of difficulties with numeracy (both sections)
- **Attention training** for students with attention and concentration deficits

FÖRDER- UND BERATUNGSZENTRUM (FBZ)

RECOMMENDATION BY GESS REQUIRED



Speech Development / Support



Teaching Assistant



Literacy Support



Numeracy Support



Concentration Training



Support for gifted and talented pupils



School Social Work



School Nurse

AVAILABLE TO ALL



Learning Workshop



Private Tutoring

These learning support interventions will only be provided following recommendation by the learning support team and require the consent of parents or guardians. Our assessments are based on school results, lesson observations as well as the results of screenings or tests carried out to assess individual achievement (baseline assessment). Based on the outcomes of these assessments an Individual Learning Support Plan (ILSP) is developed and regular screenings documented on the learning support report.



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In general, the German Section regularly assess the achievement of all primary school students (grades 1 to 5) in the areas of numeracy and literacy with standardised assessment procedures (comprehensive screening) at the end of every school year. These screenings are being extended to grade 6 in the academic year 2017/2018. If necessary, there are also screenings available for secondary school students (grades 7 to 10) as well as diagnostic tools for all year groups. In both sections there are ongoing assessments throughout the year for grades 1 to 12. In addition to this, the European Section takes part in the International School Assessment (ISA) from grades 3 to 10; the students of the German Section in the “Vergleichsarbeiten” of the “Institut zur Qualitäts-entwicklung im Bildungswesen (IQB) in Germany.

Students with special educational support needs as well as students with a diagnosis of a specific difficulty with literacy and/ or numeracy may be granted special accommodation/consideration on a case-by-case basis, to account their special needs of students during assessments. Special consideration may include the following components:

- adaptation of the school environment,
- technology-based support,
- support from teachers and teaching assistants qualified in (special) educational needs,
- interventions using alternative teaching methods,
- special consideration during assessments.

Special consideration/ accommodation is provided for our students based on the regulations for graduating with the German International Abitur from German schools abroad, which was agreed by the Conference of Education Ministers on 11th June 2015, as well as the advice on inclusion at German schools abroad, which was agreed by BLASchA on 11th December 2014 (German Section)⁸ and “The IB guide to inclusive education” (European Section)⁹.

Our support intervention is organised by our learning support team and maintained through cross-curricular links. The learning support department works closely together with the school counsellors and the school nurse, as needed, and advises teachers as well as students and parents on any issues relating to learning. The learning support department identifies suggestions for support intervention and special consideration in consultation with each student’s homeroom teacher, subject teacher and the relevant Heads of Department.

The learning support team initiates drafting and updating support plans collaboratively and relies on advice from colleagues as needed.

In addition to this, the German Section offers support for our middle and high school students in our “Lernwerkstatt”, that goes beyond the usual homework support, where students do not need a recommendation from us to register. This support focuses on revising basic, preparing for class based assessments and exams and working on efficiency and routines to improve the organisation of students’ work.

⁸ Nachteilsausgleich - Fordern und Fördern an der GESS Deutsche Sektion - Anlage 2

https://www.gess.sg/uploaded/images/About_Gess/Association/Policy_Manual/Annexes/4_C_I_Annexes/4_GermanSec_Annexes/GS_Annex_9_17-05-25-GESS-Policy-Handbook-Nachteilsausgleich.pdf

⁹ The IB guide to inclusive education

https://ibpublishing.ibo.org/server2/rest/app/tsm.xml?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1

The support interventions create additional costs, which are divided between parents and the School Association. The costs for a shadow teacher need to be borne in full by parents. The gifted and talented programme “Mathedetektive” at the German Section Primary have been made free of charge.

Currently we recommend that students in grades 2 to 5, who are particularly able in mathematics should participate in the “Mathsdetectives” (German Section) / Math Extension course (European Section), which we offer once a week, alongside each year group’s maths lessons. We focus on mathematical problem solving and especially on complex tasks, which support logical thinking.

Starting in 2018/2019, the gifted and talented programme "Mathedetektive" for grades 3 and 4 students of the German Section Primary will be integrated into the new "extended German Plus" program, making it accessible to additional students. Also, there will be a course for written German language, to offer additional challenges to our students.

For students of the grades 8 to 10 (German and European Section) with a special interest in science and technology, we offer free participation in the "Junior-Ingenieur-Akademie" from 2018/2019 onwards.

5. Action plan

The inclusion work group agreed to the following indicators from the “Inclusion Index” on 22nd February 2017, and were defined as the focus of development:

A	Creating inclusive cultures
A 2.2	Staff, governors, students, parents/carers share a philosophy of inclusion.
A 2.3	Students are equally valued.
A 1.5	There is a partnership between staff and parents/carers.
A 2.1	There are high expectations on all students.
A 1.1	Everyone is made to feel welcome.
B	Producing inclusive policies
B 2.2	Staff development activities help staff to respond to student diversity.
B 1.6	The school arranges teaching groups so that all students are valued.
B 2.3	Special educational needs policies have an inclusive structure.
B 1.4	The school makes its buildings physically accessible to all people.
B2.1	All forms of support are coordinated.
C	Developing inclusive practices
C 1.1	Lessons are planned with the learning of all students in mind.
C 1.3	Lessons develop a positive understanding of differences.
C 1.6	Assessment contributes to the achievements of all students.
C 2.1	Student differences are used as a resource for teaching and learning.
C 2.5	School resources are distributed fairly so that they make inclusion a reality.

Steps for implementing these 15 selected indicators have been worked out in the action plan for the German Section (see point 9. Attachments, action plan).



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As we have a new staff member for learning support starting in the European Section in August in 2018, we will wait until the 2018/2019 to:

- appoint a head of learning support / student support for European Section
- revise current practices of support in the European Section in line with this policy
- promote collaboration between teachers and the learning support team

6. Resources

GESS will continue to meet the requirements - within budgetary parameters – in terms of the staff, rooms, administrative support and teaching and learning required to reach the goals formulated in the work plan.

The next steps for the School are:

- The number of teaching assistants of the German Section and the German Language Department of the European Section will be reviewed yearly and increased up to three positions until 2020/2021 as required.
- Teaching assistants usually work on an inclusive basis and the school community will bear the costs from 2019/2020 onwards.
- German Language support is usually carried out on an inclusive basis and the school community will bear the costs from 2022/2023 onwards.

The next steps for the European Section will be included with the upcoming action plan for the European Section.

7. Evaluation

The steps mentioned in the action plan (see 9. Attachments, action plan), still need to be worked out in detail by the respective working groups and the staff with specific responsibilities. These steps should be implemented in due time by the staff members responsible and they should be accompanied by an evaluation process. The head of the learning support departments of both sections should receive a report at least once a year about the current status of the relevant actions.

8. Period of validity and our commitment

This proposal was approved on **11 June 2018** by the Board of Governors. It is effective from the academic year 2018/19 and is binding for the whole school.



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Disciplinary Policy

Approved by the BOG on 21 April 2014



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Principles

Poor behaviour impedes an individual's chances for academic and life success and inhibits the achievement of other students. GESS takes action to correct inappropriate behaviour with dignity, consistency and with an understanding of the developmental levels of its students. Disciplinary measures are designed to be encouraging and optimistic, and to help students make appropriate choices, rather than being simply punitive in nature.

The maintaining of appropriate behaviours and discipline is the shared responsibility of students, parents, educators, and administrators.

Practices

1. School staff and school bodies which can impose disciplinary measures

- Subject Teacher
- Homeroom Teacher
- Head of Department, Head of Section, Principal
- Class faculty conference (see footnote ⁱⁱ)
- Disciplinary Board

The Disciplinary Board comprises of the Principal (Chair), the Heads of Sections, all Heads of Departments and four faculty members, voted for by the all staff conference. The Principal may at his discretion delegate the chair to a Head of Section or Head of Department.

In disciplinary board hearings pertaining to individual students, Heads of Department and the Heads of Section who are not directly concerned will usually not participate, whereas the student's homeroom teacher will be invited and has full voting rights.

The student's confidence teacher is part of the Disciplinary Board in a non-voting, advisory role.

2. Educational Measures

Educational measures are aimed at giving the student the opportunity to reflect on his behaviour and initiating a process of learning appropriate behaviour.

Educational measures include but are not limited to discussions with the student and/or his/her parents, oral warnings, removing the student from class for the duration of the on-going lesson, completing assignments during overtime, confiscating material, giving assignments/obligation that aim at compensating for a student's actions. In cases where a student has a record of repeated

offences, parents are informed in order to facilitate a coordinated approach between the school and the parents. A mandatory counselling programme with the GESS student counsellor may be imposed.

Educational measures may be imposed by any faculty member at any time where deemed to be appropriate.

3. Disciplinary measures

Disciplinary measures are aimed at establishing an orderly educational and safe environment at GESS and safeguarding students and employees as well as the property of the school.

	Disciplinary Measure	Right to impose	Persons to be informed / record
3.1.	Exclusion from on-going lesson	Subject teacher	Homeroom teacher / recorded in class book
3.2.	Exclusion from classes or school activities taking place the same day	Homeroom teacher, Head of Department, Head of Section, Principal	Parents, Homeroom teacher, Head of Department; recorded in class register and student's file
3.3.	Written warning ¹⁰	Class faculty conference ¹¹ (chair: homeroom teacher), Head of Department; Head of Section , Principal	Parents, Homeroom teacher, Head of Department; recorded in student's file and notification made on the report card ¹²

¹⁰ A written warning is a formal written notification sent to parents / guardians in which the school expresses its strong disapproval of a student's behaviour and which outlines further disciplinary measures (as above) which might be taken if the behaviour in question persists or reoccurs. The issuing of a written warning is noted on the student's report card.

¹¹ The class faculty conference comprises all teachers who teach the relevant class.

¹² This excludes in all cases school leaving certificates or report cards which state formal qualifications.

3.4.	Exclusion ¹³ from classes or school activities for up to two days	Class faculty conference	Parents, Head of Department; Head of Section recorded in student's file; possible notification made on the report card
3.5.	Exclusion from classes or school activities up to one week	Class faculty conference in agreement with Head of Department	Parents, Head of Section; recorded in student's file and notification made on the report card
3.6.	Transferring student permanently to another class ¹⁴	Class faculty conference in agreement with Head of Department	Parents, Head of Section; recorded in student's file and notification made on the report card
3.7.	Exclusion from classes or school activities for more than one week up to one month	Disciplinary Board	Parents, class faculty conference; recorded in student's file and notification made on the report card
3.8.	Final written warning: including the warning that the student may be permanently excluded from school.	Disciplinary Board	Parents, Board of Governors, class faculty conference; recorded in student's file and notification made on the report card
3.9.	Permanent exclusion from school	Disciplinary Board	Parents, Board of Governors, Homeroom teacher, class faculty conference; recorded in student's file

With all disciplinary measure additional educational measures can be imposed. If considered necessary a class faculty conference (in the case of 3.3. and 3.4.) or the Disciplinary Board (In the case of 3.5. and above) may require the student to attend counselling (including but not necessarily limited to GESS student counselling). Any costs that might occur have to be borne by the parents.

¹³ Exclusion can be either internal (where a student is isolated from his class) or external (where a student is not permitted to enter the school grounds).

¹⁴ Transferring students between classes is undertaken at GESS to improve the educational and social dynamics within classes. As such this takes place regularly without necessarily being the result of disciplinary issues. However, in some cases a student may be transferred in consequence of breaking school rules.



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4. Procedures

4.1.

All educational and disciplinary measures imposed shall have regard for individual circumstances and must be in proportion to the behaviour in question.

4.2.

The outcomes under 3.7. describe an escalation of disciplinary measures. However, it is entirely within the discretion of the school to determine which disciplinary measure is applied, having regard to the seriousness of the event and the circumstances prevailing.

4.3.

Before the school imposes disciplinary measures, the student in question and (in the event of disciplinary measures 3.2. to 3.9. inclusive) his/her parents shall be given the opportunity to express their position.

In cases conducted by the Disciplinary Board (3.7. to 3.9. inclusive) this is usually done in the form of a hearing, which the student will attend in person. In addition to having parents with him/her a student may seek assistance from a student or teacher of his/her choice during this hearing.

4.4.

In the case of a hearing of the Disciplinary Board at which a decision is to be made on whether to permanently exclude a student from school, the student's parents may elect that either the chairperson of the Parents' Committee or the chairperson of the Board of Governors attends the Disciplinary Board hearing. Such person shall attend in a consultative capacity only and shall have no vote. If the student in question is the child of the Chairperson of the Board of Governors or the Parents' Committee then the parent shall not be permitted to attend the hearing in a consultative capacity, but only as a parent.

4.5.

The location, timing and conduct of a hearing shall be determined at the sole discretion of the Chair having due regard for fairness and transparency. The student, his or her parents and the student or teacher assisting the student will be invited to attend the hearing of the Disciplinary Board at which the circumstances of the matter shall be presented and the student, parents or assisting teacher or student shall have the right to speak on behalf of the student. Following the hearing of all the facts the Disciplinary Board (without the student, parents or assisting teacher or student) shall discuss the findings and the appropriate measures in confidence and communicate its decision to the student and his or her parents as soon as practicable. For the avoidance of doubt if the student or his parents elect that the Chair of the Board of Governors or the Parents Committee attends the hearing then that person shall remain in attendance throughout and that person shall treat the information received during the closed part of the hearing as confidential.



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4.6.

The Disciplinary Board shall come to its decision by a simple majority. In cases of an equality of votes, the Chairperson of the Disciplinary Board shall have the final or casting vote.

4.7.

Parents will be informed about disciplinary measures in writing (which may include post or E-Mail) and the disciplinary measures may be recorded in the student file and/or report card as set out in 3.