



Deutsche Internationale Schule Abu Dhabi
المدرسة الألمانية الدولية
German International School Abu Dhabi

Prevention Concept for Students of the German International School in Abu Dhabi

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Preface

A fundamental area of the school's educational mandate is psychosocial and health-promoting prevention work, such as addiction and violence prevention, and the promotion of social as well as life skills.

Prevention also means helping students develop into independent personalities who value themselves and their fellow human beings and who can function and adjust in a multicultural environment.

The adolescents should be able to behave appropriately in conflict and situations and situations regarding addictive habits. Since the pupils spend a significant part of their lives in school, the school is a responsible partner of the parents in prevention work.

Being an international school located abroad, GISAD emphasizes its mission to convey these concepts to its students and to actively implement them into every day school life. The prevention concept at GISAD is designed dynamically so that new building blocks can be added at any time and implemented in everyday school life.

For reasons of legibility, the generic masculine is used in this concept.

Representatives of parents and employees of the school as well as representatives of students work together as a body called “Präventions AG” to create the prevention concept, as a social arm of the steering group, as well as to update, further develop and implement the GISAD prevention concept that has been in place since 2014. This concept is intended to help preventively offer solutions for all socially relevant school situations and primarily serves to ensure the safety of our students. “Präventions AG” is therefore an essential component of the concept.

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1. Sponsorship Project

Aims of the Program

- Facilitating the entry of new students into school
- Reduce fears by getting to know some new classmates, the class teacher and the school’s premises

Procedure

Search for Sponsors for the New School Year (Grades 4-11)

In May / June of each school year, the class teachers of grades 4-11 ask about those interested in the sponsorship program and give the person responsible for the sponsorship project (one colleague each from primary and secondary school) list of the names. There should be 2-4 students from each class who feel responsible for their future classmates and who are willing to come to school when the new students are being welcomed on introductory day. These are then assigned to the new students by the two colleagues (future grades 5-12).

The new students in classes 1-4 are supervised by the respective class teachers. If the class teachers are also new to the school, the head of primary will send a welcome-email.

Preparatory Meeting

In mid-June, there will be a preparatory meeting at which the sponsors will receive the email addresses of the new students as well as the handbook for GISAD sponsors and information on communication. The manual contains all the information that is important for new students or describes the places that should be shown to the “new” ones. Introductory day will be discussed in detail.

Students Send the Emails during the Holidays

At the end of June, the sponsors will send the new students a welcome-email and answer any questions that arise.

Introductory Day

Before the start of the new school year, there is an introductory day for all new students and parents, on which they get to know the sponsors and the future class teacher personally.

2. Arbiters

Many schools now have student mediators. In order for this concept to work, certain requirements must be met:

- Impartial third parties are available as mediators in the event of a conflict to help the students involved to find mutually acceptable solutions.
- They do not decide who is right and they cannot punish.
- Arbitrators help to defuse conflicts and enable those involved in the conflict to treat each other in a peaceful and respectful manner. Therefore, they have to convince through competence, neutrality and interested closeness.
- Mediation/dispute settlement takes place on a voluntary basis.
- Mediation can only be successful if both parties have the will to find a solution.
- It requires insight, the will to learn and the intention to avoid injuries of a third party
- The procedure has certain rules that the arbitrators learn beforehand.

Mediation is the dialogical regulation of symmetrical conflicts. This means that there is a balance of power between the parties involved before a conflict can be resolved in the conversation.

Starting from the school year 2019/2020, the dispute mediator program "Grundschul Kinder werden Streitschlichter" will be used in the primary school. The program is implemented in close cooperation with the school's social worker and the class 3 teachers.

In 12 training units, the children learn to independently conduct mediation through targeted exercises, role plays and their own "handbook for mediators". In doing so, they strengthen social skills such as empathy and teamwork (see guideline "Grundschul Kinder werden Streitschlichter").

3. Youth Group Leader Training

Starting from the school year of 2017/2018, GISAD has offered training as a youth group leader, the content and scope of which comply with the regulations of the nationwide recognized "Juleica" training program. The aim of the training is on the one hand to support the participating students in developing their personality.

The aim is to strengthen self-confidence and the ability to assume responsibility. In addition, the trained youth leaders support younger GISAD students in their development and contribute to the prevention of violence. The latter takes place in particular using the youth leaders as supervisors during recess.

Contents of the Youth Leader Training Cover the Following Areas

Pedagogy

- Tasks and roles of the youth leader
- Goals, methods and tasks of youth work
- Parenting styles
- Get to know and experience roles and dynamics in the group
- Moving back to your own childhood and youth: remembering needs, desires and fears in different age groups (socialization)
- Experience different situations in pedagogical practice as an example through role-playing games, strategy games and drama.

Practice

- Motivation methods
- Rhetoric exercises
- Mediation of games for different age groups and different situations
- Planning of game chains: structure and tension
- Planning and implementation of an evening animation/show
- Kitchen fun: planning and implementation of an "experience dinner"
- Material procurement and maintenance
- Planning (and later implementation) of a real life application

Law

- Duty of supervision
- Sexual offences
- Youth protection act

- Liability
- Insurance
- Travel law

4. Class Teacher Period

The class teacher period in grades 1 to 12 is a fixed weekly lesson in the timetable. The class teacher period can be organized as a class council, a teacher-led hour in the form of a social training lesson, or offers teachers the opportunity to plan class trips or explain appointments without affecting the teaching process.

In the class teacher period, the focus lies on the acquisition of personal and social skills and the students learn the following skills:

- Compliance with rules of conversation,
- Training of social and communication skills,
- Practice democratic rules and techniques as well
- the importance of norms and values.

5. Class Council

The class council is the democratic forum of a class. In weekly meetings, advice, discussions and decisions are made on self-chosen topics. These can concern the design and organization of learning, living together in class and at school, current problems and conflicts as well as joint planning and activities.

In the class council, the pupils regulate their coexistence and deepen the class community. They train their communication and social skills as well as their ability to work in a team. The practice of fixed roles with clear rules makes a decisive contribution to the success of the class council.

Method of implementation:

- At GISAD, the class council is binding in grades 4 - 12.
- During a period defined in the class, the students collect topics and problems that they want to address in the class council.
- These are discussed in the class council and brought to a democratically legitimate solution.

The students take over different roles alternately, such as roles of the leader or time manager

6. Anti-Bullying Series

Current studies and our experience show that bullying is increasing in schools and thus also becoming more relevant as a topic.

This series of lessons tries to track down bullying and make the topic workable for the students.

A student who is bullied at school should receive personal support early on, because bullying can damage the mental and physical health of individuals and destroy social relationships. Most of the bullies play their "game" in secret and the bullied themselves rarely find the strength to fight back.

If required, a series of lessons on this topic can be carried out at selected times in selected grades. Bullying attempts should be deprived of breeding ground at school, so we always use these teaching materials when we think there is an urgent need. With well-prepared materials from, for example, klicksafe (link: <http://www.klicksafe.de/>), we also have the opportunity to react to bullying on the Internet and to address cybersecurity as part of media protection for the youth.

7. drug prevention

The good cooperation with representatives of the German Federal Criminal Police Office (BKA) enables students in grades 9 and 10 to take part in an information event on addictive substances and intoxicants once a year. The students are informed about legal and illegal drugs and what consequences they can have for the body and the social environment. This offer in cooperation with the specialist teachers tries to prevent addiction in advance and to convey addiction prevention in the sense of strong, stronger, us.

Our main tasks are in the following areas:

- Close cooperation with the BKA
- Close cooperation with the school's social worker and the specialist teachers in the subjects of ethics, biology, chemistry and German at GISAD
- Creation of "drug profiles" and prevention strategies in the subjects of ethics and biology
- Creation of poster boards on HIV/AIDS
- Dealing with media (internet, TV, specialist articles)

Information sessions / Subjects:

- Lecture by the BKA for pupils
- panel discussion
- "Smoking" module for class 9
- "Alcohol" module for class 9 in biology and chemistry
- Module "HIV / AIDS" (immune system) for class 8

- "Nervous system drugs" module for class 12

8. School Trips to Team Building

Class trips play an important role for the social behavior of the pupils, for the good relationship between students and teachers and thus also for the learning process.

In accordance with their predominantly educational objectives, they should be closely involved in the educational and content-related work of the school.

Grades 4, 7 and 9 take annual excursions that not only give the students a good time, but are also intended to become a special group experience through targeted activities and experiential support.

Positive group dynamics are strengthened and respectful and friendly cooperation is encouraged.

Our previous class trips have included trips to the Arabian Nights Village near Al Ain or to the Wadi Adventure Camp.

9. Anchoring Social Interaction in the Curriculum

The desired goal of social interaction is also anchored in the curriculum of various subjects and levels.

Example 1: Primary school

Social learning is practiced in elementary school through a breakfast together, a weekly storytelling circle and integrative forms of learning and work. From class 3 onwards, class speakers are elected in the Primary School who work for the interests of the class.

The content of the topics is repeated over and over again in the 4 years since we work according to a spiral curriculum.

The primary school works across disciplines, so the following subject areas apply to German, subject teaching and ethics:

- Social interaction in the classroom, in the schoolyard, within the family
- Class and school rules
- Fighting/Making Up as well as solving problems, friends and friendship

Example 2: German

The following skills are practiced in each grade:

- Empathy through changing perspectives e.g. when reading stories

- Development of your own point of view and acceptance of a different opinion through discussions
- Recognize the intended effect of non-verbal means and classify them in a particular situation
- Express constructive criticism

Example 3: Ethics

Grade 5

- Me and the others
- Learning as a way to understand yourself, others and the world

Grade 6

- People need people

Grade 7

- Conflicts and conflict regulations
- The conscience

Grade 8

- Distinguish between good and bad behavior
- mobbing

Grade 9

- Rules in dealing with each other, family and upbringing/education

Grade 10

- violence
- peace
- Living together in a multicultural society
- Tolerance and respect
- Against prejudice

- Youth groups / violence / addiction / alcohol → acting morally

10. Entertainment and Activity Program

Since summer 2017, parents of the school have been trying to offer GISAD students afternoon activities. After the start with "ice skating" and "horse riding", we were able to expand our offer to "swimming" in 2019. In addition, our students organize a "GISAD RUN" every month, in which students, teachers and parents walk together and also present the school to the public as a community. As already described in the introduction, these activities are intended to simplify psychosocial and health-promoting preventive work and to awaken the "we feeling" among our students. We also bring cultures together and promote language. Language barriers should be broken, particularly in the area of kindergarten/preschool and primary school. From the school year 2019/2020 onwards, the offer will be expanded and supported by the school itself through a newly created position for marketing and PR. In addition to music, there will also be ECAs like Stream/Techshop, football and golf.

11. School Social Work

In the function as a school social worker, it is the task to support and accompany our students in personal, social and emotional questions and in coping with various challenges and changes. It is a matter of course to advise the pupils from an impartial perspective and to motivate them to independently develop individual solution strategies.

The school's social worker offers bilingual (German and English) counseling for parents. The advisory process can be a one-time event or continuous, depending on what is appropriate for the solution. Consultation sessions take place in one-on-one discussions or in small groups. Conversations are treated confidentially. In a few exceptions, which are discussed in advance, other people will or must be consulted. If necessary, the school social worker visits the students in their classes. The time available is used to listen and to find common solutions.

It is important that social learning and the ability to successfully manage conflicts are developed comprehensively. In addition, the focus is more on goals and less on what has contributed to the dissatisfaction so far. It is a recognized insight that staying with problems leads to more problems (problem talks create problems).

The first point of contact should usually be the class leader. The following also applies: everything that concerns pupils in the sense of doing the right or necessary thing, which is connected with disputes and strife and much more justifies visiting the school councillor. And if you are not sure, you can come over and just ask.

12. Child Protection Policy

1. The board and the school management of the German International School in Abu Dhabi (GISAD) recognize their moral and legal responsibility to protect and support the well-being of

the students during their kindergarten and school years at GISAD. In order to create and ensure this, a child protection order was developed and introduced.

2. The responsible school social worker at GISAD (DMS - designated member of staff) is instructed to implement these regulations. He acts as an intermediary between the headmaster, the teacher/educator involved and other GISAD employees in the case of a specific child protection-related case. It works according to the guidelines that have been formulated in these regulations.
3. These regulations apply to all employees (mainly teachers, administrative staff, care staff, bus staff, nurses, security staff) and volunteers who work at GISAD and are reviewed annually.

13. Supervision Agreement

Supervision must avert (preventively) possible dangers and be actively carried out, which means that warnings, guidance and instructions are also used. Active supervision also means being in constant motion and making it possible for the pupils to experience the supervisory presence.

Students must be supervised by the subject teacher before and after class. The teachers go to the classroom in time to arrive on time before the second bell. After class, supervision of the learning group only ends when the classroom is closed.

Students in classes 11 and 12 may leave the school premises during the break if all parents in class 11 and 12 have agreed to this.

A teacher can only leave the classroom briefly during the lesson in absolute exceptional cases. A neighboring teacher must be informed and asked to ensure supervision of open classroom doors.

Students who cannot be persuaded by the educational interventions in the classroom to stop violating the class rules can be excluded from the class for a limited period. The prerequisite is that the colleagues in the neighboring classes are willing to accept the above-mentioned students for a limited time-out.

14. Integration

Integration Officer of the School

In the school year 2005/2006 the admission of six Emirati children to the German International School in Abu Dhabi took place for the first time. An integration program has been set up. In addition to the separate "German as a foreign language" (DaF lessons), the most important component is the introduction of a selection test and a discussion with the parents to check the suitability of the children and the willingness of the parents to support them.

DaF lessons are given and homework supervision is offered. There is also great interest among Emirati students to participate in ECAs. The care of Emirati children and their parents and the selection process are carried out in close coordination with the Abu Dhabi Education Council. The school management

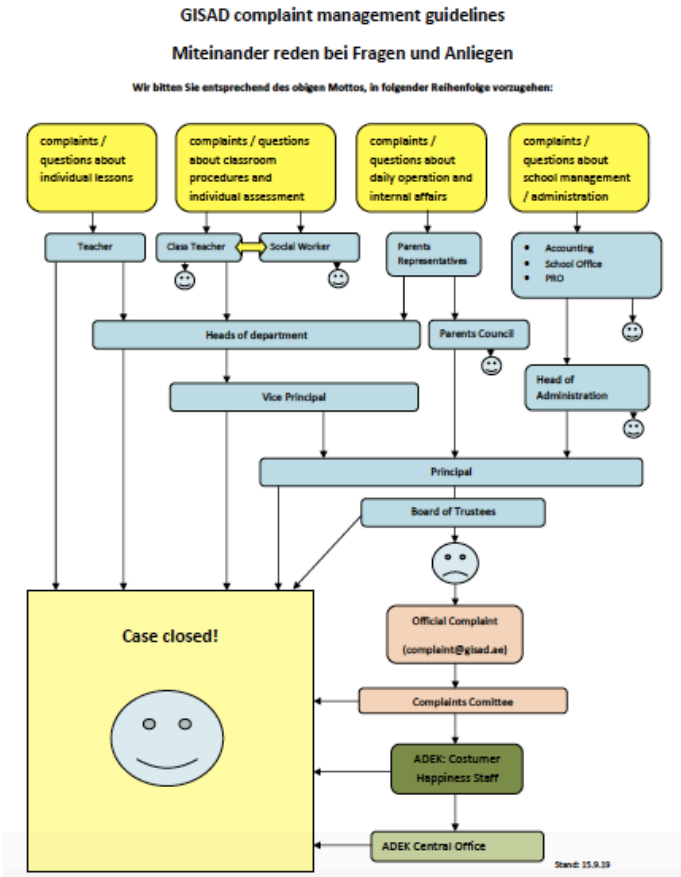
decides on the admission of Emirati children. Since the school year 2007/2008, the German International School in Abu Dhabi has employed an integration officer whose core task is to look after the Emirati children and their parents and to expand the integration program according to the new requirements.

A trusting cooperation with the Abu Dhabi Education Council has been established in recent years. There is great interest on the Emirati side in the success of the integration program. It is intended to contribute to the meeting of Emirati children and parents of other languages and cultures.

International Day

The International Day celebration was first launched in the 2018/2019 school year as part of the GISAD events. In the Year of Tolerance (Year of Tolerance 2019), the event was organized to primarily represent the great cultural diversity of our school. With the involvement of parents, stands with regional and cultural peculiarities of the different countries were offered. It is planned to appoint a joint team for the event in the future, which has the task of demonstrating similarities and differences between countries and cultures. The school and the teachers support the International Day by means of class projects, working groups or other means chosen by them.

15. Complaint Management at GISAD



16. Final Remarks

The present prevention concept of the German International School Abu Dhabi was drawn up with the participation of all school committees in a consensus-oriented manner by an editorial group and decided on November 13, 2019 by the overall conference. The representatives of the school committees confirm the participation process, their approval and the intention to further develop the German International School Abu Dhabi on behalf of the steering group of the German International School Abu Dhabi. We thank the school community for the result-oriented and cooperative cooperation.

Abu Dhabi, November 2019