

# **Rules of conduct and perseverance**

For students of general education

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# index

Introduction	4	Chapter Four: Male and female students' problems towards the Authority educational and administrative	37
<b>Chapter One: Roles and Responsibilities of Personnel</b>	<b>5</b>	First: Behavioral problems of the fourth degree	38
<b>Code of conduct and diligence</b>		Second: Behavioral problems of the fifth degree	39
First: the terms of the rules of conduct and perseverance	6		
Second: The objectives of the code of conduct and perseverance	7	<b>Chapter Five: Digital etiquette for students and general education students</b>	<b>41</b>
Third: Methods and controls for reinforcing behavior	7	First: general digital etiquette	42
Fourth: The protective responsibilities of the family	8	Second: Etiquette of digital behavior in the digital platform	42
Fifth: Evaluation of behavior and degrees of compensation opportunities	8		
Sixth: The roles and responsibilities of employees regarding the rules of conduct and perseverance	11	<b>Chapter Six: Behavioral problems for students Students in (distance education)</b>	<b>44</b>
		First: the behavioral problems of the primary stage (education from afar)	45
<b>Chapter Two: Behavioral problems for primary school students</b>	<b>14</b>	Second: Behavioral problems for the intermediate and secondary stages (distance education)	48
First: Behavioral problems of the first degree	15th		
Second: Behavioral problems of the second degree	17	<b>Chapter Seven: General Provisions</b>	<b>53</b>
Third: Behavioral problems of the third degree	19		
Fourth: Behavioral problems of the fourth degree	22	<b>Chapter Eight: Perseverance</b>	<b>58</b>
		First: the concept of perseverance	59
<b>The third chapter: behavioral problems for male and female students Intermediate and secondary stages</b>	<b>24</b>	Second: Evaluation of attendance	59
First: Behavioral problems of the first degree	25	Third: Deduction from the degrees of perseverance	59
Second: Behavioral problems of the second degree	27	Fourth: General provisions regarding attendance	59
Third: Behavioral problems of the third degree	29		
Fourth: Behavioral problems of the fourth degree	31	<b>the reviewer</b>	<b>61</b>
Fifth: Behavioral problems of the fifth degree	33	<b>supplements</b>	<b>62</b>



## Introduction

The Ministry of Education pays attention to the moral aspect of the student, as it prepares him  
The real wealth of the country in its present and future, and strives  
To promote the building of a balanced personality intellectually, scientifically and culturally,  
And work on consolidating positive values and behavior in him, leading to  
To the good citizen who is aware of the issues of his nation.

The Ministry has worked to create a modern, attractive educational environment.  
For all elements of the educational system, including male and female students and teachers,  
administrators and parents, as well as promoting all that is positive  
And constructive in order to provide an educational climate that provides ideal opportunities for growth  
balance between the male and female students themselves on the one hand, and between them and  
their teachers and parents on the other hand.

In order to achieve behavioral discipline for male and female students, and to provide  
Effective learning opportunities for them away from any negative influences.  
The Ministry is to prepare a codified and controlled mechanism for all dealing procedures.  
education with the attitudes of male and female students and their behavior in order to enhance  
positive behavior, and correcting negative behavior, through  
Rules of conduct and perseverance.

And keep pace with the changes of the current educational stage based on  
E-learning and distance education, and looking forward to the future  
Education, the rules of conduct and digital attendance have been included;  
Applying it in distance learning, coinciding with the application of the rules of conduct.  
And attendance attendance

**God bless**



**Chapter One:**

Roles and responsibilities of employees

On the rules of behavior and perseverance

## First: the terms of the rules of conduct and perseverance

### Terminology

### The meaning of terms

behavior	>	All the sayings or actions of the student, movement or verbal, during his dealings with the employees of the school and its systems in different situations.
behavior reinforcement	>	The action taken after the occurrence of the behavior leads to positive consequences or the removal of negative consequences, which narrates the behavior in the future and in similar situations.
Behavior Modification	>	Educational and remedial procedures that aim to control and correct the behavior of male and female students who find themselves at school by providing them with positive, constructive behaviour.
bullying	>	Targeting a student or a group of students of a specific student or students repeatedly, using a psychological or physical nature that severely harms the targeted student.
Cyber bullying	>	It is bullying using digital technologies, and it can happen on social media, platforms and mobile phones, and it is a repeated behavior aimed at scaring or provoking its targets or distorting it.
Harassment	>	Every saying, deed, or gesture of sexual connotation, issued by a student towards any other student, that touches his or her body by any means, including the means of modern technology.
miss use Educational platforms	>	Using educational platforms with the aim of insulting the individual, society, religious or national symbols, or personal information in various means of communication, or sending anonymous links that may contain viruses.
Affiliates school	>	All the employees of the school such as the principal - the agent - the teacher - the student guide - the user's opinion - the guard - the bus driver - the reporter.
The student	>	The male or female learner in the stages of general education (public and private), whether he is regular or affiliated with a department and special education.
perseverance	>	The student's obligation to attend school or through the approved educational platforms, according to the dates from the beginning to the end of the school day.
The agreement behavioral	>	A written or electronic agreement that clarifies the relationship between the task that the student will perform and the reward that he will receive
uniform at school	>	The Saudi Arabian dress for the student, and for the female student the uniform approved by the Ministry of Education, private schools in private and foreign education.
crimes Informatics	>	Any act committed involving the use of a computer or information network in violation of the provisions of the anti-trafficking system
Forgery	>	Any alteration of the truth by one of the methods provided for in the penal law for forgery crimes - occurred in a manner that is protected by the law in terms of a document, seal, mark or stamp, and such alteration is liable to cause harm to any person of natural or legal capacity.

## Second: The objectives of the code of conduct and perseverance

### General objective:

Adjusting the behavior and attendance of male and female students in general education in accordance with Islamic principles, values and culture of society.

### Detailed objectives:

- |   |  |
|---|--|
| <p><b>01</b> Consolidation of Islamic principles and promotion of national belonging</p> <p>The souls of male and female students.</p>                              | <p><b>02</b> Promote positive behavior and reduce problems behavior of male and female students by all means possible educational.</p>                       |
| <p><b>03</b> Promote values and develop positive behavioral trends.</p>   | <p><b>04</b> Creating a suitable educational environment for male and female students and school employees.</p>  |
| <p><b>05</b> Promoting the values of digital interaction among male and female students, And commitment to positive behavior during their distance learning</p>     | <p><b>06</b> Supporting the educational and supervisory staff with educational tools Suitable for dealing with the behavior of male and female students.</p> |
| <p><b>07</b> Insight of male and female students and their parents on the regulations and instructions Desirable behavior and the importance of adhering to it.</p> |  |

## Third: Methods and controls for behavioral reinforcement

### A- Behavior reinforcement methods:

Reinforce the desired positive behavior of the student at the level of the class, school or governorate and region in proportion to the behavior emanating from him.

This is done in a variety of ways, including:

Offering expressions of praise and encouragement from the school immediately upon the occurrence of the desired behavior while the student is in the school in person or through the approved educational platforms.

Issuing letters of thanks and certificates of appreciation, and delivering them in person or sending them electronically to the student or his guardian.

Involving the students concerned in the recreational activities and games provided by the school in person or remotely.

Publishing the name of the student and praising him through the media available and approved by the school after obtaining the consent of the guardian.

Honoring male and female students in school celebrations that are held in person or remotely.

## B- Behavior Reinforcement Controls:

Reinforcement should be given after the behavior occurs  
**directly desired.**

That the opportunities for promotion be available to him  
**all fairly.**

That the amount and type of reinforcement be commensurate with  
**The degree of behavior to be reinforced.**

The methods of reinforcement vary

That the methods of reinforcement be motivating  
**for other male and female students.**

Renewal and innovation should be taken into account  
**in the reinforcement methods provided to students.**

And the students asked

To reinforce the behavior continuously in the  
stage of acquiring the behavior, and then to  
reinforce the behavior intermittently to  
maintain the continuity of the behavior.

And his stability.

### Fourth: The protective responsibilities of the family

Promoting the positive behavior of male and female students is a shared responsibility between the family and the school, and each of them has a major role in supporting this behavior.

Creating a stimulating learning environment for male and female students that contributes to promoting behaviors that lead to success and learning. The responsibility of the family is

preventive measures as follows:

- 1- Instilling Islamic principles and consolidating virtuous values and morals in the hearts of children.
- 2- Developing patriotism in the hearts of children; To contribute to his renaissance, and to preserve his property.
- 3- Improving the family relationship between parents and children, and creating an atmosphere of emotional warmth within the family.
- 4- Understanding the characteristics of children's developmental stages and the problems they may face.
- 5- Promoting the concept of a positive attitude towards learning among children.
- 6- Encouraging children to be regular and disciplined at school, and to continuously follow up on their academic achievement.
- 7- Securing school requirements and supplies.
- 8- Preparing the right atmosphere and place for the children at home to study, and following them up in doing homework.
- 9- Occupy children's free time with scientific and recreational programs aimed at, and enroll them in useful training courses.



- 10-View all school regulations and instructions and discuss them with their children.
- 11-Documenting the relationship with the school administration, teachers, and student mentor.
- 12-**Inform the student mentor or agent in particular when T Children show behavioral problems; To document the case and take the necessary action.**
- 13-Follow up the registration procedures and dates on the Madrasati platform.
- 14-Encourage children to interact with the teacher in the classroom or educational platform in various academic activities.
- 15th-Follow-up of the family on the websites frequented by the children.
- 16-Familiarize children with the methods of discussion and meaningful dialogue using various appropriate educational means and methods.

#### **Fifth: Evaluation of behavior and degrees of compensation opportunities**

Behavior is evaluated according to the following:

- 1- It expresses the behavior of the first and second primary grades in a descriptive manner.
- 2- (100) marks are allocated for student behavior from the third primary to the third intermediate grade.
- 3- (100) marks are allocated for the student's regular behavior for each level of study in the secondary stage, and the average is taken for all classes at Graduation, and the average behavior score is not included in the student's general average and cumulative average, and it is one of the requirements for obtaining On the rank of honour.
- 4- The degree of behavior is recorded in a field of its own in the scorecard, and this field is an integral part of any transcript issued by it. school.
- 5- A full behavior score (100 points) is awarded to the student if he does not have any behavioral problem.
- 6- The student has the right to recover his lost behavior grades or part of them during the academic year with available compensation opportunities.
- 7- The school administration deducts the behavior scores from the balance of the violating student's behavior scores, according to the procedures taken against the non-violent student. Disciplined i s lukia and stipulated in the rules of conduct and perseverance.
- 8- If the violating student acquires a positive behavior other than the aforementioned opportunities for compensation, the school assesses the appropriate degree for this behavior. Based on the recommendation of the student guidance committee in the school, with no more than three marks.
- 9- It enables the violating student to exercise the compensation opportunities in each procedure that has been deducted from the degrees of his behavior and to combine the opportunities; To compensate for the deducted grades without repeating any opportunity, so that the student's grades do not exceed one hundred grades, and he does not keep the extra grades as credit.
- 10-The school administration documents the grades decided, and changes to the grades of behavior as a result of the opportunities for compensation available to the student.

## Distribution of discount scores

M	Stack compensation	The extent of the degrees of compensation
1	First class cleats	Only one degree
2	Meshk lat second class	Only two degrees
3	Meshk lat third class	Only three degrees
4	Meshk lat fourth degree	Only ten degrees
5	problem T fifth degree	Fifteen degrees i

## Degrees of compensation opportunities

M	compensation opportunities	The extent of the degrees of compensation
1	discipline behavior of the student in violation of behavior for a period of two weeks	1 degree
2	Bring the offending student j An approved certificate stating that he has completed a training course in the field of skills life, or volunteer work	From one degree to dr cFigs
3	long post B the violator in three school activities positively	From one to three degrees grades
4	Bring the violating student Slow K, two scenes from two teachers, after being approved by the school principal, benefit improve his behaviour.	From one to three degrees grades
5	Commitment of the offending student j Learn the etiquette of digital behavior during distance education and bring a witness to that.	From one to three degrees grades
6	Help a fellow student in The use of technology during distance education (entering the platform - raising Duties-.....),	From one to three degrees grades
7	Bring a report on improving the behavior of the student The core of the violator within two weeks from the Student Guidance Department/Department or relevant side p from any agency (for students transferred to student care).	From one to three degrees grades

## Sixth: The roles and responsibilities of employees regarding the rules of conduct and perseverance

### The role of the student guidance department/department in education departments

- 1- Meeting the student's guardian at the Student Guidance Department/Department, conducting therapeutic sessions for the student (in person or remotely), and informing the school Continuing the study with attached actions taken, and recommendations related to the case.
- 2- Follow up on the student's condition in coordination with the student counselor at the school, or the Student Guidance Committee, and instruct the school to continue implementing the Educational procedures.
- 3- Handling cases of male and female students that require the intervention of the administration / department of student guidance and the school is far from the headquarters of the administration / department Student guidance, and the parent cannot attend it through the student care supervisor's visit to the school or through the platforms approved default.

### The role of the principal/principal of the school

- 1- Activating the preventive aspect towards behavioral problems by implementing what was mentioned about the responsibilities of the school contained in the rules of behavior and attendance, And work to reduce the behavioral problems of male and female students by implementing the remedial procedures mentioned in the rules.
- 2-Work to modify unwanted behavior by educational methods, and the foundations of student guidance in the school.
- 3- Educating male and female students and their parents and the educational work system in the school about the rules of behavior and attendance through the means available educational media, and make them aware of their responsibilities in the rules, and take their signatures according to the school commitment form.
- 4- Implementation of procedures for each degree of problems related to the educational administrative aspect.
- 5- Serious and continuous activation of the rules of conduct and perseverance; And take it as a basis for dealing with the behavioral problems of male and female students.
- 6- Documenting the deducted scores from the behavior scores, taking the appropriate measures with the student's problem, and recording everything that happens to the scores. Behavior change due to available improvement opportunities.
- 7- Documenting the degrees deducted from the degrees of attendance.
- 8- Implementing the decisions of the Student Guidance Committee.
- 9- Refer students' behavioral problems to the Student Guidance Committee; to take the appropriate decision regarding it, in accordance with what is stated in the rules of Behavior and perseverance.
- 10-The commitment of those concerned in the management of the school to their roles and they have a responsibility for negligence in it.
- 11- Documenting behavioral violations of male and female students statistically and qualitatively during the academic year, and submitting them to the Education Department (Student Guidance), to conduct studies needed for this.

### The role of the student guidance committee in the school

- 1- Applying what was stated in the Regulatory Guide for General Education Schools (Fourth Edition).
- 2- Studying behavioral problems that occur from male and female students immediately after their occurrence.
- 3- The committee's practice of the role entrusted to it with regard to opportunities to improve students' behavioral grades.
- 4- Classification of behavioral problems that are not mentioned in the guide according to their nature and severity.
- 5- The committee evaluates any positive behavior issued by the student that was not mentioned in the compensation opportunities by not more than three degrees.
- 6- Coordinating with the department/department of special education in the education department or education offices, to study the problems that arise from male and female students.  
People with special needs in programs to integrate students of special education in general education schools.
- 7- Documenting the committee's minutes and following up the implementation of the recommendations.

### The role of the student mentor/student mentor

- 1- Participate with the school administration and members of the school community in the appropriate educational methods in activating the educational aspect, and raising awareness of the rules of Behavior and attendance of male and female students and their parents and the educational work system.
- 2- Studying the cases of male and female students who fell into one of the behavioral problems included in the rules and choosing the appropriate educational methods for each case.
- 3- Coordination and participation with teachers responsible for the educational activities carried out inside or outside the school; To take care of male and female students violators of behavior, and provide opportunities to improve the grades of behavior, and estimate the compensatory grades that male and female students deserve.
- 4- Studying the cases of male and female students who are frequently absent and late, and providing appropriate educational methods for them and following them up.
- 5- The student mentor's commitment to his/her responsibilities and duties accurately and objectively in implementing the regulations, instructions, and directives contained in the rules of Behavior and perseverance.

### The role of the teacher/teacher

- 1- Commitment to educational directives and instructions included in the rules of conduct and perseverance related to his educational mission within the school and outside it.
- 2- Motivate male and female students and urge them to adhere to positive behaviors, virtuous values, and set a good example, and adhere to what is stated in the rules of Behavior and perseverance in dealing with behavioral attitudes of male and female students, and seeking to spare them the causes of behavioral problems contained therein, and work to modify the undesirable behavior of his students and benefit from the school curriculum and the educators' guide.  
To take care of behavior and correct it.

- 3- Immediately carry out the first three procedures for first-degree problems, and refer the names of the violating male and female students who did not respond.

With this educational effort to manage the school.

- 4- Monitoring behavioral problems committed by male and female students inside or outside the classroom or in the platform of the second degree and above, which

The teacher initiated it or stood on it himself, and handed over the names to the school administration.

- 5- Perform responsibilities and duties accurately and objectively, and implement regulations, instructions and directives contained in the Code of Conduct and Persistence.



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## Chapter two

Behavioral problems for male and female students

### Primary stage

## First-order behavioral problems

behavioral problem	Precautionary measure issuance of behavior	educational procedure   Plagi to modify behavior
<p>1. Non-compliance with the private dress code With a period of study.</p> <p>2. Sleeping in the classroom frequently.</p> <p>3. Entering or leaving the classroom without permission.</p> <p>4. Frequency of male and female students leaving and entering From the gate before dismissal and attendance, And the gathering in front of the school gate.</p>	<p>Attention Characteristics Growth and the most important problems The attendant This is the are a stage.</p> <p>Study the case and P The appropriate treatment plan explain it.</p> <p>Providing students and power to the dress code has been studied Pal's official M before the start of the year school.</p> <p>Continuous follow-up For the cleanliness of male and female students a personality.</p> <p>Inventory of students' cases And female students with appropriate Physical and system needs according to them presentation.</p> <p>Continuous confirmation of The necessity of adhering to the the official status of the familieschool uniform.</p> <p>Develop incentives for the student Thali in school.</p> <p>Educating students and I need to organize the time students to sleep early</p> <p>Parents' awareness of their The needs of the age group children.</p> <p>Remind students and students T Etiquette of a student of knowledge.</p> <p>Notice to the student I Albeh The importance of asking permission And discipline within the Chapter and outside it.</p> <p>Carrying out effective supervision A school day.</p> <p>Early teachers and teachers Matt heading to classes.</p> <p>Using the methods of the attractive and diversified in presentation lessons.</p> <p>Emphasis on the teacher j The teachers and the classroom Optimal management skills application.</p>	<p><b>First procedure:</b></p> <p>Oral warning from the meaning of theWhy did the school administration blame behavior and its harms, not the the student, and that it is considered a wise undesirable, in a way that raises the behavior, and an attempt to find out to causes of the issuance of the behavior prevent its recurrence.</p> <p><b>Second procedure:</b></p> <p>1) A verbal warning to the E The second is from the teacher or managing a school principal when the situation in an educational manner.</p> <p>2) Student observation and positivity, h eliminate negative behaviors, causes of limiting negative behavior, A and start extinguishing the and condolence causes of positive behavior.</p> <p><b>Third procedure:</b></p> <p>The school administration informsShame the student's guardian over the phone, to then in writing, of the problem of the behavioral student.</p> <p><b>Fourth procedure:</b></p> <p>1) Recording the original problem Attestation from the direct teacher of of the situation in the suspect's n behavior and the signature of the student record.</p> <p>2) After carrying out the procedure, h The student's machine to the mentor the student was sent to a case study e.</p>

## Follow up on first-order behavioral problems

behavioral problem	affirmative action time <b>Ee by the school to curb your junk</b> from tuberculosis	Turbo procedure <b>j</b> behavior modification therapy
	<p>Inform the students and <b>i</b> Confirmation of entry regulations And out.</p> <p>Place a tect board <b>B</b> In clear writing, the daily appointments are Attendance and victory <b>F</b> shown in a prominent place on the outside, School wall <b>m</b> and their follow-up is on the website. Madar al-Durra <b>S</b></p> <p>Care for death Continuous and alternate hours The actor at d <b>X</b> To male and female students And their exit.</p> <p>Make sure the <b>For those who are at the door immediately after knocking</b> bell rings.</p> <p>Providing an alternative to honey <b>Ob</b> in the event of his absence at the time early.</p> <p>On the shift Responsible for registering names Students and students <b>T</b> The transgressors of the instructions in Shift record a my day.</p> <p>Provide a loudspeaker It is clear, and the need to provide for its An alternative to him in case downtime.</p> <p>Collaboration of my employees The school admits the students, and dead female students two grandparents, outside the And guide them with the gel <b>school</b>, in the designated place. to wait.</p>	<p><b>Fifth procedure:</b></p> <p>1) Invite the guardian of the desired The core and notifying him of the student's state, and harmony between the behavior is not subject to a plan to modify the family and the teacher behavior carried out by the student mentor.</p> <p>2) Deducting a grade Requirements for the behavior of the from D while enabling it <b>R</b> violating student: compensation; To modify to make up for grades his settled behavior and notify the guardian With that.</p> <p>3) Create a slew agreement that <b>Ki</b> (written or electronic spells out the relationship between agreement, the task that the And the reward that will be <b>h</b> student will perform as a result).</p> <p>In the event of recurrence of <b>E</b> The case is directed to the Steering Committee to the student problem to help in treat the student according to the student's study The status of the prompt / it is report at the school, and the Fifth Amendment is what is stated in the plan for <b>R</b> applied with a change in the procedures behavior modification plan .</p>



## Secondary behavioral problems

behavioral problem	Precautionary measure issuance of behavior	By the school to reduce junk The educational procedure behavior modification therapy
<p>1. Creating chaos in the classroom or within school or in transportation school, Like messing around with water, And the book is on the walls.</p> <p>2. Fighting or participating in collective speculation (fighting).</p> <p>3. Intentional damage to colleagues' property.</p> <p>4. Speaking obscene words at colleagues or Intimidation d, and the excitement of terror.</p> <p>5. Not attending the class.</p> <p>6. Escaping from class.</p> <p>7. Fooling around school or its buildings as devices computer, Security tools and equipment And school safety, electricity, laboratories, and the school bus.</p> <p>8. Stealing something from colleagues' property.</p>	<p>Attention to characteristics S Growth and the most important problems accompanying this a of the stage.</p> <p>Case study, and explain On the appropriate treatment plan to her .</p> <p>Inventory of behavioral cases Students with mental disorders.</p> <p>Containing pho-exciters Z and involving them in their school; to empty the energy activities.</p> <p>Good organization of M Different rivalries Male and female students ,</p> <p>Encouraging students and students Pat on the methods of dialogue purposeful, And the consultation builder, And listen to opinions the others.</p> <p>Confirmation on P on whom with optimal application for skills Management the.</p> <p>Doing effective supervision during the school day.</p> <p>Notice to students and i Realizing the importance of discipline inside the classroom.</p> <p>Inform students and students He compiled the instructions and that limit walking in front of regulations and put them in a prominent students and students place.</p> <p>Educating students and children B the importance of preserving Public property.</p> <p>Educating students and children It is dangerous to tamper with These tools and effects the consequences of that.</p> <p>Helping students wa For financially needy students According to the system.</p>	<p><b>First procedure:</b></p> <p>Referring a student from The behavioral problem is referred to the management as school to take action follows:</p> <p>1) Notice to the guardian Concerning the student's behavioral problem and the actions taken.</p> <p>2) Transportation of the injured student to the nearest health center.</p> <p>3) Create a behavior agreement that j (An important written or electronic clarifies the relationship between No M Agreement that the student will and the reward that will be given. S perform, as a result of that).</p> <p>4) Apologize to those who offended you to them from colleagues</p> <p>5) Repairing any damage B or bring a replacement.</p> <p>6) After completing the fee for The case is referred to the student mentor to study e student.</p> <p><b>Second procedure:</b></p> <p>The transfer of the student with Behavioral problem to management the school is taken with him e the following:</p> <p>1) All of what was mentioned in C See the first with a change in procedures the behavior modification plan.</p> <p>2) Invite the guardian of Allah The father with a behavioral problem, and discuss with him a joint D the behavior, put a secret program treatment plan with the and take a written undertaking on the student, not to repeat the unwanted look, and sign guardian with knowledge.</p> <p>3) Depriving the student of explaining n One favorite activity with n, and the reason for the deprivation the time period for the activity.</p> <p>4) Student compensation and a Dear, in the event of your negative positive anti-tuberculosis certificate behavior.</p>

## Follow up with second-order behavioral problems

behavioral problem	Affirmative action by the school to reduce issuance of non-issuing behaviour desirable	Therapeutic educational procedure	Drbehavior
		<p><b>Third procedure:</b></p> <p>Refer the student with a behavioral problem to the following:</p> <ol style="list-style-type: none"> <li>1) All of what was mentioned in the second procedure with a change in behavior.</li> <li>2) Referring the student to the Student Guidance Committee The student's response to behavior modification procedures for behavioral problems according to the student's study report at the school.</li> <li>3) Transferring the student to another class according to the school's decisions.</li> </ol> <p><b>Fourth procedure:</b></p> <p>Refer the student with a behavioral problem to the following:</p> <ol style="list-style-type: none"> <li>1) All of what was mentioned in the third procedure, with a change in behavior.</li> <li>2) Deducting two n degrees from the student's behavior scores, opportunities for compensation, and notifying the guardian of that.</li> <li>3) After carrying out the procedure and according to the students' report at the school, transferring the student to A and referring all preventive and remedial measures to him/her continuing the study and bringing him a report of one of the procedures, stating that the students are still being followed up and the wave is following up on the students' condition guidance and coordination with him to amend tuberculosis</li> </ol>	<p>School management to take action</p> <p>He sees the modification plan procedures</p> <p>at school; To investigate the lack of, and to find appropriate solutions to the situation of the prompt</p> <p>RStudent Guidance Committee</p> <p>School management to take action</p> <p>He sees the modification plan procedures</p> <p>B The violator is empowered to</p> <p>S The case from the mentor of the student guidance department/department that was carried out with him, with an explanation of what was taken</p> <p>e From the Department / Department of Guidance to provide educational services, as undesirable.</p>

## Grade 3 behavioral problems

behavioral problem	The positive action and precautionary school to reduce the role of behavior is desirable in it	The procedure R. Boi Therapeutic Behavior Modification
<p>1- Uttering obscene words towards teachers or administrators.</p> <p>2- Intentional damage to the property of teachers or the school.</p> <p>3- Stealing something from the teachers' or school's property.</p> <p>4- Intentionally damaging something from the school's equipment or buildings, such as computers, security and safety tools and equipment. School, electricity, coefficient, school bus.</p> <p>5- Bringing or using dangerous materials or toys to school, such as fireworks, colored gas sprays, and chemicals.</p> <p>6- Possession or display of prohibited media materials read, audio or visual.</p> <p>7- Bring personal communication devices (containing inappropriate pictures and clips).</p> <p>8- Signing on behalf of the guardian without his knowledge on the correspondence exchanged between the school and the guardian.</p>	<p>Attention to characteristics S Growth is more important</p> <p>Problems pain S loved ones For this</p> <p>It's a solution.</p> <p>case study, And put plan</p> <p>Therapeutic Al-Manas Be it For her.</p> <p>deepening spirit of roll And respect</p> <p>Mutual and sense n dealings between</p> <p>The teachers and the Lap and female students.</p> <p>Applying the principle of work Dr machine in dealing</p> <p>With the students and the father The Bat.</p> <p>Encouraging students And the students on</p> <p>The methods of dialogue Purpose and consultation</p> <p>Building and listening for their opinions.</p> <p>gain atla B And the female students</p> <p>Concepts Tuberculo weche and positivity</p> <p>towards the teacher e and society,</p> <p>and reinforce it in their personalities.</p>	<p><b>First procedure:</b></p> <p>Transfer of the student The behavioral problem is referred to the teacher's management e</p> <p>Do not take the following:</p> <p>Invite the guardian of Allah student, and his discussion of the plan to modify K</p> <p>and set up a program the behavior of a family member, and take his Dr</p> <p>Line on the length B After not repeating the unwanted behavior with ,</p> <p>The signature of the mother's guard knowledge</p> <p>Transfer the sucking student B to the nearest health center.</p> <p>Create an agreement Title (written or electronic agreement stating h</p> <p>The relationship between pain M which the student will perform, and the j</p> <p>N will get it Teward for that).</p> <p>Apologies to whom? S A to them.</p> <p>Repair what was damaged or bring an alternative.</p> <p>Confiscate what I have A good order for students in the a</p> <p>By the committee to T school and a pure preparation R</p> <p>do so.</p> <p>Adjust the device It contains inappropriate clips and images that e</p> <p>And preparing a record m testify to the incident, and the boycott was delete p</p> <p>And inappropriate images by the Student Guidance Committee, with usable R</p> <p>for the guardian to use presence without notes wishing p</p> <p>optimally to</p> <p>Depriving the student M one favorite activity, with an explanation of the h</p> <p>The reason for deprivation A time period for the activity.</p> <p>After completing the Previous Procedures The student is referred to s/ Z</p> <p>Mentor the students he for a study of his case.</p>

## Follow up for tertiary behavioral problems

behavioral problem	Positive preventive measure from s to reduce Rather, school issuance of non-compliant behavior a <b>to</b> esirable	The parenting procedure J to modify behavior
<p>9- Attacking a colleague by beating him.</p> <p>10- Bullying.</p> <p>11- Escaping from school.</p> <p>12- Indirect sexual harassment.</p>	<p>Educating male and female students on public property. Governorate water</p> <p>Inform students, students T with the instructions and school systems.</p> <p>Assist students and students T The needy financially according to the system.</p> <p>Educating male and female students X The stage of absurdity about dangerous tools or destroying them, and so on. The consequences</p> <p>Alerting students and students to Why don't you avoid it? bring tools, games, etc., according to Tora, commitment school regulations and instructions eA.</p> <p>Developing religious faith in Fwes the students female students.</p> <p>Ensure that the student does not expose Z For any kind the types of harassment.</p> <p>Developing moral values of M will extend from Islamic law among students Lap and female students through activities and programs C.</p> <p>Ensure that the child does not suffer from Satisfaction of any kind the types of violence in his environment.</p>	<p><b>The second procedure</b></p> <p>Transfer of a student with The whole behavior of the school administration the following:</p> <ol style="list-style-type: none"> <li>1. All of what was mentioned in the behavior The first is with changing plan procedures modification procedure.</li> <li>2. Transferring the student to class A for Exit according to the decision of the Steering Committee students</li> <li>3. Assigning the student to collect activities in school, such as:             <ol style="list-style-type: none"> <li>a. Writing a social research for Slow Al- As positive, and reading it on the radio is far Sabahiya, with supervision and authorization away.</li> <li>B. Assignment of educational projects and Appropriate to his/her abilities, with supervision follow-up.</li> <li>c. Organizing the library in Fara classes G with supervision and follow-up.</li> </ol> </li> <li>Dr.. Assigning professional tasks in the Ministry and M study such as the cultivation of taking care of them on a daily basis, with the U margins and follow-up.</li> <li>4. Exempting the student from the Procedures after its implementation assignments mentioned in (a) b - c - d) By decision of a committee Student guidance.</li> </ol> <p><b>Third procedure:</b></p> <p>Refer the problem student to to behavior to the school administration do the following:</p> <ol style="list-style-type: none"> <li>1. All of what was mentioned in the third procedure ali, with a change in plan procedures of behavior modification.</li> <li>2. Deduction of three grades from the course. C The behavior of the offending with the possibility of compensation for the student; To modify his behavior and to deducted grades, and notice A compensate me for that.</li> <li>3. When the procedure is carried out and according R view the case study from the mentor of a to the students' education in the school, it is referred to to ident with a behavioral problem; To to the Student Guidance and Guidance Department/ provide educational services to students Department, and is provided with a wave of the E with a report showing their follow-up measures taken and what is reported by the Student S from (Management Guidance Department.</li> </ol>

## Follow up for tertiary behavioral problems

behavioral problem	Precautionary positive action by the school to reduce unwanted behavior	Therapeutic educational procedure for L: Del behavior
<p>13- Photographing students Students and teachers with electronic devices of any kind.</p> <p>14- Books Academic study.</p>	<p>Documenting the relationship between the school and the family.</p> <p>Intensifying supervision in places far from sight, and places of crowding of male and female students.</p> <p>Implementing student guidance programs that aim to prevent bullying and sexual harassment.</p> <p>Organizing a quarterly meeting for male and female students; To make them aware of behavioral problems and methods of prevention from them.</p> <p>Clarify the procedures resulting from photographing inside the school.</p> <p>Educating male and female students of the value of the book and its educational and cultural function.</p> <p>Warn male and female students against disrespecting books because of the Quranic verses and noble hadiths they contain, and setting up a mechanism to retrieve books from male and female students and benefit from them.</p>	<p><b>Fourth procedure</b></p> <p>Referring a student with a behavioral problem is as follows: to the school administration for action</p> <p>1. All of what was mentioned in the third procedure, with behavior. Changing the procedures of the infringement plan</p> <p>2. The school administration takes a decision from the student's general committee, in coordination with the school's administration, to obtain the approval of the director of education again, and the guardian is notified of what has been done to the student's guardian in the school that</p> <p>3. After completing the previous procedures, the student will be directed, while continuing with the curative and preventive course that carried out with him in the educational course, which includes the following:</p> <p>The student's attendance at the orientation department/ department commensurate with his condition includes a program in behavior modification from the work team and lessons in life skills to provide them with the school's most positive important recommendations to enhance peace</p> <p>A written undertaking is written by the student of discipline, good behavior, and follow-up of the educational program by the administration/department</p> <p>The case is being followed up by the student's mentor to provide educational services and support</p>

## Grade 4 behavioral problems

behavioral problem	Positive action to reduce by the school the issue of behavior unwanted	Turbo procedure Therapeutic behavior modification
<p>1. direct harassment.</p> <p>2. Setting fire inside the school.</p>	<p>Attention to characteristics <b>S</b> Growth is more important</p> <p>Associated problems for this stage.</p> <p>Case study, clear The treatment plan appropriate for it.</p> <p>Ensure that there is no <b>Z</b> Student to harass sexual nudity.</p> <p>Intensifying supervision in the most <b>Makan far from</b> prominent and crowded places Mother of students and students.</p> <p>Implementation of guidance programs <b>The students who are aiming</b> To the prevention of erosion <b>sexual spray</b></p>	<p><b>First procedure:</b></p> <p><b>Student transfer</b> The person with a behavioral problem is to manage the school does not take following:</p> <ol style="list-style-type: none"> <li>1. Invite the guardian to avoid <b>B</b>, clarifying the procedures resulting from its this behavior in h repetition, and discussing it in a plan to amend behavior, put <b>B</b> joint preventive program with the family, telling the And take a written <b>pledge</b> <b>D</b> student not to repeat the behavior without the Desirable and toto <b>S</b> knowledge of the guardian.</li> <li>2. Apologize to whoever offended you <b>-</b> to them.</li> <li>3. Transfer the sucking student <b>B</b> to the nearest health center</li> <li>4. Transfer to the mentor students to study the student's case.</li> <li>5. The management of the school is carried <b>S</b> And by a decision of the Student Guidance Committee in according to the interest general for the student, in coordination with the Department Education (office a of Education (of the school) to which the student is affiliated, to The approval of the Director of Education transfer the student to another school, in accordance with the A guardian is notified decisions that have been taken.</li> <li>6. After completing the deadline to the Student J. Al-Talbi is transferred while continuing management of the T department <b>his</b> studies to preventive and remedial readings , and the referral of all consensus that have been carried out in an educational with him, and promise him rights <b>his</b> program that includes:</li> </ol> <p>Attendance of the student <b>L</b> <b>Z</b> The Student Guidance Department/Department, <b>Our timetable</b> according to his condition, includes a program of Behaviorally including p behavior modification sessions from the Student <b>Ida team</b> Guidance Department, and lessons in; to acquire <b>Life skills</b> positive behavioral skills, and supply the school <b>The most important recommendations to enhance the behavior of</b> <b>Positive for Alta</b> core.</p>

## Grade 4 behavioral problems

behavioral problem	Affirmative action by the school to reduce issuance unwanted behaviour	The remedial educational procedure to prepare li behavior
<p>3. Possession cigarettes or Don't be deceived.</p> <p>4. Bring Sharp machine school with the intent of intimidation or assault.</p>	<p>Developing religious faith and moral values derived from Islamic law among male and female students through activities.</p> <p>Educating male and female students about the harmful effects of smoking.</p> <p>List the cases of smokers in the school and take the appropriate measures for that.</p> <p>Developing a sense of responsibility among male and female students.</p>	<p>Written by the student in the presence of Al-Hassan, The guardian must abide by the discipline, I</p> <p>And the Slow K and followed up with periodic visits to complete the the extent to which the student's behavior b</p> <p>after est educational program by the administrator who changes / the Student Guidance Department take</p> <p>Will's signature instructed the student to do so.</p> <p>Follow-up For a case from the student mentor at the M the study to which the student is transferred. The</p> <p>problem e Behavioral to provide educational services e</p> <p>Second procedure:</p> <p>transform the i Father with a behavioral problem to management school to take the following:</p> <p>1. All what mentioned in the first procedure. (with change) an action Behavior modification plan.</p> <p>2. Hasn p u t degrees of the student's behavior; To modify B The violator, while enabling him to flee the S</p> <p>The completion his behavior and compensate for the stairs T settlement, and notify the guardian of the bitter</p> <p>With that.</p> <p>after est Completion of all required procedures The student with the problem exhibited the following Yeh,</p> <p>And document C with all the evidence proving the case. behaviour:</p> <p>1. You meet for School Guidance and Counseling Committee and Decide whether the case and its Staircase</p> <p>under any an article of the child protection system implementing regulations.</p> <p>2. In the case of T.T S Negating the problem includes all the procedures to or others mentioned in the system, come back</p> <p>exhaustion mentioned in the guide in cases of neglect. J - and b he is contacted directly and the with</p> <p>Tel center S Communications (1919) to report the situation necessary is completed.</p>



## Chapter Three

Behavioral problems for male and female students in the two stages

Intermediate and high school



## First-order behavioral problems

behavioral problem	Affirmative action by the school to reduce Unwanted behaviour	The therapeutic educational procedure for behavior modification
<ol style="list-style-type: none"> <li>1. Non-compliance with the school uniform.</li> <li>2. Tampering during the morning queuing or poor participation in morning queuing programmes.</li> <li>3. Obstructing the progress of the lessons, such as: side talking and sleeping in the classroom, continuous interruption that does not aim at explaining the teacher, consuming food or drinks during the lesson, or the student entering his class or another class without permission, or being late in entering.</li> </ol>	<p>Provide the student with the specifications of the school uniform before the start of the school year.</p> <p><b>Continuous emphasis on the need to adhere to the school uniform.</b></p> <p>Alert and continuous follow-up of male and female students' personal hygiene.</p> <p>List the cases of male and female students with financial needs and provide them with appropriate aid in a system.</p> <p>The positive participation of the teachers in the morning programme.</p> <p>Paying attention to the element of suspense in what is presented during the morning line-up.</p> <p>Set incentives for the exemplary student to be regular during the morning queuing.</p> <p>Giving morning exercises commensurate with the stage in terms of quantity and quality.</p> <p>Using attractive methods and diversifying them in providing lessons.</p> <p>Involving the student in the learning process.</p> <p>Accurate and continuous follow-up of male and female students' attendance in all academic sessions.</p> <p>Emphasizing on teachers the optimal application of classroom management skills.</p> <p>Active supervision during the school day.</p> <p>Educating students of the importance of preserving lesson time.</p>	<p><b>First procedure:</b></p> <p>Verbal warning from the teacher or school administration when dealing with the situation in a wise educational manner, and promoting positive behavior.</p> <p><b>Second procedure:</b></p> <p>Verbal warning for the second time from the teacher or school administration when addressing the situation in a wise educational manner and promoting positive behavior.</p> <p><b>Third procedure:</b></p> <p>Recording the behavioral problem from the direct teacher of the situation and having the student sign it.</p> <p><b>Fourth procedure:</b></p> <p>The school administration notifies the student's guardian, in writing and by phone, of the student's behavioral problem, and coordinates with him to modify the violating behavior.</p> <p>After carrying out the procedure, the student is transferred to the student's mentor to study his case.</p>

## Follow up on first-order behavioral problems

behavioral problem	Excuse Behind the protective affirmative action by the school to reduce <b>Unwanted behaviour</b>	Excuse Therapeutic education program to modify behavior
<p>4. The frequent exit and entry of male or female students from the gate before the time of attendance and departure, and gathering in front of the school gate.</p>	<p><b>T</b>Developing students' respect for teachers.</p> <p>Educating male and female students about the importance of seeking permission for discipline inside and outside the classroom.</p> <p><b>T</b>Awareness of male and female students of the need to organize the time to go to bed early.</p> <p><b>D</b>Inform male and female students of the school's regulations regarding entry and exit.</p> <p><b>A</b>Place a board written in clear handwriting showing the daily attendance and dismissal times in a prominent place on the outside of the school house, and monitor it throughout the academic year.</p> <p><b>D</b>was keen to follow the shift with the following:</p> <p><b>D</b>ensure that the alternate is present at the school gate with the entry/exit of male and female students with sufficient time</p> <p><b>T</b>There is plenty of replacement for the alternate in case of his early absence.</p> <p><b>P</b>The duty officer has the right to record the names of the violating students in the daily shift register.</p> <p><b>a</b></p> <p><b>M</b>ollow-up of the violating students in the next day.</p> <p><b>T</b>clear loudspeaker is abundant, and a replacement should be provided in case it breaks down.</p> <p><b>T</b>he school staff helped organize the entry of male and female students and directed them to sit in the waiting area.</p>	<p><b>eg RA Fifth:</b></p> <ol style="list-style-type: none"> <li>1. The school administration takes a written undertaking on the student B not to repeat the problem.</li> <li>2. Invite the guardian of the behaviorally violating student and notify him of the student's behavioral problem.</li> <li>3. Deduction of one point from the student's behavior score, with opportunities for compensation; To modify his behavior and to compensate for the deducted grades, and to notify his guardian of that.</li> </ol>

## Secondary behavioral problems

behavioral problem	Precautionary positive action by the school to reduce unwanted behavior	The therapeutic educational procedure for behavior modification
<p>1. Creating chaos in the classroom or inside the school, in school transportation, such as: tampering with water, sprays, loud noises, writing on walls.</p>	<p>Educating parents of the need to ensure the educational attainment of their sons / daughters in an appropriate educational manner.</p> <p>Carry out effective supervision during the school day.</p> <p>Containing troublemakers and involving them in activities.</p> <p>The teacher's follow-up to indicate attendance in all lessons.</p> <p>Enlightening male and female students of the educational, educational and social risks that result from escaping.</p>	<p><b>First procedure:</b></p> <p>Referring the behaviorally violating student to the school administration to take the following action:</p> <ol style="list-style-type: none"> <li>1. Taking a written undertaking from the student not to repeat the violation. <b>e</b></li> <li>2. Notifying the guardian in writing of the problem and the measures taken <b>R</b></li> <li>3. Obliging the student to repair what he has damaged or to provide a replacement. <b>e</b></li> <li>4. After completing the previous procedures, if necessary, the student will be transferred to the student mentor to study his case. <b>R</b></li> </ol> <p><b>Second procedure:</b></p> <ol style="list-style-type: none"> <li>1. Invite the student's guardian and make a written commitment to the violating student not to repeat the violation, and to sign his guardian to confirm and coordinate with him to amend the violating behavior. <b>Dr</b></li> <li>2. Obliging the student to repair what he has damaged or to provide a replacement. <b>R</b></li> <li>3. Deducting two grades from the behavior of the violating student, while enabling him to have opportunities for compensation to modify his behavior and to compensate for the grade deducted, and notifying the guardian of that. <b>B</b></li> <li>4. After carrying out the procedure, the delinquent student will be transferred to the student counselor to study his case. <b>T</b></li> </ol>

## Follow up with second-order behavioral problems

behavioral problem	Precautionary measure <small>issuance of behavior</small>	Educational procedure a <small>behavior modification therapy</small>
2. Leaving the classroom without permission, or not attending the class.	<p>overcoming the difficulties Facing male and female students.</p> <p>Educating students and students Realizing the importance of asking permission, pray and outside it.</p> <p>And discipline within a thousand permission, pray and outside it.</p> <p>Develop respect for the teacher At the school.</p>	<p><b>Third procedure:</b></p> <ol style="list-style-type: none"> <li>1. Implementation of all of the above in the second procedure.</li> <li>2. Transfer the student to a class for another.</li> <li>3. After the implementation of the procedure, and transferring the violating student to the Student Steering Committee. B at school; To develop solutions e, appropriate for the violation according to the case study report From the mentor not school.</li> </ol> <p><b>Fourth procedure:</b></p> <ol style="list-style-type: none"> <li>1. Invitation of the school's guardian, and notice that in the event that his son repeated his right to a decision to transfer him to a school other.</li> <li>2. Implementation of all of the above in the second procedure.</li> <li>3. When implementing the student- According to the case study report from directed procedure the school, the student is referred to an agency to the Department of Guidance students; to apply and Educational Services, and to provide Mentor the students j him with a report explaining the taken and not fulfilled procedures (d) by continuing to follow up (Department / Department of Alto C on behalf of the students).</li> </ol> <p><b>Fifth procedure:</b></p> <p>The school administration transfers approval of the Department of Education to transfer to another school (students are dealt the student to the second and third grades of with according to study until transfer secondary school (tracks system) while continuing at the school to which they are and notifying the guardian and taking his son's transferred opinion.</p>

## Grade 3 behavioral problems

behavioral problem	Positive preventive measure from s to reduce Rather, school issuance of non-compliant behavior a to desirable	educational procedure I Plagi to modify behavior
<p>1- Negligence in performing the prayer inside the school.</p> <p>2- Pointing out immoral gestures towards colleagues.</p> <p>3- Quarreling, engaging in speculation, attacking colleagues, threatening them, and uttering inappropriate words at them.</p> <p>4- Deliberately causing damage to colleagues' property, stealing something from it, or creating terror among them and intimidating them.</p> <p>5- Possession of prohibited media materials: read, audio, and video, or bringing models that are considered morally prohibited.</p>	<p>Developing the love of prayer in self and female students.</p> <p>Create sufficient and appropriate places e for ablution.</p> <p>Create the right place to perform - prayer.</p> <p>Urging students and T on performance students to pay salaries.</p> <p>Organizing an annual meeting for B And the female students new students, with the aim of: Awareness</p> <p>Using educational methods S In a manner to deal with harassment the others.</p> <p>Developing moral values derived from Islamic law through this is the student seminars, meetings, flyers, activity programs, etc. a.</p> <p>Carrying out effective academic during the day supervision with the necessity of Stay side keeping the male or female students in The study the hall during recess.</p> <p>Intensify supervision in the public KFar away schools, places of increased, and hThe mother of the students female students.</p> <p>Teachers early in theHead to classroom.</p> <p>Taking into account the characteristics R growth in of dealing with students and asking Lbat, and treatment for their violations in a turbo manner Y wise.</p> <p>Good organization of different competitions T school between students and students Female students.</p>	<p><b>First procedure:</b></p> <p>Referring the violating student to the Kia to the school administration for action following:</p> <ol style="list-style-type: none"> <li>1- Notifying the student's guardian of the B In writing of the violation and procedures action taken.</li> <li>2- Obtaining a written undertaking from the student Not to repeat the violation.</li> <li>3- Apologize to those you offended M colleagues.</li> <li>4- Repairing what the student has damaged, or e harmful substitute.</li> <li>5- Confiscating what is in the possession of the student of prohibited materials and destroying them legally and preparing a report to that effect.</li> <li>6- Transferring the injured student to Aq R health center.</li> <li>7- Deduction of three degrees from the R the student's behavior came with the empowerment of his number of compensation opportunities; To behavior and compensation for the degrees of deduction. amend and notify his guardian of that.</li> <li>8- After completing the procedures T The previous one is to transfer the student to directed to students to study his current state.</li> </ol> <p><b>Second procedure:</b></p> <p>Referring the violating student to the Kia to the school administration, to take action following:</p> <ol style="list-style-type: none"> <li>1- Execute all of the procedures mentioned and.</li> <li>2- Invite the student's guardian and stop Oh with knowledge.</li> <li>3- Transferring the violating student to the Kia to another chapter, according to a report student counselor.</li> <li>4- Transferring the case of the student He reported to the Steering Committee to the student brain in the school to to appropriate solutions for his violation according draw up the case study report from theto the student's mentor at the school.</li> </ol>

## Follow up for tertiary behavioral problems

behavioral problem	Positive action a to cautionary measure by the school to From the issuance of reduce unwanted behavior	procedure t R Boy Therapeutic Behavior Modification
<p>6- Bringing dangerous materials or toys to school without using them. For example: <b>Fireworks and colorful gas sprays.</b></p> <p>7- Possession of cigarettes and electronic cigarettes.</p> <p>8- Signing on behalf of the guardian without his knowledge on the correspondence exchanged between the school and the guardian.</p>	<p><b>USE</b> Reinforcing educational methods, for behaviour e Gabi.</p> <p>Children's awareness B And the female students are obligated to follow I have a messenger God, may God's prayers and peace be upon him, dealing with in others.</p> <p>Implementation of courses Training for students on how to be control in the G included in development programmes The skills s Luke.</p> <p>Discipline development Religious and moral in the Students and students hearts of Pat and warning against And the reminder remain M theft of trust.</p> <p><b>Helping AI</b> Male and female students who need a financially according to system.</p> <p>Student awareness And students of the importance of on a property T preserving others.</p> <p>Preparing places Suitable for preserving testicular And the tools supplies.</p> <p>Documenting the relationship between students on the basis of trust Respect and comfort and appreciation.</p> <p>Ray development An R responsibility for students And the female students.</p> <p><b>Alert the child B</b> The female students are required to Mmn materials confiscate a container, in addition to taking Procedures legal action.</p> <p><b>Alert on the</b> Male and female students not to attend the Games or pain dangerous valley.</p>	<p><b>Third procedure:</b></p> <p>1- Execute all what and response in the first action.</p> <p>2- Invite a guardian The violating student to attend school or And the student was warned transfer to another school in the event Repeat the violation.</p> <p>Fourth procedure:</p> <p>1. Perform all MAO's response in the third procedure</p> <p>2- Transferring the student The behavioral violator is reported to the school administration</p> <p>Do not take the following:</p> <p>The management of a To a school by raising the education department by transferring The student L Z Another school (the second grade is And the third intended to be dealt with according to a tracks) system with continuing study until transfer, And notice and j The matter is as approved with regard to the student, and he He saw the tide takes the custody to which his son will be transferred.</p> <p>- When you deny y Procedure According to the case study report of the of the wave students at the school, the behavioral problem is The student referred to the Labyrinth Department/Department; To The directive i provide educational services, he directed the students And provide pain with a report explaining what had been taken and what procedures indicated his continuation in the (Student Guidance Follow-up m Department / Department).</p>

## Grade 4 behavioral problems

behavioral problem	Positive action preventive action to reduce the issuance of non-recurrence of behavior before school desirable	The educational procedure behavior modification therapy
<p>1- Insisting on not performing the prayer with male and female students and teachers without a legitimate excuse.</p> <p>2- Tampering with dangerous materials, tools, or toys in the school, such as: firecrackers and incendiary materials.</p> <p>3- Intentionally injuring a male or female student by striking with the hand or using blunt tools causing injury (wound, bleeding, fracture).</p> <p>4- Smoking inside the school.</p> <p>5- Escaping from school.</p> <p>6- Bullying.</p> <p>7- Displaying or distributing prohibited media materials read, audio or visual.</p>	<p>Developing the love of prayer in female students.</p> <p>Urging male and female students to pay salaries.</p> <p>Carrying out effective supervision in lesson</p> <p>Awareness of the importance of RFS with colleagues And appreciate them.</p> <p>Emphasis on students and school administration when a student For a review Disagreement with any stops.</p> <p>Clarification of procedures because Z literacy for treatment of disagreement with others.</p> <p>Conducting training courses Students in management for anger.</p> <p>Educating male and female students Book value and its educational function and trust enough.</p> <p>Warning students and students of T I am insulted books because they contain m and N Quranic verses honorable prophetic hadiths e.</p> <p>Develop a mechanism to retrieve B from the students books and students and benefit from ea.</p> <p>Explanation of procedures Mank on This smoking practice XFor the school.</p>	<p><b>First procedure:</b></p> <p>The school administration refers A student's behavior to the Student Guidance in the school to study his problem as Committee immediately after its occurrence is not follows: y</p> <ol style="list-style-type: none"> <li>1. Invite the student's guardian T Signature knowledge of the problem.</li> <li>2. Undertaking footsteps on the floor Alp not to repeat the problem.</li> <li>3. Apologizing to those who have offended them .</li> <li>4. Transferring the student from the student lobe. Go to the next according to the wave report e</li> <li>5. Repairing what was damaged by the one who B , or bring a substitute for it, and notice and to j was ordered to do so.</li> <li>6. Confiscation of what is in the possession of the i Consuming prohibited materials, destroying them, a regime after the termination of the contract Z and preparing a report to that effect.</li> <li>7. Adjusting the device that broadcasts and T It contains inappropriate clips and pictures by e preparing a record of the walkers adjusting the incident, and deleting the p And the pictures by the boycott. Student guidance, in the presence and j command committee to be S for use, without notes wishing p usable for optimal use</li> <li>8. Transfer of injured student L.N Z The nearest health center.</li> <li>9. Deduction of ten degrees from the N Degrees of the student's behavior with the empowerment to e chances of compensation; modify his behavior and compensate for the degree of ordering T Decisiveness, and a guardian's notice him to do so.</li> <li>10. After completing the procedure F The aforementioned is the transfer of the delinquent student to the student mentor with his behavior M Many opportunity for compensation; to transgress to and to compensate for the role C Concluded documents, and notice to the guardian e With that.</li> </ol> <p><b>Second procedure:</b></p> <ol style="list-style-type: none"> <li>1. Execute all of what was mentioned in the first procedure (except for the transfer of the student m n (chapter to chapter).</li> <li>2. When implementing the An According to the case study report in the n student-directed procedure school, the student is referred to the j The behavioral problem to the Student Guidance Department/ j; provision of services was raised by Department, and the student mentor is e a report explaining the follow-up provided with the (taken and continued) in procedures from (management / Student Guidance Department).</li> </ol>

## Grade 4 behavioral problems

behavioral problem	affirmative action Preventive action by the school to reduce occurrence of unwanted behavior	The procedure b Therapeutic behavior modification
<p>8- Sh Forging documents or imitating sister official ones.</p> <p>9--amping with school or school building equipment, such as: computers, desks, bright school buses, epidemiological tools, electroc and security and safety equipment.</p> <p>10 aring personal communication devices Aye kof any type to school (containing ON inappropriate pictures or clips)</p> <p>11 Photographing students or Also recording them with electronic (Ex devices (boys).</p> <p>12-cursed textbooks.</p>	<p>Statement of damages Smoking health, social and physical information Al-Maha Road Z and educational bulletins.</p> <p>field investment o Parents, and indicate the importance of following up a. The parents of the son</p> <p>Follow-up Dr S Consistent and persistent absence in academic c Masses.</p> <p>Insight of the future B The students are aware of the dangers that the school exit from will incur in an irregular manner.</p> <p>overcoming difficulties It confronts the student and pushes him to flee.</p> <p>Setting up the environment M Attractive study for male and female students.</p> <p>Save documents and Official seals in safe places.</p> <p>Students' insight and students with the seriousness of forgery.</p> <p>The judgment statement U Patron to impersonate.</p> <p>Children's awareness b And the female students of the importance of preserving the properties public.</p> <p>Develop spirit now Go to school.</p> <p>Feeling development Responsibility among students.</p> <p>Provide a fund for suggestions and complaints.</p> <p>give the opportunity for educational dialogue.</p> <p>Educated spell The use of devices.</p> <p>Risk statement Negative use of means of communication the social.</p> <p>Urging the students and Female students are encouraged to join the training courses The free provided by the official platforms.</p> <p>intensification of the RF on places out of sight live And the facilities S continuously.</p> <p>cooperation with the C Hat related to the fight against smoking.</p>	<p><b>Third procedure:</b></p> <ol style="list-style-type: none"> <li>1. Total implementation With what was mentioned in the first procedure (Except transfer student from one semester to another).</li> <li>2. Invite a guardian The violating student was ordered to appear. The for school and student was warned in writing to be transferred to a A school rural office in the event of a recurrence of the problem.</li> <li>3. Upon implementation Procedure and according to the study The case is from a report of the student counselor at the The long-term school, b with the behavioral problem to management / s the student counselor; To provide Services education, and to provide the mentor with Students b Ta report explaining the actions taken. And what is useful to S His follow-up follow-up from (the student Toug section administration).</li> </ol> <p><b>Fourth procedure:</b></p> <ol style="list-style-type: none"> <li>1. Implementation of the follow-up Dr the third procedure except No. (2)</li> <li>2. Raise management The school is transferred to the Department of The student LZ Education by transferring to another school And the third (the second grades are intended to be dealt with touch system and paragraphs) while continuing to study Even the transfer TO And his guardian feels the decisions, in And my opinion is take the school to which his son is transferred.</li> </ol>



## Grade 5 behavioral problems

behavioral problem	Positive preventive action from the n before school to reduce the issuance of the S Luke changed desirable	The procedure b Therapeutic behavior modification
<p>1. Making fun of any of the rituals of Islam, embracing misleading ideas or beliefs, or practicing forbidden religious rituals.</p> <p>2. Offending the state or its symbols</p> <p>3. Intentionally damaging or sabotaging any of the school's equipment, property, or facilities, such as: electrical tools, computers, operating and laboratory machines, and the school bus.</p>	<p>Educating students and students important to preserve the property General.</p> <p>Developing a sense of belonging to the school S e.</p> <p>Developing a sense of responsibility I have for male and female students.</p> <p>Carrying out effective supervision of Today the study.</p>	<p><b>First procedure:</b></p> <p>1- The school administration resounds A record to prove the incident.</p> <p>2- The security authorities call for this immediately e the competent authority to the school (if necessary, after the occurrence of the problem b notifying the guardian of that.</p> <p>3- Handing over the device or tool to the relevant related to the case to the competent authorities (if the security authority) to the Education Department or authorities request the direct handling of the case,</p> <p>4 - Adjusting the device that contains a record of viewing, by setting the student them, and deleting the clips and pictures by the matter guidance guard in the presence of any committee in order to be usable without the existence of notes prohibiting its use. optimizations.</p> <p>5- The steering committee meets to study, Not school immediately after the case occurred its circumstances and circumstances.</p> <p>6- The school administration raises the S Mia and as a matter of urgency, the Department of Education student guidance committee meeting brought me a report at the school regarding the case.</p> <p>7- The Director of Education, Student The school's letter was received directly (issues committee Affairs Committee, instructs the violating T He initiated the case in the school, took a statement of the student and whoever is authorized to do case, monitored its circumstances, and prepared a report so.</p> <p>8- The Committee (School Visitation Issues) (Lab - Female Students' Issues) in the Education Department after meets and studies the location of the school, j the case, and using the visit report, and Lim's opinion, a decision and the Director of the School issues the p to address the issue educationally that includes following:</p> <p>The case is referred to the jury in e Security certificates, if necessary, and provide them with a order to prove the charges S copy.</p> <p>Transferring the student to a school S Others (second and third grades of secondary where they are dealt with, by F school, tracks system) with a notice to his guardian telephone and in writing, as required. from the decisions.</p> <p>Deduction from X grades with the The lock of the student who violated fifteen degrees, empowerment of deductible compensation To modify his behavior and compensate for the opportunities in the school e grades he is transferred to, and to notify his guardian of that.</p>

## Grade 5 behavioral problems

behavioral problem	The positive preventive measure by the trainer <b>se Yeh</b> to reduce the issuance of unwanted behavior	The educational procedure of therapy <b>j</b> to modify behaviour
<p>4- Use and benefit from forged or official documents or seals. in an illegal way</p> <p>5- Harassment.</p> <p>6. Photographing or recording the female students with electronic devices (for girls).</p> <p>7. Setting fire inside the school.</p>	<p>Provide a box for suggestions and complaints.</p> <p>Provide an opportunity for educational dialogue.</p> <p>Statement of the danger of weapons and obstacles to their use. <b>b</b></p> <p>Insight male and female students in writing for watch forgery.</p> <p>Developing the spirit of loyalty and belonging to Law <b>n</b> and his wise leadership</p> <p>To cooperate with the relevant security authorities.</p> <p>Keep documents and official seals in a safe <b>Kn</b> place.</p> <p>Emphasize the concerned officials and the custodian in the school to perform their job duties as they should.</p> <p>Explain the instructions for using the devices.</p>	<p><b>Second procedure:</b></p> <p>1- The school administration writes a report for Eth It happened.</p> <p>2- The school summons the guardian and repents of Language with the problem of his son and the procedure <b>at</b> the consequences.</p> <p>3- The competent security authorities shall call for this) immediately after eTo school (if required by bitter the occurrence of the problem, after informing and the parent).</p> <p>4- The device or tool related to the case (if It is lost and handed over to the sealed <b>Shh</b> required) is seized with the case management, authorities or the direct security authorities <b>Rah</b> and a report is prepared for that.</p> <p>5- The Student Guidance Committee meets in Al-Mad Rasa immediately after the case took place <b>Rah</b> to study its circumstances and circumstances.</p> <p>6- The school administration officially raises the status of a An urgent request for the Education <b>harm</b> meeting of the Student Guidance Committee in the course Department to guard the case</p> <p>7- The director of education, upon receipt of the i The father of the school (directly) <b>nh</b> (student cases - female students' cases), is assigned to adjudicated the case in the school, taking a <b>this</b> directly deal with the violating student and whoever is statement and monitoring its circumstances. <b>Yr</b> related to the case.</p> <p>8- The Committee (Student Issues - School Issues) meets, studies i The decision) in the Department of Education after two <b>Rah</b> the merits of the case, makes inquiries, and the Director of visits to the visit report and the educational opinion of the e, Education issues a decision to address the issue. school includes the following:</p> <p>A- Transferring the case to the security authorities, if necessary <b>M</b> command.</p> <p>B- Transferring the student who violated the study from thThe way of enrollment in the second and school in which the violation occurred (the class dealing third secondary semesters is done with them according to the tracks system).</p> <p>C- The Student Guidance Department / Department studies the Education Department Student Case An violator after issuing the decision, and a time limit is adjusted to e educational program according to a behavioral suit his condition. It includes a behavior modification program schedule that includes sessions in the student from the work team of the Department / Life Skills; To provide him guidance department, positive counseling lessons, with the skills to conduct the offender behaviorally with tasks in and assigns the student to social, volunteer the field of community service under the supervision of the services, and a schedule approved by the Ministry Education Department according to the student's order. of Education. <b>j</b></p> <p>9- A written undertaking shall be taken for the violating student Behaviorally disciplined and the good behavior.</p> <p>10- Yum the student on whom the next academic procedure M the student must study regularly for the class of was carried out in his school if he is in the Director of Education, his stage of study, by the decision of the student's n provided that he is followed up by a department/section of the to dance, with a monthly increase in a n school for the Education Department (Student Guidance). no n confidential letter stating his condition. a</p>

behavioral problem	Positive action by pain to reduce unwanted behavior B in it	Therapeutic educational procedure for Behavior Modification
<p>8 Possession, use or threat of male and female students With firearms or the like, such as knives and sharps And bullets without a gun.</p> <p>9. Information crimes.</p> <p>10. Possession, consumption or promotion of drugs or intoxicants.</p>	<p>Developing moral values derived from Islamic law among students through seminars, meetings, publications, and outside activity.</p> <p>Intensify supervision of out-of-sight places and places of crowding of students and students</p> <p>Organizing an annual meeting for new students to make them aware of educational methods and how to behave in such situations</p> <p>Follow up on any unethical and dependent behavior in a timely manner.</p>	<p><b>Third procedure:</b></p> <ol style="list-style-type: none"> <li>1- The school administration records a record of the constancy of the incident.</li> <li>2- The Student Guidance Committee meets directly in the schools after the problem occurred to study its circumstances and circumstances.</li> <li>3- The school administration formally raises the meeting of the student guidance committee in the school for deferral for the Education Department is prepared.</li> <li>4- The Director of Education, upon receipt of the student's letter, assigns the Female Students' Issues Committee to direct the case and its circumstances are monitored.</li> <li>5- (Student Issues Committee / Education Committee) meets with any female students in managing the case files and preparing a report after visiting the school and studies a comprehensive neighborhood provided with evidence, including the opinion of the school and the opinion of the Students' Issues Committee. Patent and opinion of the Central Director of Education for student issues and the students) to issue the appropriate decision from the Undersecretary for Public Education.</li> </ol>



**Chapter Four**

**Students' behavioral problems towards**

The educational and administrative body

### First: Behavioral problems of the fourth degree

1. Uttering inappropriate words towards teachers, administrators, or the like in the school.
2. Underestimating teachers or school administrators and those in their ranks with inappropriate behavior, such as imitating the teacher's behavior as a way of mockery.
3. Signing on behalf of one of the school officials on the correspondence exchanged between the school and the parents.
4. Taking pictures of teachers or employees or recording them using electronic devices (especially for boys).

<p>Action the first</p>	<p>The school administration refers the student to the Student Guidance Committee in the school. To study his behavioral problem directly after its occurrence, do the following: <span style="float: right;">Rah and take with e</span></p> <ol style="list-style-type: none"> <li>1- Invite the student's guardian and have him sign with knowledge of the problem.</li> <li>2- Taking a written undertaking from the student not to repeat the problem.</li> <li>3- Apologize to those you offended.</li> <li>4- Transferring the student from one class to another according to the student mentor's report.</li> <li>5- Seizing the device that contains inappropriate clips and pictures, preparing a witness report of the incident, deleting the clips, and the Student <span style="float: right;">For pictures from the dom to</span> Guidance Committee, in the presence of the guardian, so that it can be used without notes that prevent optimal use.</li> <li>6- After completing the previous procedures, the student is transferred to the student mentor. to study his condition.</li> <li>7- Deducting ten degrees from the student's violating behavior while giving him opportunities for compensation; To modify his behavior and enjoy <span style="float: right;">up the stairs T</span> the settled, and notify his guardian of that.</li> </ol>
<p>Action Second</p>	<ol style="list-style-type: none"> <li>1- Execute all of what was mentioned in the first procedure (except for transferring the student from one class to another).</li> <li>2- Invite the guardian of the violating student to attend the school, and warn the student in writing to transfer to another school in case of repeating the violation.</li> <li>3- According to the case study report from the student counselor at the school, the student is transferred to the student guidance department/ <span style="float: right;">S Promise in Al-Ula C</span> department; The student must submit a report stating that he will continue to be followed up by the guidance department/department following <span style="float: right;">students, and you M</span> up on his case from the student mentor.</li> </ol>
<p>Action Third</p>	<ol style="list-style-type: none"> <li>1- Execute all of what was mentioned in the first procedure (except for transferring the student from one class to another).</li> <li>2- The school administration submits a report to the Education Department regarding the transfer of the student to another school (the second and third grades of secondary school are followed by the <span style="float: right;">M with them and waf S</span> track system) while continuing his studies until the transfer, and notifying the guardian of the decision, and his opinion is taken on the school to which he will be transferred. <span style="float: right;">to his son.</span></li> <li>3- After the implementation of the procedure and according to the study of the case study from the student's degree in the school, the student will be adhered to <span style="float: right;">Orientation for students j</span> the administration / department to help treat with his continuation of the studies and his preparation is a statement that clarifies what was taken from <span style="float: right;">in Follow-up m n</span> procedures, and what is provided for the continuation His status is from the student wave.</li> </ol>

**Second: Behavioral problems of the fifth degree**

1. Threatening school teachers or administrators, or the like, causing damage to their property, or stealing it.
2. Pointing out immoral actions towards teachers, administrators, or the like from the school's employees.
3. Photographing female teachers or female employees, or recording their audio using electronic devices (especially for girls).
4. Assaulting by beating one of the school's employees, teachers, administrators, or the like.
5. Blackmailing teachers, administrators, or the like by taking pictures of them, or drawing them offensively and publishing them on the Internet.

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| Action<br>the first | <ol style="list-style-type: none"> <li>1. The school administration records a report to prove the incident.</li> <li>2. The school summons the guardian and informs him of his son's problem and the procedures involved.</li> <li>3. The competent security authorities shall be summoned to the school (if required) immediately upon the occurrence of the violation.</li> <li>4. The device or tool related to the case shall be seized, and shall be handed over to the competent authorities (if required) in the Education Department or the authorities of the Ministry of Education and Scientific Research, and a report shall be drawn up.</li> <li>5. The Student Guidance Committee meets at the school immediately after the case occurred; To study its circumstances and circumstances.</li> <li>6. The school administration officially and urgently submits to the Department of Education the minutes of the meeting of the Guidance and Counseling Committee in the school regarding the case.</li> <li>7. Upon receipt of the school's letter, the Director of Education (Students' Issues Committee - Female Students' Issues Committee) is tasked with proceeding with the case and taking the testimony of the violating student and whoever is related to the case and monitoring its circumstances, and a report is prepared accordingly.</li> <li>8. The (Students' Issues Committee - Female Students' Issues Committee) meets in the Education Department after visiting the school, and studies the merits of the case and the visit, and the school's opinion. The Director of Education issues a decision to address the issue educationally, which includes the following:                     <ul style="list-style-type: none"> <li>Referring the case to the security authorities (if necessary) and informing the guardian.</li> <li>The student is transferred to another school (the second and third grades of secondary school are dealt with according to the tracks system).</li> <li>Execute the procedure directly, and notify the guardian by telephone and in writing of the decisions taken.</li> <li>Deduction from the student's violating behavior scores is fifteen degrees.</li> </ul> </li> <li>9. The Department/Department of Student Guidance in the Department of Education studies the case of the violating student, after issuing the decision, and an educational program is prepared for him. The student's attendance at the Student Guidance Department/Department according to a schedule commensurate with his condition from a behavioral program in behavior modification from the work team of the Student Guidance Department/Department, and life skills lessons to provide him with soft skills. The behaviorally violating student was assigned tasks in the field of social service and volunteer services for the community under the supervision of a schedule approved by the student's guardian.</li> <li>10. A written undertaking is taken from the student to abide by discipline and good behavior, and the signature of the violating student's guardian is taken, stating that in case of recurrence of the violation, he will be transferred to an affiliated student.</li> </ol> |
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**Continue: Grade 5 behavioral problems**

<p><b>Action</b> <b>Second</b></p>	<ol style="list-style-type: none"> <li>1. The school administration records a report to prove the incident.</li> <li>2. The school summons the guardian and informs him of his son's problem and the procedures involved.</li> <li>2. The competent security authorities shall be summoned to the school (if necessary) as soon as the problem occurs.</li> <li>4. The device or tool related to the case is seized and handed over to the competent authorities (if required) in the Education Department or the authorities in the case, and a report is prepared.</li> <li>5. The Student Guidance Committee meets at the school immediately after the case occurred; To study its circumstances and circumstances.</li> <li>6. The school administration officially submits, on an urgent basis, to the Education Department the minutes of the meeting of the Student Guidance Committee in the school regarding the case.</li> <li>7. Upon receipt of the school's letter, the Director of Education is tasked (Students' Issues Committee - Female Students' Issues Committee) to proceed with the case, take the testimony of the violating student and whoever is related to the case, monitor its circumstances, and prepare a report accordingly.</li> <li>8. The (Students' Issues Committee - Female Students' Issues Committee) meets in the Education Department after visiting the school, and studies the merits of the case, the visit, and the school's opinion. The Director of Education issues a decision to address the issue educationally, which includes the following: Transferring the case to the security authorities, if necessary.</li> <li>- Transferring the violating student to study by enrolling in the semester in which the violation occurred (the second grades are dealt with according to the tracks system).</li> <li>9. The Department/Department of Student Guidance in the Department of Education studies the case of the violating student, after issuing the decision, and prepares an educational program for him.</li> <li>a. The student's attendance at the Student Guidance Department/Department according to a schedule commensurate with his condition, which includes a behavioral program that includes behavior modification by the counseling work team at the Student Guidance Department/Department, and life skills lessons to provide him with skills.</li> <li>B. The behaviorally violating student was assigned tasks in the field of social service and voluntary services for the community under the supervision of the temporary management department and approved by the student's guardian.</li> <li>10. A written undertaking shall be taken from the behaviorally violating student upon his return to abide by discipline and good behaviour.</li> <li>11. The student on whom the procedure was carried out from the study should be a regular in the next semester, if he is of the age of his school stage, the Director of Education, provided that he is followed up by the student guidance department/department and the school he is transferred to, with a monthly removal from the school to manage the students (by a confidential letter showing his status).</li> </ol>
<p><b>Action</b> <b>Third</b></p>	<ol style="list-style-type: none"> <li>1. Execute all of the provisions in the first procedure, except for transfer to another school.</li> <li>2. The school administration records a report to prove the incident.</li> <li>3. The Guidance and Counseling Committee meets in the school immediately after the occurrence of the problem to study its circumstances and circumstances.</li> <li>4. The school administration officially and urgently submits to the Education Department the minutes of the School Guidance and Counseling Committee meeting.</li> <li>5. As soon as the school's letter is received, the Director of Education (Students' Issues Committee - Female Students' Issues Committee) is tasked with handling the case and monitoring clothes.</li> <li>6. The (Students' Issues Committee - Female Students' Issues Committee) meets in the Education Department after visiting the school, studies the merits of the case, and prepares it with the necessary evidence and documents, including the opinion of the School's Student Guidance Committee, the opinion of the Male and Female Students' Issues Committee, and education, and the case is urgently filed. To the Ministry (the Central Committee for Male and Female Student Affairs) to issue the appropriate decision from the Undersecretary-General.</li> </ol>



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## Chapter Five

Digital etiquette for general education students



## Digital etiquette for general education students

### First: General Digital Etiquette:

Adhere to Islamic values and the teachings of our true religion.

Obeying rulers, respecting national symbols, and not violating religious teachings or state laws and regulations.

A sense of national responsibility in digital transactions.

Respecting intellectual property laws and rights, and clarifying the references and sources used in electronic participation to avoid plagiarism.

Avoid publishing personal data such as names, contact details, and addresses.

Use official electronic means of communication approved by the Ministry to communicate with teachers, school administration, and students.

and female students, and it is forbidden to use other applications or social media platforms.

It is prohibited to use the Madrasati platform to download any material that contains programs that contain viruses, or any computer code, files or programs

You may alter, damage, or interrupt the functionality of the Site or any equipment or software of any person accessing the Site.

It is prohibited to change, destroy or delete any content on the Madrasati platform.

It is forbidden to disrupt the normal lines of communication in any way.

It is prohibited to use any tool or program to interfere or attempt to interfere with the operation of the Madrasati platform, or any activity that is carried out on the platform.

It is prohibited to decompile, disassemble or recompile any of the software that makes up the site or part of it.

It is prohibited to publish or transmit any harmful content that contains harmful programs such as viruses and others that aim to harm any system, or information to circumvent or seize ownership of it.

### Second: Etiquette of digital behavior in the digital platform

#### A/ Attendance and departure:

Discipline and attend virtual classes on time.

Dismissal after the end of the default class time and moving to the next class.

Avoid opening more than one digital window during the virtual session to prevent distraction and prevent the computer from slowing down.

Submitting electronic works, activities and tests from the student himself, and not accepting these works if they were submitted by others.

### **B/ Classroom participation in the virtual classroom:**

Respect the posts of colleagues and deal with them kindly, and accept constructive criticism from others.

Refrain from uttering or writing obscene words, or sending immoral media, or phrases that incite racism and sectarianism.

And tribalism, or slander, defamation, abuse, slander, and disparagement of others and their efforts.

Beware of cyberbullying teachers, male and female, male and female students, whether over names, pictures, titles, or posts.  
**class.**

Not recording or photographing what is happening inside the virtual classroom and publishing it on any social media.

Asking permission before electronic participation by raising the hand through the program, and speaking after asking permission from the teacher.

Do not open the camera without the permission of the teacher and guardian.

Wear decent and formal clothes when participating through the camera, taking into account public taste.

Verify the previously uploaded files before sharing them in the virtual share.

Observe the use of the Arabic language, spelling rules, and correct writing in the electronic participation.

Avoid sending pictures or expressive stickers and abbreviations in conversations during the virtual session without the teacher's permission.

Turn off the microphone or camera when not speaking or participating.

### **Third: Etiquette of digital behavior in the means of communication and electronic publishing**

Maintaining the confidentiality of the username and password sent by the official authorities and not sharing them with others.

Beware of dealing with unknown links, which could be phishing links.

Clarify what is required of sending the e-mail (the basic idea) in a short and clear manner.

**Review e-mail, e-posts, and e-activities before sending them.**

Ensure that you are connected to secure internet networks.

Do not leave your computer in public places or allow others to use it unattended.

Ensure that the educational platform is completely closed upon completion of lessons in order to preserve privacy.



## Chapter six

Behavioral problems of male and female students  
in (distance education)

**Behavioral problems for the primary stage (distance education)**

M	Degree	The problem is	tubercular affirmative (Paindesirable)	reward reinforcement	or procedures
1	The first	<p>1- Disabling classes a to default.</p> <p>2- Exit pain repeat who Virtual classes without excuse accepted for.</p> <p>3- Writing in the subject matter Thaw and distracted of the students' attention i Bits during The class.</p>	<ul style="list-style-type: none"> <li>- Commitment With public morals behavior digital.</li> <li>- Commitment With etiquette digital in The digital platform.</li> <li>- Commitment bthe time.</li> <li>- Interaction a to positive.</li> <li>- No m Sobey the teacher / The teacher and listening to them.</li> <li>- No F Camera or Photography the screen.</li> <li>- No fat h microphone without So the teacher M / the teacher.</li> <li>- Avoid side talks during the h s Eh.</li> <li>- No mg Manage the share without permission.</li> <li>- raise hand when sharing.</li> <li>- Commitment bCalm.</li> <li>- Not to you Repent in the conversation without a brother y teacher's permission The teacher.</li> </ul>	<p>Assignment of the i The Father is managing</p> <p>The dialogue athpart of the class default e And support him meaning oh</p> <p>- Tahfi g The student</p> <p>By asking about him with Welcome gthe taxpayer sees.</p> <p>- cheers a to ask verbally</p> <p>And in writing</p>	<p>First procedure:</p> <p>Verbal alert From teacher to student B About The behavior is not desirable Web in it and the damages Manking on it.</p> <p>Second procedure:</p> <p>Verbal warning m n teacher for the second time .</p> <p>- Note of the student and t Repel his behaviors and reasoning Taha.</p> <p>Third procedure:</p> <p>- The teacher's administration S By notifying the guardian of the for a student deals with the student's problem S guardianship.</p> <p>Fourth procedure:</p> <p>- Refer the student to MO Ce student to study ha tbe.</p> <p>Fifth procedure:</p> <p>- Invitation of the non- The applicant and his notification b s Luke married student's guardian QWeb with it.</p> <p>- Create an electronic Loki (MKT agreement Aabah or agreement that clarifies a relationship between the important e which The student will perform it And the reward that will Gets it as a result K).</p> <p>- In the event of repeated U All cases are directedz committee student guidance pain; to to help in treatment set The student.</p> <p>One point deduction degrees of behaviour.</p>

M	Degree	The problem is Lucia	tuberculous affirmative (Paindesirable)	reward reinforcement	procedures
2	the second	1) Sending pleasures <b>tide</b> materials or links not <b>For her</b> relationship With a glance.  2) Pronunciation or writing and <b>With phrases</b> sending pictures or immoral <b>Swatch a video</b> materials to the necessary <b>no</b> female colleagues.  3) Use pictures <b>gnot</b> suitable In the case of the student.	- Commitment <b>laws and regulations</b> The rules of the <b>s Digital lock.</b>  - No <b>F Camera or</b> Photography <b>the screen.</b>  - No <b>fat h</b> mike without permission the teacher  / Teacher.  - Not enough <b>Not phrases</b> have a relationship <b>B</b> the subject of the lesson.  - Participation <b>others in sections</b> purposeful to him <b>A relationship with a topic</b> The lesson <b>After obtaining permission</b> The teacher / a <b>teacher</b>  - Commitment <b>Plan and topic</b> The lesson.	praise  encouragement  reinforcement a irrigate	First procedure:  Notify the <b>M</b> lesson in the problem of wats <b>X</b> if what management of the following:  1. Notice to the parent of a <b>M</b> the student phoned the facility <b>shakla</b> tuberculosis student <b>and</b> the completed procedures <b>X</b> delicious.  2. Create an agreement <b>my behavior (agreement m</b> <b>writing</b> or electronic <b>C</b> Explain the relationship between the <b>important</b> that will lead <b>en</b> the student and the reward <b>which</b> He will get me <b>This is the result of that).</b>  3. Apologies to whomever a <b>He was badly offended by colleagues.</b>  Second procedure:  - Invitation of the non- <b>The applicant and his notification b</b> <b>s Luke</b> married student's guardian <b>g</b> web with it.  - After completing the request, <b>C</b> Previous opinions are given <b>Referral</b> transfer the student to the prompt <b>to students for study</b> <b>his condition.</b>  Third procedure:  Implementation of all of the above <b>in the second procedure.</b>  - Referring the student to <b>The intention of student guidance</b> <b>to put</b> appropriate solutions <b>According to a study report</b> <b>status</b> From the wave of students <b>j.</b>  - Deduct two degrees from <b>behavior scores.</b>

M	Degree	the problem behaviorism	The positive behaviour (desirable)	Your praise / Reinforcement	procedures
3	Third	<p>1- Pronunciation or Writing phrases And send pictures a Video clips Immoral For teachers.</p> <p>2- Cyberbullying Ni.</p> <p>3- Photographing the children b and female students or Teachers and mother Science and publishing photos.</p> <p>4- Jinn harassment s j mail.</p>	<p>- I groaned For laws and regulations Rules Digital behaviour.</p> <p>- Altezza M class rules.</p> <p>- No Screen capture or send photos.</p> <p>- he sighed Mothers and their opinions.</p> <p>- The walk Lean on occasions The National e and volunteer work Good news F Educators / T And first andings.</p>	<p>- W remote And the support A meaning And Y.</p> <p>- TCH Eating (verbal, A phrase T stickers...)</p> <p>- Mesh A company at work Cooperation By the stake.</p> <p>- tack Live with works supervision during the session to console g his feeling by touching A and Lee.</p> <p>- A witness Thanks and appreciation Ali m He does not show important pain perform hings and initiatives And the takall F constructive.</p>	<p>First procedure:</p> <p>Inform management school and take the following j :</p> <ol style="list-style-type: none"> <li>- Invitation and The student's order and I cut it off in A plan is prepared behavior, and ablution p program C therapeutic m U Leave with the family.</li> <li>- Creation F my behavior (agree Written e or electronically Explains the relationship with me n The important thing Tc and the student and the place Fu h, the j It will happen as a result) .</li> <li>- Al's apology i Father to those who offended them.</li> <li>- After Est Perfection of procedures Alice Stay it M Alta's referral Core to the for my students e To study h router.</li> </ol> <p>Second procedure:</p> <p>Transfer the Requested to manage the for a teacher e, And take M following:</p> <ol style="list-style-type: none"> <li>- All of what Mentioned in the first With a change R trespass plan procedure for behavior.</li> <li>- Transfer The applicant to a committee Orientation e students if Put the right solution Bah, according to a To report d Head of the case from The wave e A to paint me.</li> </ol> <p>Third procedure:</p> <p>Notify management school, take what j to:</p> <ol style="list-style-type: none"> <li>- All M Mention in the procedure w m p Line change the behavior modification .</li> <li>- Transfer a For a student to manage / priest M Orientation e The students.</li> <li>- A third settlement W degrees of degrees a for behavior.</li> </ol>

**Behavioral problems for the intermediate and secondary stages (distance education)**

M	Degree	behavioral problem	Positive behaviour (desirable)	Reward/reinforcement	procedures
1	The first	<p>1- Disabling quotas No spare time.</p> <p>2- Exiting the virtual classes repeatedly Without an acceptable excuse.</p> <p>3- Writing in conversation and distracting male and female students during class.</p>	<ul style="list-style-type: none"> <li>- Except Commitment to the general morals of Qami t behavior.</li> <li>- Except Commitment to the digital etiquette of in a digital platform.</li> <li>- Except Commitment to class rules, including:</li> <li>- Except Commitment to positive interaction time.</li> <li>- Not to interrupt the teacher listening to them.</li> <li>- Opening the camera or photographing a The screen.</li> <li>- Turning on the microphone without Permission.</li> <li>- Side conversations during the h prayer.</li> <li>- Not to leave the class without a. Shen.</li> <li>- Hand sign when sharing.</li> <li>- Except Remain calm.</li> <li>- Writing in the conversation without the Broth@ permission of the teacher / teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- praise</li> <li>- encouragement</li> <li>Expressing interest in (the student) by mentioning his name.</li> <li>Assign him some work</li> <li>Such as:</li> <li>- Writing the topic of the lesson on the white board.</li> </ul>	<p>Exc@ behind the first:</p> <p>AltunThe verbal statement from the teacher to the student is B about behavior change Pain: the verbal statement from the teacher to the student is about behavior why. the verbal statement from the teacher to the student is about behavior why.</p> <p>Exc@ behind the second:</p> <p>AltunThe oral beh of the teacher for the th time second.</p> <p>Exc@ behind the third:</p> <p>Fathno teacher to the school administration Tuberculosis problem And ttery, and stakes the administration with the student Mij :</p> <ul style="list-style-type: none"> <li>- au Shame The student's guardian has I have a problem the b Als phone control, and the actions taken .</li> <li>- Twoe to the student to the student mentor How is his condition?</li> </ul> <p>Exc@ behind the fourth:</p> <ul style="list-style-type: none"> <li>- ax This is an electronic undertaking in the I The father is not t repeat Pain rm.</li> <li>- Dr The request of the student's guardian and a Show him behavior change Pain of his desire.</li> <li>- hone degree out of the compensation Behavior with done Ken i opportunities to count His behavior and E U Shame and tjr Order him to do so.</li> <li>- in In the event of a recurrence of the problem, the matter To the Student facet i should be directed to my father. To help treat a situation Education Committee.</li> </ul>

M	Degree	behavioral problem	Positive behaviour (desirable)	Reward/reinforcement	procedures
2	the second	<p>1- Intentionally sending materials or links that are not related to the content.</p> <p>2- Using inappropriate images in the case of the student.</p>	<ul style="list-style-type: none"> <li>- <b>Do</b> comply with the laws and regulations of the Digital Lock rules.</li> <li>- <b>Share</b> with others meaningful passages related to the topic of the lesson after the permission of the teacher.</li> <li>- <b>Do</b> commitment to the lesson plan and topic.</li> <li>- <b>Show</b> the positive side of a <b>problem</b> by dealing with <b>the</b> <b>problem</b>.</li> <li>- <b>Do</b> create a suitable picture of the case file, <b>the</b> characteristic of the student that <b>expresses</b> it, or use the default image in <b>the</b> file settings.</li> </ul>	<p>Assigning the student to manage the dialogue during the virtual session and supporting him morally.</p> <ul style="list-style-type: none"> <li>- Motivating the student by asking about him with an unambiguous welcome.</li> <li>- Encouraging the student verbally and in writing</li> </ul>	<p>Excuse behind the first:</p> <p>Father's school administration is aware of the problem, etc. As the following:</p> <ul style="list-style-type: none"> <li>- <b>A</b> pledge to the student not to repeat the problem.</li> <li>- <b>a</b> logo of the student's guardian is a phone <b>J</b> problem with the <b>i</b> the <b>b</b> <b>The</b> education and actions taken <b>.</b></li> <li>- <b>B</b> after completing the previous procedures <b>The</b> case is being <b>i</b> <b>b</b> <b>ELZ</b> Directing the students to study referred.</li> </ul> <p>Excuse behind the second:</p> <ul style="list-style-type: none"> <li>- <b>Dr</b> permission of the student's guardian and notifying him <b>With</b> the long behavior <b>B</b> change <b>The</b> desirable.</li> <li>- <b>h</b> Name two grades of LB from behavior with <b>t</b> <b>Ken</b> <b>The</b> compensation opportunity; To <b>Dale</b> Slucke and <b>E</b> <b>U</b> name and <b>command</b> him to do so.</li> <li>- <b>B</b> after completing the previous procedures <b>The</b> case is <b>i</b> <b>b</b> <b>ELZ</b> Directing the students to study referred.</li> </ul> <p>Excuse behind the third:</p> <ul style="list-style-type: none"> <li>- <b>T</b> do everything mentioned in the second procedure <b>j</b></li> <li>- <b>a</b> the student's status to the appropriate <b>the</b> students; to <b>put</b> <b>The</b> following committee according to the <b>case</b> study <b>Who</b> <b>The</b> student's face report.</li> </ul> <p>Excuse behind the fourth:</p> <ul style="list-style-type: none"> <li>- <b>T</b> do everything mentioned in the third procedure <b>w</b>.</li> <li>- Referring the student to a department/ <b>M</b> The directive <b>i</b> for my father <b>O</b> department that assists in treatment, <b>R</b> by studying, and <b>E</b> harmful <b>T</b> while continuing to clarify what was <b>in</b> Follow-up circuit/ <b>S</b> taken regarding student guidance and <b>h</b> from his place <b>H</b> / <b>H</b> <b>The</b> follow-up of his/her father; To provide <b>B</b> mandate and coordination with him <b>It</b> services to change the violating behavior.</li> </ul>



M	Degree	behavioral problem	Positive behaviour (desirable)	Reward/reinforcement	procedures
3	Third	<p>1- Abuse use Information login personality in platforms educational. .</p> <p>2- Filming or recording the virtual lessons And publish it.</p>	<ul style="list-style-type: none"> <li>- Compliance with the laws and regulations of the digital code of conduct.</li> <li>- Not to offend others verbally or physically</li> <li>- Not to send immoral videos or articles.</li> <li>- Participation of others through the virtual lessons or programs for school events with purposeful topics that leave a positive impact on surrounding.</li> </ul>	<ul style="list-style-type: none"> <li>- praise</li> <li>- encouragement</li> <li>- Provide the student with the opportunity to choose the interactive method that combines competition and scientific information through the selection of scientific interactive applications.</li> </ul>	<p>Excuse because of the first:</p> <p>Inform the school administration of the problem to take the following:</p> <ol style="list-style-type: none"> <li>1. - Take a pledge on the student after recurrence of the problem.</li> <li>2. Notifying the student's guardian of the I met a problem to behavior and procedures taken xyea.</li> <li>3. -Deducting three degrees from enabling Degrees of ease K with the student to report his behavior S compensation It Adil and notifying the parent e With that.</li> <li>4. - After completing the procedures, the T The previous one is done Referral student is referred to the mentor. By/to study to use,</li> </ol> <p>Excuse because of the second:</p> <p>Inform the school administration, and take the following:</p> <ol style="list-style-type: none"> <li>1. Implementation of all of the above RA first.</li> <li>2. - Invitation of the guardian of the student B X Fly it by Luke A for a student or the unwanted one.</li> <li>3. - Transferring the student to a committee The directive i for my father; to develop appropriate solutions to According to the report D Header the case from the student mentor. Y.</li> </ol> <p>Excuse by the third:</p> <p>Inform the school administration, and take the following:</p> <ol style="list-style-type: none"> <li>1. Implementation of all of what was mentioned in C Raa the second with change the methods of behavior modification.</li> <li>2. Referring the student to a department/ The directive i for my father priest to assist in treatment, and Continuation in the country Race, bring a report showing the follow-up Taken from R in from the department/department the directives i for my father and the follow-up of his case from student to Submission the educational services mentor and Let's stay with him Adil the violating behavior.</li> </ol>

M	Degree	behavioral problem	Positive behaviour (desirable)	Reward/reinforcement	procedures
4	fourth	1- Cyberbullying. 2- Speaking or writing phrases, or sending immoral pictures or video clips to male or female teachers.	- Except to comply with the laws and regulations of the Digital Lock rules. - Except Adhere to class rules - The Madi participated in the activity thousand inside the classroom, as well as X no outside of the school programs. - The M participate in volunteer work. - The Carry out some tasks and roles Except u Raffia by the teacher / Pajama.	- praise - encouragement Motivate him by listening to his participation. - Assigning him with commensurate performance tasks with his inclinations And his interests And for her relationship subject The lesson. - Giving him some supervisory tasks, such as preparing the classroom rules for the virtual class.	eg behind the first: Inform the school administration of the problem And take the following: 1. Taking a pledge on the student not to t Kar problem. 2. Notifying the student's guardian of F What a problem b the behavior and actions taken. e. 3. - Deduction of ten marks from D. Enabling Behavior changes with the student to give him opportunities for compensation lick Drale his behavior and notifying his guardian b. That. 4. - After completing the procedures, the A precedent is being modified. Woe student is directed to the students. j / a; to study the h machine. eg behind the second: Inform the school administration, and take what follows: 1. Implementation of all of what was mentioned in the Raa the first with T gYer procedures of the behavior modification plan. K. 2. - Transferring the student to a committee e Paint guidance by me to develop appropriate solutions in the casHe said to read Dra Seh of the student mentor. j . eg behind the third: Inform the school administration, and take what follows: 1. Executing all of what was mentioned in the R the second with T gYer plan for behavior modification. 2. Referring the student to a department/ M Directive i nBy department to assist in treatment together s, Passing it by the wheel S eh, and bring a report showing the follow-up Take from rent A in from the department/department and Paint guidance bye, follow-up on his case from the mentor/ estudents; ItsDiem educational services and forgetting the Lit with him Drale violating behavior.

M	Degree	behavioral problem	Positive behaviour (desirable)	Reward/reinforcement	procedures
5	Fifth	1- Making fun of some of the rituals of Islam. 2- Insulting the state or its symbols. 3- Sexual harassment (photos-messages-pronunciation). - video clips). 4- Incitement to immoral acts. 5- Drug promotion.	<ul style="list-style-type: none"> <li>- Compliance with laws and regulations</li> <li>- Digital lock.</li> <li>- Respect for the rituals of the Islamic Religion is the banana of the state, and leaving morals is a good (cooperation / positivity / goodwill).</li> <li>- Participate in purposeful work that demonstrates the seriousness of addiction and its frequency.</li> <li>- Participation in volunteer work.</li> </ul>	<ul style="list-style-type: none"> <li>- praise</li> <li>Moral support</li> <li>Encouragement (verbal - phrases - stickers ...)</li> <li>- The student's participation in the cooperative work in the class.</li> <li>- Giving the student supervision work during the lesson to enhance his feeling</li> <li>Responsibly.</li> <li>- A certificate of thanks and appreciation for his actions during the performance of constructive tasks and initiatives.</li> </ul>	<p>Excuse because of the first:</p> <ol style="list-style-type: none"> <li>The school administration reports the incident. <b>pure yen no ability</b></li> <li>The Steering Committee meets immediately after the occurrence of the problem and its circumstances. <b>Drassa Ruffha</b></li> <li>The school administration submits the official education minutes of the school committee meeting. <b>And on an urgent basis to manage The first directive nbv</b></li> <li>The Director of Education is immediately assigned (the committee for female students' issues) to handle the case. <b>Ar-Red Khattab M Lesson i Lap - committee issues Monitoring and monitoring of discipline.</b></li> <li>It meets directly (the committee for female students' issues) in the case management and issues a behavioral problem including the following: <b>Student loss - committee plim and study hyathyat Why did they decide? plah n the following: T security if so M command authority after informing the guardian.</b></li> </ol> <p>- The discount is from sixteen degrees, and he can modify his behavior. <b>Student Luke xMiss n opportunities to enjoy white</b></p> <p>The Department/Department of Guidance studies and prepares a treatment program for it. <b>The case of the students student Course with status e.</b></p> <p>Excuse because of the second:</p> <ol style="list-style-type: none"> <li>The school administration is doing a study the fact. <b>Wayne pure no ability</b></li> <li>The Steering Committee meets immediately after the occurrence of the problem and rah; for the study of its circumstances. <b>Drassa Ruffha</b></li> <li>The school administration raises to the education department the student's record at the school. <b>Mia and in a capacity pater T With the Committee of T Good</b></li> <li>The Director of Education shall assign a case (Student Issues Committee - Committee By directing the case and monitoring M wear it. <b>Ar-Red Khattab M Lesson Al-Tal cases B(oming))</b></li> <li>The Committee on Student Issues meets in the Education Department and studies the merits of the case, providing the necessary evidence, student guidance including opinion male and female teachers, and the opinion of the case in an urgent manner to resolve the issues of male and female students appropriately from the deputy attorney. <b>i Lap - committee issues Back visit pain Drasa, uHope And prepare a report including opinion committee issues Committee, and the opinion issues Committee, Ar-Get up Focused c) To issue a for a decision pUm. Ara for education</b></li> </ol>



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# Chapter Seven

General provisions

### General Provisions:

- 1- The Ministry of Education (General Administration for Student Guidance) is responsible for supervising and evaluating education departments by implementing what is stated in the rules of conduct.  
Attendance for general education male and female students, building educational programs, and evaluation studies of the impact of these rules in the field.
- 2- The rules of behavior and attendance are applied in general education schools, private schools, continuing education schools, and Quran memorization schools.  
Al-Karim, and Saudi schools abroad.
- 3- The Education Department (Student Guidance Department/Department) is responsible for field supervision and follow-up to implement the rules of conduct and attendance in  
Schools and providing them with programs and instructions that achieve the set goals, and training members of the school community on what is contained therein.  
Educational methods.
- 4- Those concerned with the educational process in the school, parents and the local community share the responsibility for maintaining discipline.  
Behavioral for male and female students.
- 5- The signature of the student and his guardian is taken on the behavioral commitment form, and it is renewed at the beginning of each academic year for all male and female students.  
In a special file for the student's stay in school.
- 6- Non-involvement of the student mentor in the implementation of the procedures to be implemented against the behaviorally violating student, and his role comes after the implementation of  
procedures, by studying the case and treating it.
- 7- Behavioral problems and the actions taken on the student are documented by the school administration, except for the first three procedures  
Male and female students related to class discipline are among the problems of the first degree, and the teacher documents them.
- 8- The appropriateness of the student's age and the circumstances that led to the occurrence of the behavioral problem should be taken into account before taking the action.
- 9- Implementing appropriate educational treatment programs in conjunction with the procedures taken on the student.
- 10-The school honors students who are distinguished in behavior according to the rules and standards of behavioral excellence.
- 11-The gradual implementation of the procedures must be adhered to in accordance with the rules of conduct and perseverance.
- 12-All procedures related to personal communication devices are done in the presence of the guardian.
- 13-The rules of behavior and perseverance are applied to behavioral problems that occur within the school, or in school programs and activities.  
It is implemented outside the school building, or what is notified of it from the parties in which the student participated with the nomination of the school, or on school buses, or  
Problems that occur within the school boundaries (streets adjacent to the school) and are monitored by a school teacher.
- 14-If a behavioral problem occurs on the roads surrounding the school under the sight of a school employee, it will be applied to the violating student.  
The procedures included in the violation.
- 15th-The school from which the student is transferred must provide the school to which the student is transferred with a report on his behavior indicating his due grades.  
In behavior and procedures applied around his behavior.

- 16-The school to which the student is transferred must implement the discount imposed on him from the previous school, and give him the opportunity to improve his grades in behavior, according to what is stated in the rules of conduct and perseverance, and to deal with him in the behavioral problems that he commits, starting from the first procedure.
- 17- When there is a modification in the grades of the behavior of male and female students in the third year of secondary school, which are submitted to the authority concerned with the examinations - the beginning of the examinations
- Final grades - The school shall notify this authority in writing of the modified grades (addition or deduction) before the end of the academic year.
- 18-The school administration must inform the guardian of the behaviorally violating student of the measures taken as stipulated in the rules of behavior and attendance.
- 19-Classification of behavioral problems that were not mentioned in the rules of conduct and punctuality and were among the problems of the first, second or third degree.
- According to its severity and circumstances, from the School's Student Guidance Committee.
- 20-Classification of behavioral problems that were not included in the rules of conduct and punctuality and were among the problems of the fourth or fifth degree, according to
- Its severity and circumstances were reviewed by the Issues Committee in the Education Department.
- 21- The Education Department (Students' Issues Committee - Female Students' Issues Committee) applies the procedures to be implemented on students who are not disciplined in behavior.
- The limits of the problems mentioned in the rules of conduct and attendance of male and female students who commit behavioral problems within schools other than their schools.
- 22-If the student repeats the same behavioral problem, the next procedure is applied to him.
- 23-If the student commits the same behavioral problem after executing the compensation, the following procedure shall be applied to him next time.
- and it is considered a new (another) problem against him, and he has opportunities for compensation.
- 24-The positive behavioral practices of the behaviorally violating student enable him to improve the degree of his behavior, and do not affect him in the implementation of procedures
- Other behavioral problems.
- 25-The behaviorally violating student is not exempted from the procedures resulting from committing behavioral problems in the event of waiver of the private right before
- The other competent authorities.
- 26-In the event that a student with special needs, who is part of the integrated special education programs in general education schools, is a child.
- Behavioral problem, the guidance and counseling committee in the school deals with his violation in coordination with the Department / Department of Special Education in the Department of education.
- 27-The school administration and teachers, if a student commits a behavioral problem, must abide by the procedures contained in the rules, and not practice
- Non-pedagogical methods that have a negative impact on the student, such as:
- Physical and psychological abuse of all kinds.
- Discounting or threatening material grades.
- Depriving the student of eating breakfast on time.

Assigning the student to copy the homework several times as a punishment.

Provoking and provoking the student to commit the wrong behavior or absence from school.

Sarcasm and mockery of the student's personality.

Excluding the student from the classroom.

Suspension of the student for more than three minutes.

28-If the school does not carry out its responsibilities and duties accurately and objectively in implementing the regulations, instructions and directives contained in these rules, It bears responsibility for its failure to do so, as this failure is a departure from the job duty stipulated in the resources system. humanity; This necessitates that the negligent employee be punished in accordance with Article (32) of the Staff Disciplinary System.

29-The behaviorally violating student must be enrolled in the activities of opportunities to improve the behavior scores directly after deducting from his behavior scores according to the principle Reward and punishment in behavior modification, as it modifies the behavior of the student who committed a behavioral problem from the teacher who initiated the behavioral situation. In coordination with the school's vice-president, the student's mentor, and the supervisor of the activity targeted for compensatory opportunities.

30-Male and female students who violate behavior who have been transferred to the Student Guidance Department/Department, the following actions are taken against them:

The school administration sends a letter to the student guidance department / department explaining the repeated behavioral problem of the student and the procedures

The school counselor shall attach a report on the student's case study to the school.

Interview the student's guardian at the Student Guidance Department/Department and inform the school in writing of the student's continuity of studies, with the attachment of The procedures taken by them, and the recommendations directed to the school and related to the student's condition.

The Student Guidance Department / Department follows up the case of the student who violates the behavior in coordination with the student counselor at the school or a committee Student guidance with directing the school to continue implementing educational procedures.

31- If a decision is issued against the student who violates behavior, he will be transferred to another school, and this school is far from his residence and the school that He was transferred from her, the only one in the neighborhood, according to the opinion of the competent authority (Students' Issues Committee - Female Students' Issues Committee) in the Education Department. The student has been in the school to which he is transferred for at least a semester, and the student or his guardian wants the student to return to the previous school, The Guidance and Counseling Committee at the school of the student from which he was transferred has the right to return him to the school based on the improvement in the behavior of the offending student. In his school to which he is transferred and the conditions that called for his transfer have improved in accordance with the tracks system, after coordination with the Department of Education.

32-Schools do not issue certificates of good conduct and conduct, and it is sufficient for the grades of behavior recorded in the transcript of the student's grades, and the student who His grades are decreasing in behavior, and he would like an explanation of this, to report on the types of behavioral problems that cause the decision.

33-The school administration addresses the Education Department - Student Guidance Department - to request a school visit from the Student Welfare Supervisor in the Department / Department student guidance; To assess the student's situation and provide appropriate educational services for the case, in cases that require the intervention of the administration/department. Student guidance, and the school is far from its headquarters, and the guardian cannot attend it.

34-Formation of a committee in each education office of the most prominent educators in student guidance and school administration in schools in the sector to cover the shortage in Follow up the cases of some male and female students who violate behavior, and provide the necessary remedial educational programs for the situation of the violating student.

Behaviorally, and the school has the right to coordinate this with the Department/Department of Student Guidance in the Education Department.

35-If the student cheats in the semester or final exams, the procedures regulating the exams mentioned in the student evaluation bylaw shall be applied to him.

36-It is strictly forbidden to hand over the student's file to the student or his guardian against whom a (deduction of ten marks or more) has been issued except after referring to the Department of Education.

education.

37-If the school administration has exhausted all procedures against the behaviorally violating student stipulated in the first, second and third grades

He is then referred to the Education Department while continuing to enable him to study until the appropriate procedure is issued in his regard by the competent authority.

(Students' issues - female students' issues) in the Education Department.

38-The Education Department (Education Office) immediately, upon receipt of the school's letter, requests the application of a procedure for transferring the behaviorally violating student to a school.

Another task is to assign the Guidance and Counseling Supervisor / Male and Female Student Affairs Supervisor to visit the school and evaluate the services provided by

The school belongs to the student, and if it becomes clear that the school has fulfilled its duty in accordance with the rules of conduct and punctuality, this shall be reported to the Director of Education - to the Director of Education.

Education Office - to issue a decision to transfer the violating student to another school.

39-If the procedure mentioned in the problem was applied to the violating student, including the review of the Student Guidance Department / Department, and the student did not implement it.

Or the student's guardian, in addition to him, the following procedure is applied to the problem directly with the notification of the Student Guidance Department / Department and the guardian

With that.

40-Male and female students against whom a school transfer decision has been issued, taking into account the situation and seriousness of their behavioral problem or issue, not to collect

in one school.

41-If the violating student commits a behavioral problem a week before the final exams of the academic year, he will not have the opportunity to compensate.

in the graded scores.

42-The violating student who has committed one of the problems whose procedures stipulate the transfer to an affiliated student is not allowed to study regularly.

Except by a decision of the Committee (Students' Issues - Female Students' Issues) in the Education Department based on a report from the Student Guidance Department.

43-Supervisors of student guidance and school administration must follow up on the application of the rules of behavior and diligence in order to achieve the aspired goals.

Each in his own right.

44-Behavior grades are recorded in the student's grade sheet.

45-The Central Committee for Students' and Female Students' Issues in the Ministry may add other procedures and move from one procedure to another according to a higher degree.

What is required by the seriousness and severity of the problem.

46-These rules supersede the previous rules of behavior and perseverance.





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## Chapter VIII

attendance

### First: the concept of perseverance

What is meant by attendance is the student's commitment to attend school or any of the approved educational platforms according to the official dates specified for this from the beginning of the school day to its end, and provide an excuse in case of his absence from school or educational platforms.

### Second: Evaluation of attendance

Student attendance is evaluated according to the following:

Attendance assessment for the first and second grades is descriptive.

Allocated for attendance in grades from the third primary to the third intermediate (100) marks for each semester, and then an average is taken Grades.

(100) marks are allocated for attendance at the secondary level for each academic level, and it is calculated for the average student for all semesters

Upon graduation, it appears in the student's score without being included in the cumulative average, and is one of the requirements for obtaining a first-class honors degree.

The degree of attendance is recorded in a field of its own in the scorecard, and the field is an integral part of any transcript it issues. school.

A full attendance score (100) is awarded to the student if he has no absence or lateness without excuse during the academic year.

### Third: Deduction from the degrees of perseverance

A student who is absent from school without an acceptable excuse shall be deducted half a mark for each school day during the semester.

A student who is absent from school without an acceptable excuse is deducted one point for each school day in the week preceding the vacation or The first week after returning from leave.

A student who is absent from school without an acceptable excuse will be deducted one mark for each school day in the week preceding the exams.

A quarter of a point is deducted from the student who is late for the morning exercises without an acceptable excuse for each delay in the morning line-up.

Deduction from the third time of being late during each semester.

### Fourth: General provisions regarding attendance

1-The provisions of attendance shall apply to students of all stages of general education

2- The school administration daily records the absence of all male and female students and their lateness from attending school, and documents this in special records. Or through the approved electronic program.

3- The school administration notifies the guardian of the student who is absent or late for school daily (on the same day of the absence or delay) By telephone or in writing, and this is done on the school mobile phone through text messages, and this is documented in special records.

4- The school administration evaluates the absence or tardiness of the student and verifies the reason. If the reason does not justify the absence or tardiness, then his absence or tardiness is considered. Without an acceptable excuse, and it is deducted from the degrees of attendance.

- 5- If the student's guardian does not respond to the school's letter with reasons for absence or tardiness of his son within a week of absence or tardiness, then it is considered absence or tardiness.

The student is without an acceptable excuse, and the school has the right to determine his attendance levels according to the attendance rules.

- 6- The school administration takes continuous educational preventive measures to avoid the absence or delay of male and female students.

- 7- The school administration takes continuous educational measures to treat the situation of an absent or late student.

- 8- Attendance scores are recorded in the student's transcript.

- 9- The school administration transfers the student whose absence is repeated without an excuse for a period of three consecutive days or five intermittent days to the student wave to study his condition.

- 10-The student whose absence is repeated without an acceptable excuse is dealt with, in addition to deducting his attendance grades according to the procedures.

following:

The school administration warns the student if his absence reaches (10%) during the school year without an acceptable excuse, whether the days are continuous or not intermittent, and informs his guardian in writing of the attendance, and to sign with the flag and clarify the procedures resulting from the absence.

If the student's absence rate reaches (15%) during the academic year without an acceptable excuse, whether the days are continuous or intermittent, the student is notified

His guardian is summoned, the procedures resulting from absence are clarified, and a written undertaking is taken from the student's guardian to ensure that the student attends school.

Studying and transferred to the Department / Department of Student Guidance; to study and follow up his condition.

If the student's absence rate reaches (20%) during the academic year without an acceptable excuse, whether the days are continuous or intermittent, the guardian is summoned

He shall be informed of the procedures resulting from the absence, and the student shall be referred to the Education Department (Department/Department of Student Guidance) to study and follow-up his case.

After studying his situation and circumstances from the Education Department, he is transferred to another school by submitting a report to the Director of Education with a written commitment from the guardian.

Order his son to attend school and warn him to transfer from regular study to affiliation according to the admission and affiliation rules.

If the student's absence rate reaches (25%) during the academic year without an acceptable excuse, whether the days are continuous or intermittent, the procedures are followed

following:

The school administration submits to the education department a report on the status of the absent student and the procedures that were taken against him.

- The Education Department evaluates the student's status and the educational services provided to him, and based on that, the Director of Education issues a decision to transfer

Student from regular or to affiliated student.

- The provisions of Article Three of the Child Protection Law No. (4) and Article Three of the Implementing Regulations of the Child Protection Law shall be applied.

(3/9, 3/10).

- 11-Attendance does not have compensation degrees. The degree that is decided on the student after ascertaining the reason for absence is not compensated.

- 12-The school administration records the procedures that have been taken towards following up attendance and the grades due to the student upon his transfer from school.

in his file.

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## Supplements

M	attached forms
1	School commitment form
2	Behavioral agreement form
3	Behavior modification plan template
4	Violating behavior monitoring form
5	Confidential Student Referral Form
6	Undertaking form
7	Confidential Form: Notice to the student's parent
8	Invitation letter
9	Confidential: The incident record
10	Confidential: Minutes of the school's student guidance committee meeting
11	Referral form for the Student Guidance Department / Section

Kingdom Saudi Arabia

Ministry of education

280



Region / .....

Governorate: School: .....

## School commitment form

data specific Student	The name:..... Stage: ..... Grade: .....	
management The school	Vice Dean/Deputy for Student Affairs The name:..... Signature:..... Date: // 14 AH	Principal/principal of the school The name:..... Signature:..... Date: // 14 AH
Ioli special command	Yes, I am the guardian of the student whose name and details are shown below. I have reviewed the content of the rules of behavior and perseverance, and I . Accordingly undertake to cooperate with the school administration for the sake of my son / daughter, to be committed to the regulations and instructions related to <b>S</b> Promise the behavior perseverance, and I bear responsibility for the validity of the following contact numbers: The name /..... Signature /..... Date / / / 14 AH Work ..... Work phone ..... Home phone.....mobile number.....another number .....	

NB:

1. The guardian's signature is taken at the beginning of the school year.
2. The forms are kept in a special file with the Vice Dean for Student Affairs.

Kingdom Saudi Arabia

Ministry of education

280



Region / .....

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**Behavioral agreement form**

This agreement is between the student / .....

This Agreement shall commence on ..... and end on .....

And the terms of this agreement:

The task to be performed by the student .....

Reward to be received .....

**Notes**

a.....

B.....

Name of the student: ..... Signature:.....

(Name of (teacher - student counselor) Signature:.....

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Ministry of education

280



Region / .....

Governorate: School: .....

## Behavior modification plan template

**First / primary data:**

Student's name: ..... Stage: .....

School name: .....

Date of birth // e Chronological age: .....

Starting date: // 14 AH End date // 14 AH

**Second / identifying the behavioral problem:**

Behavioral problem: ..... its degree : .....

Describe the unwanted behavior.

Behavioral manifestations that appear in the student.

**Third, measure the severity or repetition of the behavior:**

today	Date	observation period	Repetition					the total
			1	2	3	4	5	

**Fourth / functional analysis of behavior:**

1) Triggers for behavior: Mention the reasons that cause the unwanted behavior through your observation of the behavior?

2) Post-stimuli: What happens after the unwanted behavior?

3) What does the student achieve through the unwanted behavior?

4) Previous actions that were used to reduce the behavior by the teacher / teacher?



**Fifth: Designing a behavior modification plan:**

Defining the desired behavior to be acquired by the student procedurally.

Procedures used to reduce unwanted behavior and help achieve desired behavior:

The first procedure: .....

The second procedure: .....

Third procedure: .....

Fourth procedure: .....

Fifth procedure: .....

Sixth procedure: .....

Behavior tracking:

today	Date	observation period	Repetition					the total
			1	2	3	4	5	

**Sixth: Evaluation of the effectiveness of the plan or program:**

The opinion of the school's representative / agent .....

The opinion of the class teacher / teacher: .....

Parent's opinion: .....

Opinion of the Student Guidance Supervisor/Supervisor: .....

**Behavior Modifier (Teacher - Mentor - Mentor)**

The name : .....

Signature : .....

Date: .....

Kingdom Saudi Arabia

Ministry of education

280



Region / .....

Governorate: School: .....

**Violating behavior monitoring form**

Name of the teacher/teacher .....

Subject : .....

Class : .....

Teacher's name:

Signature:

M	Noun long / Coed	time Occurrence	behavior is not desirable	Degree the problem	Action taken	response range requester/ Coed	t number of times behavior is not desirable	today Tarix



Kingdom Saudi Arabia

Ministry of education

280



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Refer a student

**Honored student mentor/student mentor**

Peace, mercy and blessings of God

We refer to you the student ..... in the class: .....

Person with a behavioral problem .....

Which:.....

Please follow up on the student, study his/her condition, and develop appropriate educational and therapeutic solutions.

Peace, mercy and blessings of God

**seal**

Vice-Dean for Male and Female Students Affairs

Name: .....

Signature :.....

Date: // 14 AH

Kingdom Saudi Arabia

Ministry of education

280



Region / .....

Governorate: School: .....

### pledge

I am the student: .....

In class: .....

I did on the day /..... Corresponding to // 14 AH

with a behavioral problem of degree .....

Which.....

I promise not to repeat any behavioral problem in the future

And that was signed

Student

Guardian

Principal/principal of the school

Name: .....

Name: .....

Name: .....

Signature :.....

Flag signature: .....

Signature :.....

Date: // 14 AH

Date: // 14 AH

Date: // 14 AH

Kingdom Saudi Arabia

Ministry of education

280



مملكة العربية السعودية  
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Ministry of Education

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Governorate: School: .....

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**Notice to the student's guardian**

The honorable guardian of the student: ..... In class: .....

Peace, mercy and blessings of God

We make you feel that the student has made a behavioral problem of class .....

Which:.....

The following procedures have been taken against him/her according to the Code of Conduct and Persistence:

- .....
- .....
- .....

Therefore, please follow up and cooperate with the school in a manner that contributes to the discipline of your son / daughter's behavior.

Principal/principal of the school

Name: .....

Signature :.....

Kingdom Saudi Arabia

Ministry of education

280



Region / .....

Governorate: School: .....

Invitation letter

The honorable guardian of the male / female student ..... in the class / .....

Peace, mercy and blessings of God

We hope that you will come to school on .....

To meet the principal/principal of the school for an important matter relating to your son/daughter.

We thank you for your cooperation and good response to us in order to achieve the interest of the student.

Principal/principal of the school

Name: .....

Signature : .....

Date: // 14 AH

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Ministry of education

280



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### Incident record

Student's name ..... Stage: ..... Class: .....

Behavioral problem: ..... its grade: .....

Set view type:

photo  Video clips  talks  Other.....

Location of incident: .....

Incident witnesses:

M	Ace m	for a job	for the work assigned to it	Signature
1				
2				
3				
4				
5				
6				
7				

Student

Guardian

Principal/principal of the school

Name: .....

Name: .....

Name: .....

Signature : .....

Signature: .....

Signature : .....

secret

Date: // 14 AH

Date: // 14 AH

Date: // 14 AH

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Ministry of education

280



Region / .....

Governorate: School: .....

## Minutes of the school's student guidance committee meeting

Committee decisions:

1.....

2.....

Members of the Student Guidance Committee

M	the name of member Member	Function	Elderly work d to him	t Attributes
1		the school's deputy for student affairs	Chief / Chief SS	
2		agent / School Vice Dean for Educational Affairs	member	
3		Student face/student mentor	Headquarters rh	
4		Distinguished science / distinguished teacher	member	
5		Distinguished science / distinguished teacher	member	
6		Distinguished science / distinguished teacher	member	

Principal/principal of the school

Name: .....

Signature : .....

Date: // 14 AH



Kingdom Saudi Arabia

Ministry of education

280



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Region / .....

Governorate: School: .....

Referral form for the Student Guidance Department/Department

Name of the student ..... Grade. ....

Referral reason: .....

.....

Behavioral problem: .....

Grade: .....

Actions taken by the Student Guidance Committee:

First procedure .....

The second procedure.....

Reasons why the student does not respond to the behavior modification procedure:

.....  
.....

Attach the case study and behavior modification plan: attached/  yes  no

Indicate the reason for not attaching: .....

Important contact numbers: .....

Chairman/Chairman of the Student Guidance Committee

Principal/principal of the school

Name: .....

Name: .....

Signature :.....

Signature :.....

Date :.....

Date: // 14 AH