



# SCHOOL RULES AND REGULATIONS

Created pursuant to Act No. 561/2004 Sb.

## Contents:

- a) details on the exercise of the rights and obligations of pupils and their legal representatives and details on the rules of mutual relations with teaching staff;
- b) school's operational strategy and internal system;
- c) conditions for ensuring the safety and health of pupils and their protection from socially pathological phenomena and from acts of discrimination or violence;
- d) the conditions for the treatment of school property by pupils;
- e) rules for assessing pupils' educational performance and imposing disciplinary measures.

## ***Pupils' rights***

A pupil of the school has the right:

- to education
- information and guidance from the school and information about the progress and results of their education
- to express his or her own opinions in a form that does not contravene the principles of decency, his or her opinions must be given due weight appropriate to his or her age and stage of development;
- to protect them from physical and psychological violence and to provide them with assistance;
- be elected and serve on the School Parliament, which also represents the views of the pupils of the school and is one of the bodies (School Council, SRPS Committee) that participates in the organisation and running of the school; the headmaster is obliged to take the opinions of this self-governing body into account.

## ***Parents' rights***

Parents and legal representatives of pupils have the right to:

- inquire about their child's behaviour and school results;
- to comment on all decisions related to substantive educational matters and to make comments and suggestions on the work of the school;
- attend, help organise or supervise lessons and events (provided they are not cancelled) that are organised as part of school and extra-curricular activities;
- join the "Sdružení rodičů a přátel školy" association, in which they work according to the organisation's statutes;
- be elected to the School Council and serve according to its rules of procedure.

## ***Pupils' obligations***

A pupil is obliged to:

- attend school properly and receive proper education;
- abide by these school rules and the school's health and safety guidelines;
- follow the instructions of school staff;
- behave according to these rules of good behaviour, which have been developed by the pupils of the school through the School Parliament:
  - When I meet a group of people, I say hello. I will also greet elder people - teachers, school staff, parents).
  - I'm polite to the school staff, I'm not rude to them.
  - I am respectful towards my classmates and try to help them. I try to be friendly and pleasant to those around me.
  - I don't interrupt during class.
  - I don't interrupt other people and I listen to people's opinions.

- ○ I get to school on time, at least ten minutes before school starts, and I am in the classroom five minutes before school starts to prepare for class.
- ○ I change my shoes in the changing room.
- ○ I always follow the rules of hygiene and safety. I also keep the corridors tidy, especially the lockers, toilets and bathrooms.
- ○ I go to school clean and in clean clothes.
- ○ I move around the school in a way that does not endanger myself or others.
- ○ If I leave school, I change my shoes or follow the instructions of the supervisor.
- ○ I don't open any windows without the instruction of an adult, I don't lean out of them.
- ○ I don't jump the lunch queue.
- ○ I don't lie and if I do something bad, I confess and don't blame others.
- ○ If I do something bad, I'm ready to apologise.
- ○ I don't bring valuables to school. In case I do, I store them in the school safe.
- ○ My mobile phone is switched off during class and stored in my bag.
- ○ I only use approved technical means and sources of information to test my knowledge.
- ○ When I leave the classroom, I clean my seat or my workstation and put my chair up on the desk.
- ○ At school and at curricular and extra-curricular events, I behave as I would like others to behave towards me.
- ○ I know that my rights end where other people's rights begin.
- ○ I know that all students have equal rights.

### ***Parents' obligations***

Parents and legal guardians of pupils are obliged to:

- ensure that the pupil attends school properly;
- to attend in person, at the invitation of the headmaster, to discuss serious matters related to the pupil's education;
- inform the school of any change in the pupil's medical difficulties, health problems or other serious issues that could affect the course of education;
- document the reasons for the pupil's absence from lessons in accordance with these terms and conditions:
  - to properly excuse the absence of the pupil no later than three calendar days from the beginning of his/her absence by telephone, e-mail or in writing; all must be supported by an IMMEDIATE written apology in the Excuse Sheet upon the pupil's return
  - if the pupil cannot attend the lesson for reasons known in advance, they shall ask the class teacher or the teacher of the specific lesson in writing for a release (without a written excuse the pupil will not be allowed to leave the school premises)
  - the request for leave of absence from school within five working days is submitted to the class teacher, beyond five working days to the headmaster
- to notify the school of their pupil's personal data referred to in § 28, par. 2, in particular: name and surname, birth number, nationality, place of permanent residence, information on previous education, information on any disability or disadvantage, its type, or, where applicable, information on social disadvantage, data on fitness for education and on health problems that could affect the course of education, information on the name and surname of the legal representative, place of permanent residence and address for sending documents, telephone number and other information that is relevant to the course of education or the safety of the pupil, as well as any changes in the personal data;
- come to school for a pupil who shows signs of an infectious disease as soon as possible.

### ***School's operational strategy and internal system***

- Arrival and departure from school, unlocking and locking the school, supervision: the school is unlocked at 7.40 a.m. Earlier entry: school day care from 5.45 a.m. via the main entrance, school club from 6.45 a.m. to 7.15 a.m. via the entrance of the old building by the school club, from 7.15 a.m. via the main entrance. In the event of a special educational or extra-curricular event, the unlocking of the school will be adjusted. The school is locked during the day - the cleaner on duty allows people into the building. She will write up each visit and take it to specific people if necessary. Access to the old building is only allowed in the morning. The old and the new building are unlocked by the cleaners at 7.40 a.m. and locked when out-of-town pupils arrive. Both, the new and the old building, are unlocked

by the cleaners during the break after the second lesson for pupils to have an access to the playground. They unlock the new building at 11.40 a.m. after school. The teachers supervise the pupils from 7.40 a.m. according to the supervision schedule until the end of the afternoon classes and until the pupils leave the school. While teaching in blocks pupils are supervised by the teacher who taught them until the break starts. In the playground, from 9.40 to 10.00 and from 12.00 to 13.00, the cleaners or the janitor supervise.

- Pupils can leave the school: after school/school child-care/school club finishes, during the lunch break or during "a window" in the schedule - provided they have got a signed consent from a legal guardian
- A pupil will be allowed to leave during school hours on the basis of a written request from a legal guardian, which meets all the requirements (name of the pupil, day, hour, reason for leaving school and signature of the legal guardian - all in the appropriate document). In this case, the pupil may leave the school building on his/her own, unless the legal guardian has decided otherwise.
- On the basis of a telephone request from a legal representative or in the case of a pupil leaving school due to his/her health condition, the pupil is allowed to leave only with the pupil's legal representative or a person authorized by him/her.
- A pupil with persistent symptoms of an infectious disease that are a manifestation of a chronic illness, including an allergic disease (*rhinitis, cough*), is allowed to enter school only if he or she proves that he or she is not suffering from an infectious disease. If a pupil continues to have symptoms such as a cold or cough which are a manifestation of an allergic or chronic illness, a doctor shall confirm this.
- Breaks - times and durations:

	<b>Type 1:</b> 5 lessons, lunch, afternoon classes	<b>Type 1:</b> 6 lessons, lunch	<b>Type 3:</b> 4 lessons, lunch, afternoon classes	<b>Type 4:</b> block teaching
1st lesson	8.00–8.45	8.00–8.45	8.00–8.45	8.00-9.30
2nd lesson	8.55-9.40	8.55-9.40	8.55-9.40	
3rd lesson	10.00-10.45	10.00-10.45	10.00-10.45	10.00-11.30
4th lesson	10.55-11.40	10.55-11.40	10.55-11.40	
5th lesson	11.50-12.35	11.50-12.35	LUNCH	11.45-13.15
6th lesson	LUNCH	12.40-13.25	12.35-13.20	
7th lesson	13.05-13.50	LUNCH	13.25-14.10	13.20-14.50
8th lesson	13.55-14.40			

**NOTE:** Each block is taught to one group, which has other lessons according to types 1 - 3. Pupils who have block 3 go to lunch after the end of the block, they do not have afternoon classes.

- Drinking regime: There are two thermoses with tea in the old and new building from 9 a.m.; you can fill your own bottles or thermoses with the tea.
- Moving around the building: from 9:40 a.m. onwards, pupils are allowed to move freely in the accessible areas of the school and on the school playground during breaks. Pupils follow the instructions of the supervisor. They will not enter special classrooms until the teacher arrives. Pupils are in their seats when the bell rings. Pupils are not allowed to be in school unsupervised after school. Extra-curricular events that take place at school after regular school hours shall always take place in the presence of a teacher or an appointed person over the age of 18. Pupils who have signed parental permission to be away from the school premises during lunch breaks or so called "windows" may remain at school where they will be supervised.
- Moving outside the building: sometimes pupils move outside the school building as part of their lessons (travelling to and from sports grounds, attending cultural and educational events, excursions, art activities, etc.). Pupils take care of their safety and follow the instructions of the supervisors.
- Providing information: in this case parents and legal guardians of pupils will arrange a meeting with individual teachers or the headmaster. This information is not requested over the phone or outside the school building, and it is not permitted to disrupt classes in an attempt to solve the issue.

- The school has a duty to prevent the emergence and spread of infectious diseases, including covid-19. It fulfils this duty under the Public Health Protection Act (*Zákon o ochraně veřejného zdraví*) by being obliged to ensure that "a child or adolescent who shows signs of acute illness is separated from other children and adolescents and supervised by an adult person - Section 7(3) of the Public Health Protection Act.
- The school is not obliged to actively detect symptoms of infectious disease in individual pupils, but it is advisable to pay close attention to these symptoms and to follow this procedure when they are detected:
  - Symptoms are already visible when the pupil arrives at school - the pupil is not allowed into the school building provided that his/her legal guardian is present.
  - The symptoms are already apparent when the pupil arrives at school and the child's or minor pupil's legal guardian is not present - notify the legal guardian immediately and inform him/her of the need to pick up/pick up/leave the school immediately; if this is not possible, the following procedure is followed.
  - Symptoms occur and are evident while the pupil is present in the school; the pupil shall use a face mask placed in a pre-prepared separate room or otherwise isolated from other people present in the school while informing the pupil's legal guardian about the necessity of the pupil being picked up from the school without delay; the pupil shall leave the school building as soon as possible.
  - In all of these cases, the school will inform the legal guardian to contact a doctor by telephone to decide on the next course of action.
  - The pupil stays in isolation until he/she leaves the school or is picked up by a legal representative. Protective equipment must be used when taking care of him/her. The isolation area must be easy to maintain and disinfect, with natural ventilation through a window. This area shall be equipped with a sink for hand washing, including soap dispensers, disposable towels and hand sanitizer. The space shall not be accessible from another room that is outside the isolation regime. A separate toilet shall be designated and marked for isolation purposes and shall be located adjacent to the isolation room and shall not be used by other people while isolation is in use.
  - Frequent and intensive ventilation of classrooms and other areas of the school is carried out. Ventilation of classrooms shall be repeated, short-term and intensive.

### ***Conditions for ensuring the safety and health of pupils and their protection from socially pathological phenomena and from acts of discrimination, hostility or violence***

A pupil:

- in case of nausea or injury reports this immediately to a member of the school staff and will be
- provided with treatment, parents will be called, or medical assistance will be provided;
- immediately informs the school's teaching staff of any violence;
- must not lean out of open windows; windows are closed during breaks.

A pupil follows:

- all the safety instructions which they were informed about, that applies to breaks and moving under
- the guidance of the supervising teacher to the school canteen and the changing room;
- all safety instructions for extra-curricular school events (ski training, school trips, stays, excursions, walks, competitions, etc.);
- all instructions in lessons with increased risk (physical education, work-based learning, chemistry, physics, optional subjects and practical activities).

The school guides the pupil:

- to fostering respect for parents;
- to respecting human rights and fundamental freedoms;
- to embracing the national values of their country;
- to preparing for life in civil society, promoting the ideas of peace, friendship and equality among nations as well as ethnic, national and religious groups.

The following is forbidden at school, school events and extra-curricular events

- carrying objects such as knives and other sharp objects and objects unrelated to teaching, as well as weapons, sprays, pyrotechnics and other objects that may endanger health;
- carrying, possessing, distributing and using alcoholic beverages, cigarettes (including electronic cigarettes), other tobacco products and addictive substances (Act No. 167/1998 Sb. and Act No. 106/2011 Sb. on Addictive Substances and Act No. 379/2005 Sb. on measures to protect against damage caused by tobacco products, alcohol and addictive substances);
- carrying, possessing, distributing any literature, films, recordings or music that has pornographic content or content that promotes violence, xenophobia and racism;
- making audio or video recordings during lessons or at times outside of direct teaching (breaks, school events) without the permission of the persons concerned.

Under no circumstances will bullying (and cyberbullying) be tolerated, nor will be the misuse of cyberspace.

### ***Conditions for the treatment of school property and private property***

Pupil:

- responsibly protect textbooks, school supplies and other school property;
- takes good care of his/her property and is respectful of his/her classmates' property;
- if he/she causes any damage at school due to indiscipline or carelessness, he/she shall compensate for it himself/herself or through his/her legal representative within a specified period of time;
- designated pupil duty performs its duties properly and report any problems to the class teacher.

School:

- is not responsible for items not related to teaching nor for pupils' bicycles.

### ***Rules for the assessment of pupils***

- pupils' knowledge and skills are tested only from the contents of the School curriculum (ŠVP) in the relevant classes;
- teachers do not grade questions that include extensions to curriculum;
- if the oral examination, written work or test includes a question excluded from the curriculum in the relevant classes, the answer to this question is not included in the grade; the correct answer can influence the result to a better grade at most;
- recommended percentage of correct answers in relation to classification:

100 – 90 %	1
89 – 75 %	2
74 – 50 %	3
49 – 25 %	4
24 – 0%	5
- for pupils with Specific Educational Needs (SEN), the difficulty of testing is reduced proportionally,
- the time for answers is extended (see individual plan or pedagogical support plan);
- appropriate forms of assessment are chosen for pupils with SEN according to the type and level of supportive measures; their special educational needs cannot cause misunderstanding of the question
- all teachers are familiar with the list of pupils with SEN;
- grades are regularly entered into the electronic pupils' record book from the 3rd year onwards; the form and content of the tested material is specified during the entry (e.g. *test - protozoa; oral examination – protozoa*);
- secondary education pupils can use the so-called joker, i.e. they can refuse to take a test (quiz, written work, examination) in a given subject once a term; this option cannot be used in the case of announced tests of longer-term revision units, e.g. composition, revision written work.

A secondary education pupil will be assessed in all subjects for a given grading period if he/she achieves 70% of the grades available in each category (e.g. oral examinations, dictations, tests, control work...) or submits 70% of the prescribed work.

A pupil is evaluated in the subject of physical education only if he/she has actively completed 70% of the lessons in a given classification period.

In Year 1, written evaluation is given; it may be extended in specific subjects later in the education (including all years) by mutual agreement between teachers, parents and guidance counsellors. If a pupil transfers to another school where written evaluation is not used, the teacher will convert the written evaluation into grades.

### Overall pupils evaluation in the biannual school report

The behaviour of the pupil at school and at events organised by the school is assessed in the school report if traditional classification is used:

- 1 - very good (A)
- 2 – satisfactory (B)
- 3 – unsatisfactory (C)

The pupil's performance in the compulsory and optional subjects laid out in the school's educational programme is assessed in the school report by grade level if classification is used:

- 1 – excellent (A)
- 2 – commendable (B)
- 3 – good (C)
- 4 – sufficient (D)
- 5 – insufficient (E)

### Principles for converting written assessment into classification or classification into written assessment for determining a pupil's overall biannual school report

#### School results

Grade	Knowledge and skills	Use of knowledge and skills	Thinking	Communication skills	Diligence, effort, approach to learning	Working with information	Ability to cooperate	Acquiring skills, independent learning
<b>1 - excellent</b>	great knowledge regarding the curriculum contents	independently uses his/her knowledge, precise, confident	quick reactions, observant, original, creative, understands context well	expresses his/her thoughts accurately, coherently and properly	active, dutiful, interested in learning new information	actively searches for information, works with it and tries to broaden his/her range of knowledge	cooperates with other pupils well, offers to help them if needed	fond of learning new things, learns them independently
<b>2 - commendable</b>	good knowledge regarding the curriculum contents	uses his/her knowledge and skills with a little guidance by other people	rather independent with quick reactions	expresses his/her thoughts rather accurately and coherently	usually active and dutiful	needs a little guidance by other people when searching for and working with new information	cooperates with other people, requires a little guidance or support	learns new things rather independently with a little guidance
<b>3 - good</b>	average knowledge regarding the curriculum contents, little gaps in knowledge	independence on average level, needs guidance to eliminate errors	rather dependent on other people, creativity and on average level	often expresses his/her thoughts in an inaccurate way, with flaws	requires to be motivated to work, especially considering topics he/she is not interested in	requires help to find with information and work with it	requires help and support while cooperating with other people, mostly follows instruction of the others	sometimes has difficulties learning and studying on their own, requires help
<b>4 - sufficient</b>	the knowledge regarding the curriculum contents below average	uses his/her knowledge under guidance, often with major errors, has problems overcoming difficulties	imitates other people (dependent on them), often with errors, does not understand context well	expresses himself/herself with various difficulties, incoherently	requires stimuli to start working very often, activity and sense of duty on low level	makes a lot of mistakes while working with information, often helpless	requires help and support very often while cooperating with other people, does not often contribute to group work	has difficulties learning and studying on their own, requires support
<b>5 – insufficient</b>	very little knowledge regarding the curriculum contents (or even none)	does not carry out basic tasks even with guidance	dependent on other people, gives wrong answers to basic questions, often helpless	unable to express himself/herself properly even with guidance, incoherent speech	offered help and various stimuli are inefficient	despite being offered help he/she can not work with new information	despite continuous support he/she can not cooperate with other people	despite being offered help he/she can not learn new things or study on their own

## Principles and rules for pupils' self-assessment

1. Self-assessment is an important part of pupils' assessment.
2. Self-assessment strengthens pupil's self-esteem and self-confidence.
3. Error should be seen as a natural part of the learning process. Teaching staff discusses the error with pupils, pupils can correct some work themselves. Error is an important means of learning.
4. In the self-assessment, the pupil tries to describe:
  - a) what is going well,
  - b) what he/she is not good at yet,
  - c) how he/she is going to proceed.
5. In school work, we guide pupils to comment on their performance and results.

## Further details on the evaluation and the commissional examination

- A pupil who passes all compulsory subjects at the end of the second term will advance to the next higher class, set out in the school's educational programme, with the exception of subjects of educational focus set out in the framework educational programme and subjects from which he/she has been exempted. A pupil in the first stage of primary school who has already repeated a class in the first stage and a pupil in the second stage of primary school who has already repeated a class in the second stage shall also advance to the next higher class, irrespective of the pupil's performance.
- If a pupil can not be assessed at the end of the first term, the headmaster will set an alternative date for the assessment, so that the evaluation for the first term is carried out no later than two months after the end of the first term. If it is not possible to assess even on the alternative date, the pupil shall not be assessed for the first term.
- If a pupil can not be assessed at the end of the second half of the school year, the headmaster will set an alternative date for the assessment, so that the assessment for the second half of the school year is carried out by the end of September of the following school year. In the period between September and the time of the evaluation, the pupil shall attend the next higher class or, where appropriate, the ninth class again.
- If the pupil's legal representative has doubts about the correctness of the evaluation at the end of the first or second term, he/she may, within 3 working days from the date on which he/she became aware of the evaluation, but no later than within 3 working days from the issuance of the school report, request a commissional examination of the pupil by the school headmaster; if the school headmaster is the teacher of the pupil in the subject in question, the legal representative requests a commissional examination at the regional authority. **The board examination** shall take place no later than 14 days after the receipt of the request or at a time agreed with the pupil's legal representative.
- A pupil with compulsory school attendance repeats a class if he/she has failed or could not be assessed at the end of the second term. This does not apply to a pupil who has already repeated a class at a given level of primary school; this pupil may be allowed to repeat a class by the headmaster at the request of his/her legal representative only for serious health reasons.
- Pupils of the ninth class and pupils who have not yet repeated a class at the second level of primary school and have failed in no more than two subjects (not the second type of educational subjects, such as Music or Art) at the end of the second half of the school year, shall take a commissional examination **by the end of** the school year at the latest, the date to be determined by the headmaster. A pupil may take only one commissional examination on one day. If a pupil does not attend it or fails to pass the commissional examination, he/she has failed the subject. For compelling reasons, a commissional examination date may be set no later than 15th September of the following school year. Until then, the pupil shall attend the next higher class. If a pupil has already repeated a class at a given level of primary school, he/she shall advance to the next higher class regardless of his/her marks and shall not take the commissional examination.
- The headmaster may, at the request of a pupil who has completed compulsory school attendance and who has failed or could not be assessed at the end of the second term, allow the pupil to repeat the year after assessing the pupil's school record and the reasons given in the request.

## **Addition of rules for classification from 13/11/2020**

Pupils are required to attend regular video conferences, indicated in blue in the timetable on the school website. Absence must be excused to the teacher.

Pupils are required to complete assignments announced in the **weekly plan and** detailed in GoogleClassroom or in the e-mail.

Not every assignments may be graded.

**Recommended activities and optional tasks** in each subject are only suggestions for the pupils, e.g. to diversify or develop creativity. If a pupil meets the criteria for a voluntary task set by the teacher and submits the work on time, the work may be graded, the aim being to give pupils the opportunity to complete the task successfully and to motivate them.

Students submit assignments to GoogleClassroom, or as instructed by the teacher, send assignments via email (from/to school addresses) or return them to school (especially 1st year).

The work assigned by the teacher is assessed, graded and entered into the electronic pupil's record book (Bakalář).

Compulsory work submitted after the deadline is classified with one grade lower.

Compulsory work that is not handed in at all will be **graded with a failing grade starting on the 13th November 2020; this will be entered in the electronic pupil's record book.**

**Quizzes are considered required work unless otherwise specified by the teacher.**

**Teachers and classroom teachers at the first level follow the rules that are agreed with parents. They vary from class to class according to the needs of the pupils.**

### **Educational committee**

*An educational committee is a joint meeting of the school headmaster, a class teacher, the education counsellor (the prevention methodology specialist), an authority for social and legal protection of children, a psychologist from a pedagogical-psychological counselling centre (possibly also other experts or the Police of the Czech Republic) and a legal representative of the pupil. The seriousness of the issue determines which authorities are invited to the meeting. The most common reasons for convening an educational committee are educational problems of pupils. It is usually one of the school's last attempts to resolve the problems together with the pupil's representative before referring them to other authorities.*

### **Truancy**

*A class teacher ought to be informed about the reason for the pupil's absence from school within 3 days at the latest by the pupil's representatives. If they fail to do so, class teacher will enquire about the child's medical condition. It is possible that the representatives forgot to inform the school. If this is not the case and the representative has no knowledge of the issue, the situation ought to be classified as truancy according to the school rules:*

**1 lesson of absence without leave - NTU**

**2-5 lessons of absence without leave - DTU**

**6-10 lessons of absence without leave - DŘŠ**

**Above 10 lessons of absence without leave**, it is necessary to proceed individually according to the situation.

The class teacher informs the education counsellor about unexcused and increased excused absences of students and evaluates this data. In the case of increased excused absences, it is advisable to check the authenticity of the parent's signature. It is recommended that the situation be resolved between the class teacher and the pupil's representative in case there are only up to a total of 10 unexcused lessons by means of a regular meeting to which the representative is invited by telephone, letter (or recorded letter in case the representative repeatedly disregards the facts that the class teacher informs them about). During this interview, the reason for the absence, the



way of excusing the absence. The class teacher also analyses representative's obligations towards the pupil and the school laid down by law and informs them about the possible consequences in the event of a further increase in unexcused absences. A written record of the interview will be made. If a pupil has more than 10 unexcused absences, the headmaster may convene an educational committee. Depending on the severity of the situation, the committee will consist of the headmaster, the legal representative, the class teacher, the education counsellor, the prevention methodology specialist or a representative of OSPOD (Authority for Social and Legal Protection of Children). This situation can also be dealt with individually. If the representative cooperates or at least tries to cooperate during the whole period when the child is absent, it is not necessary to inform OSPOD authorities immediately and everything can be resolved by a school committee. In case the unexcused absence of the pupil exceeds **25 lessons** (the recommended number of lessons can always be adjusted according to the situation), the school sends a notification to OSPOD with the appropriate documentation. (E.g. a copy of the written invitation of the representative to school or to the school committee, a written record of these meetings, a written statement from the school committee...)

### ***Rules for disciplinary measures***

Disciplinary measures are applied after a discussion between a class teacher, the education counsellor, the school headmaster or the Board of Education in accordance with Section 31 of the Education Act.

#### **Class teacher's admonition (NTU)**

- repeated insubordination, disrupting class, refusal to change shoes or other minor violation of the rules;
- repeated failure to bring work aids, pupils' record book et cetera;
- onappropriate behaviour at school and extra-curricular events (cultural, sporting, class, school et cetera);
- repeated late arrivals;
- \* 1 lesson of absence without leave.

#### **Class teacher's reprimand (DTU)**

- initial signs of hurting classmates (verbal, physical);
- first-time theft;
- rude, indecent behaviour;
- rude language;
- insolence, vulgarity;
- lying;
- overwriting a stamp or data in the ŽK;
- \* 2-5 lessons of absence without leave;
- repeated or escalated manifestations as described in the NTU admonition.

#### **Headmaster's reprimand (DŘŠ)**

- leaving the building during school hours;
- destruction of school and pupils' property;
- bullying;
- bringing and distributing literature, films, recordings or music that has pornographic content or content that promotes violence, xenophobia and racism, as well as bringing weapons, pyrotechnics or other objects that may endanger his/her health and the health of his/her classmates, to school or to extracurricular events;
- bringing, distributing, or using alcoholic beverages, cigarettes (including electronic cigarettes), other tobacco products, and addictive substances to school or extracurricular events;
- particularly deliberate abusive verbal or physical attacks by a pupil against fellow pupils or school staff;
- intentional bodily harm
- \* 6-10 lessons of absence without leave;
- repeated, more severe or escalated manifestations as described in the NTU admonition and DTU reprimand.

#### **Class teacher's commendation**

- success in school or regional competitions;
- activity in class, good behaviour;
- helping classmates;
- helping teachers or other school staff ;
- exemplary behaviour and performance of school duties;

- working in the school parliament;
- excellent grades (average 1.0);
- the most significant improvement in performance.

### **Headmaster's commendation**

- success in regional or national competitions;
- long-term excellent performance;
- other kind representation of the school;
- work for the school.

### **Special commendations**

- special cases;
- for extraordinary acts;
- for the returning any findings, communication of important information in case of assistance to a classmate, communication during an investigation;
- assistance, calling for help in a crisis, giving first aid;
- saving a life.

### ***Criteria for each level of behaviour marking:***

#### **Very good (1)**

The pupil observes the school rules and regulations. Occasionally, he/she commits minor offences. However, the pupil is open to educational influence and tries to correct his/her mistakes.

#### **Satisfactory (2)**

The pupil's behaviour is in contrary to the school rules and regulations. The pupil commits a serious offence against the rules of good behaviour or the school regulations or repeatedly commits other offences, disrupting the educational activities of the school. He/She endangers his/her safety and health or the safety and health of other people.

#### **Unsatisfactory (3)**

The pupil's behaviour at school is in stark contrast to the rules of good behaviour. He/She commits such serious offences against school rules or misconduct that the education or the safety and health of others is seriously endangered. He/She intentionally disrupts the educational activities of the school in a significantly disruptive manner. The pupil commits further offences despite a reprimand by the headmaster.

When considering disciplinary measures and behaviour marking, the previous behaviour of the pupil shall be taken into account.

This means that pupils may not be treated equally for the same offence.

The school rules and regulations are valid from 01/09/2021 until further notice.

PaedDr. Jaroslav Nádvorník, headmaster