

School Rules, Behaviour and Consequences

As of 28.04.2020 after ratification by the School Conference

Latest Update 09.04.2022 after ratification by the School Conference from 25.02.2022 and the Parent Council from 10.03.2022

Minor updates in yellow (Latest Update 01.09.2025)

School Rules

The school regulations are based on eight principles in which our pedagogical principles for learning, teaching, and working together at our school are formulated. We are all involved in making our school a place where all children, teenagers, and adults can feel comfortable and safe. We want to learn, work, and be happy with others here. To do that, we have to be polite and friendly. We treat each other with thoughtfulness, respect, and fairness. Everyone is responsible for their own actions. So that many different people can get along together, we all have to adhere to the agreed rules:

1. We are lifelong learners.
2. We are a bilingual school (German/English), we speak multiple languages and welcome the various cultures of our school community into our school life:
 - a. All pedagogic employees practice the principle of immersion for language acquisition of our pupils.
 - b. Between ourselves we communicate in the language that we feel most comfortable in. We help each other to communicate well and to communicate successfully.
3. We explore the secrets of the world and test them out in our school and daily life – with a special focus on sciences and mathematics.
4. We learn from each other and from experts within and outside of our school. We support each other in order to resolve issues respectfully and to establish cooperation.
5. We both promote and ask the following of our students: independence, creativity, imagination, courage, optimism, openness, ingenuity and entrepreneurship, foresight and vigilance.
6. We give ourselves time and space for sport and play, but also for calm and reflection.
7. We ensure a peaceful coexistence in our school:
 - a. We treat each other in a polite and friendly way.
 - b. We look after one another and help each other mutually.
 - c. We respect and accept each individual.
 - d. We tolerate different opinions, but not discrimination.
 - e. We listen to each other and allow others to speak.
 - f. We value positive teamwork.
 - g. We solve conflicts peacefully and non-violently.
 - h. We ensure that everyone in a group can find their own place in order to be able to feel comfortable and safe.
 - i. We are honest with each other without hurting each other.
 - j. We take responsibility for our own actions and learn to be independent.
 - k. We engage ourselves in our community.
8. We learn, play and work in a calm, safe, clean and orderly environment:
 - a. We pay attention to the respective rules of each room.
 - b. We keep our school and the yard clean and tidy.
 - c. We take care of the equipment and property of our school, the property of others and our own things. We do not deface or destroy anything.
 - d. We are aware of how we use resources:
 - We switch off lights and electronic devices when not in use.
 - We close all windows and doors when we leave rooms.
 - We do not let the water run longer than necessary.

- We are economical with paper, food and all other things.
 - We separate our rubbish into paper, packaging, glass and waste.
 - We collect scrap paper.
- e. We protect and care for the plants and animals on school grounds.
 - f. We make sure to eat a healthy and balanced diet.
 - g. We do not bring weaponry, pocket-knives, toy weapons and other such dangerous items to school that could be used as weapons.
 - h. We do not own, consume, or distribute intoxicants, narcotics, or pornographic, violent, racist, sexist or other discriminatory representations or media of any kind.
 - i. We do not throw (snow)balls, paper or other items at others. During ball games we have consideration for others.
 - j. We leave valuables and large amounts of money at home. Should we ever need to bring such things, we hand them in, carry them on our person, or lock them in our locker. The school assumes no liability.
 - k. For years 1-10, all electronic devices such as cell phones, smart watches, tablets, personal cameras, gaming consoles are forbidden for use on school grounds as well as during excursions and during school trips (6am-6pm). They are to be switched off and stored in lockers. The exception to this rule is for 9th and 10th grades who have permission from their parents to leave school during breaks and who may use their devices off school property.
 - l. For years 1-10, cell phones, smart watches and personal tablets, etc. are not to be used for research at school.
 - m. Students never leave the school grounds alone without the written permission of their parents.
 - n. Primary school pupils only bring their own toys on Toy Day.
9. Platanus staff use their personal cell phones and tablets only in emergency situations and behave as a role-model for the students.

In all cases which are unclear or are not mentioned above, the students follow the guidance of the respective person supervising at the time.

All members of Platanus community, students and adults alike, are expected to follow these school rules and guidelines. In the case of any person deliberately disregarding these rules, appropriate consequences will follow. This applies to ALL individuals who work, study, or support in our school environment.

Should any situation arise where staff members disregard school rules, their direct supervisor will deal with this accordingly.

For students who disregard school rules, the procedure for behaviour and consequences is written below.

Behaviour and Consequences

The school should primarily use an educational medium for students when dealing with conflict and disturbances in lessons and Erzieher tasks. (*Schulgesetz §62*).

When educational or pedagogical measures are insufficient to solve the problem or indicate no sign of success, then other measures may be taken in accordance with the principle of proportionality. In our school, the following measures may be taken when school rules are violated:

Sanctions and Consequences in steps 1-4:

	1	2	3	4
Violation	Violation of rules regarding mobile phones and other mobile devices	Violation of school rules section 7-8.	Repeated serious violation of school rules section 7-8	Major violation of school rules such as in sections 8c, 8g, and 8h as well as theft, physical violence, bullying, discrimination, sexual harassment, crimes, etc.
Consequence	Immediate confiscation by the employee, only to be returned to the parents from the secretary's office.	„Behavior Reflection Task“ Grades 1-10 „Early Behavior Reflection Task“ Grades 5-10 .	These measures taken only by the school leadership: Possibility of written warning; exclusion from class trip and/or excursions; suspension of right to leave the school building (Grades 9-10).	These measures taken only by the school leadership on the advice of the <i>Klassenkonferenz</i> : Possibility of suspension from lessons for up to 10 days; report to police/social services; change of school.

Obligation to inform:

- Employees who issue a sanction inform the parents by email on the same day (KLT in CC).
- Exclusion from class trips must be disclosed in a parent meeting a minimum of 2 weeks before the trip. This meeting is to be documented and filed in the class folder.
- Written warnings are issued only at a meeting to discuss the development/wellbeing of the student (*Erziehungsgespräch*).

For Level 1: Actions to the regulations for cell phones and other electronic devices:

- The cell phone, smart watch, or other electronic device **should be switched off by the student and** immediately confiscated by the employee in the event of violation. The device is then brought to the secretary's office. There it will be kept safely until it is personally handed over to the legal guardians.
- The student is responsible for informing their parents of confiscated device. The device must be picked up by a parent during the secretary's office opening hours.

- The employees are not responsible for informing the student's parents about this, and as a rule, will not do so. The respective employee decides on exceptions and emergencies.

For Level 2: Consequences for unauthorized leaving of the school grounds:

- Parents are immediately informed by phone as this is a matter of safety and child welfare. If the parents are not available, the police are called.
- This applies if students leave school grounds during the breaks or after class without having permission from their parents to do so.
- Exceptions are, for example, students in grades 9 and 10 who have written permission from their parents and the school to leave the grounds on their own during breaks as well as all students who have written permission from their parents and the school to leave for home alone.
- Students are given a behavior reflection task (see consequence level 2) to think about why the misconduct was a security issue. The class leadership team will be informed.

Color Code Method BRTs:

For BRTs issued repeatedly for <u>similar, repeated misbehavior</u> , please follow the color code method:	
# of BRTs	Actions to Take
1 st BRT Email parents CC KLT	Meeting between staff who issued BRT & student
2 nd BRT Email parents CC KLT	Meeting between KLT & student (issuing staff may be invited)
3 rd BRT Email parents CC KLT	Meeting between KLT, student, parents (issuing staff may be invited)
4 th BRT Email parents CC KLT	Meeting between KLT, student, parents, & respective SL
5 th BRT Email parents CC KLT	Last possible BRT before stronger consequence is issued. Class Conference called to address student, meeting held between student, parents, KLT, respective SL to issue more serious consequence (refer to table above, specifically sanction 3 or 4).

Guidelines for Behaviour Reflection Tasks (Years 1–10)

- The staff member issuing the *Behaviour Reflection Task* explains to the student explicitly and clearly for which behaviours they have been given the task. The staff member asks the student to repeat back to them what it is they have been given the *Behaviour Reflection Task* for (this is an important step and the first part of reflection on the student's part. If they are unsure why they have been given it, it is likely they will repeat the unwanted behaviour).
- The staff member explains clearly the steps the student has to take in order to complete the task (Years 1–2 = drawing the pictures, circling the emotion; Years 3–10 answering the questions). For the younger students, this may involve some accompaniment at first. They also need space to do this away from other children. If needed, help the student to decide on a place that would be good for them to do it e.g. at a table in the green space.
- The issuing staff member gives the student a reflection clipboard (colour: yellow), with a reflection sheet attached and a sharpened pencil. Do not ask children to use their own as it is likely to waste time.
- Ask the student to complete it as fully as possible.
- The member of staff gives the student a deadline for when the completed task sheet should be personally handed back to them (usually by the next time the staff member has a block with the class, or by the end of break time). For younger students there should be some flexibility with this point, mainly to ensure the task sheet does not go missing. For example, if the student wants to give it to the class Erzieher*in to take care of until they are back in the classroom then this is ok.
- Reflection tasks should NOT be completed during study time, Ganztag, or during lessons. It should be during the free time the children have during the school day (i.e. morning break, lunch time break, snack break). If a reflection task is given at the end of the day when no more break times are possible, then the student may complete it at the first break of the following day. See FAQs for exceptions.
- The member of staff emails parents to let them know that their child received this task and the reason for it (i.e. the negative behavior they chose to express). This can be a brief, to the point email. Ask the parents to talk about the behavior with their child at home.
- Once returned, properly completed reflection task sheets should be stored in the class folder with the rest of the student's documentation. This is important so KLTs can quickly see them and refer to them in parent meetings if necessary.
- If a staff member is not satisfied that the student has completed the reflection task to the best of their ability then they may re-issue the task (do not throw the first version away, keep it and file it too) and give the student a new deadline.
- If the student does not complete the task satisfactorily by the third attempt, then the parents are informed and invited for a meeting with the member of staff who has been dealing with the situation. Inform KLT, they may attend if necessary.
- Return clipboards and pencils to appropriate place (classroom).

Guidelines for Early Behavior Reflection Task (Years 5–10)

- The staff member issuing the *Early Behavior Reflection Task* explains to the student explicitly for which behaviors they have been asked to come in early to school to complete the task. The staff member asks the student to repeat back to them what it is they have been given the *Early Behavior Reflection Task* for (this is an important step and the first part of reflection on the student's part. If they are unsure why they have been given it, it is likely they will repeat the unwanted behavior).
- The staff member explains clearly the steps the student has to take in order to complete the task (written parts based on school values).
- The staff member informs the student of their time to arrive and sends an email to the parents to inform them that their child must come in to school the next day at 7:20am to complete the early reflection task. The class leadership team is CC'd in the email. This email may be short and to the point. This email asks for the parents to speak to their child about this situation at home.
- The issuing staff member enters the name on a list in the early/late care room on calendar provided and maintains that this information is written and kept in the lockable cabinet.
- The issuing staff member prepares the clipboard with the name of the student written on the task sheet and leaves it in the designated place in the early late care room (It is NOT the duty of the Erzieher*in on early care duty to organize the task for the student).
- The student must check in punctually at 07.20 with the Erzieher*in on duty in the early late care room to collect the clipboard with task. The Erzieher*in on duty marks the name with a tick to show that the student showed up for the *Early Behaviour Reflection Task*.
- The student goes to the Mensa and sits quietly to complete the written task to their best ability. If they finish early they may read quietly or do homework but must stay in the Mensa until 08.00.
- At 08.00 the student returns the clipboard and pencil to the Erzieher*in and then heads to their classroom.
- The student must return the completed reflection task sheet to the issuing member of staff themselves during the same school day.
- Properly completed reflection sheets should be stored in the class folder with the rest of the student's documentation. This is important so KLTs can quickly see them and refer to them in parent meetings if necessary.
- If a staff member is not satisfied that the student has completed the reflection task to the best of their ability then they may re-issue the *Early Behaviour Reflection Task* (do not throw the first version away, keep it and file it too) and give the student a new deadline.
- If the student does not complete the task satisfactorily by the third attempt, then the parents are informed and invited for a meeting with the member of staff who has been dealing with the situation. Inform KLT, they may attend if necessary.
- If a student misses their appointment, then the consequence is shifted to the next full school day.
- If a student consistently misses their early free time task appointments, then the parents are informed and invited for a meeting with the member of staff who has been dealing with the situation. Inform KLTs, can be there if necessary. Depending on the outcome of the parent meeting and another chance given to keep the appointment, a further consequence may be issued.