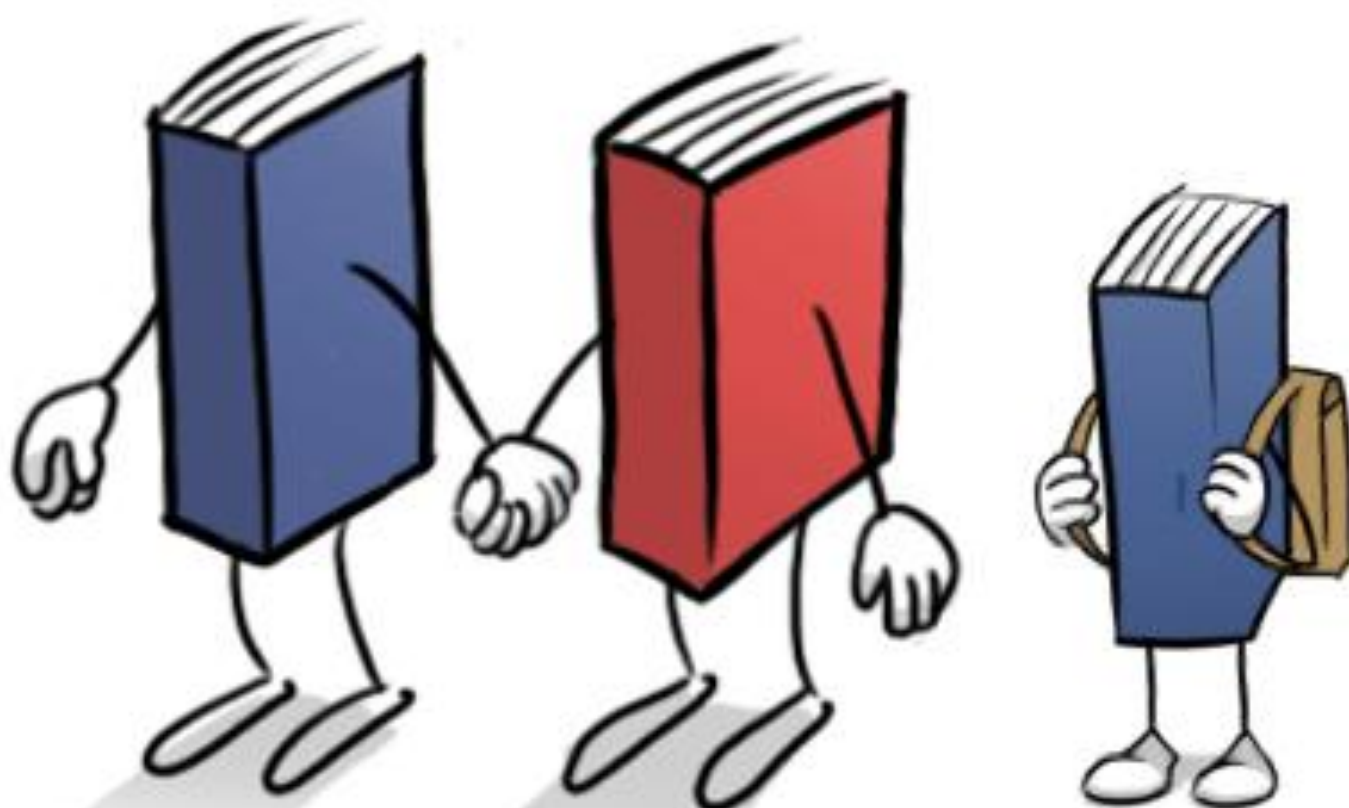


Expectations and advice for a positive school climate



Parents and families booklet



Citizen school

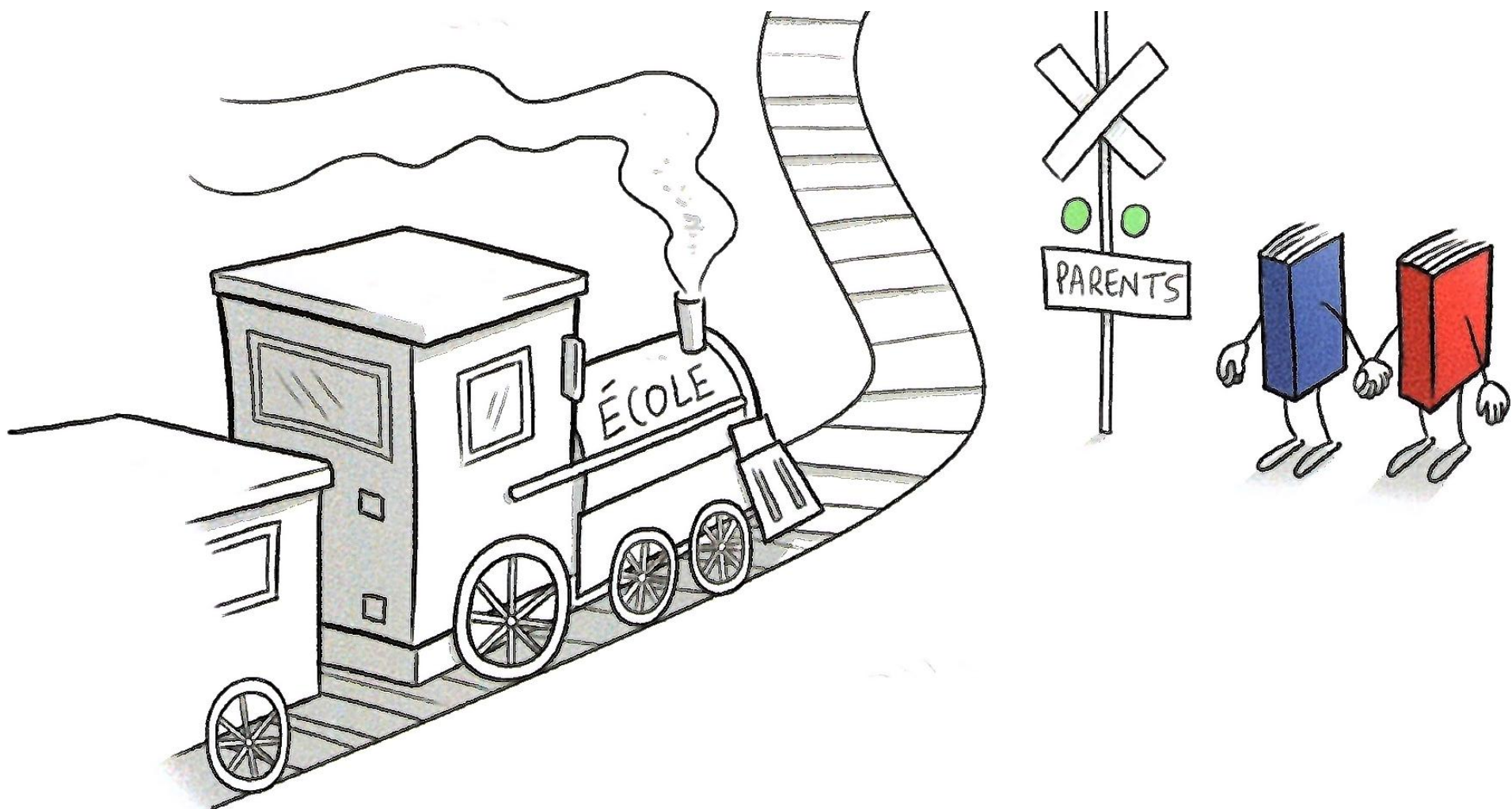
School – student – family : a relationship of three

In order to improve the relationship between the school, students, and their families, this booklet aims to clarify what the school expects from students and, in some cases, what it expects from their parents.

The goal is to make life at school as peaceful as possible. To achieve this, we will first share the behavioral skills expected from students, and those where the parents' help is necessary. The purpose of these skills is to value children in their positive attitudes and support them as much as possible when they face difficulties. This booklet also includes several suggestions in case of conflict. For children as well as parents, its goal is to help find solutions while avoiding violence.

In addition to informing families, the school's aim is to allow them to best play their role with children. It also aims to improve communication between everyone.

Obviously, this booklet does not replace continuing to speak to one another informally or by appointment when we have time. 😊

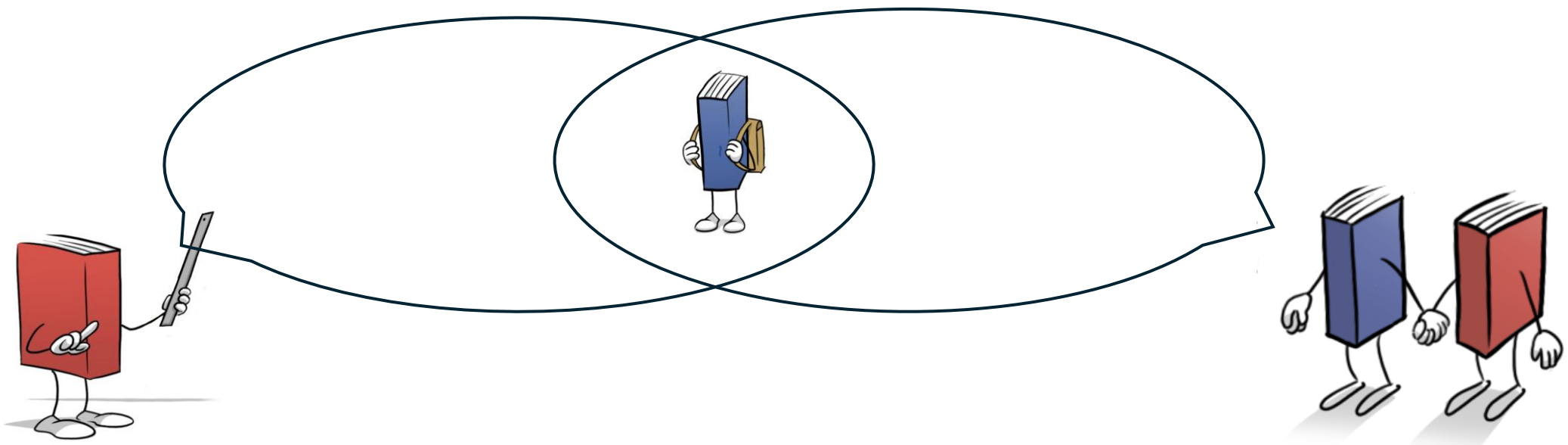


School – student – family :

A relationship of three

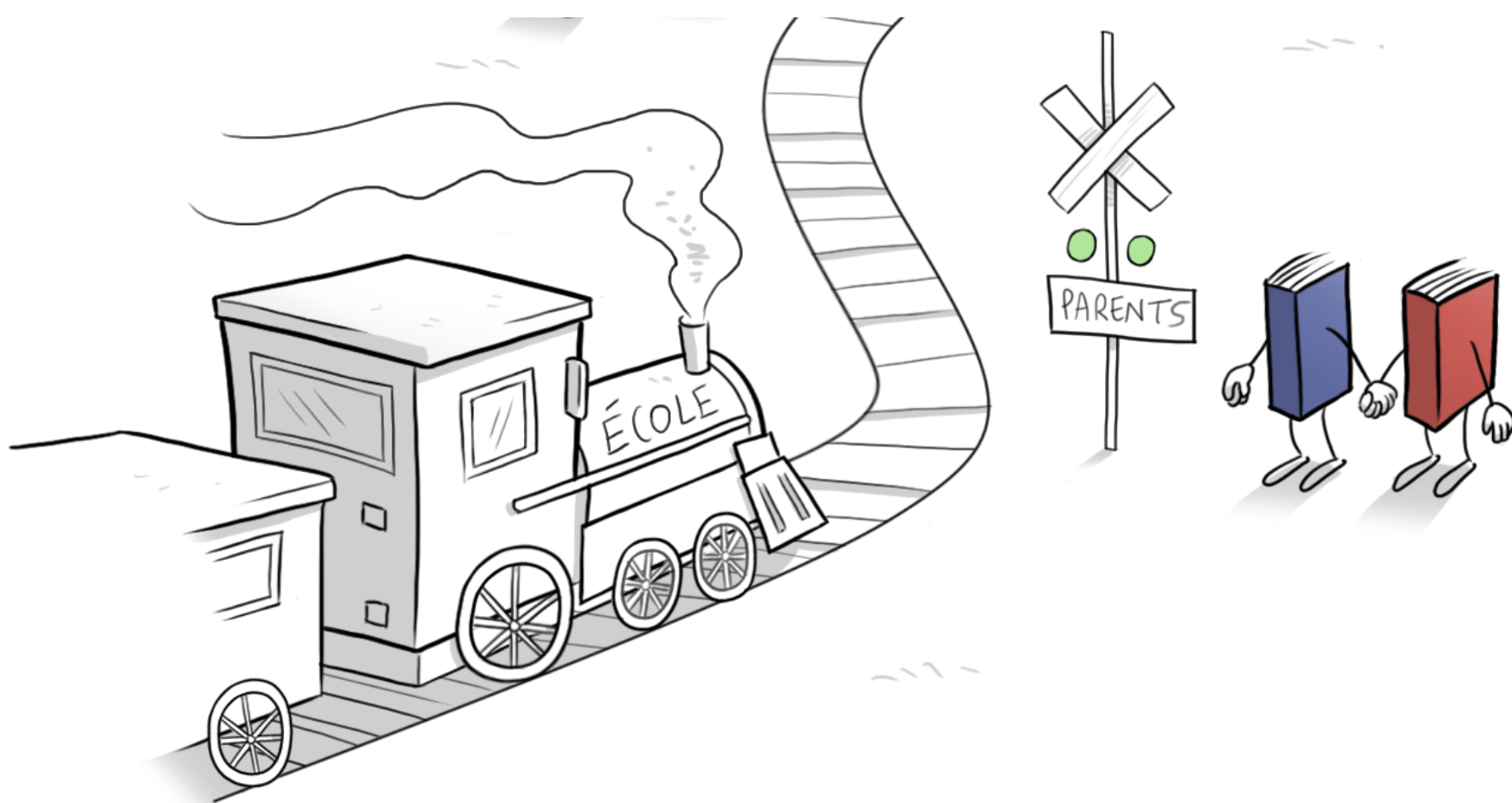
Intentions

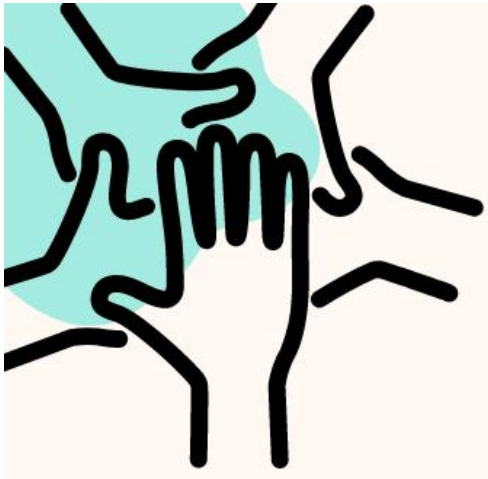
- **Improve relationships** between the school, students, and families
- **Clarify expectations** of the school
- Parents and school, **help students together** to behave better



Content

- The **school rules**
- The **eco-citizenship charter**
- Behavioral skills
- Conflict resolution sheets
- What happens **in case of a problem**
- Some **additional advice**





THE RULES OF OUR SCHOOL



In our school:



We respect calm.

We do not make fun of others or force them to do something.

We accept everyone and do not reject anyone.

We take care of materials: others', the school's, and ours.

We do not use verbal or physical violence.



OUR ECO-CITIZEN CHARTER

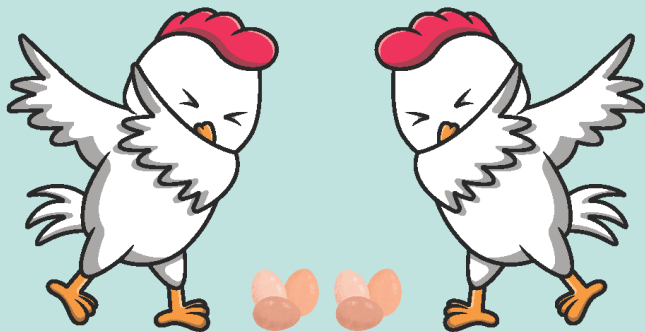
In our school:



We ensure the cleanliness of all spaces.



We strive to save energy and the planet's resources.



We care for the well-being of our hens.



We take care of our orchard and vegetable garden.

Respect for the environment is a fundamental value of our school.

This charter seals our common commitment to preserving our planet, our shared home.



Behavioral Skills

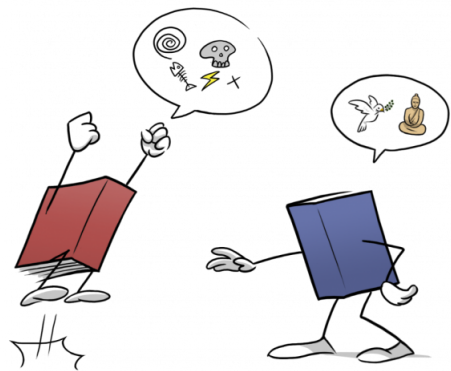
In school life, students are expected to behave well with themselves and with others. They are also expected to adopt good attitudes for learning. The role of skills is to help children evaluate their own behavior. It is also about praising them when possible and helping them when they face difficulties. Among the skills defined by the team, some are more important than others, but all are part of attitudes we hope students will adopt.

Respect for Others

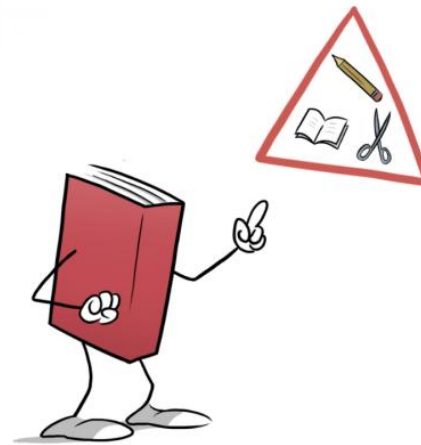
This is the foundation of school life and the most important category of skills: living without harming others.



I respect each person's body and privacy.



I communicate with respect: I ensure I don't hurt others.



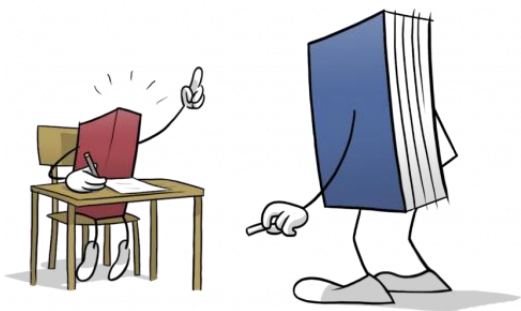
I respect school property.



I respect the environment and sort waste.

Work Attitude

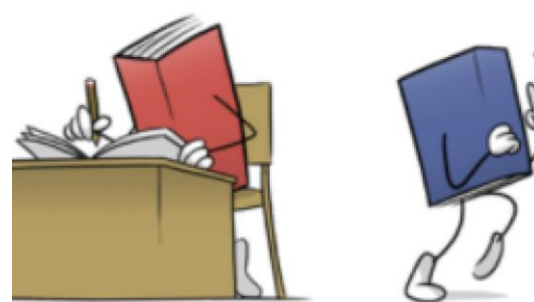
Because they are students and here to learn, several behaviors are expected:



I participate actively.



I show autonomy in my work.



I respect the work of others.



I do my tasks.



I keep things tidy and take care of materials.

Respect for the Framework

Being a student also means respecting the collective rules set by the school. This is demonstrated through the following skills:



I express myself appropriately.



I play without violence, with fair play, and include everyone.



I am in the right place at the right time.

Opening up to others

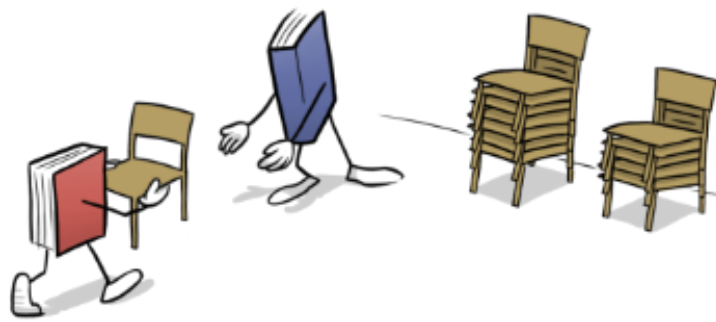
Learning to open up to others is also part of the school's mission. This is reflected in the following skills:



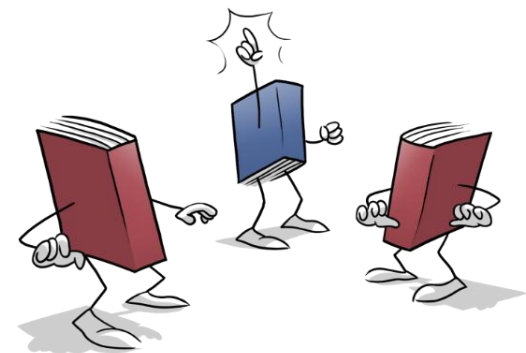
I listen to others



I acknowledge my mistakes and question myself



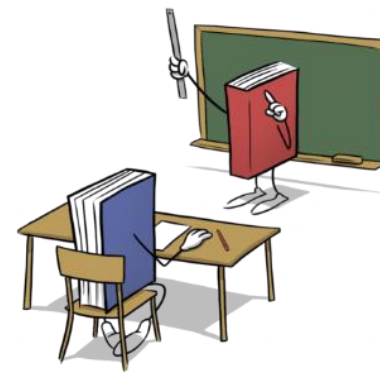
I help others



I get involved in group projects and tasks



I move calmly within the school and during exits



I follow the school's rules and instructions during exits



I respect the rules concerning screens (phones, tablets, watches...)

Responsibility of parents

Some skills depend greatly on parents. This includes:



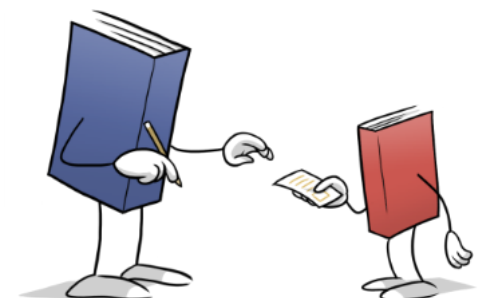
Presence and punctuality of the child.



The child's supplies and materials.



Clothing adapted to the season and activities.



Completed administrative documents submitted on time.



School schedules on the website



The uniform on the school website

What to do in a conflict situation?

If my child comes home from school and is in conflict or tension?

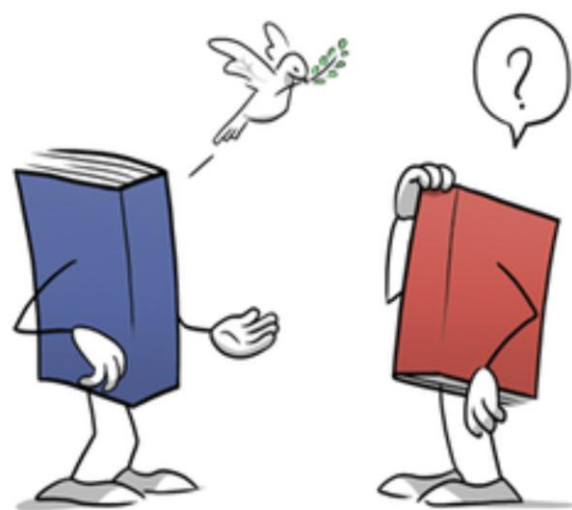
I can go over this sheet with them.

1. I breathe and calm myself down



If needed, I ask adults to help me isolate myself.

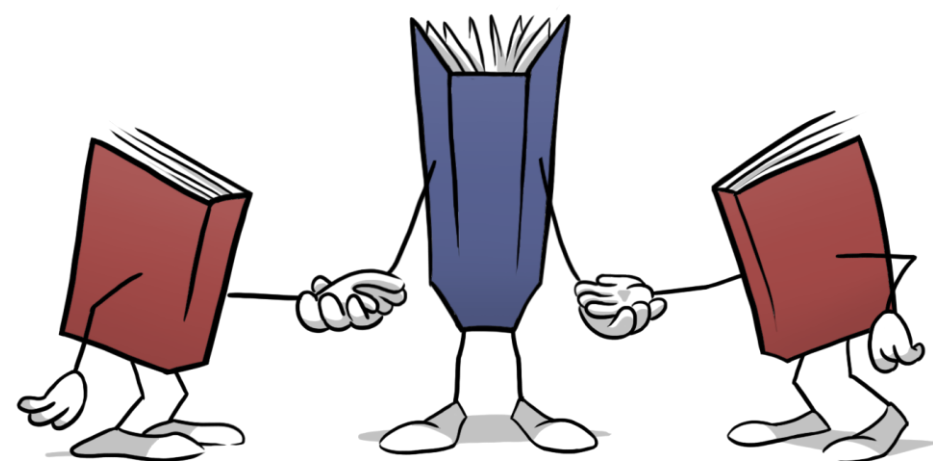
2. I talk to the person involved



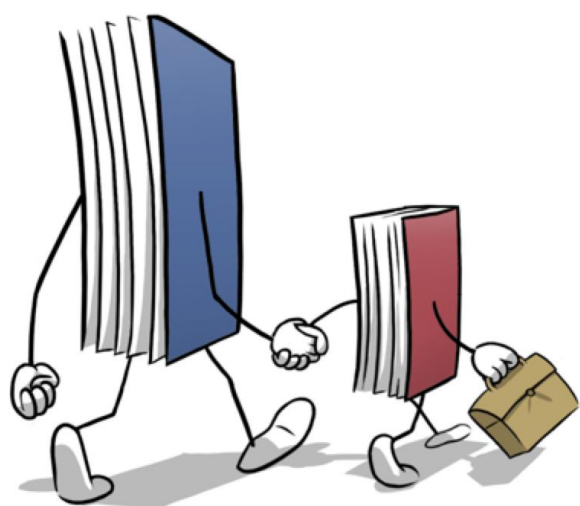
- But **not in front of everyone!**
- Again, I can ask to isolate myself to talk.
- I can use the "**Conflict Hopscotch**".

3. I look for a mediator to facilitate the discussion

A mutual friend or an older student.



4. I go to an adult to ask for help



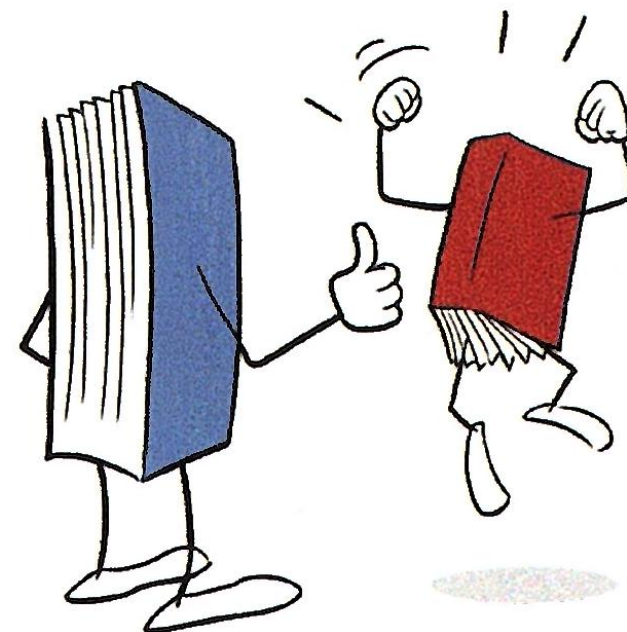
- I do not "tattle,"
- I explain that **I have a problem to solve.**
- I recognize my share of responsibility.



Attention! These tips also apply to a conflict with an adult at school. If that is the case, "talking to the person involved" means not doing it in front of everyone during class.

Alongside learning, rewarding behaviors

Based on competencies, the idea is to show that behaviors are as important as learning. That's why we evaluate them: to praise students who demonstrate good attitudes toward others or in relation to school rules.

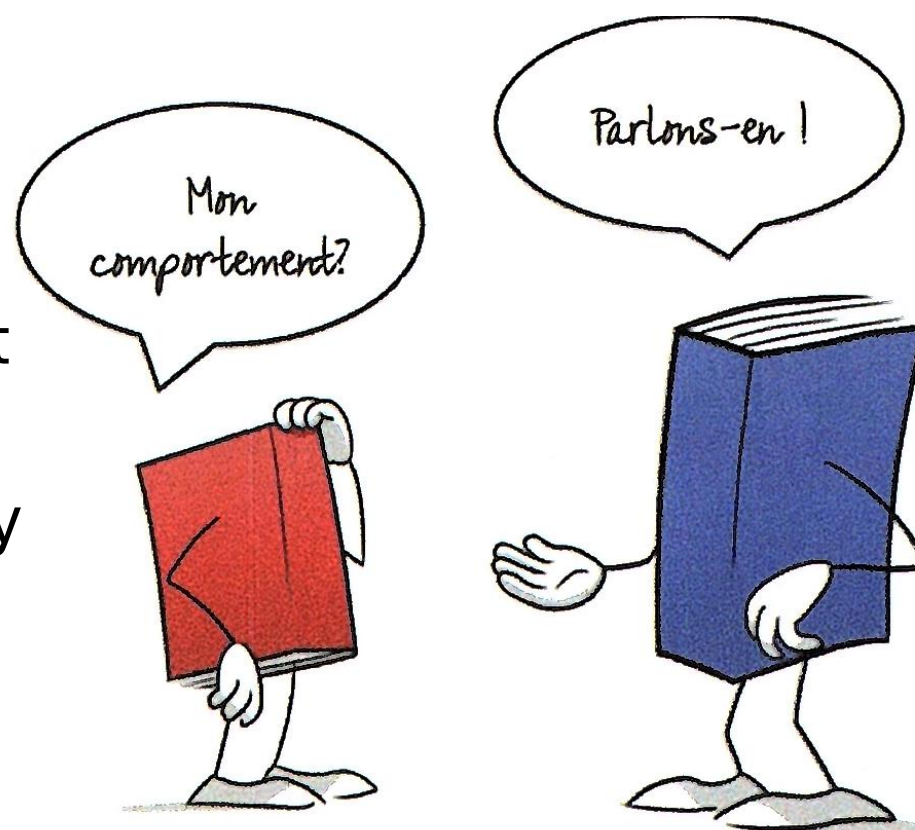


Discussing behaviors

Behaviors are fairly subjective and variable elements. For this reason, evaluations take the form of a dialogue: students share their point of view, the school adults do too, and then the discussion takes place together.

Better supporting difficulties

By evaluating students in this way, it becomes easier to support and guide them because it helps identify the competencies that should be praised and those that need to be worked on.



Improving class councils

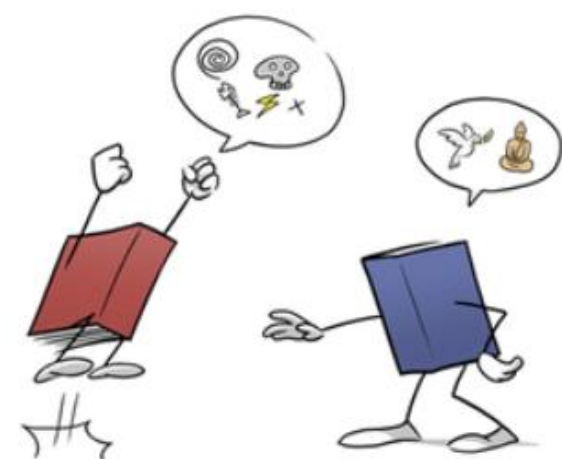
This approach also improves the organization of class councils. In parallel with academic results, we also have this perspective on behaviors, which often vary from one class to another. A major benefit is also having the student's perspective on their own behavior, as well as comments they wish to share during the class council.

What to do when I witness a conflict?

How can I help my child react to conflicts they witness?
This sheet aims to help them react in the best way possible.

1. I go seek help

The important thing is to prevent anyone from getting hurt (emotionally or physically).



2. If I feel capable, I can intervene

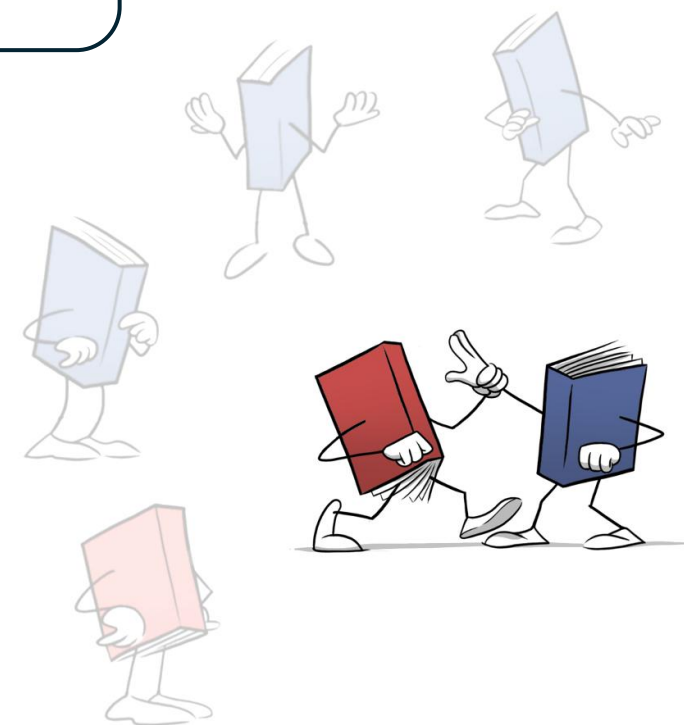
- It is not mandatory.
- If I choose to, I am very careful.
- I avoid getting involved in the conflict myself.



"When someone is in danger and witnesses do nothing, it is called 'failing to assist a person in danger.'"

3. I do not remain part of the audience!

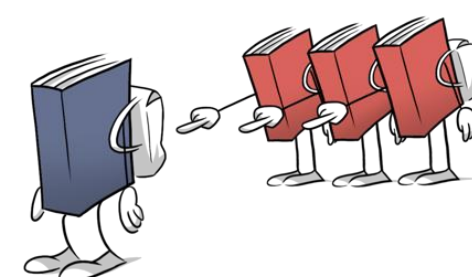
- Having an audience increases the harm done to the victim.
- Often, the audience makes the perpetrator feel encouraged.
- That is why, if I stay as part of the audience, I can also be sanctioned.



4. I am very careful with screens

- Filming increases the audience and makes the problem worse.
- Sharing it makes the situation even more serious.
- Using others' images (without permission) is a serious offense.

- These tips also apply to major disputes or rejections.
- They also apply to what happens on social networks!



The mediation path

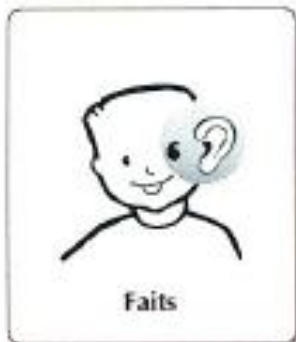
It is not easy to have a discussion when we are tense.

The mediation path helps us express things correctly and find solutions. At home, I can train my child to have this kind of conversation.



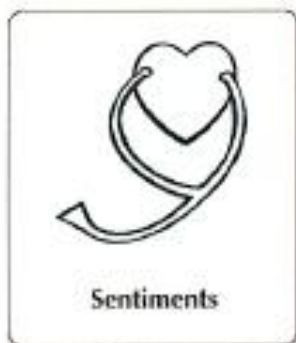
Step 1

The **TRUST** framework: start the process.



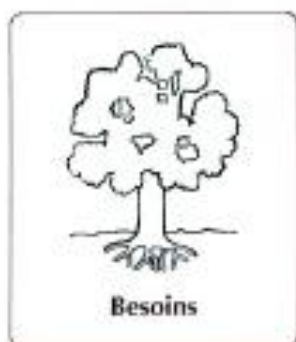
Step 2

The observable **FACTS**: identify what triggered the conflict.



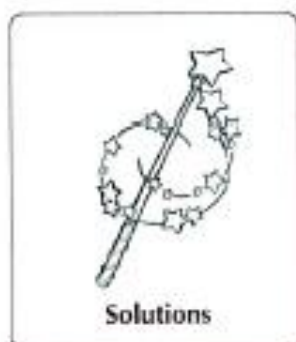
Step 3

The **FEELINGS**: express and listen to everyone's experience.



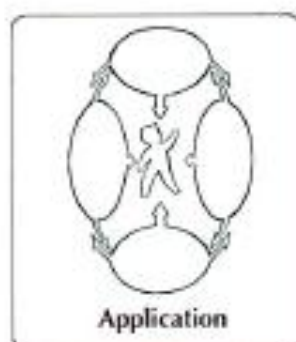
Step 4

The **NEEDS** that each party seeks to fulfill: find the root cause of the conflict.



Step 5

The **SOLUTIONS**: imagine agreements that meet everyone's needs.



Step 6

The **APPLICATION** of the solutions: organize the implementation of solutions.



Step 7

The **AGREEMENT**: conclude and celebrate.

The "Write to Act" card

Why?

- Learning to **write to explain** is important.
- To **calm down** and see more **clearly**.
- To better **manage** the situation as a **team**.



Write to Act (EPA)

Elève rédacteur :

Date :

When a problem occurs at school or is related to school, it is good to sit down, reflect, and write to better explain what happened, how everyone feels, and, above all, to find solutions together. This sheet will help you express your point of view and your suggestions.

How do I feel about what happened?



→ At home, it is very useful to help my child write an RPA card.

The facts: What happened? *(Explain as honestly and concretely as possible)*

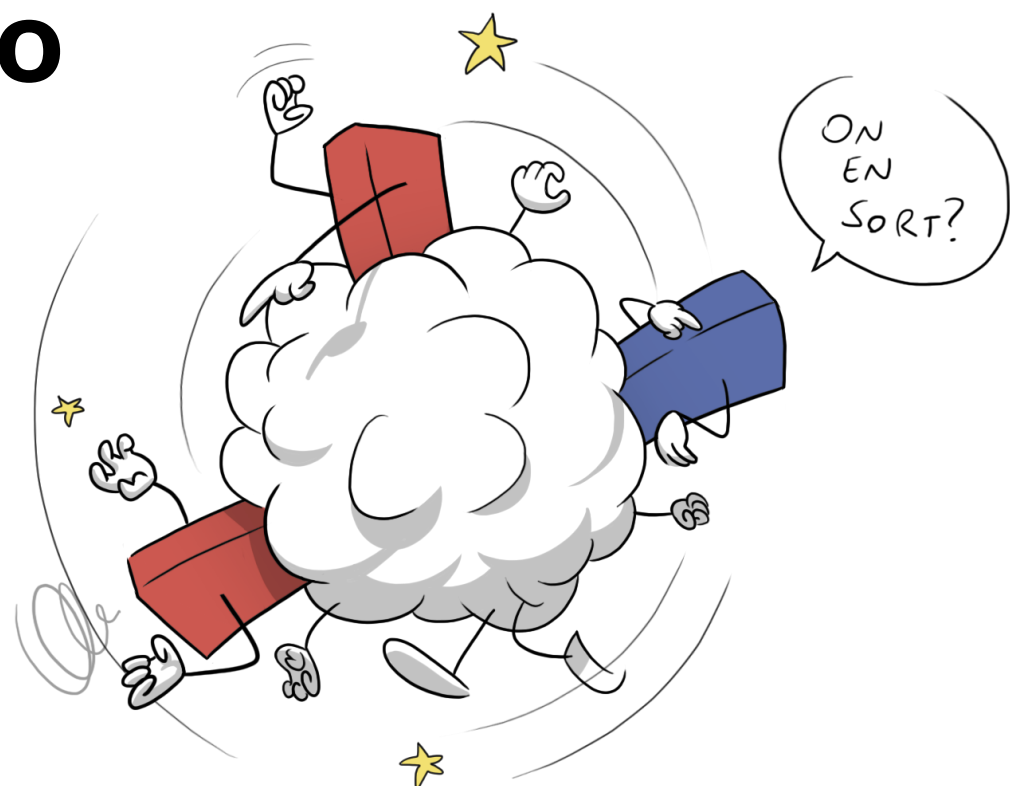
What solutions can I propose? *(Useful for me and for others)*

→ A copy of the RPA card is available on our website ;-).

Which other people are concerned?

- The **RPA** card allows you to officially bring issues to the school's attention.
- A parent can also fill one out if they wish.

What does the school do when there is violence?



Step 1

We try to find out what happened.



I take responsibility for what I did to restore trust.

Sometimes, an investigation is carried out.



“Admitting fault is half forgiven.”
When I take responsibility, I already begin to repair trust.

If I don't take responsibility, I make the situation worse by adding lies.



Às vezes, é feita uma investigação.

In a mediation filter or repair council

Step 2

An adult imposes a sanction according to the rules:



We discuss to find a solution.

If I succeed in my repair.

If I don't succeed in my repair.

Punishment
Removal
Note in the JDC
Meeting with the principal
Meeting with parents
Suspension for one day
Expulsion to another school

Making Apologies Successfully

To make up for a mistake, it is important to succeed in apologizing by saying:

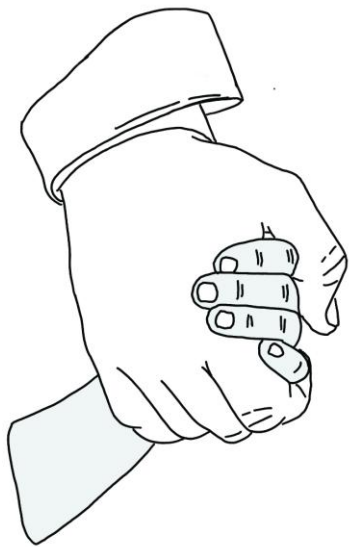
- "I am sorry"
- "I ask for your forgiveness"
- "I present my apologies"
- "I acknowledge my wrongs"

- Apologies are validated if they are well presented.
- They are fully successful when the "victim" accepts them.



Sanctions and Reparations

What are the educational responses of the school when there are behavioral issues?

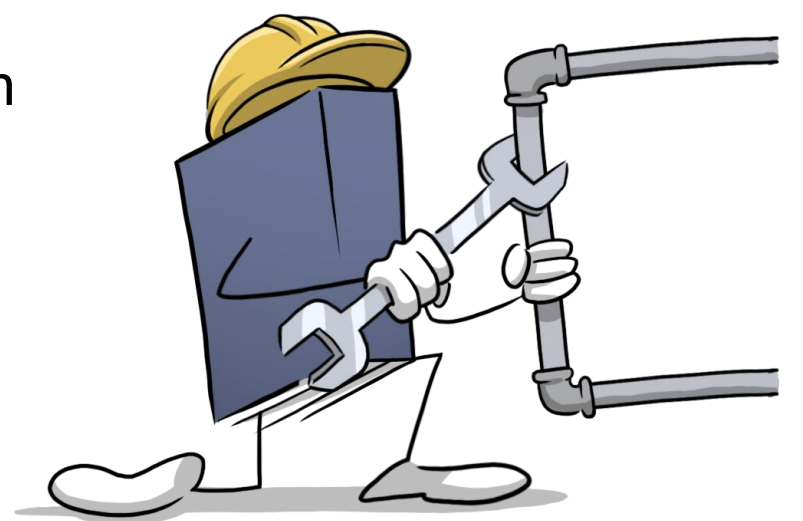


Simple Sanctions

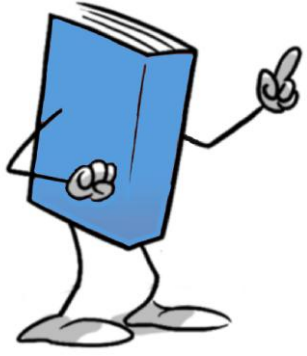
- With measures such as temporary exclusion, warnings, or isolation.
- To set limits and show the importance of the issue.

Educational and/or Restorative Sanctions

- The school requires the child to complete an educational task.
- And/or "repair" what has been damaged.
- **Civic Réparations**
- The student and the school decide together.
- If the student completes the reparation successfully, there is no further sanction.



- When a child *must* or *can* repair
- It is possible for them to do tasks such as: "carrying out small repairs", "building a sign", "helping a worker", "helping to clean"... We seek the best solutions for children and hope for the support and trust of parents.



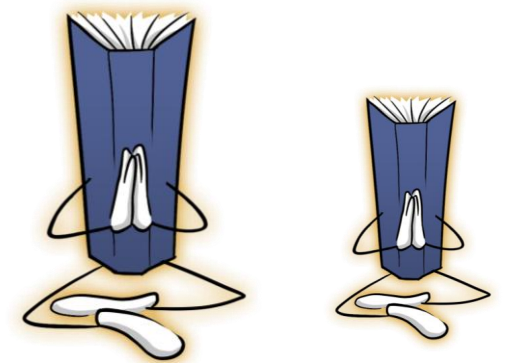
Additional Advice and Clarifications

- If your child is involved in a serious conflict, come and talk to us.
- However, **you cannot manage the other child yourself!**
- In your discussions with other parents, do not hesitate to use the conflict resolution guide.



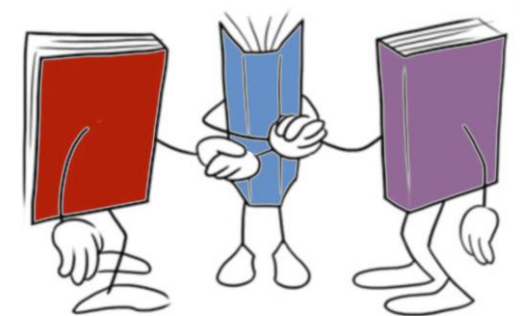
- If, upon returning home, your child is in conflict or under tension:
- **Avoid** allowing them to have **contact** with others via **messages** or **screens**.
- This is very important because it can **make things worse!**

- Our emotions influence those of our children.
- The calmer and more constructive you are, the more your children will manage to do the same.



- If your child lacks confidence:
- Praising and **encouraging** them are the best ways to help them **grow**.

- **Our goal** will always be for **children to reconcile** and live together properly.
- To achieve this, we ask you to **avoid demonizing** other students, even when they are in conflict.



Evidently, I don't forget to review the strategies in this booklet with them. ;-)



Useful Information

In addition to informing families, the goal of the school is to enable them to play their role with the children as effectively as possible. It is also to improve communication among everyone.

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.com



Images or messages circulate on the web and may put your child at risk. In an emergency, take necessary action by following the advice in this link.



For more information on the principles and tools of the **citizen school**,



www.ecolecitoyenne.org