



EN





At "EisSchoul", special emphasis is laid on the idea of inclusion, of solidarity amongst children and adults stemming from different social and ethnic backgrounds and endowed with distinctive talents and competences.

The children thus learn to face difference and meet others with attention and respect.

The concept of all-day schooling is meant to promote this idea by having all the children live and work together throughout the day.

In this spirit, it is very important to us that all actors of the school community join their forces.

The school committee

EIS SCHOUL
47-51, rue des Maraîchers
L-2124 Luxembourg
www.eisschoul.lu
Contact : sekretariat@eisschoul.lu
Tél. : 4796-6327
Fax : 26431658

Graphic Design : Tanja Frank
Printed by : Bastiandruck



Guiding principles.....	5
Respect.....	6
Inclusion / 'All able'	7
Empathy.....	7
Joy	8
Discipline.....	8
Attention.....	9
Confidence.....	9
Clarity and transparency.....	10



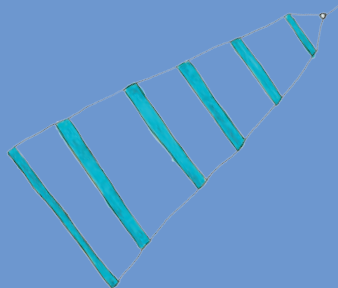
RAD rules	11
Respect.....	12
Attention.....	13
Discipline.....	14

Conflict model.....	15
---------------------	----



Discussion ladder.....	16
------------------------	----

Conclusion.....	17
-----------------	----



1. What is a charter ?

A charter is a booklet.

This booklet contains the rules and what we deem important for our school.

The charter should contain many guiding principles.

These guiding principles must be short and easy to understand..

2. What is a guiding principle ?

Guiding principles are sentences that explain our values.

For example, for 'respect':

- I do not make fun of others.
- I listen when somebody speaks.
- I break neither material nor toys.

3. Why a charter ?

We have a charter to bring peace to school.

We want everyone to go home happy and come back with joy.

The charter guides us in good times and bad.

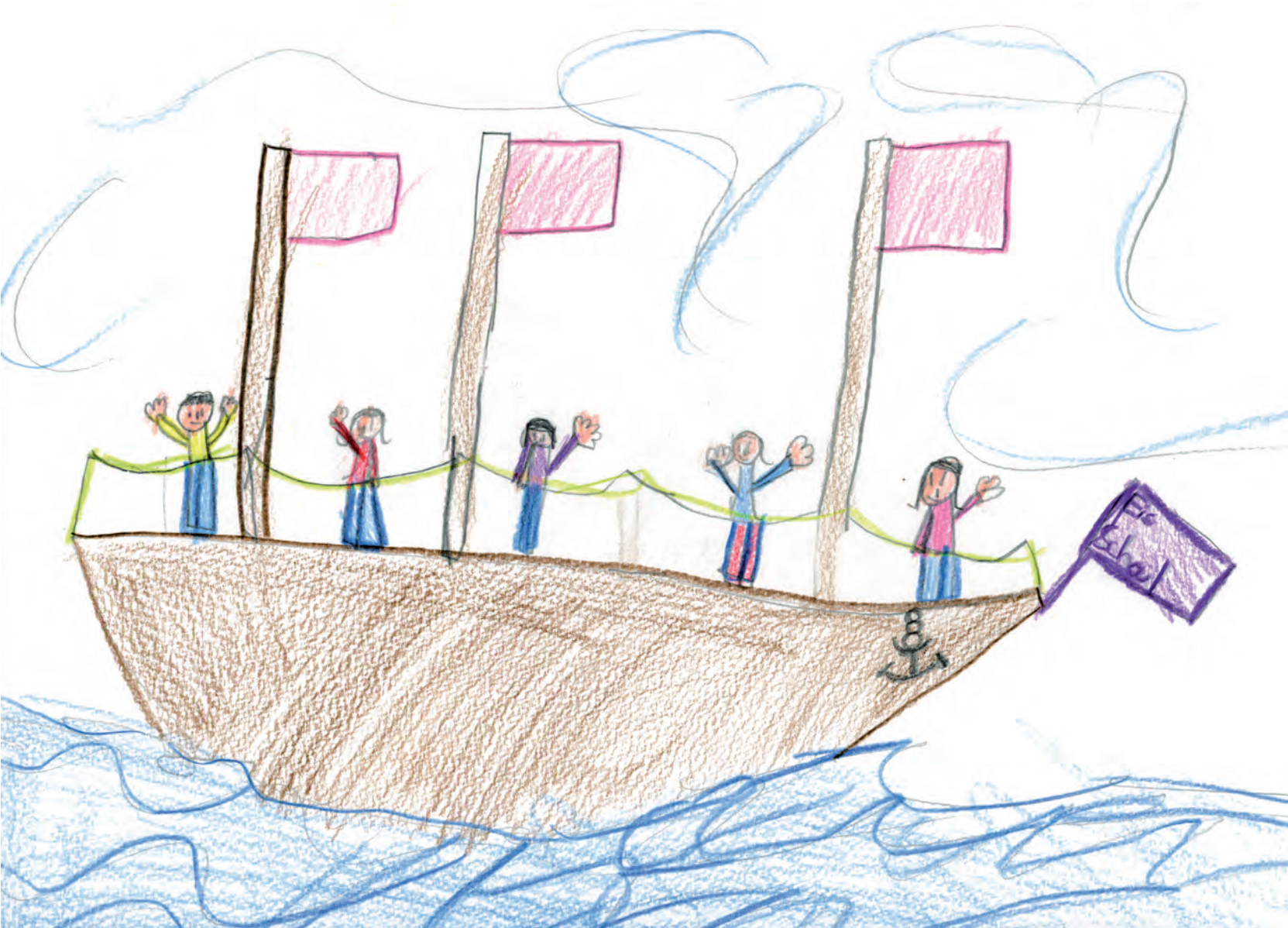
During the drafting of the charter, we were listened to and could even change things.

It was great! We were able to participate in the decisions about the charter.



The preface was prepared by Lou Kerschen (a pupil from cycle 3) in collaboration with the pupils' parliament (pupils from cycles 2-4)

To stay happy, one has to continuously change..



This compass of values shows us the way



These guiding principles were worked out by the children **C**, the teaching staff **T**, the educators **E**, and the parents **P**.



- C** I do not make fun of others and I listen when someone speaks.
I break neither school material nor toys.
I respect the STOP! sign.
- T** To us, respect means to live and work together without crossing other peoples' limits, whatever their way of thinking or their physical appearance.
- E** I respect myself and others.
My freedom stops where the other one's starts.
- P** We acknowledge what is important to the members of the school community and treat each other with respect.



INCLUSION/ 'ALL ABLE'



- C** I give a chance to everyone. Everything is possible.
- T** Everyone is provided with the best possible means for their personal development.
- E** Everyone has their strengths. Together we are even stronger.
- P** We recognize that each individual has their own individual skills.

EMPATHY



- C** I show my feelings and I show compassion.
I try to understand how others feel.
- T** To us, empathy means to listen, to put oneself in someone's position and try to understand them.
- E** To move towards, to listen to, to project oneself onto the other and act.
- P** We listen to others.

JOY



- C** Je suis heureux de passer du temps avec les autres et de partager mes connaissances et mon vécu.
- T** Pour nous, la joie signifie avoir du plaisir, rire, se sentir bien dans sa peau et partager ce sentiment.
- E** Rend la vie et le travail plus léger, seul ou ensemble.
- P** Nous nous réjouissons de ce que nos enfants et nous-mêmes nous sentions bien à l'école et nous pouvons y prendre du plaisir.



DISCIPLINE



- C** I am happy to spend time with others and share my knowledge and experience with them.
- T** To us, joy means to have fun, to laugh, to feel well and share this feeling with others.
- E** Makes life and work easier, be it on one's own or together.
- P** We are happy if our children and ourselves enjoy being at school and we can have fun all together.



ATTENTION



- C** I help where help is needed.
- T** To us, attention means to consciously perceive everyone.
- E** To us attention means:
to show presence in one's approach towards people and work.
- P** We think that it is important to perceive and take seriously oneself and others. We observe our surroundings with interest.

CONFIDENCE



- C** I feel secure at school and I can count on others.
- T** To us, confidence means to have faith in oneself and one's abilities, and to be able to rely on others.
- E** To us, confidence means to trust, to rely on each other, in order to build a healthy relationship.
- P** To be confident means to feel understood and to know oneself and one's children to be in good hands.
We are confident everyone does their best.



CLARITY & TRANSPARENCY



- C** I can say what I think and what I feel.
- T** Every actor at the school should be familiar with its aims and have access to crucial information concerning the organisation of everyday life and decisions that concern him/her.
- E** Means to us: clear objectives and an honest and authentic communication on all levels.
- P** Clarity and transparency means I am informed about everything that concerns daily life at school. I trust to be informed and provided with the necessary explanations if there is something I do not understand. We can talk to each other and we get involved.

RAD*rules

Our RAD rules enable us to live together in harmony.

These rules apply from 7:30 to 18:30 to the entire school community, whatever the location.

Each class, the Paradiso and extraordinary activities can have their own additional rules.



stands for "Respect"

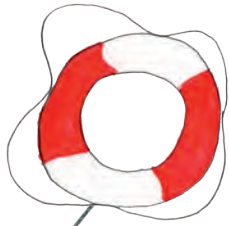


stands for "Attention"



stands for "Discipline"





RESPECT



- Rule : I say 'Hello', 'goodbye', 'please' and 'thank you'.
 - Consequence : I am reminded of the rule and cannot have what I asked for.
- Rule : I do not make fun of others.
 - Consequence : I apologize to the concerned person.
- Rule : I resolve my conflicts orally and directly with the concerned person. If this does not help, I write it into the class journal. If it is really urgent, I seek the help of an adult.
 - Consequence : In case of sanction, my parents are informed. If I beat or insult somebody, I must write a letter of apology * and repair the damage**. In the worst of cases, I am summoned by the school committee.
- Rule : I respect the material and food. I leave the room in a clean and convenient state.
 - Consequence : I repair or replace the material and my parents are informed. I have to clean up.

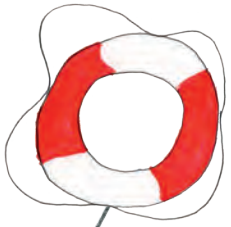
* The letter of apology consists of four parts :

1. I have ... (explanation)
2. When I do such things, then ... (empathy)
3. In future, I will ... (commitment)
4. I apologize to you for what I have done. (apology)

Depending on the age and abilities of the child, the apology can be formulated orally with the help of an adult and illustrated by drawings.

**A reparation means that the author of the deed is asked to find an action that will do good to the victim and counterbalance any negative feelings. Usually, the author makes a proposition for the victim to accept. If, after a certain lapse of time, the author has not made an acceptable proposition, it is up to the victim to make a proposition.

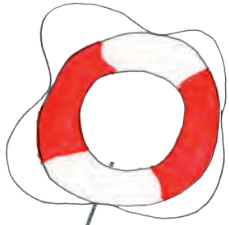
The process of reparation is accompanied by and approved of by an adult.



ATTENTION

- Rule : I help those in need.
 - Consequence : If I do not help others, I cannot expect others to help me.
- Rule : I listen and obey.
 - Consequence : I am reminded of the rule and if I do not remember it, I have to copy it.





DISCIPLINE

● Rule : I raise my hand to speak.

● Consequence : If I do not raise my hand, I do not have the right to speak.

● Rule : During group work in class, I whisper.

● Consequence : If I do not know how to do that, I do not have the right to participate in group activities.

● Rule : During class, I speak the language that is taught. I can fall back on another language if I have real trouble to make myself understood.

● Consequence : I am reminded of the rule.

● Rule : I do not run inside the school building and I do not have the right to slide down the banisters.

● Consequence : I have to go back.

● Rule : I put the material back in its right place.

● Consequence : I stay in class until I have put the material back.

● Rule : I am punctual.

● Consequence : I have to subtract the missed work time from my free time.

● Rule : I wash my hands before eating.

● Consequence : I do not have the right to go eat.

● Rule : I put on my slippers before entering the dining hall.

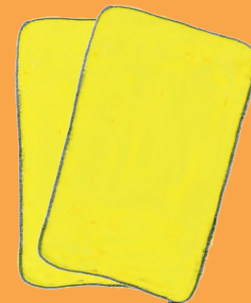
● Consequence : I am not allowed to eat in the dining hall..

Conflict model

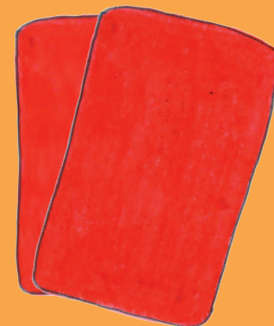
1. **STOP** : Everyone has the right to say STOP whenever they are not met with respect

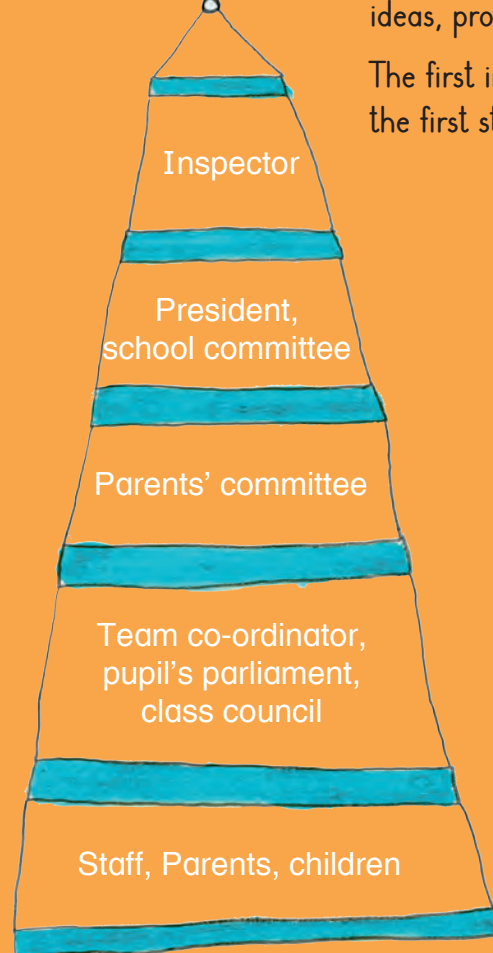


2. **Yellow Card** : I am given a warning and have to sit on the bench for 5 minutes during the break.



3. **Red card** : I have to sit on the bench during the break.





The discussion ladder shows who to address to discuss ideas, propositions or complaints.

The first interlocutors are always those concerned – the first step on the discussion ladder

Epilogue

The school charter you are holding in your hands is the result of a beautiful and intense collaboration between children, staff and parents.

We would like to give our most heartfelt thanks to all the participants for their input, their support and their commitment to our project.

A big cheer to all the children that illustrated the charter and lots of thanks to them also for their beautiful contribution.

Special thanks go out to Mister Jörg Haferkamp for his competent and cordial support during this exciting episode.

LONG LIVE OUR SCHOOL CHARTER!

Each one of us will do their best to put our charter into practice as good as possible

The parents' committee