

EUROPEAN SCHOOL KARLSRUHE

Nursery, Primary and Secondary

Social Climate Policy

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Introduction and Aims of the ESK Social Climate Policy

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.” Marcel Decombis

These words express the essential aims of all of the European Schools.

This policy has been updated to be aligned with the document 2022-01-D-6-en-2 “Pupils’ Well-Being Policy Framework of the European Schools”, approved by the BoG in Dubrovnik (April 2022) and entered into force on the 01.09.2022.

Introduction

The Social Climate policy of ESKAR sets out our aims and provides a full set of guidance for all members of staff, pupils and parents including the measures put in place to promote the desired social climate of our school. The policy is aligned with the general aims of the European Schools: to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond.

Aims

Our aim is to create a culture of learning, where children are enthusiastic, motivated and ambitious.

We recognise that the personal development of pupils, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that presents pupils with opportunities to explore and develop:

- their own values and beliefs
- high standards of behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of cultures

We encourage mutual respect, support and collaboration between adults and children, both within the school and the wider community.

We believe that it is important to provide a secure, caring and stimulating environment for all our children, thereby promoting a sense of pride in our school. We believe that pupils achieve most when parents and school value and respect each other and work together towards the same goals. By following this policy, our aim is that all people at school:

- feel safe
- can work in a peaceful and productive environment
- are sure to receive the best possible support
- respect and treat others in the same way as they want to be treated
- identify and confront inappropriate or threatening behaviour, abuse and intimidation
- will not stand aside or look away when encountering inappropriate behaviour
- react to situations in an appropriate way
- will stand together as part of the community
- act as responsible members of the school community
- act as an example for others
- are acknowledged for making positive contributions to the school community

Guidelines to promote a positive social climate in the Nursery and Primary

1.1 Introduction

The protection, care, and welfare of pupils within the European Schools system are at the core of the schools' activities. At the European School Karlsruhe, all those entrusted with managing the school are required to ensure that student safety is prioritised and maintained. In life in general and in schools, a number of situations do affect a pupil's sense of well-being. The aim of this document, entitled 'Social Climate Policy,' is to provide clear guidelines and describe procedures in these areas; child protection, mental wellbeing, behaviour and issues related to health, safety and security. This policy is intended to be a working document and other areas may be added in the future if the need arises.

1.2 Child protection

Introduction

Sensitivity and understanding in dealing with child protection cases are extremely important. All members of the community must feel able to express their concerns and anxieties without fear of retaliation or humiliation. They will receive a serious, sensitive, respectful and professional response. The statutory responsibility for child protection in Germany lies within German law.

Confidentiality:

When pupils share personal information with a member of staff, if the pupil is a minor, the information will be kept confidential, except in the following 3 circumstances:

- (1) Harm to self
- (2) Harm to others
- (3) Harm being done to the member of staff

Data Protection:

Data will be processed and retained in accordance with the school's privacy policy. The privacy policy of the European School Karlsruhe (for parents and students) can be found here <https://www.es-karlsruhe.eu/de/data-protection/>.

If you have any questions regarding data protection, please contact our data protection officer Ms. Verena Nikolaus: KAR-DPO-CORRESPONDENT@eursc.eu.

Prevention and Promotion

Opportunities are created at the start of the year for students to develop an understanding of what constitutes acceptable/unacceptable behaviour on the part of themselves and others and to develop their own self-confidence and awareness. At the start of each school year all class teachers are required to inform their students about these issues. The class teacher plays the most important role in creating an open and safe environment for the children. However, all teachers have a duty of care to protect the children.

Pupils, staff and parents are informed about sources of help and advice including class teachers, the Deputy Director, the Care Team, the nurse and the school psychologist. Other initiatives in school to help to educate and therefore protect the children such as the ESK Tower of Values and the Golden Rules. The school promotes open and professional communication with parents and the safety and well-being of all pupils is a clear priority. Projects on personal, social, citizenship and health education take place every year under the following headings:

	Activity
Nursery	Stranger danger awareness/People who help us, dental health promotion
P1	Swimming, healthy eating
P2	Swimming
P3	Swimming
P4	Road safety and bicycle training, healthy eating The dangers of the internet; online games, social media, TEAMS, WhatsApp
P5	The dangers of the internet; online games, social media, TEAMS, WhatsApp, Puberty talks,
All	What to do if you are being bullied, bio top, dental check-up rotates between the year groups
Staff	Regular first aid courses

This school year the management want to strengthen health promotion for both pupils and staff. We are currently in discussion with the Technische Krankenkasse (TK) about their financial help in implementing a whole school approach to health and wellbeing measures and training.

Intervention

Any child, parent or member of staff who has concerns about child protection should contact the class teacher and/or any of the following staff members.

School Nurse – joanne.molloy@eursc.eu

Support coordinator – kar-supcogs@partner.eursc.eu

Assistant Deputy Director – kar-assistant-deputy-director-nursery-and-primary-cycle@eursc.eu

Deputy Director Primary – kar-deputy-director-nursery-and-primary-cycle@eursc.eu

School Psychologist – kar-beratung@partner.eursc.eu

The Care Team will then be involved in all non-staff related cases or concerns. It is not necessary for a person to prove that abuse has occurred to report a concern. The information will be discussed and the case will be followed up on, in cooperation with the Deputy Director, the school nurse, psychological services and local authorities if necessary. A written report will be made and different types of professional support will be sought if necessary. A record of measures taken is kept by the school and the facts are treated as confidential. Specific staff members are informed about individual child protection issues on a confidential and need to know basis.

Concerns regarding Staff

In the case of any allegations involving a member of staff, the person to contact is the Deputy Director. He/she will carry out the appropriate investigation in close cooperation with the Director of the school.

Training

Child protection training for staff members should take place regularly in order to keep procedures active, raise awareness and inform and update both new and old staff members.

For further information in this area please refer to the Pupils' Well-Being Policy Framework of the European Schools <https://www.eursc.eu/BasicTexts/2022-01-D-6-en-2.pdf>

1.3 Mental Health & Care Team

Introduction:

It is extremely important that our school can support individual students who are experiencing various mental health issues to a varying degree. The Care team, formerly known as the SEALS team have been supporting children in the nursery and primary school for over ten years.

Prevention and Intervention:

The benefit of creating a dedicated team, called the CARE TEAM, of invested individuals from the staff and other relevant stakeholders is to have a 'visible' and 'organised' approach to dealing with challenges of mental health.

Role and goal of the Care Team

The Care Team provides a visible structure and entry point for all members of the school community in promoting issues of well-being and supporting vulnerable students in both short-term crisis and long-term issues relating to mental health. It is the duty of every teacher in the school community to care for and support students. With the creation of the CARE TEAM, we take a whole school approach, which means that issues of care and support are a collective responsibility. Teachers need to feel that they are not isolated, and they can get some support in cases that involve mental health and challenging situations.

The goal of the Care Team is to put the student in the center and ensure they are listened to, not necessarily to solve their problems but to show compassion and understanding. In times of crisis, referrals to the Care Team and actions taken need to be quick.

Tasks and Responsibilities of the CARE TEAM

- Act as a reference for other members of the school community, (class teachers/parents), in issues related to mental health and wellbeing.
- The care team staff assess the needs of the school community through observation of the children in the school environment: on the yard, in the nurse's office, in class councils and via the white post box in Building B. Children who have concerns can write directly to the team using the post box. The children and staff can contact any member of the team directly and posters of the staff are displayed throughout the school.
- Meet regularly to discuss issues and follow up actions taken in relation to individual cases in a confidential manner as well as to plan the next actions of the Care Team.
- Work with individual children or groups/classes of children with their class teacher to help resolve difficulties relating to mental health. These could include coping strategies for children to deal with overwhelming emotions, low self-esteem, worries or concerns about schoolwork, difficulties making and/or keeping friends, ongoing conflicts between friends, developing conflict resolution and social skills, suspected bullying, low self-esteem, avoidance of communication, showing signs of withdrawal, anxiety and depression.
- Where needed, provide informal support for specific students and staff in the form of mentoring.
- Work closely with the school psychologist and nurse on aspects of mental health education and provision.
- Where needed, make referrals to external health care professionals and act as a 'key member of staff' to liaise with teachers, parents, health care professionals and other members of the school community about specific students.
- Promote and encourage the ESK Tower of Values, as well as health and wellness events in the nursery and primary.
- Create displays and promotional materials in the school buildings for the care team
- Represent the care team at events to inform the community about the role of the Care Team. E.g. Information room at the open day and a stand at the School's Summer Festival.
- Develop and update school policy documents related to mental health issues.

Members of the CARE TEAM:

- SENCO
- Teachers from various language and subject areas
- School nurse
- School psychologist

Priorities of the CARE TEAM:

- Care Team members 'introduce' themselves to the students and become visible from the first day of school and show pupils where the Care Team box is.
- Provide a neutral safe space for the pupils to discuss anything they need.
- Care team members inform staff of the role and the actions of the Care Team. They also inform staff how they can contact the team.
- Based on referrals, the Care Team observes the children during free play periods, Bio-top and sports lessons in order to help the children to develop their play, social and conflict resolution skills.

**Appendix A:
Care Team Poster**

CONCERNS?

All teachers are there for you!
Or contact the
CARE TEAM

Primary school
2025/26

	Ingrid Bayless		Jo Molloy
	Mailis Klemola		Ute Raubach
	Marina Stavrou		Julien Beaupoil

1.4 Good Behaviour

Introduction:

A positive school climate helps students feel socially, emotionally and physically safe in their school and supports their academic and social development. The engagement of all members of the school community, although different groups have different roles and perspectives, is crucial for successful school improvement. In general, we encourage a positive social climate by promoting mutual respect between all members of the school community and by praising good behaviour and supporting students in finding different ways of expressing themselves than engaging in unsociable behaviour.

Promotion:

School

The school puts in place different educational projects and programmes, aimed at promoting a positive school climate of openness, tolerance and acceptance:

- ‘ESK Tower of Values’. There are 6 values which are taught through story, song, poetry, drama, arts, crafts, music and assemblies
- ‘Buddy classes’ the children are partnered with an older child in the school for social and learning activities
- Participating in the Waldklassenzimmer and having Biotop lessons which encourage the children to build a connection and respect for the environment
- Organising a Project Week: activities in mixed groups on a specific theme for a week
- Taking the children away on a Green Week (residential trips away P1-4) and a white week (P5 ski trip)
- Multicultural events: sports day, basketball tournament locally, European breakfasts, celebration of Diwali, St Martin’s, December concerts, Halloween and Fasching celebrations, celebrations for the EU national days, Open Day, School Summer Festival, ceremony for new pupils in P1 each Sept at the end of KG and P5 ceremonies, European Day of Languages, Europe day
- Involving the pupils in discussions about their school by holding regular class and school council meetings, from class 3 to 5
- Transition activities from nursery to P1 and from P5 to S1
- Participation in charitable activities

In all aspects of school life, emphasis will always be placed on the celebration, frequent praise and positive reinforcement of good behaviour and the following of the Golden Rules. Teachers and support staff promote positive behaviour by being good role models.

Home

At the beginning of the school year children and parents are informed about the school’s Golden Rules and Home-School Agreement. (Appendix D) Within the Nursery Department, the parents are asked to sign a class document agreeing to the content of the Home-School Agreement both for themselves and on behalf of their children. This will happen at the start of each school year or when the child joins the class, should this be later in the year. At the point of entry into the Primary School, all parents and children are asked to sign an individual copy of the Home-School Agreement which is published every year in the child’s homework notebook.

If parents have any concerns regarding their child, they should contact the class teacher. The teacher will provide a response confirming that the school is aware of their concerns. After the school has looked into the situation the parents will be informed that action has been taken. Please be aware that no details of specific actions, relating to other children can or will be given.

Appendix B: Golden Rules

- **We behave and work well together**
We behave in a way which allows everyone to work and play in harmony.
- **We are respectful and polite**
We talk and behave in a polite and respectful manner.
- **We keep our hands and feet to ourselves**
We solve problems with words. We treat others as we would like to be treated.
- **We walk, we don't run**
We move quietly and sensibly around the school.
- **We look after our school**
We take care of our school, personal property, work and displays.



Appendix C: Home school agreements



We wish to promote a culture of learning, where children are happy, enthusiastic, motivated and ambitious. We encourage mutual respect, support and collaboration between adults and children, both within the school and the wider community.

We believe that it is important to provide a safe, caring and stimulating environment for all our children, thereby promoting a sense of pride in our school. We believe that pupils achieve most when parents and school value and respect each other and work together towards the same goals.

The aim of our Home-School Agreement is to ensure that all parties involved understand and accept their roles and responsibilities.

As a school we will:

- Respect children as individuals – their rights, values and beliefs.
- Promote and have high expectations of behaviour and attitudes towards learning.
- Encourage good relationships and model high standards of respect and responsibility.
- Provide a happy, safe, and stimulating learning environment. Any form of anti-social behaviour or bullying will not be tolerated.
- Strive to promote each child's health, safety, happiness and feelings of confidence, self-worth and belonging.
- Provide a broad and balanced curriculum and endeavour to meet the needs of individual children and their learning styles.
- Encourage each child to do their best at all times and achieve their full potential.
- Encourage children to take care of their belongings and surroundings.
- Let parents know about any concerns or problems that affect their child's work, behaviour, attendance and punctuality.
- Arrange meetings with parents to discuss their child's progress when required.
- Keep parents informed about school matters and events.
- Always be willing to listen to the concerns of parents and endeavour to come to a solution.



Signed.....
Mr Holger Klose
Deputy Director Kindergarten & Primary

As a child I will:

- Follow our school's Golden Rules and my class rules.
- Respect the feelings of others.
- Treat others as I would like to be treated.
- Be polite, honest, helpful and considerate to others.
- Accept responsibility for the things I do.
- Do all my class work and homework as well as I can.
- Ask for help if I need it either in class or at breaktime.
- Listen carefully to everyone and carry out instructions with care.
- Be a good role model for other children.
- Remember to bring the things I need to school.
- Walk inside school buildings quietly and calmly.
- Keep the school free from litter and take care of school property.
- Do my best to keep myself and others safe both in school and on trips or visits.
- Remember that I represent my school when on school trips or visits.



Signed.....

As a parent/carer, I/we will:

- Help in fostering good behaviour and discipline, including the upholding of the school rules.
- Respect the school's policies and guidelines.
- Develop my/our child's understanding and ability to be responsible and self-disciplined, enabling him/her to become an effective member of our school community.
- Be respectful to other adults and children.
- Promote and have high expectations of behaviour and attitudes towards learning.
- Attend meetings to discuss my child's progress.
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Share any worries privately with the class teacher in the first instance.
- Support and encourage my child in homework and other opportunities for home learning.
- Inform the school of any medical needs my child may have.
- Ensure my child attends school regularly and arrives punctually.
- Provide an explanation if my child is absent.
- Make sure my child comes to school wearing weather appropriate clothing and that Sport kit is brought into school on the correct days.
- Ensure that my child comes to school ready to learn by being fit and well, having had enough sleep and having eaten breakfast.
- Keep the school informed of where to contact us in an emergency and provide up to date contact information.



Signed.....

Intervention:

When children do not follow the Golden Rules, the school aims to take consistent and fair action, across all language sections. In order for appropriate action to be taken, incidents are dealt with on an individual basis following the school's framework.

The school will take into consideration the past behaviour of a child before deciding on a consequence for their current inappropriate behaviour. The teachers and management should use their professional judgement in responding to inappropriate behaviour. Their response should be appropriate to the age and developmental stage of the student and take account of the cultural background of the student. Sanctions should be sensitive to the particular circumstances of vulnerable individuals or groups of students (for example, a child with a history of trauma or a child with special educational needs).

Class teachers and support teachers should check that the rules are communicated in a way that all children in the class are able to understand them. Some children will need additional help to understand the school rules. This could be an ongoing/longer process and may require a differentiated plan for some children to help them learn appropriate behaviour. This is called a differentiated Behaviour Plan and can be made by the teacher with the child and their parents/guardians.

Examples of inappropriate behaviour and possible responses are listed in the table below. It is not possible for the examples given to be exhaustive. The framework for handling problems will be applied consistently across the nursery and primary school. (p15)

Recording of the incidents

In all cases of serious inappropriate behaviour, the incidents are recorded on the serious incident form. This will include the incident, time, place and persons involved. Whoever witnesses the serious incident records it and informs the class teacher. If necessary, the care team and school management may support this procedure. When needed, evidence is gathered in written form from the persons involved or from witnesses.

Behaviour	Possible Consequences/Measures	Person responsible for application of measures
<p>Stage 1 Making it difficult for everyone in the class to learn and for the teacher to teach Not using good manners. Behaving in a way that is potentially dangerous. Showing lack of respect for others</p>	<p>Inappropriate behaviour is identified Remind pupil(s) involved about the rules of good behaviour. Communicate clearly to the pupil in which way they should improve. If needed, the pupil is asked to make an apology and to guarantee not to do the same again. If necessary, this can be done in writing and the letter kept in pupil's file.</p> <p>Measure (s) The pupil is given a verbal warning Pupil may be moved in class so that they complete their written work on their own, not sitting with their peers. Parents/guardians are informed in writing about the incident (s)</p>	<p>Any member of the teaching staff and the pedagogical and management team, who notices this kind of behaviour.</p>
<p>Stage 2 A pupil has already been given a Stage 1 warning but continues to use similar unacceptable behaviour and not respect the school rules.</p> <p>OR</p> <p>A pupil is deliberately and repeatedly violent to other pupils or attacks them verbally (including use of social media).</p> <p>A pupil uses bad language or insults in front of peers, teachers or other staff or shows disrespect towards others' cultural or religious identity.</p>	<p>The child may be asked to complete an activity that benefits the school community or given extra work related to the incident (e.g. completes a reflection form to consider their behaviour more closely) The child may be excluded from some school activities. A warning letter is sent home to advise the parents of the behaviour and a copy is kept on the child's file for reference. The parents may be asked to come to school to meet with the teacher or management and child to discuss the behaviour and to agree targets for improvement.</p>	<p>Any teacher Care Team Assistant Deputy Director Deputy Director</p>
<p>Stage 3 A pupil has received a Stage 2 warning letter but continues to persistently disrupt school life OR The pupil is violent or acts in a dangerous way against other pupils or members of the staff.</p> <p>The pupil is abusive or threatening The pupil makes a racist remark</p> <p>OR</p> <p>Any other incident, which can be considered as requiring action corresponding to this stage, at the discretion of the deputy director.</p>	<p>Further disciplinary measures are proposed to the Deputy Director. Proposed disciplinary measures are discussed and a decision is taken</p>	<p>The Care Team The Deputy Director</p>

Appendix D:
Behaviour Reflection Forms



Behaviour Reflection Sheet

Name:

Date:

This is what I did:

.....

.....

.....

.....

This is how I felt at the time:



sad



tired



angry



confused



.....

What I did was wrong because:

.....

.....

.....

Next time I will:

.....

.....

.....

I apologised for my actions: yes no

Form scribed by: Position: Signature:

Signature Parent/Guardian: Date:



Reflection form

Reflecting on my actions - P1 and P2

My name: _____

My class: _____

This can be used as a writing or speaking / drawing exercise (for the youngest children).

1. What I have done?	2. What happened?
3. How do I feel? sad embarrassed alone guilty do not care good angry	4. What could I have done differently?

Date ___/___/_____

Parents' signature

Pupil's signature

This has been sent home with your child because of an incident that has happened in school. Please speak to your child about what has happened, help them to complete this form and return it to school tomorrow.



Reflecting on my actions - P3, P4 and P5

My name: _____ My class: _____

I didn't follow the Golden Rules. I am ready to think about what happened and how I could improve my behaviour.

<p>1 - This is what happened, including my own actions. <i>e.g. I was involved in a fight. In the fight I hurt another child. I was angry.</i></p>
<p>2 - The impact of my behaviour (on others, on property or on myself). <i>e.g. I lost control of my feelings. I was physically hurt. The other person was physically hurt. The school had to spend a lot of time sorting things out. My parents were upset.</i></p>
<p>3 - What I must do to put things right. <i>e.g. I will draw a picture to say sorry, I will apologise orally, I will write a letter.</i></p>
<p>4 - What must I do to change my behaviour in the future? <i>e.g. I will take time to calm down. I will stop fighting with others. I will find peaceful solutions to problems with other children.</i></p>

Date ___/___/_____

Parents' signature

Pupil's signature

Appendix E: Home School Communication

School Staff Serious Incident Record



Incident Record

This is to be filled out by the adult who witnessed the incident (or who was first informed about the incident) on the same day of the incident, as soon as possible.

Plus any other adult involved in dealing with the incident e.g. nurse or assistant

Name/s: _____ Date ___ / ___ / _____

<p>1. Did you see the incident?</p> <p>- If you didn't, who informed you of what took place? (Please ask them to write in section 3 what they saw.)</p>
<p>2. Names of children involved and class:</p>
<p>3. Description of incident:</p> <p>Time:</p> <p>Location:</p> <p>What happened:</p>
<p>4. These are the steps I have taken to gather all the information regarding the incident, including the names of the children/staff who I have spoken to and the information they provided.</p>
<p>5. Have the parents been informed via the behaviour reflection form? Who did this? Who will check and collect it and deliver it to the care team?</p>
<p><u>Extra notes:</u></p>

All members of staff involved in dealing with the incident should sign this document.

Name _____	Name _____	Name _____
_____	_____	_____
<i>Signature</i>	<i>Signature</i>	<i>Signature</i>

1.5 Anti-Bullying

Introduction:

Our school is committed to working with staff, pupils and parents to create and maintain a school community where bullying is not accepted. This policy concerns any form of bullying among pupils at all times and in all places in the school. It also concerns incidents during school activities outside school such as outings, trips, excursions and incidents on the way from home to school and back and it also extends to the use of social networks involving pupils in our school community.

Definition:

A commonly used definition is that bullying is intentionally and repeatedly causing distress or harm to the same individual. In addition, it is difficult for the bullied children to defend themselves. This refers to the power imbalance between the parties – the bullied child usually has less power or physical strength than the bully or bullies.

Bullying can take many different forms. Most often it consists of verbal abuse and public ridicule of the target such as

- name calling
- insult
- negative comments (racist, sexist, etc.)
- teasing
- threatening
- harassment
- indifference, isolation from the group
- emotional - etc.

There are, however, many other forms that can include unwanted physical contact/assault, relational assault (gossips, manipulating friendships, intimidation, excluding, etc.) When sexual comments or actions are involved we speak about sexual harassment or sexual bullying, which may again take different forms (e.g. sexual jokes, comments, rumours, posting content or photos via social media, asking/offering to participate in any sort of sexual action, etc.) whether in person or online. The most recent and widespread variety is the so-called cyberbullying (also referred to as online bullying or cyber harassment).

According to the UNICEF definition cyberbullying is bullying with the use of digital technologies which can take place on social media, messaging platforms, gaming platforms and mobile phones (for example email, social networks and instant messenger)

‘Cyber-bullying’, the fourth type of bullying, is used to describe various acts of harassment, threats and harmful behaviour carried out between peers through the use of electronic media. This may include disseminating videos, photographs and messages through social media, email and mobile phones with the aim of causing humiliation.

Often the targets are bullied in more than one way and bullying is more than just single attacks. It is a rather stable relationship between the bully and the bullied child, and this relationship is further embedded in the larger peer setting.

Bullying is a social activity in which more than the two 'protagonists' are involved. It has been evidenced that those who observe the incident the so called 'bystanders' can take the role of the reinforcers or the helpers of the bully, the defenders of the bullied or even the onlookers of the incident. The roles that the peers take in a bullying situation is particularly important for its perpetuation or the minimisation of the phenomenon.

Bullying can similarly be described as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences (or perceived differences) between children. Face-to-face

bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.

It is important to make a difference between bullying and other, in many instances similar, but basically different behaviour patterns like relational conflict. The main differences can be summarised as follows:

Relational Conflict	Bullying
Happens occasionally	Repeated hurtful behaviour
Accidental	Deliberate
Equal power	Imbalance of power
Remorseful	No remorse
Effort to solve problem	No effort to solve problem

In a school context it is even more important to identify these two different approaches as they require different reactions from the school community, in the first place from pedagogical staff, management and, in the latter case, often also the school psychologists. But these approaches should be treated with the same importance.

Some children will need additional help to understand the social consequences of their own behaviour/the behaviour of others. This could be an ongoing/longer process.

Anti-bullying Guidelines

The schools management and care team oversees the implementation of anti-bullying pro-active (prevention) strategies along with re-active strategies (intervention) strategies having due regard for the wellbeing of all the pupils. The involvement of all staff members is crucial. Any suspected case of bullying is taken seriously and will be looked into with diligence and in the shortest time possible.

Proactive Strategies: (Prevention)

At a school level

- Provide adequate supervision of the playground and ensure the staff take incidents seriously by noting, reporting, investigating and dealing with single incidents of inappropriate behaviour which can develop into bullying.
- Areas which need extra attention during supervision are identified. E.g. toilets, beside bins, sides of the canteen and other areas not easy to see in each play zone.
- Good communication, cooperation and sharing of information between the school management, parents association and other bodies which are responsible for after school activities, after school care, holiday care and the school transport system.
- Give special attention to the school climate: teach ESK Tower of values lessons so that the social climate reflects respect, tolerance, caring, trust and support. Everyone in the school community should be mindful of their interactions with one another so they are positive role models for the children
- Provide in-house training or support for members of staff.
- All members of the school community have the responsibility not to ignore instances of inappropriate / bullying behaviour and to intervene when necessary.

At a classroom level

Each teacher must raise awareness of bullying within their class so that:

- Raise awareness of bullying by teaching children exactly what bullying is and how to deal with it through the specific anti-bullying prevention lessons run throughout the year
- Teach the children explicitly that behaving inappropriately repeatedly towards a child is bullying and is not tolerated
- Victims and bystanders understand that they should report incidents of bullying to their peers, teachers or parents. Note: the concern that is often associated with 'telling' needs to be addressed. A distinction needs to be made between telling tales to get somebody into trouble and seeking help to stop any bullying.
- Bystanders understand that wherever possible they should help and protect their peers whom they see are being bullied.
- Children develop their skills in assertiveness, conflict resolution and mediation.

Pupils should:

- Remember that what one pupil sees as fun, may be hurtful to another.
- Ask themselves: "Would I like to be treated that way?"
- Not stand by when bullying occurs.
- Talk on behalf of the victim who may be too scared to speak effectively and/or report the incident to a teacher.
- Talk to someone you can trust, like a parent, older sibling, friend, teacher or other member of staff.
- If you feel you are being bullied, do not bottle it up.
- Encourage and support the victim to stand up for him/herself and to be assertive. Encourage your classmates to do the same.

Reactive Strategies: (Intervention)

Parents should:

- Watch for signs of distress in your child, e.g. irrational and changeable behaviour; reluctance to go to school; change in appetite and/or sleeping habits; frequently feels unwell; torn, damaged or missing clothes or belongings.
- Report any behavioural changes in other children and/or bullying that you notice to the school.
- Listen to your child's concerns.
- Discuss, as soon as possible, suspected bullying with the class teacher.
- Do not attempt to sort out the problem yourself by speaking to the child whom you think it may be, behaving inappropriately towards your child or by speaking to their parents. Please go to, and speak with, your child's class teacher.
- **Do not** encourage your child to engage in 'bullying behaviour' back.
- Please bear in mind that your child may have played a part in the situation that has arisen. Children who are involved in emotional situations do not always remember clearly what has happened. They often feel strongly about what has happened to them but do not always consider what has happened to the other people involved in the conflict.

Procedures for reporting and responding to bullying incidents

Any disclosure that is made will be treated seriously with appropriate discretion. It will be carefully investigated and recorded. A bullying incident can be reported by anyone to the class teacher. (pupil themselves, parent, carer, friend or anyone who has knowledge of the problem).

(a) The school will try to find out what has happened as thoroughly as possible. Make a full written record of evidence from all parties involved.

(b) Make sure from the very beginning that the matter is regarded as a priority and is taken seriously.

(c) Listen to both sides of the story separately. If it is appropriate and necessary, bring both parties together.

(d) Inform parents/carers as soon as possible. Meet them in person if possible and listen to both versions of the story.

(e) Discuss the case with appropriate staff members. If necessary, refer the case to the care team and complete the screening form for bullying. (Appendix F) The Deputy Director is kept informed.

(f) Reconciliation and restorative measures between the pupils is encouraged and supported by the class teacher and care team.

(g) After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

(h) If the class teacher is unable to resolve the incidents the Deputy Director will call for a meeting between all parties to resolve the problem. In serious cases the parents will be contacted and invited to come into school for a meeting to discuss the problem. If necessary and appropriate, the school psychologist will be invited. Appropriate professional help and counselling may be requested with parental agreement. If the bullying persists, the disciplinary council of the school could be involved.

Appendix F: Screening Form for Bullying

To be completed by the adult who is the first to learn about a (suspected) bullying case.



Screening form for bullying

1. Date when suspected bullying was first reported: _____
2. Person who was contacted first: _____
3. The person who reported the suspected bullying
 - The victim
 - Peer of the victim, name
 - Victim's mum/dad, main carer name
 - Teacher, name
 - Someone else, name
4. Targeted pupil: _____ Class: _____
5. Concrete examples of what has happened:

6. How many times has the suspected bullying occurred? _____
7. When was the last time that it occurred? _____
8. How long has such treatment been going on? _____
9. Pupils who have actively taken part in suspected bullying?
Name: _____ Name: _____
Name: _____ Name: _____
Name: _____ Name: _____
10. On the basis of the information acquired this is:
 - A conflict or a fight between children
 - Hurt feelings due to misunderstandings
 - A single aggressive incident
 - Bullying
11. Decision regarding the case:
 - Class teacher discusses with the pupils who have taken part in the incident
 - Director discusses with the pupils who have taken part in the incident
 - Referral accepted by the team

1.6 Health, Safety and Security

Introduction

The European Schools are committed to providing a healthy, safe and secure learning environment for pupils. In general, health, safety and security-related issues are governed by the overarching health, safety and security policies of the European Schools and the host country's legislation.

With respect to child well-being, there are specific health, safety and security subjects, which are not covered by these overarching policies. These are dealt with in this chapter.

Hiring of Staff

The school will request a copy of the criminal record (or equivalent document from the country of residence) for all staff of the European Schools.

Comfort

Classrooms, laboratories, gymnasiums and other similar places where pupils assemble must be:

- well-lit;
- appropriately heated;
- appropriately ventilated; and
- of an appropriate size for the classes using them.

Furniture

The school will provide fixed and adjustable chairs, stools and tables respecting the EN 1729 standard.

Physical Education Equipment

The equipment for physical education will be regularly inspected by a competent service provider.

Playground Equipment

The school will only purchase and install playground equipment respecting the EN 1176 standard. The maintenance and periodic controls of these equipment will be conducted according to the criteria stipulated in this norm. To guarantee the safety of the pupils in case of impact, the playground surface will be determined and constructed in accordance with the EN 1177 standard.

Medical Information and Allergies

Parents will provide the school with relevant information concerning their child's specific medical conditions and allergies on a "need to know" basis, taking into consideration medical advice and parents' wishes. All medical information is handled in a strictly confidential manner by the schools' medical department.

Hygiene and Cleanliness

The school will provide a clean environment for pupils. It will also raise awareness with pupils and staff to keep the premises clean and tidy.

Good hygiene and cleanliness can be achieved, inter alia, through:

- Frequent and thorough cleaning of the school site and classrooms with particular attention to areas for food preparation and consumption, toilets and showers.
- Provision of water, soap and drying facilities in toilets. The school may decide upon a menstrual product which is provided free of charge to the pupils.
- Encouraging hygienic behaviour among users.

Healthy Food

The school will promote and encourage healthy eating habits. Pupils will have a pause during the school day so as to consume their lunch.

Traffic Hazards

The school will protect pupils from traffic hazards when on the schools' property or in the schools' care (e.g. outings, field trips).

Fire and Amok Safety

In order to ensure the safety of pupils during a fire alarm or amok alarm, procedural information has been communicated to all staff. Two fire drills are conducted each school year to practice safe evacuation of the building.

School Field Trips

Prior to field trips the school is required to perform a risk assessment. The accompanying teachers must be fully involved in this assessment. Parents must be kept fully informed of all aspects of school expeditions in which their children are involved.

Guidelines to promote a positive social climate in the Secondary

2.1 Introduction

A positive school climate helps students feel socially, emotionally and physically safe in their school and supports their academic and social development. Hence, the promotion of a positive school climate is a priority for the school in the following areas:

- ✓ Child protection
- ✓ Mental health
- ✓ Anti-Bullying
- ✓ Good Behaviour
- ✓ Anti-Substance (Ab)use
- ✓ Health, Safety and Security

For each policy, we will abide by the following:

1. **Complaints Handling System:** first with the Cycle Coordinator, then the Assistant Deputy Director, followed by the Deputy Director, and finally with the Director.
 - We hold respect for confidentiality when appropriate but with proper information to the person complained about
 - The secretary to the secondary school keeps records of complaints and action taken
 - We inform other members of the school who need to know.
2. **Confidentiality:** All information received is kept confidential, except in three situations. If a pupil (under the legal age in Germany) discloses:
 - Harm to self,
 - Harm to others,
 - Harm being done to the pupil.In such situations the Secondary School will keep matters confidential and take no action but will intervene so as to protect the minor concerned. Interventions may include informing the parents/legal representatives, and/or seeking professional help within and outside the school, such as medical services or social services.
3. **Data Protection:** Regarding the issue of data protection, especially when it comes to the storage, keeping and destruction of records, as well as the issue of accessibility to such records, all of this data will be handled according to German legislation and regulations.

The engagement of all members of the school community, although different groups have different roles and perspectives, is crucial for successful school improvement. In general, we encourage a positive social climate by promoting mutual respect between all members of the school community and by praising good behaviour and discouraging unsociable behaviour.

The school offers a guidance/mentoring system to the students by all members of the staff but particularly by:

- ✓ The class teacher and
- ✓ The educational advisers
- ✓ Care Team members

The school also puts in place different actions, planned annually and regularly during the year, aimed at promoting a positive school climate:

- ✓ Transition activities P5-S1
- ✓ Implementation of the Buddy system for newcomers
- ✓ Sexual education program (S3)
- ✓ Drug prevention program (S1-S3)
- ✓ Use of devices and media (S1-S3)
- ✓ Management of study stress (S4-S7)
- ✓ Building Resilience (all classes)
- ✓ Organisation of charity activities (Burundi run)
- ✓ Organisation of activities or various cultural events bringing pupils together: European Projects (MEC, MUN, ESSS, fames, etc.)
- ✓ Organisation of team building and personal development activities, which includes school trips and project days.

In order to make it clear of what is expected from the pupils and the members of the staff, the school has rules and community guidelines, which are based on mutual respect and the necessary solidarity amongst all members of the school community, and they imply respect for personal values without regard to function, age, colour, creed or nationality.

School rules and community guidelines

In order to guarantee a positive social climate, it is required that parents and members of the staff:

- fully support positive behaviour by praising and encouragement
- immediately inform the school of any issues or concerns which may affect pupils' behaviour in school
- work together with the persons in charge at school when concerns with behaviour are identified.

The school has already established a procedure to deal with disciplinary issues (Guidelines for Classroom Management).

Community expectations

- We always behave respectfully and politely to ALL members of our school community.
- We are responsible for creating an atmosphere that allows for learning in classrooms and throughout the school building. That means: no running, no shouting, etc.
- We are on time for lessons.
- We keep the doors, corridors and stairways free of personal property (schoolbags etc.). These are passageways and also emergency exits.
- During free lesson times students must remain quietly in the foyer on the ground-floor. During the lunchbreaks (periods 5 & 6) pupils should go outside except in inclement weather. Those wishing **to work** may do so quietly in the Perma, in the library or, for S5-S6, in the study room C005, and for S7 in the Abiraum. Due to limited capacity, if these areas are full, pupils may also **work quietly** in the foyer.
- We take care of our personal belongings and respect the property of others.
- We keep the school clean and put litter in the bins provided.
- The use of mobile phones and electronic devices is forbidden on all the premises of the school. They may be used only for pedagogical tasks when authorized by and under the supervision of a member of the teaching staff. Cycle 2 and 3 students abide by the Bring Your Own Device policy for use of electronic devices in class.
- School is a alcohol/drug free and non-smoking zone. ZERO TOLERANCE
- In the canteen pupils always follow the instructions given by the supervising staff. After eating leave the tables, chairs and floor clean and return trays to the rack provided.
- When using school transport or public transport we respect the driver and other passengers by keeping noise to a minimum. On entering and leaving the transport, we always behave respectfully towards others.

2.2 Child protection

The protection, care, and welfare of children/pupils within the European Schools system are at the core of the schools' activities. As part of this duty of care in The European School Karlsruhe, it is essential that all those entrusted with overseeing the system (which also includes those involved in the appointment of staff and the management of school) are required to do everything they can to ensure that everyone working with the pupils is fit to do so, and that as safe and secure educational environment as possible is established.

Any information that raises concerns about the welfare and protection of any pupil is transmitted to the school management.

The statutory responsibility for child protection in Germany lies within national and local laws.

Prevention:

Opportunities are created at the start of the year for students to develop an understanding of what constitutes acceptable/unacceptable behaviour on the part of others and to develop their own self-confidence and awareness. At the start of each school year all class teachers are required to inform their students about these issues.

Pupils are informed about sources of help and advice including the care team, the school nurse and the school psychologist. Attention is also drawn to other initiatives in school throughout the school year to help protect the children.

The school establishes open and professional communication with parents regarding the safety and well-being of the pupils.

Intervention:

The school management should always be informed where a person has reasonable grounds for concern that a child may have been, is being, or is at risk of being abused or neglected. If the symptoms of abuse are ignored, it could result in on-going harm to the child. It is not necessary for a person to prove that abuse has occurred to report a concern. All that is required is that the person has reasonable grounds for concern. Where a concern is reported, the information will be carefully considered with any other information available, and assessment will be carried out where sufficient risk is identified.

Staff members are informed about individual child protection issues on a need-to-know basis. The school endeavours to achieve the best balance between the desire for confidentiality on the part of the child and the need to give members of staff sufficient information for them to fulfil their role responsibly.

If there is an allegation of abuse, the school management will examine the case in the most appropriate way in cooperation with the school medical and psychological services and take necessary steps. This can include contacts with the local authorities, such as the Jugendamt. A written report will be made, and the Director of the school will decide on further disciplinary steps to be taken if school personnel are involved. Different types of professional help will be sought where necessary.

A disclosure from a child must be taken seriously by every member of staff. The person to contact immediately is the school management, who will ask for a written declaration including precise reports of dates and times of any observations made. The school management will contact the appropriate partners for cooperation in the actual case and make the necessary investigations.

Every member of staff has the obligation to forward in writing any necessary information to the school management concerning possible abuse. A written record of measures taken is kept by the school. The facts are treated as confidential.

Training:

Child protection training for staff members should take place regularly in order to keep procedures active, raise awareness and inform and update both new and old staff members. The city of Karlsruhe also offers training in this area:

<https://www.karlsruhe.de/bildung-soziales/schutz-praevention/praevention-in-schulen>

An example of training offered to staff and parents:

Dear Parents/Guardians,

The Care Team Action Branch have finalised and approved our “activities plan” for 2022-2023, with many interesting projects, namely the “Community Service Project” and 3 celebrations that will take place in the next months and will involve our whole school community.

World Kindness Day – 18. November

UN Day of Zero Discrimination- 1. March

United in Diversity – April/May

All S1 through S4 classes attended a **Medienprävention event** held by the police of Baden-Württemberg last week. **Anti-bullying workshops** will begin in the S1 classes starting this week and after the autumn break.

The city of Karlsruhe is also hosting **online events for parents**. If you are interested in attending, please follow the registration instructions in the links below.

Dienstag 25.10., 20 Uhr: **Jugendliche Sexualität und Social Media**

Kinderbüro on Air/online, Anmeldung: <https://next.edudip.com/de/webinar/jugendliche-sexualitaet-und-social-media/1831338>

Dienstag 22.11., 20 Uhr: **Mein Körper gehört mir! - Bausteine der Prävention**

Kinderbüro on Air/online, Anmeldung: <https://next.edudip.com/de/webinar/mein-koerper-gehört-mir-bausteine-der-praevention/1831344>

Have a wonderful week!

2.3 Mental Health / Care Team

It is extremely important that our school can support individual students who are experiencing various mental health issues to a varying degree. For this purpose, we have launched the Care team.

Prevention and Intervention:

The benefit of creating a dedicated team, called CARE TEAM, of invested individuals from the staff and other relevant stake holders is to have a 'visible' and 'organized' approach to dealing with challenges of mental health.

Role and goal of the Care Team

The Care Team provides a visible structure and entry point for all members of the school community in promoting issues of well-being and supporting vulnerable students in both short-term crisis and long- term issues relating to mental health.

It is the duty of every teacher in the school community to care for and support students. With the creation of the CARE TEAM, we take a whole school approach which means that issues of care and support are a collective responsibility. Teachers need to feel that they are not isolated and alone and they need help in knowing ways to approach working with students.

The goal of the Care Team is to put the student in the center and ensure they are listened to, not necessarily to solve their problems but to show compassion and understanding.

In times of crisis, referrals to the Care Team and actions taken need to be quick.

Tasks and Responsibilities of the CARE TEAM

- Act as a reference for other members of the school community, (class teachers/parents), in issues related to mental health and wellbeing.
- Meet regularly to discuss individual cases in a confidential manner as well as to plan other activities of the group.
- Where needed, provide informal support for specific students in the form of mentoring.
- Where needed, act as a the 'key member of staff' to liaise with parents, health care professionals and other members of the school community about specific students.
- Promote mental health issues within the school community. These would likely include LGBTQ bullying, suicide, anxiety and depression
- Create and promote material to display around the school buildings.
- Organize and deliver workshops for pupils and teachers each year. Regular surveys are launched to collect and assess the needs of the school community.

Organization of the CARE TEAM

The CARE TEAM is organized in two branches:

- a) The CARE TEAM – ACTION BRANCH
- b) The CARE TEAM – CONTACT BRANCH

The ACTION BRANCH is a 'core unit' of key staff tasked with meeting regularly (at the minimum once a month) to monitor, review, refer and agree support for individual students. Other members of staff may be invited to the Care team meetings when appropriate.

Members of the CARE TEAM – ACTION BRANCH:

- Deputy Director OS
 - School nurse
 - School psychologist
 - 2 cycle coordinators
 - Educational advisor/Care Team coordinator
 - Educational support coordinator
-

The aims and the actions of this branch are:

- Review individual cases in a confidential environment.
- Discuss provision of support for students highlighted by members of the school community as being 'at risk' or encountering a wide array of mental health issues.
- Create action plans for future provision for individual students.
- Work closely with the school psychologist and nurse on aspects of mental health education and provision.
- Plan, organize and deliver ESK well-being activities.
- Establish a calendar of events for the school community.
- Referrals to external health care professionals when necessary.

The CONTACT BRANCH is constituted by all staff members, who act as 'antennae' in helping to identify and refer individual students and who can be also involved in an ESK 'well-being' education program. The aims and the actions of this branch are:

- Contact, listen and help 'at risk' students
- Communicate with members of the 'Action Branch'
- Create a flow of information within the school community
- Contribute to the development and delivery of an ESK well-being program of educational, awareness-creating and prevention activities for students in each Cycle.

Priorities of the CARE TEAM:

- Care Team members to 'introduce' themselves to the students and become 'visible' since the first school day.
- "Contact Branch" to work on a system of referral, reporting and tracking for vulnerable students.
- "Action Branch" to collect information (also occasionally via surveys) from students about their needs and wishes about a Care Team.
- Creation of promotional materials for the Care Team
 - create posters and wall displays to make the Care Team visible throughout the school building.
 - Wall displays may also begin to address issues of well-being through informative and positive messages.
- Plan, organize and run a set of 'Well Being Workshops and activities' for students.
 - in Cycle 1 to focus on bullying prevention, smoking prevention, fitness and positive social climate.
 - Cycles 1 through 3 to focus on substances (ab)use, mental health and fitness, resilience and management of study stress as well as internet security, appropriate behavior online and data protection.

Visibility of Care Team:

- Care Team bulletin board in foyer, with useful information for pupils
- Care Team posters throughout the school building
- Brochures and flyers from local social and psychological support programs displayed in foyer, in study room, Abiraum, and staff room.

Training:

Training for staff and parents will be determined each school year according to needs, wishes and through surveys. Staff and parents will be informed about local and online training events regularly.

Appendix:

A. Care Team Poster for the Secondary School:

WELL-BEING ISSUES ?

We are here for you!
Contact your teachers or the

CARE TEAM

 Ms Becke (C 006)	 Ms López (C 026)	 Ms Molloy (Nurse)
 Ms Chabanis (C 114A)	 Mr Fastner (C 026)	 Ms Stavrou (C 114)

B. Care Team Referral Form:

Care Team Referral Form

Student Name:		Class:	
Referring Staff Member Name:		Date:	
1. <u>Description of the situation</u> Please tick as many of the below as you think apply and use this space to write any comments.			
Absences		Anxiety/stress	
Late to lessons		Depression	
Concentration in lessons		Aggression	
Discipline issue in lessons		Family problems	
Discipline issues outside of lessons		Inclusion issues	
Victim of bullying		Other issues	
Bully of other students			
Hygiene issues			
Additional Comments:			
2. <u>Actions Taken</u> Have you done any of the following?			
Talk to student's class teacher.		Talk to member of Care Team.	
Talk to student's educational advisor.		Contact parents of the student.	
3. <u>Care Team Action Branch</u> Initially recommended actions with responsible person assigned.			
Teacher to meet with student		Responsible person	
Educational advisor to meet with student			
Letter to parents			
Meeting with parents			
Referral to school psychologist			
Referral to outside agency			
Notes:			

C. Care Team Caseload Tracking Document:

NAME	SURNAME	CLASS	CASE KEY WORDS	KEY TEACHER	TYPE OF SUPPORT					NOTES
					PARENTAL CONTACT	STUDENT MENTOR	TEACHER MENTOR	SCHOOL PSYCHOLOGIST	OUTSIDE AGENCY	

D. Care Team Action Plan: Example of a roadmap for a whole school approach to CARE TEAM activities

Action Branch Members:	Contact Branch Members
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Discuss provision of support for students highlighted by members of school community as being ‘at risk’ or encountering a wide array of mental health issues. • Create action plans for future provision for individual students. • Work closely with the school psychologist and nurse on aspects of mental health education and provision. • Plan, organize and deliver ESK well-being activities. 	<p>Main Responsibilities:</p> <ul style="list-style-type: none"> • Contact, listen to and help ‘at risk’ students • Communicate with members of the ‘Action Branch’ <p>Optional Responsibilities:</p> <ul style="list-style-type: none"> • Plan and deliver ESK well-being activities

CYCLE ONE S1-S2-S3	CYCLE TWO S4-S5	CYCLE THREE S6-S7
<ol style="list-style-type: none"> 1. Anti-bullying 2. Anti-tobacco 3. Nutrition/Fitness 4. Prevention – Media 	<ol style="list-style-type: none"> 1. Addiction (effects and prevention of drugs/alcohol) 2. Managing Study Stress 3. Fitness 	<ol style="list-style-type: none"> 1. Managing study stress

Community Service

“Building Resilience” project (developed from 2025-2026)

Community Service (Gardening, Buddies, Tutors, World Kindness Day, Open Day, ..., future projects proposed by teachers and students)

DATE	TARGET GROUP	DETAILS OF ACTIVITY	NOTES
	S1	Anti-Bullying Workshops	
	S1 – S5	Media Prevention	
	All	<p>World Kindness Day: All week: kindness quotes rotating on screen Students make posters for the day Table in foyer during break with kindness cards and treats, and music</p>	
	S1-S7	<p>Celebration of UN DAY OF ZERO DISCRIMINATION Organized by Inclusivity Club</p>	
		<p>United in Diversity Students will make posters in art class</p>	
		Community Service Awards Ceremony	

E. Example of announcement to the parents:



Dear Parents/Guardians,

The Care Team Action Branch have finalised and approved our “activities plan” for 2022-2023, with many interesting projects, namely the “Community Service Project” and 3 celebrations that will take place in the next months and will involve our whole school community.

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Have a wonderful week!

F. Template used in the project “P5 to S1 Transition Buddies”:

Name:	S1 Buddy’s Name:
Class:	Class:

Congratulations! You have been selected to be a buddy to an incoming S1 pupil.

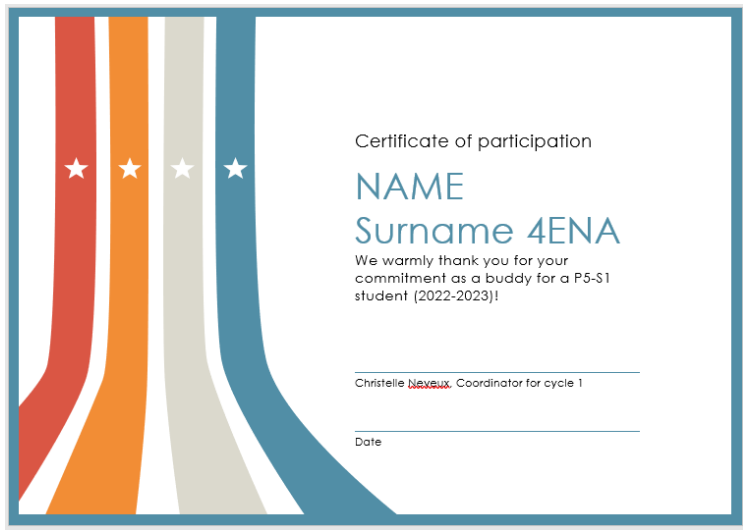
Your goal as a buddy is to help the S1 pupils make a seamless transition to the Oberschule, because you have the experience and maturity to be a support and a positive role model.

Rules and Reminders:

1. Show respect! Do not make fun of the person you are helping, on the contrary encourage him / her!
2. The buddy does not replace the teacher. You are there to assist the S1 pupil, not to do their work for them.
3. Check in with your buddy when you see him/her around the school. This does not have to be lengthy, just a quick hi, and ask how they are doing.
4. When you do have more free time, and you see your buddy at school, try to do a lengthier check-in. You will receive a list of possible conversation topics in September.

Thank you in advance for your help!

1. Introduce yourself.
2. Ask your buddy any of the following questions, in any order, and once he/she has answered a question, you can **ask follow-up questions and share about yourself**. You do not need to get through all questions. The goal is to **get a conversation started** and to help your buddy feel comfortable talking with you. **Smiling and laughing** together are positive signs! 😊
 - a. How long have you been at ESK?
 - b. What are you most excited about in S1?
 - c. What are you worried about in S1?
 - d. What are your plans for the summer holiday?
 - e. What’s your favorite subject in school?
 - f. Do you play sports? An instrument? Video games?



G. Example of a survey launched to the pupils by the Care Team:

Liebe Schülerinnen und Schüler,

bitte nehmen Sie sich ein paar Minuten Zeit, um diese kurzen Fragen zum Wohlbefinden der Schüler und Schülerinnen an der Europäischen Schule Karlsruhe zu beantworten. Wir freuen uns über Eure Ehrlichkeit und Euer konstruktives Feedback.

Bitte bewertet, wie sehr ihr den folgenden Aussagen zustimmt oder nicht zustimmt.

BITTE BIS SPÄTESTENS MONTAG, DEN 19. DEZEMBER 2022 BEANTWORTEN.

Danke für Ihre Teilnahme.

1. I feel good in this school – I like the school. / Je me sens bien dans cette école - J'aime l'école. / Ich fühle mich in dieser Schule wohl - ich mag die Schule. *

- Strongly Agree / Tout à fait d'accord / Ich stimme stark zu
- Agree / D'accord / Ich stimme zu
- Disagree / Pas d'accord / Ich stimme nicht zu
- Strongly Disagree / Pas du tout d'accord / Ich stimme überhaupt nicht zu

2. I want to learn as much as I can at school. / Je veux apprendre tout ce que je peux à l'école. / Ich möchte in der Schule so viel wie möglich lernen. *

- Strongly Agree / Tout à fait d'accord / Ich stimme stark zu
- Agree / D'accord / Ich stimme zu
- Disagree / Pas d'accord / Ich stimme nicht zu
- Strongly Disagree / Pas du tout d'accord / Ich stimme überhaupt nicht zu

H. Example of a survey launched to the teachers by the Care Team:

Liebe Lehrerinnen und Lehrer,

bitte nehmen Sie sich ein paar Minuten Zeit, um diese kurzen Fragen zum Wohlbefinden der Lehrer und Lehrerinnen an der Europäischen Schule Karlsruhe zu beantworten. Wir freuen uns über Ihre Ehrlichkeit und Ihr konstruktives Feedback. Bitte bewerten Sie, wie sehr Sie den folgenden Aussagen zustimmen oder nicht zustimmen.

Vielen Dank! Das Care Team der Oberschule

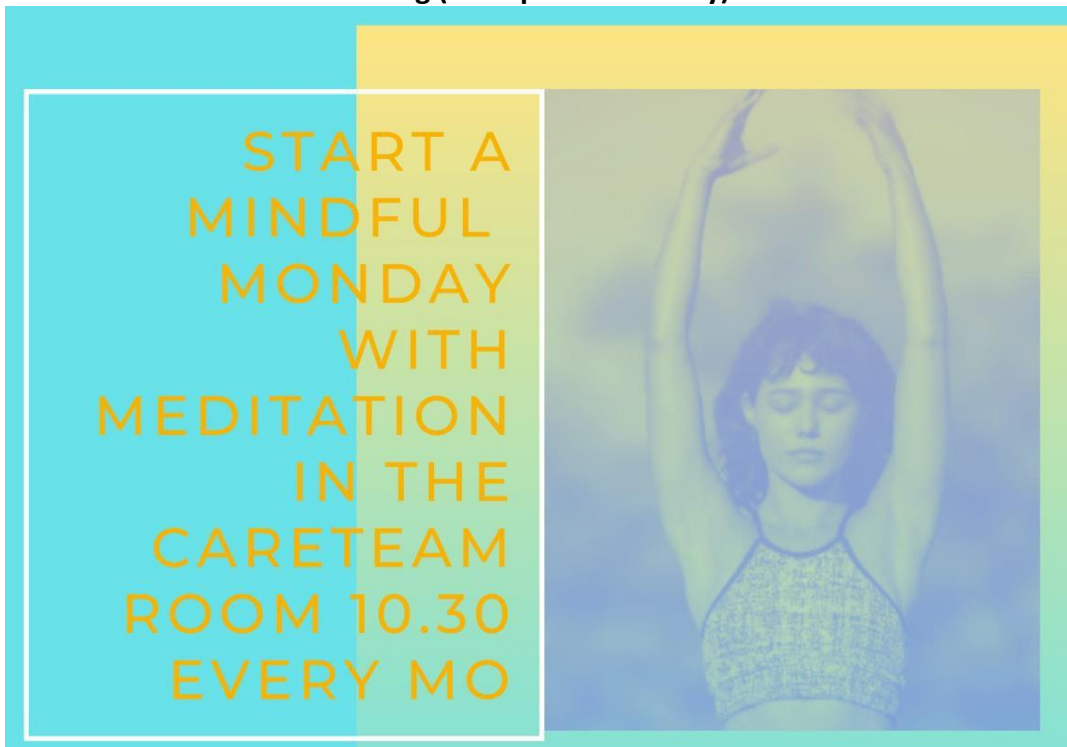
1. I feel good in this school – I like the school. / Je me sens bien dans cette école - J'aime l'école. / Ich fühle mich in dieser Schule wohl - ich mag die Schule. *

- Strongly Agree / Tout à fait d'accord / Ich stimme stark zu
- Agree / D'accord / Ich stimme zu
- Disagree / Pas d'accord / Ich stimme nicht zu
- Strongly Disagree / Pas du tout d'accord / Ich stimme überhaupt nicht zu

2. I am happy with my work environment. / Je suis satisfait de mon environnement de travail. / Ich bin mit meinem Arbeitsumfeld zufrieden. *

- Strongly Agree / Tout à fait d'accord / Ich stimme stark zu
- Agree / D'accord / Ich stimme zu
- Disagree / Pas d'accord / Ich stimme nicht zu
- Strongly Disagree / Pas du tout d'accord / Ich stimme überhaupt nicht zu

I. Promotion of the teachers' well-being (example of 1 activity):



2.4 Good Behaviour

Prevention of Misbehaviour:

At the beginning of the school year pupils and parents are informed about the Community Guidelines and the School Rules. They are also informed of possible consequences for negative behaviour.

In addition, we will implement CAAP (Citizen Action for All Programme) in which students are encouraged to support their local community through acts of service and participation in a range of concrete activities. They can be engaged in activities such as volunteering in:

- Local community groups / Supporting the work of local charities / Engaging in environmental work or
- Assisting with groups to support children and adults with additional educational needs and/or physical disabilities.

The CAAP programme is offered to S4 students in the framework of the “Personal development” week, organized by the CAAP coordinator.

Teachers should always implement strategies to promote positive behaviour. ESK teachers and staff acknowledge positive behaviour and growth/progress made after difficult behaviour. Nevertheless, when pupils are unable to follow the School Rules the school aims to take consistent and fair action, across all language sections. The following framework, which describes how problems are dealt with, should be applied consistently.

Intervention:

Incidents are divided up into three levels. These levels are defined in the “Guidelines for Classroom Management” on the next page.

Recording of the incidents

In all cases of inappropriate behaviour, incidents are recorded by the person responsible for the Permanence (Level 1), or by the cycle coordinator (Level 2) or by the management (Level 3). This will include the incident, time, place and persons involved. If needed, evidence is gathered in written form from the persons involved or who witness the incident.

Disciplinary measures applied in case of inappropriate behaviour/breaking the school rules:

- Verbal reprimand.
- Detention of 1, 2 or 3 periods in the Permanence under the supervision of the person responsible for Permanence, to produce pedagogical documents such as:
 - Write a sincere apology to the offended persons. / Write his/her own behavior code (1 page).
 - Write an essay on the topic: “How can I create a good climate in our school.” The school computer may be used for research / Other assignments/work.
- Temporary exclusion.
- Disciplinary council.

The list is not explicit and other pedagogical measures may be decided.

Training:

- Community Service Award information for staff and students
- Intervention Chart shared with teachers
- Professional Development about creating and maintaining a strong classroom culture and setting and maintaining high behavior expectations.
- CAAP (Citizen Action for All Programme)

Framework: From Quality Teaching in the European Schools, Ref. 2015-09-D-3-en-3 2016

The teacher...

<i>Pedagogical climate: creates a positive pedagogical climate</i>	
14	Models and manages behaviour effectively to ensure a good learning environment
15	Manages resources in such a way as to create an inviting learning environment
16	Ensures a safe and pedagogical climate
17	Shows awareness of contextual factors that may affect class climate or pupils' learning

Classroom management is the responsibility of the teacher. It is clearly stated in the European Schools Teaching Standards: *"The teacher models and manages behaviour effectively to ensure a good learning environment"*.

All general classroom behaviour is indeed expected to be handled by the teachers. They are responsible for implementing with their classes the necessary rules and for taking all the necessary measures to manage the discipline and the behaviour of their pupils. They are not supposed to send the disruptive pupils to the educational advisers, or to the Management, or to the library, or to the Permanence during classes. They are supposed, in a first step, to handle themselves the issues.

Level 1: If after having put in place several disciplinary measures during their lessons, a pupil still continues to behave in an inappropriate way, from now on, teachers are allowed to give pupils a **detention**, in the Permanence, during one of his/her free periods, with a specific task to be done.

These detentions must be organized with the person in charge of the Permanence, but only for specific pupils who misbehave, following these rules:

- a. Detentions should happen during a pupil's free period, but not during their lunchtime. A pupil cannot be forced to arrive sooner or leave later.
- b. Send the person in charge of the Permanence the work that the student should complete during detention. This may include subject-specific work, apology letter, reflecting on school or class rules, etc.
- c. It is up to the teacher whether she or he wishes to inform the parents of the detention, depending on the severity of the situation.
- d. The person in charge of the Permanence will keep a record of these detentions and will archive the work done in a folder, by classes.

Level 2: After 2 detentions, or in case of a serious misbehaviour, complete an [incident report](#) and send it to the cycle coordinator, with the class teacher and educational adviser in copy.

The cycle coordinator will analyse and discuss the situation with the teacher, the class teacher, the parents and/or other stakeholders (he/she will organize a meeting) to come up with strategies for how to better manage the pupil(s) or the class. Disciplinary measures can be taken. The cycle coordinators will keep a record of these cases and will do the follow-up.

Level 3: After 3 detentions, or in case of a very serious misbehaviour (such as violence, breaking or vandalizing school property, etc.), complete an [incident report](#) and send it directly to the management, with the cycle coordinator, class teacher, and educational adviser in copy. Exclusions from the school can be implemented. In these cases, the Assistant Deputy Director will keep a record of these cases and do the follow-up.

NOTE: If the issue is related to attendance, teachers can give a detention but please contact the educational adviser.

Teachers should not hesitate to come back to the Deputy Director in case advice or intervention is needed in complicated or sensitive cases.

The school management

Template to report a disciplinary incident:



Incident report / Vorfallsbericht / Rapport d'incident

To be sent to : Cycle Coordinators and Ed. Advisers, cc to Deputy Director

Date of incident / Datum des Vorfalls / Date de l'incident :

Name & class of pupil (s) involved/ Namen & Klasse der beteiligten Schüler / Nom et classe de l'élève ou des élèves

Description of incident (please use precise and objective vocabulary, describe all the facts) / Beschreibung des Vorfalls (bitte verwenden Sie ein präzises und objektives Vokabular, beschreiben Sie alle Fakten) / Description

Documents attached (photos, evidence, witness reports ...) / Beigefügte Dokumente (Fotos, Beweise, Zeugenberichte ...) / Pièces jointes (photographies, preuves, témoignages...):

Disciplinary measures requested / Beantragte Disziplinarmaßnahmen / Mesures disciplinaires proposées :*

Signature teacher(s) / Unterschrift Lehrer / Signature du professeur:

Communicated to parents by CC: (date)

* (which sanction? For whom? Eg. 1 or more periods detention in the perma, 1 day exclusion, letter of apology, extra work ... The sanctions will be discussed with the CC and EA and approved by the Dep. Dir.) / (welche Sanktion? Für wen? Z.B. 1 oder mehrere Stunden Nachsitzen in der Perma, 1 Tag Schulausschluss, Entschuldigungsschreiben, zusätzliche Arbeit ... Die Sanktionen werden mit dem CC und EA besprochen und vom Dep. Dir. genehmigt)

Example of communication for the celebration of the Kindness Day:

Subject: World Kindness Day - Friday, 18. November

Dear Colleagues,

Hosted by the Care Team, we will celebrate **World Kindness Day on Friday, the 18th of November.** (The official World Kindness Day is Sunday, the 13th of November.)

All week you will see student-made posters going up in the foyer and kindness quotes posted on the screen. On Friday during the small break, the Care Team will have a table set up in the foyer with kindness notes that students and staff can fill out and post on a bulletin board or give to a lucky person. Who knows? Maybe some random acts of kindness will come your way.

Special thanks to the teachers and students who have helped with this event!

Mit freundlichen Grüßen, Best regards, Bien cordialement,
The Care Team

Project: “Community Service – Doing well by doing good”

„DOING WELL
BY DOING GOOD“

SCHOOL COMMUNITY SERVICE

A 2008 STUDY PUBLISHED IN THE JOURNAL *SOCIAL SCIENCE & MEDICINE*

“suggest[s] that people who volunteer report better health and greater happiness than people who do not.”

<https://pubmed.ncbi.nlm.nih.gov/18321629/>

A PAPER PUBLISHED BY HARVARD HEALTH

- Found that “volunteers benefit from something they call the ‘happiness effect.’ It turns out that weekly volunteering leads to happiness levels comparable to a life-changing salary boost.”

THE SAME HARVARD HEALTH PAPER ADDS THAT

„ When people work together in a volunteer capacity they begin to build social connections based on shared values, all of which work in favor of a stronger, more connected community.”

www.forbes.com/sites/forbescoachescouncil/2017/10/16/volunteering-a-formula-for-help-and-happiness/?sh=7917bc203cdc



Community Service Award

This certificate is presented to
Dieses Zertifikat wird verliehen an
Ce certificat est remis à

We thank you! Wir danken dir! Nous te remercions !

For your service to the ESK community during the 2022-2023 school year, in particular for:
Für deinen Einsatz für die ESK-Gemeinschaft während des Schuljahres 2022-2023, insbesondere für:
Pour les services rendus à la communauté de l'ESK pendant l'année scolaire 2022-2023, en particulier pour :

Date/Datum

Deputy Director on behalf of the Care Team



Care Team



Care Team

ESK Community Service Completion Report

Name of Pupil:

Class:

Name of Service Project:

Name of Supervising Staff Member:

Date(s) of Service:

Total Number of Hours:

Description of Activity:

Comments/Feedback of Supervisor:

****IMPORTANT NOTE FOR COMMUNITY SERVICE AWARD****

- ESK Community service is voluntary, unpaid work that helps others in the ESK community. Community service is not the same as an internship, job shadow, etc.
- Community service projects will be presented by ESK staff throughout the year, and you will need to contact the supervising staff member about joining a project. (Some examples are Buddies for S1, School Beautification, Anti-bullying Project, Recycling, Language tutoring for Ukrainian pupils)
- To earn an ESK Community Service Award a minimum of 12 hours of community service during one school year is required.
- Students may join more than one community service project to fulfil the hours requirement, but remember commitment to a project is necessary in order to obtain the supervising staff's signature.
- Students are encouraged to create an ESK community service project of their own or with friends.

Pupil's Signature:

Supervising Staff Member's Signature:

Please return this form to your Educational Advisor room C026.

2.5 Anti-Bullying

Our school is committed to working with staff, pupils and parents to create and maintain a school community where bullying is not accepted. Anyone who is aware of it should make sure that the victim as well as the aggressor are given appropriate help and support.

Definition:

Bullying is the deliberate, often repeated use of physical or psychological violence with the intention of hurting another individual or group not capable of defending her/himself or themselves. Compared to the bully, the victim is somehow defenceless or in a weaker position. Bullying usually causes the victim to feel pain, distress and fear.

Bullying takes many forms:

Physical

Physical bullying includes hitting, kicking, slapping, spitting, pinching, biting, poking and choking. It also includes destroying personal belongings.

Emotional

Emotional bullying includes isolation and ridicule largely through mechanisms such as being unfriendly, teasing, shouting, mocking, excluding, tormenting and ignoring.

Verbal

Verbal bullies continually use words to hurt or humiliate another person. Verbal bullying includes name-calling, insults, racist comments, constant teasing and spreading false rumours, trying to convince peers to exclude or reject a certain person or people, and cutting the victims off from their social connections.

Cyber

Cyber bullying is when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the internet, interactive and digital technologies or mobile phones.

Being bullied poses a risk to the victim's wellbeing and future development. It is detrimental to learning and does not just affect the bully and the person being bullied. It damages the atmosphere in class and the social climate of a school. Bullying is a serious violation of a person's rights and degrades their human worth and dignity.

Bullying is NOT:

- Arguments and disagreements – these are part of human relationships and may occur when people have different opinions or want different things.
- Teasing or rough play, the intention behind game playing is not to hurt or insult others. It is important that all participants recognise and accept the activity as a game.
- Being rude.
- Being mean.

Prevention:

As a school, we take a proactive approach to prevent problems from developing by raising awareness and suggesting strategies that promote a positive, supportive environment.

Single incidences of verbal or physical attack, and behaviour which is inappropriate will also be taken seriously and dealt with accordingly.

At a school level

- Provide for supervision, noting, reporting, investigating and dealing with incidents of bullying behaviour.
- Give special attention to the school climate so that it reflects respect, tolerance, caring, trust and support. Everyone in the school community should be mindful of their interactions with one another so that this positive behaviour is reflected.
- All members of the school community have the responsibility not to ignore instances of bullying behaviour and to intervene when necessary.
- In some cases, expert assistance must be sought.
- Provide anti-bullying workshops in Cycle 1 for pupils and information for the concerned teachers.

At a classroom level

Each teacher must raise awareness of bullying within their class so that:

- Children understand what bullying is and that bullying is unacceptable and not to be tolerated.
- Victims and bystanders understand that they should report incidents of bullying to their peers, teachers or parents. Note: the concern that is often associated with 'telling' needs to be addressed. A distinction needs to be made between telling tales to get somebody into trouble and seeking help to stop the bullying.
- Bystanders understand that wherever possible they should help and protect their peers whom they see are being bullied.
- Children develop their skills in assertiveness, conflict resolution and mediation.

At an individual level

- Teachers provide support, advice and suggestions to bullied pupils and their parents.
- Respond to all incidents of aggressive behaviour and apply the school's procedures and sanctions.
- Involve parents of offending pupils who do not readily modify their behaviour.

With regards to bullying, the following advice is given:

Parents should:

- Watch for signs of distress in your child, e.g. irrational and changeable behaviour; reluctance to go to school; change in appetite and/or sleeping habits; frequently feels unwell; torn, damaged or missing clothes or belongings.
- Report any behavioural changes in other children and/or bullying that you notice to the school.
- Listen to your child's concerns.
- Discuss, as soon as possible, suspected bullying with the class teacher.
- Do not attempt to sort out the problem yourself by speaking to the child whom you think it may be, behaving inappropriately towards your child or by speaking to their parents. Please go to, and speak with, your child's class teacher.
- **Do not** encourage your child to be a 'bully' back.
- Please bear in mind that your child may have played a part in the situation that has arisen. Children who are involved in emotional situations do not always remember clearly what has happened. They often feel strongly about what has happened to them but do not always consider what has happened to the other people involved in the conflict.

Pupils should:

- Remember that what one pupil sees as fun, may be hurtful to another.
- Ask themselves: "**Would I like to be treated that way?**"
- Not stand by when bullying occurs.
- Talk on behalf of the victim who may be too scared to speak effectively and/or report the incident to a teacher.
- **Talk to someone** you can trust, like a parent, older sibling, friend, teacher or other member of staff.
If you feel you are being bullied, do not bottle it up.
- Encourage and support the victim to stand up for him/herself and to be assertive. Encourage your classmates to do the same.

Members of Staff should:

- Raise awareness of bullying (see guidance above)
- Follow the school procedure for dealing with cases of bullying.

Intervention:**Procedures for recording and managing alleged bullying in Secondary****Procedures for reporting and responding to bullying incidents**

Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- All bullying allegations and incidents should be reported immediately to the nearest member of teaching staff and, if appropriate, the educational advisors, school management.
- Staff will make sure the victim(s) feels safe and appropriate advice will be given to help the victim(s).
- Staff will listen and speak to all pupils involved about the incident separately and will record the details of the incident, which will be kept in the personal file of the pupil. Anonymous details of the incident will be entered in an appropriate log record. All those involved will have the opportunity to be heard.
- Staff should adopt a problem-solving approach which will help pupils understand the consequences of their behaviour.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying. In addition, appropriate measures will be taken to show and to reinforce to the bully that their behaviour is unacceptable. The bully (bullies) may be asked to sincerely apologise. Support will be given to help the bully (bullies) understand and change his/her/their behaviour. If possible, the pupils will be reconciled.
- In serious cases the bullying incident will be referred immediately to the Deputy Director, who together with the class teachers / educational advisors will interview the pupils (both victim(s) and bully(ies) involved. Parents may be involved.
- In serious cases the parents will be contacted and invited to come into school for a meeting to discuss the problem. If necessary and appropriate, Social Services and / or police will be consulted. Appropriate professional help and counselling may be requested with parental agreement.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- If the bullying persists, disciplinary measures within the frame of the disciplinary council of the school will be taken.

Appendix: Pedagogical material used during anti-bullying sessions

Anti-Bullying – Lesson Plan 1: What is Bullying?

1. Warm-up: Define Bullying
 - a. Mind Map – individual
 - b. Class share-out
2. Two key characteristics of bullying:
 - a. Repeated harmful acts / Wiederholte schädigende Handlungen
 - b. Imbalance of power / Machtungleichheit
3. Bullying video clips
 - a. Explain T-chart
 - b. Students note at least 3 points during video clips
 - i. [Trailer](#)
 - ii. [I want to become the bully](#)
 1. Give time for ‘think/wonder/feel’ reflection
 2. Discuss
 - iii. [From "Bully" to "The Bully Effect" - YouTube](#)
 - c. Give time for ‘think/wonder/feel’ reflection
 - d. Whole group discussion:
 - i. What did you notice? What struck you?
4. Read ‘The “In” Group’ excerpt
 - a. Students note at east 3 points about the reading, incl. ‘think/wonder/feel’
 - b. Whole group discussion:
 - i. What did you notice? What struck you?

Anti-Bullying - Lesson Plan 2: How to take action



1. Define three terms: perpetrator, bystander, upstander
2. Think, write and class discussion:
 - a. What are the different ways that someone can intervene (upstander) when he or she witnesses bullying?
 - b. Why do so few bystanders choose to help victims of bullying?
 - c. What do you think could help turn someone from a bystander into an upstander?
3. Think, write and class discussion:
 - a. Think about a time when you saw, heard, or experienced bullying. You may have been a victim, a bystander, or even been the person to bully or ostracize another.
 - b. Describe the emotions you felt at the time.
 - c. Now looking back on the incident, do you wish you had acted differently in any way? Explain your answer.
4. Upstander Texts
 - a. Divide students into two groups. Each group reads one example: Central Kings Rural High School or Orange High School.
 - b. Groups prepare quick presentation:
 - i. What was the situation at the school?
 - ii. How did the upstanders take action?
 - iii. What was the result of the upstanders’ action?
 - c. Wrap up: [Bully Zones | Facing History and Ourselves](#)
 - i. What stood out to you in the video?
 - ii. What steps could you, individually, or we as a school take now?
 - iii. Hand out & popcorn read: [10WaystoBeanUpstander copy.pdf](#)
(d3n8a8pro7vhmx.cloudfront.net)

1. How do you describe or define "bullying"?

Bullying

2. Two **key characteristics** of bullying are:

3. As you watch and listen to the video clips, complete the chart below:

Video Clips	 I see..., I hear...	 I think..., I wonder..., I feel...
1: "The Bully Project" Trailer		
2: "I want to be a bully."		
3: Tyler "Enough was enough."		
4: Stand for the Silent		

1. Define:
 - a. Perpetrator
 - b. Bystander
 - c. Upstander

2. Upstanders and Bystanders
 - a. What are some different ways that someone witnesses bullying?

 - b. Why do so few bystanders choose to help?

 - a. Why do some people choose to be upstanders?

3. Upstander Texts:
 - a. What was the situation at the school?

 - b. How did the upstanders take action?

 - c. What was the result of the upstander's action?

2.6 Anti-Substance (Ab)use

Prevention of substance misuse begins with healthy behaviour, building healthy lifestyles and equipping pupils to face and respond appropriately to the challenges they will face in with respect to health-related issues, including the use of substances.

Prevention:

We believe that drug education is most effective as part of a wider personal, social and health education program that should be age-appropriate. Past and future guest speakers, workshops and trainings have and will be carefully chosen to suit the needs of our students.

The program includes the following:

- Raise awareness on substance abuse and drugs
- Understand the impact of the media in relation to substance misuse and the stereotypes it reinforces
- Raise awareness on the influence of peers regarding drugs
- Raise awareness on the various types of legal and illegal substances and their effects
- Make informed choices
- Get to know drug laws
- Stimulate self-value and assertiveness
- Manage stress
- Identify risky behaviour
- Get to know local and national support organizations

Intervention:

General rule: Possession, detention, (mis)use, dealing, sharing and being under the influence of alcohol, tobacco, nicotine, misused medicines and illegal substances is forbidden within the school premises and in the immediate vicinity of the school.

If the general rule is violated or if there is a suspected violation of this general rule all members of the school community are obliged to react.

- 1) Our first concern is the health and safety of the pupil and those around him/her. Medical help will be sought and first aid given if the pupil is unconscious, is having trouble breathing, is seriously confused or disorientated, has taken a harmful toxic substance or is otherwise at immediate risk of harm.
- 2) If any pupil or adult is found in possession of an unauthorized drug, it will be confiscated.
 - 2.1 A second adult witness is present throughout the confiscation.
 - 2.2 The sample is sealed in a plastic bag (details of time and place included).
 - 2.3 The sample is stored in a secure location with limited access.
- 3) The school contacts the police and the police are responsible for the investigation and its results.
- 4) Parents/guardians will be informed and other professionals (nurses, police, social services, school psychologists) may be consulted as appropriate.
- 5) The school ensures that sensitive information is only disclosed internally and/or externally (police and social services, such as Jugendamt) with careful attention to pupils' rights and needs.

All drug-related incidents are also reported to our Director, Deputy Director, Cycle Coordinator, and Assistant to the Deputy Director of the Secondary. The latest is responsible for coordinating the school's response towards the drug-related incident. All incidents will be dealt with after an assessment of the situation has been made.

Disciplinary measures

We respond appropriately to each individual case by selecting from a range of possible disciplinary sanctions.

Guidance measures

The abuse of drugs is (mostly) a symptom of other problems. We ensure a caring response to the pupils in distress through our internal educational team (teachers, school psychologist, educational advisers, nurse, members of the Care Team).

If considered necessary we are ready to involve or refer pupils to youth and family support services, outpatient drug programs and clinics. Even if a pupil is in need of a long-term drug program, we as a school take our responsibility to provide education (if advisable by medical staff).

Training:

Training for school staff is to be implemented regularly. Every member of the school staff has the responsibility to be vigilant and react appropriately to drug-related incidents. In order to do so, the school aims to provide teachers and staff members regular training regarding the basics in drug education.

Training for pupils happens regularly. For example, in S5 the science teachers lead class discussions about the effect of alcohol in teenagers (impaired brain development, physical and sexual problems, memory problems and ability to learn, effect on behaviour, etc.) and in adults (high blood pressure, heart disease, stroke, liver disease, digestive problems, etc.).

Topic 5.3: Food and Chemistry

Subtopic S5.3	Content	Learning Objectives	Key contexts, phenomena and activities
Alcohols	Alcohols as a class of organic substances, analogous to alkanes with an additional functional group: the hydroxyl group	Define that the functional group is an atom or group of atoms responsible for the characteristics of a particular compound Recognise the hydroxyl functional group (-OH) Define and name alcohols up to C6, according to the IUPAC nomenclature Carry out the oxidation of ethanol to ethanoic acid Explain that all alcohols are oxidized into carboxylic acids (limited to primary alcohols)	Oxidation of ethanol with acidic permanganate solution Oxidation of propan-1-ol or butan-1-ol Obtain information on the different health risks posed by ethanol

In addition, external resources are employed, for example:

- for S1: a visit to the St. Vincentius hospital (clarification by the head physician, lungoscopy).
- for S2: anti-tobacco workshops and a visit to the BWLV (Baden-Württemberg state association for addiction prevention and rehabilitation) at which a former addict speaks to the students and to the GATE in Ettlingen (learning how important it is to support each other)
- for S3: a lecture by the police in the school and an information evening for parents and teachers.

Additional workshops regarding drug use and abuse are to be provided.

2.7 Health, Safety and Security

ESK has implemented various policies and procedures to ensure the health, safety and security required for pupils' well-being at the school.

Hiring of Staff

ESK requests a copy of the criminal record (Erweiteres Führungszeugnis) for all staff.

Comfort and Accessibility

Classrooms, laboratories, gymnasiums and other similar places where pupils assemble are well-lit, appropriately heated, appropriately ventilated and of an appropriate size for the classes using them. A lift was installed in Building C in the summer of 2022. It is located near the entrance, is fully and easily accessible and is functioning. The east entrance to the secondary school building (Building C) is equipped with a ramp for access by people with reduced mobility (PRM).

Furniture

ESK provides fixed and adjustable chairs, stools and tables.

Physical Education Equipment

The equipment for physical education is regularly inspected by BENZ Turngerätefabrik GmbH.

Playground Equipment

ESK has installed playground equipment respecting the national standard. The maintenance and periodic controls of these equipment are conducted according to the criteria stipulated by the city of Karlsruhe, owner of the building and grounds.

To guarantee the safety of the pupils in case of impact, the playground surface has been constructed in accordance with the national standard.

Medical Information and Allergies

Parents provide ESK with relevant information concerning their child's specific medical conditions and allergies on a "need to know" basis, taking into consideration medical advice and parents' wishes. All medical information is handled in a strictly confidential manner by the school nurse.

Hygiene and Cleanliness

ESK provides a clean environment for pupils. It also raises awareness with pupils and staff to keep the premises clean and tidy. Good hygiene and cleanliness are achieved, *inter alia*, through:

- Frequent and thorough cleaning of the school site and classrooms
- Provision of water, soap and drying facilities in toilets. ESK also provides menstrual products to the pupils;
- ESK encourages hygienic behaviour.

Example of poster displayed in the common areas of the school

S'IL VOUS PLAÎT

1. Rangez les chaises sous les tables en quittant le foyer.
2. Ramassez les papiers ou toute autre chose laissés par terre (emportez-les ou mettez-les à la poubelle).
3. Mettez les détritrus à la poubelle.
4. Laissez les tables et le sol propres.

IMPORTANT : LAISSEZ TOUJOURS LE FOYER PROPRE.

BITTE

1. Stellt die Stühle unter die Tische, wenn ihr das Foyer verlasst.
2. Sammelt Papier oder andere Dinge auf, die auf dem Boden liegen (nehmt sie mit oder werft sie in den Müll).
3. Werft Müll in den Mülleimer.
4. Hinterlasst die Tische und den Boden sauber.

WICHTIG: HINTERLASST DAS FOYER IMMER SAUBER.

PLEASE

1. Put the chairs away under the tables when you leave the foyer.
2. Pick up papers or anything else left on the floor (take them away or put them in the bin).
3. Put rubbish in the bin.
4. Leave tables and floors clean.

IMPORTANT: ALWAYS LEAVE THE FOYER CLEAN.

Template used by educational advisors for the supervision of the common areas

Checking of the foyer’s cleanliness

Week →

Checked places: front and back entrances, front and back foyers, ground/1st/2nd floors, basement, all toilets, studyroom and Abiraum

		Signature	Comments
Monday	3 rd p.		
	5 th p.		
	7 th p.		
	8 th p.		
Tuesday	3 rd p.		
	5 th p.		
	7 th p.		

Healthy Food

Through the Parent Association, pupils have access to a canteen that provides a healthy lunch.

From the Parent Association website:

CANTEEN COMMITTEE

We know how important nutritious and healthy food for your children is. Since 2009, the Parents’ Association has contracted with the external provider Medirest (certified according to DIN EN ISO 9001:2000) to provide our children with the best possible food each day.

Our focus is on variety, quality and taste, without the use of flavour enhancers. The meals are prepared according the guidelines of the German Society for Nutrition. Every day the meals are freshly prepared in the school kitchen.

Template used by the teachers to register the supervision of common areas

Traffic Hazards

ESK protects pupils from traffic hazards when on the school property or in the school's care. Teachers supervise areas of the school before and after school as well as during breaks. Here is a sample of the areas supervised:

			01.05.2023	
Ort	Tätigkeit	Start	Montag	
A	BUS	Aufsicht für das Überqueren der TRAM-Gleise an der Bushaltestelle zum Parkplatz	7:45	
B	TRAM	Aufsicht für das Überqueren der TRAM-Gleise am Parkplatz zum Kindergarten	7:45	
C	Roter Platz und rundum die Sporthallen (walk around)	Aufsicht über den Roter Platz und rundum die Sporthallen	10:30	
D	Betonplatz und Wiese Richtung Sportplatz (walk around)	Aufsicht über den Betonplatz und die Wiese zum Sportplatz	10:30	
E	Foyer vorne und Treppen (Richtung roter Platz)	Aufsicht im Eingangsbereich und den angrenzenden Fluren / Zugang zu den Toiletten	10:30	
F	Foyer hinten und Treppen (Richtung Betonplatz)	Aufsicht im Eingangsbereich und den angrenzenden Fluren / Zugang zu den Toiletten	10:30	

Commitment template used for the school trips

School Field Trips

Prior to field trips, teachers explain the rules to parents and pupils in order to ensure the safety and security of pupils on the trip. Parents and pupils must sign a written declaration of commitment to the rules. Parents are kept fully informed of all aspects of school expeditions in which their children are involved.



SCHOOL OUTINGS / TRIPS – PARENTS' COMMITMENT

Please complete and sign the statement below and hand it in to the teachers organising the outing/trip.

I declare that:

1. My daughter/son, classhas health insurance. Insurance company (Name)..... No.
2. My child is in good health, able to participate in this trip and will inform his/her teachers of any relevant medical condition
3. My child suffers from the following illness (optional)
4. My child must regularly take the following medication: (optional)
5. My child does not eat:
6. My child is allergic to:
7. In case of illness or accident, I authorise any medical and/or surgical intervention.
8. I understand that my child is subject to the rules and regulations of the European School Karlsruhe during the entire stay. He/she must follow the instructions of the supervisors to ensure smooth running of the trip. The supervising staff will not assume any responsibility in the case of your child leaving the group without permission.
9. Violations of dormitory rules and serious misconduct can cause my child to be excluded from events or even the rest of the trip. I understand that if my child does not respect the school rules, I may be asked to come and collect him/her at my own expense to take him/her home.
10. I am aware that the possession or consumption of tobacco, e-cigarettes, alcohol and drugs by my child is strictly forbidden during the entire stay.
11. I accept responsibility for any damage caused by my child.
12. I acknowledge that I have fully informed my child of the above points.

Additionally, I allow my daughter/son to move in a group of at least 3, in a defined area without direct supervision, if the supervisors grant permission to do so.

Yes

No

SIGNATURES and DATE, preceded by the handwritten words "read and approved"

.....
Parents/guardians

.....
Pupil (minor)

.....
Pupil (adult)

Address and telephone number of parents/ guardians:

Address and telephone number of another person to contact in case of emergency:

Security of the campus

At the entrance of campus there are permanently two security officers who check the identity of anyone entering the campus. All visitors must show identification, register with the security, and carry a visitor card. The security officers also check that that pupils who leave campus have permission to leave.



Schuljahr 2022 / 2023

Request for confirmation/modification of the student ID card

Possibilities	Classes	Conditions
Red card	S1 – S3	The pupil must stay on the school premises during her/his free period(s), until the last period of the school day. The pupil is not allowed to leave school, even if he/she has no lesson during her/his last period(s).
P1 red card (with sticker)	S1 – S3	The pupil may leave school but only to go home , when the last lesson(s) of her/his day is (are) not covered.
Yellow card	S4 – S5	The pupil cannot leave school during her/his free period(s). Nevertheless, he/she has the possibility to arrive later or to leave school after her/his last lesson. The yellow card is only granted to S4 and S5 pupils, with parental consent.
P2 yellow card (with sticker)	S4 – S5	The pupil may leave school during lunchbreak and the <u>regular</u> free periods, which either precede or follow it, but only to go home .
Green card	S6 – S7	The pupil may leave school during her/his free periods. This card is only made available to S6 and S7 pupils. The decision to grant it or to take it away belongs to the management of the school.

The pupils, who feel the need to go home for medical reasons, will have to first obtain the school nurse's permission.

I take note that the school insurance only covers the pupils outside of the school for the most direct trip between school and home.

I take full responsibility if my child were not to follow this rule.

Please tick one of the 5 possibilities in the questionnaire.

Fire and Amok Safety

In order to ensure the safety of pupils during a fire alarm or amok alarm, procedural information has been communicated to all staff. Two fire drills are conducted each school year to practice safe evacuation of the building.



Instructions in case of a FIRE ALARM (staff) Secondary school of the European School Karlsruhe

1. Please first check the escape and emergency plan hanging in each room (see appendix).
2. In the event of a fire alarm, always remain calm.
3. As soon as the alarm sounds, the caretaker will go to building C to provide logistical support for the evacuation.
4. All members of the secondary cycle must go to the **ASSEMBLY POINT (CLOSE TO THE FOOTBALL FIELD)**, respecting the escape plan indicated in green on each evacuation plan in each room.
5. Close the doors and windows, **but do not lock them**.
6. Division of tasks during evacuation:
 - Teachers evacuate the groups of pupils they are teaching. They must leave the room with their groups, having taken care to count the pupils and to note the number of pupils present and the number and names of absent pupils on the evacuation form (this document will be handed to the management at the assembly point).
 - The Supervision Assistant (responsible for the Permanence) will evacuate the pupils who are present in the permanence.
 - The Educational Adviser S1-S2-S3 evacuates the pupils who are in the front foyer, in the study room, in the toilets on the front ground floor, in the 2 corridors on the ground floor and the 1st cycle pupils who are taught online (SWALS or streaming).
 - The Educational Adviser S4-S5-S6 evacuates the pupils in the rear foyer and in the rear toilets on the ground, first and second floors and the S4-S5-S6 pupils who are taught online (SWALS or streaming).
 - The Educational Adviser S7 evacuates the pupils who are in the front of the building on the 1st and 2nd floors and the S7 pupils who are taught online (SWALS or streaming).
 - The sports teachers evacuate the pupils who are in sports classes and in the changing rooms of the sports halls.
 - The Librarian and the adults present in the library evacuate the pupils who are in the library.
 - The Assistant Deputy Director checks and evacuates all the rooms located in the basement (room S7, ...).
 - The canteen supervisors proceed with the evacuation of the pupils present in the canteen.
7. Pupils must be accompanied by their teacher to the assembly point (close to the football field) and go to the areas dedicated to their level, S1 "1", S2 "2", etc. The pupils gather with the teacher with whom they were having classes at that precise moment (not per class). Pupils who have gone to the toilets during their lesson must join their teacher, alone or accompanied by an educational adviser, at the assembly point.
8. Pupils who are not in class at the time of evacuation should gather at the "No lessons pupils" place (permanence, study room, foyers, toilets, canteen).
9. All other teachers and administrative staff also go immediately to the "No lessons staff" assembly point (laboratory assistants, secretaries, teachers who are not in class, management, educational advisers, psychologist, IT technicians, support coordinator, timetablers, security officer, nurses).
10. If there is an alarm during the 10.30 am break, all pupils and staff go to the assembly point and regroup by class (S1DEA, S4F, S6D) with their class teacher or the corresponding Educational Adviser.
11. The Secondary cycle Secretary replaces the educational advisers if they are absent. The caretaker informs the director of the secondary cycle if PAS staff are missing.
12. When everyone is assembled, the secondary school management collects all the evacuation forms and informs the school director. The latter will in turn inform the emergency services.
13. In difficult weather conditions, the management will decide on further measures on the spot.
14. The "end of the alert" is only announced by the emergency services.

CONDUCT in the CASE of an AMOKALARM in the ES Karlsruhe

1. If the alarm rings: remain quiet and calm
(very loud lasting tone and an announcement in 3 languages)
2. If you notice an attacker or an attack, raise the alarm -
immediately press the alarm button (green casing situated in
various locations, see below)
 - phone 110 and the Directors and shout a warning to your
colleagues
3. When you hear the alarm in the classroom/grounds:
 - quickly judge the situation
 - Barricade in the room
 - Complete doors possibly with furniture deliver
 - Turn off lights and turn off computer screens
 - Bring the kids and yourself away from the door and out of
sight
4. Close the blinds on the window, if available
5. Remain silent. Turn your phone onto silent mode. The pupils
must turn their phones off in order to keep the network free
6. Try to communicate with the directors, perhaps via text
message, in a way that cannot be heard by anyone outside
the room
7. Any students in the cafeterias should move to the nearest
classrooms or open room or to the safe area of the canteen.
8. Nurses/cafeteria workers/support staff should stay in the area
they are in, secure the doors, and turn off the lights
9. Stay in safe areas until directed by law enforcement officers
or an administrator to move or evacuate. Never open doors
during a lockdown, even in the event of a fire alarm (except in
case of imminent danger). For further steps, the police and
administrators have keys to open the doors.
10. Only the emergency services may signal the end of an alarm
situation