

Aprendizes' Star Rules



1. We are responsible for ourselves and our actions.

- ✧ I bring my material to class.
 - ✧ I have to know what I need for class, and be prepared.
- ✧ I am on time.
 - ✧ I must be in time for class, ready to begin class.
- ✧ The school has healthy food, so don't bring food or drinks to school.
 - ✧ I don't bring snacks or other food to school.
- ✧ I keep my locker clean and organised.
- ✧ I take care of my body, eat in necessary quantity and quality, avoiding waste. I am sure to be outside during break time, unless it is raining.
- ✧ Students use technology appropriately.
 - ✧ Students up to grade 10 are not allowed phones in school. ALevel students can only use their phone in the Secondary lounge or outside the buildings, during break time.
 - ✧ Students use their PCs for academic purposes, and during class time. During break time, student should privilege being outside with others. We want students to engage and be present when they're at school. We also understand that phones are a valuable resource and asset, when used properly.
- ✧ I only leave the school with permission.
 - ✧ Parents trust the school to keep student safe, and I must accept this boundary.

- ✧ I do not use, possess, or distribute tobacco/alcohol/drugs.
- ✧ I dress appropriately for school.
 - ✧ The school is a learning environment, and we dress for that context.

2. We are gentle, kind and polite towards ourselves and others

- ✧ I listen and follow instructions
 - ✧ I pay attention to the adults at school, in a respectful manner
- ✧ I ask for help, and am available to help others
 - ✧ I am attentive towards others, and do my best to assist them, setting an example for others as a positive leader
- ✧ I have and give others the opportunity to express ideas, feelings and opinions
 - ✧ I respect different opinions, which add to diversity at school
 - ✧ I choose my words carefully when giving my opinion, taking into consideration how others might feel about them
 - ✧ It is acceptable to have big feelings, as long as they don't interfere with others' safety and freedom
- ✧ I respect and accept interpersonal, cultural, emotional and physical differences
 - ✧ Diversity is a gift because it offers us a chance to grow and develop in a richer environment. I will respect all differences between me and others, choosing my words when expressing my thoughts about it. I will not talk down on others, and will choose to be respectful and accepting.
- ✧ I am empathic and kind to others, including our school animals.
 - ✧ I will make an effort to see the world through other people's eyes and heart. I will treat others the way I want to be treated.
 - ✧ I respect the animals when they are sleeping.
 - ✧ I will not feed the animals, and understand and accept if they do not want to be pet.
- ✧ I make sure to include others
 - ✧ Feeling accepted and part of a group is important for our self-esteem. I will pay attention to those who are lonely and play a positive role in including them.
 - ✧ I will avoid excluding others from group activities, talks, sports and projects - ignoring others, rolling my eyes and avoiding others does not contribute to a healthy and happy environment.
- ✧ I use my power to make other people grow
 - ✧ I have the power to change the world around me, but for that I must make choices. I will use my sensitivity, awareness, knowledge, perspective taking and love to support others around me.

3. We listen to others, and we express our thoughts and emotions

- ✧ I am open and curious to others
 - ✧ I will use the opportunity to connect to others around me in a respectful manner.

- ✧ I engage in discussions but I avoid fight, hitting, swearing and raising my voice
 - ✧ Feeling passionate is motivating and engaging. When expressing myself, I will think about how my actions and words affect others, and will not, in any way, engage in physical or emotional harm.
- ✧ I respect other's property and space
 - ✧ My freedom ends when I interfere in other people's freedom. I will show respect towards others.
- ✧ I do not bring dangerous items to school.
- ✧ I do not explore or share pornographic material.
 - ✧ Any pornographic material will be confiscated and parents will be notified immediately.

4. We commit and try our best

- ✧ I turn in my homework.
 - ✧ I am responsible with the tasks I am given.
- ✧ I make sure to be on time
 - ✧ It is respectful to the teacher, my colleagues and myself to be on time to class.
- ✧ I come to school and follow my lessons.
 - ✧ I use class to learn and be involved in my learning process.
- ✧ I am honest with my sources and work.
 - ✧ I respect other's work, and use all resources available to learn.
- ✧ I have pride in my academic growth.
 - ✧ I want to give my best, and be proud of my effort.

5. We take care of property and material

- ✧ I keep our rooms, refectory, bathrooms and common spaces clean.
 - ✧ If I see something that needs to be done or cleaned, I do it or contact the office to ask for help.
- ✧ I respect Earth and life in all its diversity
 - ✧ I will be responsible for all life at school – nature, vegetable garden, animals.
- ✧ I take care of classroom materials
 - ✧ The materials that are available to us are needed for our learning process. We need them, and so I will be responsible for their maintenance.
- ✧ I take care of hard and software for an efficient and good use of resources.
 - ✧ School material is for everyone, and using it is a privilege.

The school's Approach

Unless stated differently in the descriptions above, the procedure for failure to comply with the star rules will be:

Steps

If you find it difficult to comply with these guidelines, we will:

1st – listen to you (and others) and ask for a reflection on your behaviour with the person(s) involved and/or head teacher, and section psychologist, through a non-blame and non-violent communication approach;

2nd – give you the opportunity to fix/repair the behaviour towards the people/material/community damaged, and your parent's will be informed. This repair will be decided by the adults involved in step 1;

3rd – if your actions become repetitive, at the third strike we will get your parents actively involved and start a dialogue with them to seek for support and solutions;

4th - try to support you with even more firm love, when the behaviour becomes repeated and the reflections/repairs are not offering concrete change. Students will then be given up to three opportunities:

1. Students will be asked to stay home for one day, while being responsible for all the work for that day. When the student returns to school, repair work will be decided by the school.

2. Students will be asked to stay home for two days, while being responsible for all the work for those days. When the student returns to school, repair work will be decided by the school.

3. At the third strike of serious and damaging actions towards others, himself or the community, the school will initiate a process for the student to leave the school.

When the school defines repair actions, the main idea is to give the student an opportunity to fix the wrong. The consequence must be related to the action.

Examples:

- ✧ If a student offends an adult, the student will be asked to assist that adult for a week.
- ✧ If a student hurts another student, the student will be asked to care for the one they hurt – help serve their lunch, teach them something, for example.
- ✧ If the student destroys school material, the student will be asked to repair/substitute it.

Regarding the non-violent communication approach, here are the four steps:

1. **Observation** - What is happening? What is my perspective?
2. **Feeling** - How am I feeling?
3. **Need** - What do I need?
4. **Request** - What would I like from you?

However, when students engage in dangerous behaviours that affect their physical and mental health (drug use, physical violence), the student will be asked to give back to the school community at a wider range – help in the kitchen, help younger students with languages or recess involvement, get involved in school projects, such as clubs/workshops that develop their skills and interests. Inclusions is key to prevent risk behaviours. In more severe cases, the school may recommend intervention and more technical support, in therapeutic communities

***** ALL CONSEQUENCES MUST BE CONSTRUCTIVE AND ADJUSTED TO THE STUDENT'S NEEDS AND REALITY*****