



**GERMAN**  
INTERNATIONAL  
**SCHOOL**  
WASHINGTON D.C.

**Prevention**

**&**

**Safety**

**March 24, 2025**





## The Elementary School schedules 3 Recess Times for each school day:

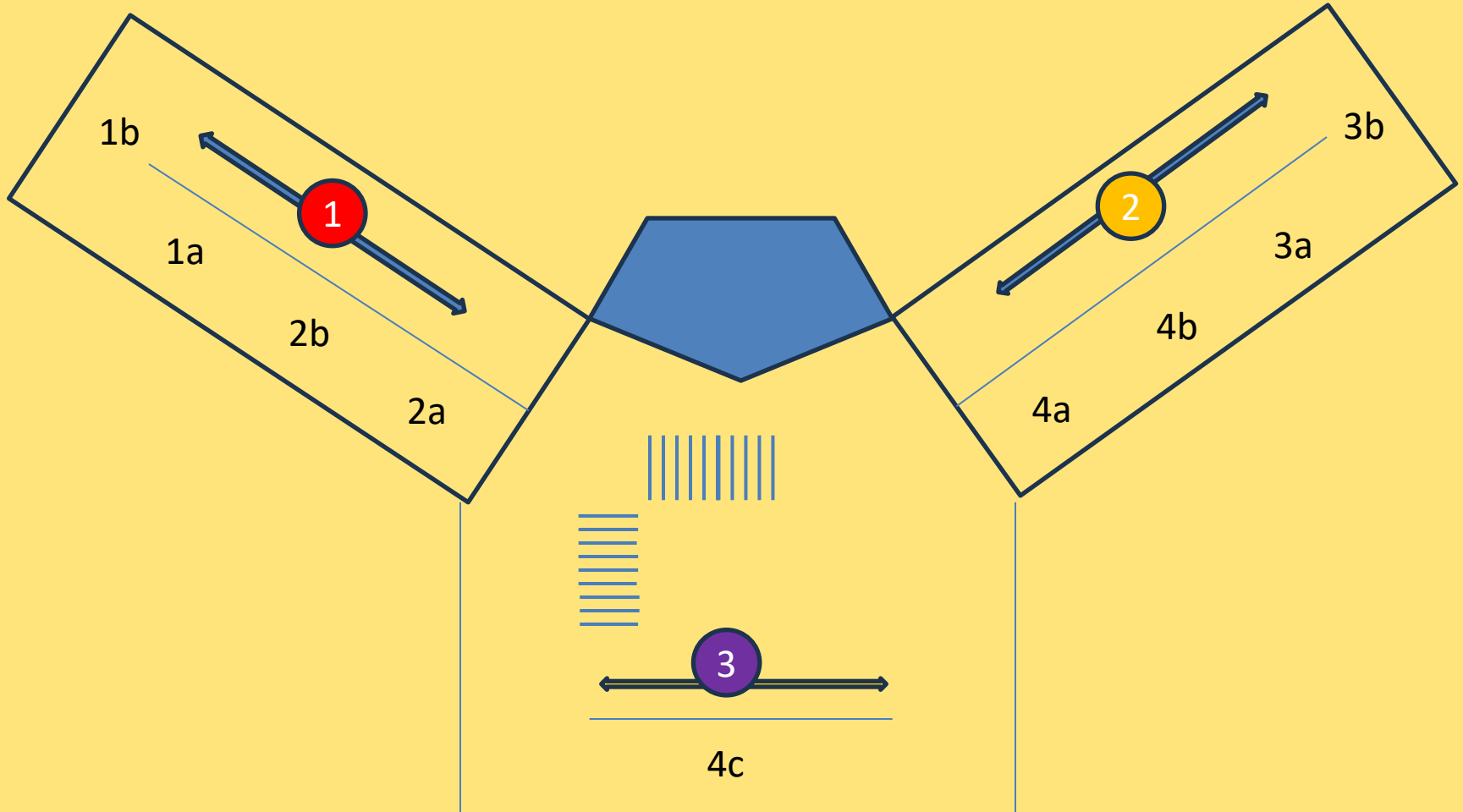
<b>9:25 – 9:40 a.m.</b>	<b>SEL Recess</b>	<b>2 Supervisors</b>
<b>9:40 – 9:55 a.m.</b>	<b>Grades 1-4</b>	<b>3 Supervisors</b>
<b>11:25 – 11:50 a.m.</b>	<b>Grades <math>\frac{3}{4}</math></b>	<b>3 Supervisors</b>
<b>11:50 - 12:15 p.m.</b>	<b>Grades SEL/1/2</b>	<b>3 Supervisors</b>
<b>1:35 – 1:50 p.m.</b>	<b>all Grades</b>	<b>4 Supervisors</b>

# Distribution of Supervisors\*



\* gilt auch bei Steinpause

# Rain Recess





Children primarily think about themselves and do not fully understand the feelings of others yet.

Conflicts are often caused through misunderstandings or because children want to assert their will.

They are often impulsive and do not realize when they are being too rough.

Hurtful words are spoken thoughtlessly, without bad intentions.

Conflicts are usually short, and children reconcile quickly.

Friendships change frequently, which leads to small conflicts.



Children understand the feelings of others better but can still say hurtful things.

Conflicts often arise due to misunderstandings or differing perspectives.

They test their boundaries, both verbally and physically.

They try to resolve conflicts with words but often still need support.

They have more control over their strength but can still be rough in conflicts.

Friend groups form, and sometimes exclusion happens – it is not necessarily bullying.



Justice becomes more important, and conflicts should be fair.

Conflicts are more often resolved through conversations, but misunderstandings still persist.

Group belonging gains significance, and friendships change.

They know that words can hurt, but sometimes they still say something mean on purpose.

Physical confrontations become less frequent as they better assess their strength.

They reflect more on their behavior and recognize long-term consequences.



## Guidelines:

Wearing a yellow, highly visible safety vest

Reporting the absence of a supervisor so that a replacement can step in.

Actively moving within the assigned area (see plan) to detect and de-escalate potential conflicts early.

Carrying a radio for emergency contact with the nurse.

German- and English-speaking supervisors available during every break so that every child can ask for support.



## **Recess Supervisor\*:**

### **minor infractions:**

Verbal reprimand,  
(short) time-out on bench  
Exclusion from certain activities for a  
longer time

### **Recess Supervisor:**

Information to Classteacher  
or Counselor

### **Serious Incidents:**

Classteacher and/or Counselor  
contact parents

### **In Case of Injury:**

Nurse takes care of child, who also  
contacts the parents on the same day.

## **Teachers:**

verbal reprimand,  
Conversation with involved child/children  
Appropriate consequences

Classteachers inform parents about serious or  
continuing incidents.

## **Counselorin:**

For support

Informs Classteachers about incidents  
Communicates with parents, who  
Includes teachers and administration in  
communication

Reports serious incidents to administration.

\* These guidelines were communicated to faculty, as well as KSS Recess Supervisors.



## Outside Reports

Immediate conversation between Counselor and involved student(s), colleagues and/or the teacher.

Teacher or Counselor contacts parents by E-Mail or telephone.

Serious infractions are reported to the administration.

ES Principals review related Video footage of the playground, if a resolution of the incident can not be achieved otherwise.

Incidents are only sanctioned after clear clarification.



**Prevention**  
**Responsive Classroom**  
**Social Training**  
**Class Council**  
**Elementary School Council**  
**Schutzkonzept**

## **Class Rules**

are based on the values of a peaceful class community

## **House Rules**

consist of all applicable Elementary School rules

## **Disciplinary Rules**

describe the process of consequence after repeated infractions  
educational measures  
disciplinary measures



## Die 6 goldenen Schulregeln der DISW

Unsere DISW Grundschulregeln basieren auf dem folgenden Prinzip:

***An unserer Schule sind wir alle gleich wichtig und haben dieselben Rechte.***

1. **Wir sprechen freundlich und höflich mit anderen.**

Das bedeutet:

- Wir lachen niemanden aus.
- Wir schließen niemanden aus.

2. **Wir lösen Streitigkeiten mit Worten und ruhiger Stimme.**

Das bedeutet:

- Wir verletzen niemanden.
- Wir schlagen, treten, stoßen, spucken, kneifen, beißen und würgen niemanden.

3. **Wir haben alle Materialien dabei, die wir für den Schultag brauchen.**

Das bedeutet:

- Wir bringen keine Streichhölzer, Feuerzeuge, Messer, Waffen oder andere gefährliche Gegenstände in die Schule.
- Wir lassen alle elektronischen Gegenstände zuhause: Smartwatch, iPad, Laptop, Handy.

4. **Wir respektieren das Eigentum anderer und das Eigentum der Schule.**

Das bedeutet:

- Wir sind achtsam, behandeln alle Räume und Gegenstände vorsichtig und zerstören nichts mutwillig.

5. **Wir gehen langsam und ruhig durch das Schulgebäude.**

6. **Wir halten unsere Schule sauber und ordentlich.**

Das bedeutet:

- Wir hängen Jacken, Sportbeutel etc. an die Garderobe.
- Wir legen unsere Schultaschen in unser Fach.
- Wir sortieren und werfen unseren Müll in die entsprechenden Eimer.
- Wir tragen Hausschuhe im Schulgebäude in den Wintermonaten.

Wir versprechen diese Hausordnung und unsere Klassenregeln einzuhalten, damit wir uns alle an dieser Schule wohlfühlen können.

Datum: \_\_\_\_\_

\_\_\_\_\_  
Unterschrift Erziehungsberechtigte

\_\_\_\_\_  
Unterschrift Schüler/in

## Die 6 goldenen Grundschulregeln der DISW

Diese Schulregeln gehören: \_\_\_\_\_

### DISW Schulregeln:

1. Wir sprechen freundlich und höflich mit anderen.
2. Wir lösen Streitigkeiten mit Worten und ruhiger Stimme.
3. Wir haben alle Materialien dabei, die wir für den Schultag brauchen.
4. Wir respektieren das Eigentum anderer, und das Eigentum der Schule.
5. Wir gehen langsam und ruhig durch das Schulgebäude.
6. Wir halten unsere Schule sauber:
  - Klassenzimmer
  - Flure
  - Toiletten
  - Umkleidekabinen
  - Cafeteria



Dieser Maßnahmenkatalog zeigt die generellen Vorgehensweisen für disziplinäre Anliegen an der Grundschule. Vorfälle werden individuell beraten und entsprechende Maßnahmen werden eingesetzt.



## Responsive Classroom

"The Responsive Classroom approach is an evidence-based teaching method that combines academic learning with social-emotional development by fostering a positive and inclusive classroom culture through clear routines, interactive modeling, and community-building strategies."

## Social Training

"In 3rd and 4th grade, social training is scheduled parallel to the computer course. The 'Second Step' program promotes a safe and respectful school climate. The goal is for students to develop empathy, manage emotions, and solve problems by building self-regulation and developing social-emotional key competencies through various methods."

## Class Council:

"The class council is a regularly held democratic body within a school class, where students independently discuss concerns, problems, and ideas, work together on solutions, and take responsibility for the class atmosphere."

## Elementary School Council

"The Elementary School Council is a child-led, democratic body in Elementary School where students discuss their concerns, wishes, and problems, as well as develop joint solutions to actively shape the class and school climate."