

Formulation of School Rules and Regulations: Balancing Uniformity and Individual Development

Yangjing Chun

Guangxi Normal University, Guilin, Guangxi, China

Abstract: *Balancing uniform norms and personality development is the core relationship to be dealt with in the formulation of school rules and regulations. The formulation of high-quality school rules and regulations should fully recognize that human beings are the unified existence of subjectivity and sociality, and balancing the relationship between uniform norms and individuality development in the formulation of school rules and regulations has the important significance of maintaining the order and safety of the campus, shaping a positive campus culture, promoting the formation of students' morality and habits, improving the quality and effectiveness of education, safeguarding the lawful rights and interests of teachers and students, promoting the long-term development of schools, and coping with the challenges and changes of the society. It is of great significance that school rules and regulations should be formulated. Therefore, school rules and regulations should be formulated from the aspects of democratic participation, democratic implementation and democratic supervision to balance the relationship between uniform norms and individual development.*

Keywords: School rules, School discipline, Personality development, School management

1. Why school rules and regulations should be formulated in a way that balances uniformity and individuality?

To answer the question of why the formulation of school rules and regulations should balance uniform norms and personality development, it is necessary to first realize what kind of relationship exists between uniform norms and students' personality development. On the one hand, uniform norms are the basis for the formulation of school rules and regulations, and they are also necessary for the maintenance of order in schools. By setting clear rules and standards, schools can regulate the behavior of students, prevent the occurrence of undesirable behavior, and maintain the harmony and stability of the campus. At the same time, uniform norms can also cultivate students' self-discipline and sense of responsibility, laying a solid foundation for their growth and development. On the other hand, students' personality development is one of the core objectives of education. Every student has his or her own characteristics and strengths. By respecting and encouraging students' personality development, we can stimulate their creativity and imagination, and cultivate their innovative spirit and practical ability. At the same time, students' personality development also helps to enhance their self-confidence and self-esteem, and improve their overall quality and social adaptability. It is also important to recognize the contradiction and unity between uniform norms and students' personality development. Uniform norms may restrict students' individuality and make it difficult for them to show their characteristics and advantages; students' individuality development may also lead to chaos in the campus order, affecting the normal conduct of educational and teaching activities. However, these two are not completely opposed to each other, but can be harmonized and mutually promote each other. In the final analysis, it is to realize that man is the subjectivity and social unity of existence, human development needs unified norms to promote the formation of its social nature, but also need to be in the process of social formation of personality development to meet. School education as the realization of human individuality and socialization of the main way, in the development of school rules and regulations in the process of

school rules and regulations must take into account the unity of uniform norms and personality development. Therefore, the school rules and regulations as the carrier of the management will and implementation of the text, its establishment and implementation to correctly recognize the uniform norms and personality development is "you have me, I have you" relationship. On the one hand, the school rules and regulations should be formulated to fully take into account the needs of students' personality development, so that the school rules and regulations are more humane, while protecting the rights of teachers and students to self-governance. As Dewey said, "all things in the school, teachers and students should be one, each other to do their duty, do not have to share each other's authority" "do not do all the affairs of the teacher to do, so that students misunderstand that the school is the teacher's school. They should do it together with the students so that they know that the school is their school."^[1] However, in the practice of formulating school rules and regulations, the formulation of school rules and regulations is often the "one-word hall" of school leaders, who put forward the requirements of "collective spirit" to teachers and students, which is essentially based on the consideration of the position of performanceism, and what is to be maintained is not really "collective" established by teachers and students, and the democratic rights of teachers and students to participate in the formulation of school rules and regulations have not been realized. Teachers and students to maintain is not really established by the teachers and students "collective", teachers and students should be involved in the formulation of school rules and regulations of the democratic rights have not been truly realized, which also makes the school rules and regulations in the process of formulation of uniform norms and personality development disconnect phenomenon. Therefore, the effective participation of teachers and students in the formulation of school rules and regulations, so that the school rules and regulations from the democratic growth, absorbing teachers and students more personalized suggestions, to protect the right of autonomy of teachers and students, the school rules and regulations to get teachers and students from the heart of the guardianship, will play a better role in unifying the norms. On the other hand, the school rules

and regulations in the formulation process to reflect the individualized content and implementation, to be reflected in the scope of the unified norms, not to undermine the educational justice, weakening and impairing the realization of the collective purpose. That is to say, the realization of individuality should be built on the basis of collective will. To the management of school uniforms, for example, if all teachers and students reached a collective will to wear school uniforms, and schools provide students with a variety of colors, styles for students to choose from, in order to reflect in the unified management of students' personalized care, and students for the choice of school uniforms, it is necessary to choose their choice of school uniforms in the choice of styles. In short, the school rules and regulations should be formulated by the real democratic participation of teachers and students to produce, since the school rules and regulations born of democracy, it is a collection of multiple personalities, teachers and students rationally comply with all the activities of teachers and students should be carried out within this reasonable scope. Therefore, when formulating school rules and regulations, schools should take into full consideration the individual needs and developmental characteristics of students, and formulate more flexible and elastic rules and regulations. At the same time, schools should also strengthen the guidance and education for students' personality development, stimulate students' creativity and imagination, and cultivate their spirit of innovation and practical ability through the provision of diversified educational resources and activity platforms.

2. The importance of school rules and regulations in balancing uniformity and individual development

Discipline is the main tool of school management, and all school arrangements have an educational effect, positive or negative.^[2]In the field of education, the formulation of school rules and regulations is an important cornerstone in ensuring the proper functioning of schools, maintaining order on campus and promoting the all-round development of students. The formulation and enforcement of school rules and regulations are not only to maintain school order and ensure the safety of teachers and students, but more importantly, to find a balance between norms and individuality in order to promote the all-round development of students. The formulation of school rules and regulations not only provides a code of conduct for teachers and students, but also carries multiple meanings such as shaping campus culture, cultivating students' character and improving the quality of education. First, it is conducive to the maintenance of campus order and safety. The primary significance of school rules and regulations is to maintain order and safety on campus. As a complex social organization, schools contain students and teachers from different backgrounds and with different needs. In order to ensure the harmonious coexistence of this diverse group, there must be a set of clear rules and regulations governing the behavior of all. For example, school rules and regulations are used to clarify boundaries of behavior so that students and teachers understand what is permitted and what is prohibited. Such clear guidance helps to reduce misunderstandings and conflicts and ensures that activities on campus are conducted in an orderly manner. By establishing and enforcing school rules and regulations, schools can

prevent or reduce the occurrence of undesirable behaviors, such as bullying, violence, and destruction of public property. These rules and regulations not only serve as a warning to potential violators, but also protect victims; a well-managed and disciplined campus environment can enhance students' sense of security and enable them to focus more on their studies and personal development. Second, it is conducive to shaping a positive campus culture. School rules and discipline play a key role in shaping a positive campus culture. Campus culture is the concentrated manifestation of school spirit and values, which influences the thoughts and behaviors of every teacher and student. School rules and regulations often contain the core values and spiritual pursuit of the school, teachers and students through the internalization of compliance with the rules and regulations of the school rules and regulations of the values contained in the school level, can enhance the collective sense of honor and a sense of belonging, which will help to form a good learning atmosphere and interpersonal relationships, stimulate the enthusiasm of the students to learn, and promote their all-round development. Third, it is conducive to promoting the formation of students' character and habits. The formulation and implementation of school rules and regulations are of great significance to the cultivation of students' character and habits. Compliance with school rules and regulations requires students to have a certain sense of self-discipline, and through long-term practice, students can gradually develop good self-discipline, which is crucial to their future personal development; school rules and regulations often contain requirements for character, such as honesty and trustworthiness, respect for others, and care for public property. These requirements help to shape students' noble character and make them become responsible people; by observing school rules and regulations, students can gradually develop good habits such as punctuality, neatness, diligence, etc., which will stay with them for the rest of their lives. Fourth, it is conducive to improving the quality and effectiveness of education. The formulation and implementation of school rules and regulations also play an important role in improving the quality and effectiveness of education. A well-managed and disciplined campus environment can provide a stable guarantee for teaching and learning activities, so that teachers can concentrate more on teaching and students can concentrate more on learning, thus improving the quality and effect of education. Moreover, school rules and discipline can help regulate the behavior of teachers and students, reduce misunderstanding and conflict, thus creating a harmonious teacher-student relationship, which can help stimulate students' interest and motivation in learning and improve the teaching effect, and students can also gradually learn social skills such as respect for others, teamwork, responsibility, etc., which are of great significance to the improvement of their overall quality. Fifth, it is conducive to protecting the legitimate rights and interests of teachers and students. The formulation and implementation of school rules and regulations also help to enhance the legal awareness of teachers and students, clear rights and interests of the boundaries, and learn to use legal means to protect their legitimate rights and interests. When the legitimate rights and interests of teachers and students are violated, the school rules and regulations can provide them with ways and bases to defend their rights and interests, and safeguard the legitimate rights and interests of teachers and students from being violated. Sixth, it is conducive to promoting the long-term

development of the school. A well-managed and disciplined campus environment can enhance the image and reputation of the school, make the school more competitive in the overall management and cultural atmosphere, and promote educational innovation, which helps to attract more outstanding teachers and students to join the school and promote the school's sustainable development. Seventh, it is conducive to responding to social challenges and changes. With the continuous development and changes in society, schools are facing more and more challenges. The formulation and implementation of school rules and regulations can help schools adapt to the needs of the times, ensure that their education concepts and teaching methods keep pace with the times by formulating rules and regulations that meet the needs of the times; cope with social problems, provide schools with the basis and means to cope with new social problems, such as cyberbullying and mental health problems, to protect the physical and mental health of students and to maintain harmony and stability on campuses; and cultivate a sense of social responsibility. By abiding by school rules and regulations, students can gradually learn to assume social responsibility and become responsible social citizens with a sense of responsibility. This is of great significance in promoting the progress and development of society.

School rules and regulations are the basic guidelines for internal management of schools, and they are an important safeguard for maintaining campus order and ensuring the smooth progress of education and teaching activities. The background of its formulation stems from the demand for students' behavioral norms, as well as the demand for school management and education. Through the formulation of clear school rules and regulations, schools can regulate the behavior of students, cultivate a good school spirit, and provide students with a good learning and living environment. However, with the continuous progress of educational concepts and the development of the times, the traditional school rules and regulations are facing new challenges. On the one hand, too strict uniform norms may inhibit the development of students' personality and limit their creativity and imagination; on the other hand, too loose or lack of uniform norms of school rules and regulations may lead to chaos in the campus order, affecting the normal conduct of educational and teaching activities. Therefore, how to balance the relationship between uniform norms and the development of students' individuality in the formulation of school rules and regulations has become an urgent problem to be solved.

3. How to Balance Uniformity and Individuality in the Formulation of School Rules and Regulations

First of all, school discipline needs to be standardized and regulated through a process of democratic participation. Discipline as a just educational force is not a one-way relationship of authoritative control.^[3] For a long time, the school rules and regulations are mainly based on the requirements of the higher authorities, direct reference to the provincial and municipal regulations as a unified norms to carry out uniform formulation, and does not take into account the characteristics of the school students' groups and individual needs of their school-based processing, due to the logic of this top-down management without the democratic

participation of teachers and students of the school, not on the basis of the requirements of the higher authorities, the integration of teachers and students into the school of the collective will, and it is difficult to take into account the individual development of students. It is also difficult to take into account the individual development of the students in the school. In order to take into account the unified educational and teaching requirements of the higher authorities and the needs of the students in the school, the formulation of school rules and regulations should follow the logic of norm-setting in combination with the upper and lower levels, and play a role in the democratic consultation and decision-making of the students' organizations, class cadres, teachers' representatives and other main bodies, so that the teachers and students are fully involved in the process of formulating school-based unified norms, and in this process, the weight of the teachers' and students' voices is given respect and safeguarded, and do not interfere with the democratic expression of the teachers' and students' voices with the authority of the teachers. The democratic expression of teachers and students should not be interfered with by the authority of teachers and students.

Secondly, the process of formulating school rules and regulations needs to be based on the democratic implementation of uniform norms. Any representative of the collective will of the text of the norms can not fully respond to all the individual needs of each individual, which requires flexibility in the implementation of the norms of the process, as far as possible in the unified norms on the basis of the care of individual needs, can not be mechanized, dogmatic implementation. For example, for the management of students' cell phones, the school requires that dormitories can not play with cell phones, some teachers will be implemented before the start of the school year to confiscate students' cell phones, even if the students only to facilitate communication with parents using the elderly machine; for the management of classroom teaching, some teachers in order to make the classroom to reflect the so-called "personalized" teaching characteristics, mandatory arrangements for students to learn in groups; for students to learn in small groups; for students to learn in small groups, mandatory arrangements for students to learn in small groups. For the management of classroom teaching, some teachers, in order to make the classroom reflect the characteristics of the so-called "personalized" teaching, forced to arrange students to study in small groups; for the management of student evaluation, students are required to strictly comply with the cumbersome evaluation process, even for those who need to leave the school in time due to urgent matters. These "one-size-fits-all" enforcement methods, although they serve the purpose of uniformity and standardization, ignore the individual needs of students and even lose the educational significance of educational management.

Finally, school rules and regulations need to be subject to democratic supervision for continuous improvement. The purpose of democratic supervision in schools is mainly to monitor the decision-making and its implementation process and results, to restrain the power operation in democratic participation and implementation, and to avoid "absolutization" of the rights possessed by the administrators^[4]. Therefore, it is necessary to monitor the

procedure and content of the generation of school rules and regulations, whether the school rules and regulations are generated by pluralistic and democratic participation, to what extent they reflect the personalized needs of teachers and students, and whether they are conducive to the realization of the fundamental purpose of education, which is to establish morality and build up a person's moral character; it is also necessary to monitor the process of enforcing the school rules and regulations, to see whether the right of students to self-government is safeguarded during the process of enforcing the school rules and regulations, and whether they flexibly take care of the personalized needs of individual students. Whether the educational significance of school rules and regulations is maximized, so as to prevent "educators from deviating from the spirit of discipline when applying educational punishments"^[5]. Thirdly, it is necessary to monitor the effectiveness of the implementation of school rules and regulations, compare the differences between the expected goals of management and the effectiveness of implementation, and form a feedback mechanism for analysis and further adjustment of the school's democratic management system. School rules and regulations should adhere to the principle of "student development as the center", so that teachers and students are fully involved in the democratic management of the school in all aspects, more thinking and mining management of the educational significance of maximizing the protection of teachers and students to participate in school self-governance, so that a more effective balance between uniform norms of the development of school rules and regulations and the development of individuality.

In conclusion, when making school rules and regulations, schools need to fully consider the individual needs and development characteristics of students. On the one hand, school rules and regulations should be clear, specific and easy to understand so that students can consciously comply with them. On the other hand, school rules and regulations should be flexible and inclusive to meet the individual needs of different students. When enforcing school rules and regulations, schools need to focus on justice, fairness and humanity. For violations of school rules and regulations, schools should provide appropriate education and guidance according to the specific situation, rather than simply taking punitive measures. At the same time, schools should encourage students to actively participate in the process of formulating and enforcing school rules and regulations in order to enhance their sense of identity and responsibility.

4. Research Outlook

Balancing uniform norms and students' individual development is one of the important issues in the current education reform. By formulating scientific and reasonable school rules and regulations, strengthening publicity and education, establishing an effective monitoring mechanism, encouraging students to participate in their formulation and enforcement, and focusing on individualised education and guidance, schools can find a balance between uniform norms and individual development, and promote the all-round development of students. In the future, with the deepening of education reform and the constant changes in social development, schools need to constantly explore and innovate

the ways of formulating and enforcing school rules and regulations, so as to meet the individual needs and developmental characteristics of different students. At the same time, schools also need to strengthen co-operation and exchanges with all sectors of the community, so as to jointly promote the continuous development and progress of education. In educational practice, we need to pay constant attention to the individual needs and developmental characteristics of students and provide them with more opportunities and space for development. At the same time, we also need to focus on cultivating students' sense of self-discipline and responsibility, so that they can become talents with independent thinking and social adaptability. Only in this way can we truly achieve equity and quality in education and lay a solid foundation for the all-round development of students.

Acknowledgements

2025 Guangxi Graduate Education Innovation Program "Research on Teacher Supply Mechanism in Guangxi Counties under the Background of Population Change" (YCSW2025210).

References

- [1] Dewey. Democracy and Education [M]. Beijing. People's Education Press, 1990:406.
- [2] Yuan Zheng. Constraint and education: The basic function of school discipline[J]. Journal of South China Normal University (Social Science Edition), 2018, (03):100-104+192.
- [3] Hu Jinmu, Fu Tianjiao. What makes school discipline a just educational force[J]. Educational Development Research, 2025, 45(02):10-15.
- [4] Wen Jinyan. Don't Alienate Primary and Secondary School Discipline into Discipline[J]. Educational Science Research, 2010, (12):73-75.
- [5] Li Changwei, Li Qinghua. The Problems, Causes and Their Responses to Educational Punishment--Based on the Perspective of Turgot's Spirit of Discipline[J]. Educational Theory and Practice, 2023, 43(01):15-21.