

CODE OF CONDUCT

International Baccalaureate
Diploma Programme



OMNES VIAE SCIENTIAM DOCUNT

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The IB Mission statement¹

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes of international education encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile²

ATTRIBUTES	IB LEARNER PROFILE
INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love for learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
RISK-TAKERS	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
BALANCED	We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

¹ IBO (2007), 'Academic Honesty'.

² IBO (2014), 'Effective citing and referencing'.

Lampiri School Mission statement

It is **our mission** as teachers in this school to work the best we can in order to produce learners who will stay so for the rest of their lives. Scientists who will act boldly when time comes and without trepidation do what is required to save and transpose their wisdom to the new generation and to the newer one until there is only the memory of the teacher left. It is our duty to help guide each student to their destination with their hearts full of dreams, hopes and ambitions to leave a better place when they are gone. Our shoulders are ever present to hold our students up where their **minds** can stay **open** and see beyond the darkness that so often awaits them outside. We teach our students to be caring of all those in need, to have a high sense of **ethos** etched in their hearts and recognize that people regardless of ethnicity, color, religion or sexual orientation or any other external characteristic which might set them apart, are equal to each other in terms of their rights. Our students will go out to the world communicating the **need for understanding others**, obeying their own principles, **think** and **reflect** upon the day gone and smile as they wait for the morning after.

*'I am not an Athenian or a Greek but **a citizen of the world**'*

(Plutarch, *Moralia, De Exilio*, book VII, 5 of the Loeb Classical Library edition, 1959).

Code of Conduct

«ΟΥΔΕΙΣ ΕΚΩΝ ΚΑΚΟΣ»

Introduction

Our aim at Lampiri school is to encourage and enable students to reach their potential while taking into account the well-being of the whole school community. The school community includes the Board, Principals, teachers, staff, students and parents/guardians and all adults whose roles keep them in contact with students in school settings and school activities.

To achieve this, we strive for a caring, open minded and principled learning environment where students feel safe, respected and supported. Every member of the school community is expected to know his/her rights and responsibilities as the rights of each individual end where the rights of another individual begin.

The Code of Conduct outlines clear standards of appropriate behavior, specifies the consequences of inappropriate behavior and seeks to provide all members of the school community with guidelines towards positive and constructive cooperation.

Rights and responsibilities of the stakeholders

Students' rights and responsibilities

Every student has a right to:

- education
- reach his/her potential in a positive learning environment
- feel safe and secure in the school community
- be treated with dignity and respect
- be an active member of a clean and principled learning environment

The above-mentioned rights exist through the acceptance of the following responsibilities. Every student has a responsibility to:

- respect the school and its values
- do his/her best to achieve academic excellence
- follow teachers' instructions
- follow academic honesty standards
- be mindful of his/her schedule
- maintain high attendance and arrive to school on time
- honor due dates and submit his/her assignments on time
- wear clothes appropriate for the school environment
- respect classroom rules
- participate in extra-curricular events as part of the learning experience
- respect the school and others' property, equipment and materials
- keep the school and all surrounding areas clean and protect the environment inside and outside the school premises – reduce, re-use and recycle
- respect the security of others
- respect the reputation of others
- respect and accept others regardless of their personal and cultural differences
- refrain from any form of harassment and bullying
- be helpful, polite and considerate of others
- display positive and appropriate social contact
- deal with arising conflicts in a peaceful way
- listen and cooperate with others
- be proud to be a member of the school community
- be a role model for other students
- Remember that the rights of each individual end where the rights of another individual begin

Parents' responsibilities

Parents play an important role in the education of their children and have a responsibility to support the efforts of the school in creating a safe and respectful learning environment for all students. Parents are expected to:

- understand and comply with the School Code of Conduct
- display an active interest in their child's school work and progress.
- communicate and cooperate with the school staff regarding student needs, rights and responsibilities

- support their child in following the rules of behavior and deal with disciplinary issues
- encourage their child to be appropriately dressed and prepared for school
- ensure that their child attends school punctually each day
- report absences or late arrivals to the School promptly

School's responsibilities

To assist students exercising their rights and responsibilities, the school strives to:

- provide students with subject options and subjects that are designed to help students achieve their potential in the IB Programme.
- give sufficient teaching time to each subject
- consistently apply criteria-referenced assessment methods whenever possible
- implement procedures to follow up on student participation, attendance and performance
- set in place mechanisms to ensure that school regulations are kept by Pre-IB and IB students

Electronic Devices

The use of electronic devices is allowed within school premises, under the following conditions:

- Mobile phones cannot be evident during class time unless its use is related to the instructional aims
- Tablets and laptops can be used in class if and when the Instructor permits/ requires it
- No electronic devices are allowed during examinations, tests or quizzes unless the Instructor/ Invigilator allows it

If such electronic devices, as have been described above but not limited to the above, are used during examinations, then it will be regarded as malpractice and a breach of the Academic Honesty Code of the school with very serious repercussions that might even lead to permanent expulsion.

Intermediate measures:

- 3-day suspension
- 0 grade for the specific assignment
- Notification of parents

Only electronic calculators are allowed when the nature of the exam requires such devices and only those approved by the IBO.

Any unauthorised programs stored in the memory of such devices need to be removed before any assessment, where they may be used illegally, has taken place.

Students who invade the privacy of others in any and all manners will be summarily suspended until the management decides on a course of action as outlined by Greek National Laws.

Smoking

Smoking any kind of device, cigarettes, cigars, pipes or any other means of tobacco containing material or any other kind of illegal drug will be dealt with to the full extent of Greek National Laws.

Anti-bullying policy

Bullying is a deliberately aggressive antisocial form of behaviour -verbal, physical or online-which results in psychological pain and distress for the student (s). The ethos and the philosophy of Lampiri School fosters high expectations of excellent behaviour and therefore our policy adopts a 'zero-tolerance' approach towards bullying and a regular acknowledgement and reward of kind behaviour.

As a school we take this phenomenon seriously and therefore we expect everyone in our community -governors, teaching and non-teaching staff, pupils and parents- to prevent bullying of any kind, to report any relevant incident that comes to his/her attention and to help members of the school community to deal with the effects of such negative behaviour when it occurs. Everybody has the right to be treated with respect and therefore all of our students should feel that, once bullying is reported, they will be supported adequately by our staff. If a child shows symptoms of school phobia, of fear to be at school, of nightmares, or has possessions which are damaged or "go missing", becomes unusually aggressive or disruptive and begins to make less effort with school work than previously, this should be reported immediately to our staff as these are considered to be the most common signs that he/she is being bullied.

According to our school policy, such incidents of possible bullying will be thoroughly investigated by our experienced and trained adequately staff, which will ask both the child(ren) and the parents to contribute to the further investigation and the effective solution to this unpleasant for the broader school community behaviour. As for the child displaying this unacceptable behaviour, he/she may be asked to genuinely apologize for his/her unacceptable behaviour and his/her parents will be informed and requested to contribute the reconciliation of the children involved in the incident of bullying. In every case, all incidents of bullying will be officially recorded in the individual's file in the school office and monitored discreetly to ensure repeated bullying does not reoccur. In case of confirmed severe incidents of bullying or when there is no genuine change in behaviour and willingness to alter unpleasant behaviour choices, fixed or permanent exclusion will be considered.

As far as the methods we use in our school in order to support our students in preventing and understanding the consequences of bullying, these are: our commitment to organize once per year an anti-bullying weekend, our relevant TOK presentations, the relevant open discussions during study periods and

our teachers' commitment to constantly focus on the severe consequences of this antisocial behaviour.

Parents have the power to play a core role in the prevention of bullying and they can effectively help the school community by informing the staff about such relevant incidents well in advance and –primarily- by being “open” and willing to discuss the problem with the school’s authorities.

Policies as a working documents

All our policies are living documents which will be amended appropriately by a committee responsible for such changes.

ATTRIBUTES OF THE LEARNER'S PROFILE	CODE OF CONDUCT
INQUIRERS	Students are expected to: <ul style="list-style-type: none"> • be willing to learn and reach their potential as independent active learners • be cooperative and work efficient as members of a team • ensure that homework and assignments are completed on time • seek for teachers' feedback
KNOWLEDGEABLE	Students are expected to: <ul style="list-style-type: none"> • develop an understanding of local and global issues • use their critical thinking to create links locally and globally through the CAS
THINKERS	Students are expected to: <ul style="list-style-type: none"> • approach and solve complex issues by applying their thinking skills critically and creatively • provide peaceful and ethical solutions if conflict arises
COMMUNICATORS	Students are expected to: <ul style="list-style-type: none"> • demonstrate language proficiency • listen carefully, use appropriate language and be considerate with the others • respect all mother tongues
PRINCIPLED	All members of the school community are expected to: <ul style="list-style-type: none"> • be aware of their rights and responsible for protecting their rights and the rights of others • treat others with dignity and respect Students and teachers are expected: <ul style="list-style-type: none"> • maintain academic honesty standards
OPEN-MINDED	Students are expected to: <ul style="list-style-type: none"> • create their own personal perspectives through learning • show respect and appreciation for other individuals, cultures & opinions • show fairness regardless of others' ethnicity, gender, sexual orientation, religion, age or disability
CARING	Students are expected to: <ul style="list-style-type: none"> • be helpful • become active citizens and responsible leaders willing to serve the others
RISK-TAKERS	Students are expected to: <ul style="list-style-type: none"> • be active members of the school community • explore new ideas and new possibilities • form and defend their own ethical values and beliefs.
BALANCED	Students are expected to: <ul style="list-style-type: none"> • participate in extra-curricular activities as active members of the school community to enhance their learning experience • actively participate in CAS activities and initiatives
REFLECTIVE	Students are expected to: <ul style="list-style-type: none"> • reflect on their strengths and weaknesses • reflect on their rights and the rights of other as well as on the ways to safeguard them

References

IBO (2014), *Effective citing and referencing*

IBO (2007), *Academic Honesty*.

Plutarch (1959), *Moralia, De Exilio*, book VII, 5 of the Loeb Classical Library edition.