

# LEIPZIG INTERNATIONAL SCHOOL



Secondary School Philosophies, Policies & Procedures  
for Student Conduct, Behaviour, and Consequences.

### **Our Mission**

Leipzig international School is an inclusive learning community which empowers and inspires today's learners to make meaningful impacts in tomorrow's world.

### **Our Vision**

Learning to be a Citizen of the World.

## **OUR VALUES**

### **COURAGEOUS**

- ✓ We have the courage to listen, empathize, persist, follow our passions, and grow.
- ✓ We have the courage of our convictions knowing that we are members of a supportive and respectful learning community.

### **INCLUSIVE**

- ✓ We embrace diversity by celebrating our common humanity, empowering all learners on their personal journeys of growth.

### **PROUD**

- ✓ We recognize the unique opportunity we have as members of the LIS community and we enthusiastically embrace our responsibility to make a positive impact on ourselves, each other, and the world.



# L.I.S. Learner Profile

As an IB World School, we adhere to the values of the IB mission statement. This declares that the aim of all IB programmes is to develop internationally-minded young people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers**

**Knowledgeable**

**Thinkers**

**Communicators**

**Principled**

**Open-minded**

**Caring**

**Risk-takers**

**Balanced**

**Reflective**



# L.I.S. Learning Principles

## Our principles of learning

1. We teach for learning of concepts and ideas through the process of guided inquiry, so that students can apply understanding to new areas of study.
2. We teach for learning of skills and competencies through modelling, deconstruction and joint reconstruction, so that students can apply skills independently and practise to achieve mastery.
3. We teach to promote individual critical thinking and research capacity, so that students can explore local and global contexts and develop innovative solutions to the challenges of our time.
4. We teach and model for learning of effective student character traits that align to our values and promote a healthy, happy and meaningful life.
5. We teach learning dispositions and skills to enable students' self-management, for them to be rigorous, responsible and resilient in their learning behaviours.
6. We teach for learning of communicative, collaborative and social skills, to enable students to live and work effectively in their future personal and professional teams.
7. We teach for learning inclusive of all, differentiating learning and using formative and summative assessment to direct feedback and inform growth.



# L.I.S. Student Conduct Policy

***The primary purpose of a student conduct policy is to guarantee maximal student learning.***

For schools to cohere, just as with societies, certain regulations are required to ensure that individual students and teachers can fulfil their potentials without disruption, and that collective, collaborative work and growth is optimal due to acknowledged norms and values being adhered to by all parties.

***The secondary purpose of a student conduct policy is to support and develop personal character growth of students with regards their participation in teams.***

One of our Learning Principles states:

*We teach for learning of communicative, collaborative and social skills, to enable students to live and work effectively in their future personal and professional teams.*

It is essential to explicitly work with students to support the family in developing characteristics that align with our values, enabling them to be empathetic, participative, and engaged members of teams, managing their personal conduct to this end.

***Overall, it is the responsibility of the behaviour policy to be restorative and educational, and for the teachers to be responsible to create a sustainable and effective learning relationship with students moving forwards (given the above premises).***



# Separating Learning Behaviour & Student Conduct

## *Conflating Learning Behaviour and Misdemeanours with Conduct around the School:*

It is important to differentiate between behaviours in the classroom - usually to do with learning and a direct result of the teacher's establishing of classroom values, management of learning space and dynamics, design of task and time, and preparedness to work individually with the student on meeting successful outcomes – and student conduct in the corridors, regarding relationships and power with other students, and any form of serious misconduct.

Serious misconduct includes, but is not exclusive to violent conduct, vandalism, mistreatment of school property (such as lockers, bathrooms, corridors and furniture), verbal or emotional abuse, and anything that contravenes laws and 'house rules' including the invasion of individual privacy in the digital sphere.





## Conduct & Behaviour - Specifics

### *Use of English and Mother Tongue: English is our Shared Language*

The language we choose to use can either invite or exclude others from communicating with us. As we value whole school communication, it is important that we use English to unite speakers whose languages may differ from each other; this is particularly true when sharing ideas in class. When we do group work in class it will be in English unless we are in a language class.

English is the lingua franca of the school; your Mother Tongue is valued within all subject and language classes. Your Mother Tongue is your identity and it helps scaffold your ideas and assist learning.

### *Politeness and Good Manners*

We understand that people do things differently from one place to another but we expect and value good manners: greeting each other with eye contact, looking behind you to hold a door open, talking not shouting to each other, walking in the school rather than running, thinking about the smaller children around you when moving and speaking, not chewing gum, not wearing headphones. We are measured by the way that we choose to act and behave.

### *Mobile Phones, Computers and Audio Equipment*

There is a time and a place for using our mobile electronic devices and we need to know that this is only as a part of the constructed learning experience in classrooms upon instruction by the teachers. In corridors, devices are used for learning purposes only. As part of a learning community, we insist that students and teachers do not isolate themselves behind devices and with headphones or ear-pods. Students should not use their mobile phone in class unless explicitly given permission to do so by their teacher.

During the school day all mobile phones must be switched off or set to silent and kept in bags or lockers. Headphones should not be worn around the neck or be visible; it is not the way to present yourself as being ready to learn.

Social media is instantaneous and powerful, carrying messages that can be profound or profane. It was designed as an online social forum with the purpose of connecting people instantly, regardless of their location around the world. Social media has successfully transformed the way that people communicate today. However, the negative consequences of communication via social media can also be profound. LIS understands the negative effects of these activities on the individual, and therefore discourages students, parents and staff members from engaging in any



inappropriate use. As a school, we are keen to work in partnership with parents to support the students in navigating this world, but students and families must be responsible for what is done on these channels outside of school.

Repeated misuse of electronic devices and breaching of these rules will result in the items being confiscated. Students will then have to come to the Secondary Office after school to have their equipment returned. If this happens more than once, the device will be passed on to the Assistant Principals and further follow-up will commence.

### *Tobacco, Alcohol and Drugs*

LIS is a tobacco and drug-free campus. Alcohol will be served to adults at some school functions. Students, even those of a legal age, are not to consume alcohol at school. This also includes any and all school trips. The Counsellor and the School Nurse provide consultation with and referral of students with problems or concerns related to drug and alcohol use. All have procedures to assure confidentiality.

The risks associated with the abuse of drugs, alcohol and cigarettes are numerous and include physical and mental impairment, emotional and psychological deterioration, and devastating effects on family and friends. We teach the issues related to these topics extensively through our PSHE and Pastoral programmes.

### *Dress Code*

Whilst we do not have a school uniform, we expect students to dress appropriately for a professional, school environment. Shirts and t-shirts should not be explicitly figure-hugging nor be flesh-revealing. In the summer months, short-trousers should not be too short. No student may wear any clothing, jewellery or carry backpacks which display, suggest or make light of alcohol, drugs, tobacco, weaponry, profanity, vulgarity, prejudice or sexual innuendo.

### *Valuable Items must be in your Lockers*

You should not bring valuable items or larger sums of money to school but if you choose to do so they must be kept in your locker. Please do not leave anything of value in the changing rooms or on top of your locker. It is essential that lockers are used to protect your personal items.

Be aware that although a locker is a private space it will be something that others will see into and therefore must not be decorated with anything that others would find offensive. The lockers are the property of an external company and should be treated as such. The school has the right to ask to search your locker or your bag when needed. A locker or bag search will always be





carried out by two adults – an Assistant Principal or Principal and another witness – and you present. If this happens your parents will be informed.

### *What you should not bring to School*

Every year some students ask what they can and cannot have in school and are surprised to learn that BB guns, home-made axes, wooden swords, theatre props and even alcohol-free beer will be confiscated. Rather than provide an exhaustive list of things you should not bring into school there are three questions to ask yourself to help make good decisions:

1. Is this legal? (If not then it should not be happening, let alone in school.)
2. Does this look right to someone who does not understand my reason for having it in school?
3. Is this likely to distract from the learning environment that LIS aims to have?

Please do not be surprised to find that the teachers or your peers answer these questions for you if you have not thought them through carefully enough.

### *Food and Drinks*

It is imperative that students take responsibility for the environment of the school building. For this reason, hot food can only be consumed in the cafeteria. Cold food, packed lunch and snacks can, of course, be consumed at tables in common spaces, but no trace of packaging or food can be left: outside, this causes problems with animals and vermin; inside it ruins our common spaces, shows a lack of consideration for the environment and how we dispose of our waste, and shows a degree of contempt for those members of our community charged with clearing up after us. It goes without saying, though, that chewing gum is not allowed at all in school. Energy drinks are also unhealthy and unhelpful stimulants in school and not allowed. Coffee and tea are also not allowed for the same reasons. Students are encouraged to drink water only during the school day.



# The School Day

## *Break and Lunch Times*

### Morning Break (10:15 to 10:35)

Timings for morning break change during Week 2 for students in Grades 11 and 12. Snack Break is an excellent opportunity to go outside and get fresh air, to eat something (please see previous comments about food and drink), and to go to lockers.

The cafeteria and outside spaces will be supervised by teachers on duty. In other areas of the school building – classrooms and corridors – all teachers are expected to be ‘on duty’ and supervise students. No student working in quiet areas of the Secondary School building will be asked to leave, however, large groups of students gathering in corridors will be asked to go outside or to the cafeteria.

### Lunch Break (13:15 to 14:00)

Hot lunches can be ordered from the school caterer or purchased in the cafeteria or from the food truck. Students can also bring packed lunch or food to heat up in the microwaves in the cafeteria. Lunches (as opposed to snacks) must be eaten in the cafeteria or on the steps outside. Waste must be disposed of sensibly and appropriately. Cafeteria cutlery, plates and trays must not leave the cafeteria under any circumstances. Should a student have an activity or a meeting during lunch, they should bring a packed lunch on that day. The Library is also an excellent resource available to students during break times and after school.

## *Cafeteria Duty*

A few times every year it will be your turn, as a homeroom, to be on cafeteria duty. You report to the duty teacher at 10:15 or at 13:15 and you help make sure that all students clean up after themselves. Where needed you will also help to clean tables.

You have to stay as long as you are needed and only leave after checking out with the duty teacher.

## *Flex-Time*

Flex-time is student-directed professional learning time. This happens every week from Tuesday to Friday for students in Grades 6 to 10. However, during this time they also have some form time as well as time for PSHE lessons. The rest of the time students must work independently or in



groups on learning tasks, or use the time to meet with teachers and seek clarity on classroom learning.

### *Library*

The library is open to students for reading, study and research. Game-playing on library computers, personal lap-top computers, and handheld devices, including phones, is not allowed at any time. This includes use of social media during these times, as well.

### *Leaving School Grounds*

Students in Grades 6-10 are not allowed to leave school during school hours, without a written request from a parent that has been received ahead of time by Form Tutors and Assistant Principals or the Principal. The front desk will then be informed of this and permission to leave will be granted. Breaking this rule will be subject to disciplinary action; we cannot be responsible for your safety if you choose to leave the school.

To be officially dismissed from school for illness, injury or wellbeing, permission must be given by the Nurse, Assistant Principal or Principal. Students should not call their parents to ask to be collected from school themselves. Your parents will always be called by the Nurse, Principal or by the Receptionist before you go home or are collected.

Students in good academic standing in Grades 11 and 12 are allowed to leave the school grounds during lunch-time only. They must sign in and sign out using the sheets provided in the Reception area, though it should be noted that students are only allowed to sign in or sign out for themselves. Any signing for others has serious legal ramifications and will be treated severely. Students in Grades 11 and 12 are still required to see the Nurse if unwell; they cannot merely sign themselves out from school.



## Learning at Home

### *Studying and Learning at Home (Homework)*

Learning at home is an important extension of what is learned in the classroom, whether it be a simple reflection on what has been done in each lesson, extension work, or preparation and completion of larger assignments and assessments. While we are trying to ensure that not all assessment of learning is a test, there will of course be some revision of learning also required.

As a school that strives to create lifelong learners, we actively encourage students not only to complete tasks and revise for tests, but also to develop frequent and routine study skills and habits. Spending ten minutes per evening reflecting upon what was done in a lesson in which no homework was assigned (what did I do? What did I learn? What could I do to research or learn further?), or reading around a topic can be extremely rewarding, just as participating in enriching activities outside of the academic curriculum. Subject teachers and departments continue to develop clear guidelines and ideas for such further study, and we urge all students to ask the teachers for ways in which this can be done. As an IB World School, all teachers at LIS are teachers of study skills in order to develop your learning capacity. This is why our new Homework Policy puts emphasis on longer tasks completed over a period of time (usually a week), and short reflection tasks on a nightly basis. This, of course, looks a little different for students in Grades 11 and 12. Form Tutors and subject teachers will explain the homework policy and procedure to students and adhere to its principles and practices.

For larger assignments (rather than routine daily practice work), you will have a deadline for submission. If you are unable to meet that deadline, be sure to inform your teacher at least 24 hours in advance and politely request an extension. If you do not meet the new deadline, your teacher will have a conversation with you, inform the subject leader, and you will be invited to Academic Supervision (by email, with your parents in CC). Please be clear, this is a support mechanism to help you with managing your time, completing your work, and ensuring that all assignments are complete before you reach a spiral of drowning in incomplete work. Subsequently, you will also learn more and be more successful. However, this is not the type of invitation you can politely refuse. You must attend, **even if you complete the work in advance of the Academic Supervision session**. You can then use the time to get ahead with other work, or to develop the study skills as described previously. Should you still not complete the work, break, lunch and free periods will be lost until all overdue work is submitted.



## Attendance in School & Communication with Home

### *Attendance and Punctuality*

You are expected to be in your form tutor's room ready to hear and share messages for the day by 08:00; later than this is recorded as late. You should arrive at school ready to learn.

When you enter a classroom, you need to sit down and have in front of you what you need for the lesson: books, paper, pens, pencils, ruler, calculator and any work that is due in that lesson. This is how you show your teachers that you are ready to learn.

We believe, naturally, that the best place to learn is in school and therefore that attendance is critical to success. It is not only a legal requirement but essential to your education. Those whose attendance drops below 80% will be called for a meeting to discuss appropriate supports and, in the case of G11 and 12 students, to consider the impact this may have on their university applications. Attendance and punctuality are recorded on report cards, which will be sent as a part of any future university application process.

### *Communication between School and Home*

If a teacher wishes to contact a parent to share information, they will do it through Engage, the school's Information Management System. It's imperative that families are connected on Engage; if not, they should contact the school's Marketing Department ([marketing@lis.school](mailto:marketing@lis.school)) in order to gain access. Depending on the situation the communication will be sent to the student's parents and Form Tutor and may be copied to the Subject Leader or Assistant Principal as necessary. In any emergency the school will try to contact families by mobile telephone or home phone. Please make sure that if you change your telephone numbers or email address that they are updated using the Engage Parent Portal.

If you need to contact the school in an emergency then please call our receptionist on 0341 393 77 500, who will be able to pass any messages on; classroom teachers are difficult to get hold of during the day. Please do not try to contact your child on their mobile phone since they are not permitted to use it during school time.

For non-emergency contact it is easiest to contact teachers through Engage and you can expect a response before the end of the following day. If you wish to talk to a teacher face-to-face then you must arrange an appointment with them. We must insist that any concern is initially directed to the relevant teacher rather than to an Assistant Principal or Principal. Issues are often resolved amicably at source with open and respectful communication.



## *Absences*

If an absence is known in advance, parents should inform the Form Tutor as well as the School Receptionist by email [postbox.info@lis.school](mailto:postbox.info@lis.school). In case of illness, parents should call the School Receptionist before 08:00, though an email to the Form Tutor with the aforementioned email address in CC is also effective at ensuring attendance is properly noted and thus any need to follow up is negated. Students absent for more than two consecutive days will need a sick note in order to have the absence officially approved.

All family holidays should take place within the school holidays; there are strict regulations from the State of Saxony to this end, and any request for exceptions should be communicated to the Assistant Principal for Students ([ian.mills@lis.school](mailto:ian.mills@lis.school)), the IB Coordinator for students in Grades 11 and 12 ([Isabel.vandyck@lis.school](mailto:Isabel.vandyck@lis.school)), or the Principal ([neil.allen@lis.school](mailto:neil.allen@lis.school)). The school calendar, including holiday dates, is published well in advance and is available on the school website in order to allow families to plan their holidays. Participation in sports tournaments or other such activities with clubs outside the school need agreement from the Principal.

## *Visitors to School*

If you are hosting visitors from another school - friends, former LIS students, exchange students - you must get your parents to write to the Principal asking if it is possible for them to come into school with you. Having another child on the school site brings with it some duty-of-care responsibilities and insurance issues and this cannot happen on a just-in-time basis.





## Student Support Services

### *School Nurse and Medicine Use*

The School Nurse is available Monday to Friday to help take care of any accidents or illnesses that may occur during the school day and to provide confidential advice or support regarding any health concerns. Please make sure to inform the School Nurse about serious allergies or any other medical conditions that the school needs to be aware of. There is a limited supply of over-the-counter medication for minor aches and pains in the health office, but this will only be given if signed consent has been given by the parents. If prescription medication is needed during school time, it must be administered by the Nurse. You must bring the medication in the original package with a clear dosage-note to the office. Please never share medication with others. Do not hesitate to contact the School Nurse if you have any questions, concerns or if you need advice.

### *Secondary School Counsellor*

The School Counsellor's role is to help students and teachers make the most of their LIS experience, personally, academically and professionally. Students with any concerns they would like to discuss are welcomed and encouraged to see the Counsellor. Typically, students go to the Counsellor with concerns about their academics, relationships, health, happiness, motivation, stress, trauma, or life-decisions. Meeting with the Counsellor is always an opportunity to explore your hopes and fears, and determine possible courses of action or resolution in a respectful and confidential setting.

### *Learning Inclusion*

We all learn differently and at LIS we promise to include learners of all abilities and with all learning requirements. Every student has different learning needs and support is available to help students work at levels appropriate to their abilities. Students with specific identified needs are provided with strategies and are supported so they have a greater chance of achieving their full academic potential. The most common challenges faced by students are in the areas of language communication, processing speed, organisation, time-management and focus and attention. Students and teachers can discuss strategies for learning with the Learning Inclusion team:

thomas.elms@lis.school (Middle School)

dimitrios.mitsis@lis.school (Upper School)



## Procedures and Consequences for Continued Breach of Conduct

*Given the assumption that the goal of behaviour policies and procedures is to rehabilitate and teach better conduct rather than punish misdemeanours, here is a staged escalation process of consequences:*

1. Should a student misbehave in the classroom (for example: distracting others, failing to follow instructions, being disrespectful), the teacher should manage that situation to a better future end. Ideas are built into the Teaching & Learning Handbook, but include management of classroom space (who sits where), timing of learning activities, ensuring that students are engaged in learning and not doing other things (on computers, in books, with pens, etc.), (very brief) time-outs from the classroom to enable the teacher to speak to the student privately, a private word outside of class. None of this should be documented or sent elsewhere; this is all part of day-to-day working with students, and a most successful outcome is always one where the teacher and the student manage this together without third parties.
2. Should the behaviour persist and the teacher recognises no signs of improvement (these signs can be very different from student to student, and it is imperative to empathise and depersonalise the situation – most likely, the student has nothing personal against the teacher but is distracted / distracting in all classes), the teacher should inform the Academic Learning Leader. The ALL and teacher should discuss strategies, but it is important that the ALL also speaks to the student, suggests consequences (lunchtime detention with the ALL, for example) if the problem persists, and makes the student aware that there is an escalation occurring. This should be documented at subject team level, and Form Tutors should be informed.
3. Should there still be no improvement, the teacher or ALL as agreed should make a [Daybook Entry on Engage](#) as a means of documentation for Assistant Principals and Principal of the Secondary School, who will email the parents and intervene as appropriate on a **case-by-case basis**. This necessarily needs to be a final stage of serious escalation and so should only occur when all other means have been exhausted. The nature of the consequences will be determined. Always we try to ensure that consequences are correctional and educational, but in the interests of all students and their learning, sometimes it will be necessary to temporarily or permanently exclude students from our learning environment. For these, the Head of School will also be involved.
4. For conduct in corridors or from teachers on duty outside or in the cafeteria, including with mobile phones, as in point 1 teachers need to manage the students themselves in line with the school's rules, values and codes of conduct. No documentation is required. However, for repeated or serious misconduct, the Form Tutors should be informed, with teachers outlining what happened and what they did to try to manage the situation. This will then follow the same escalation process as above, being at Stage 2 and moving to Stage 3 if no improvement. It is worth noting, that teachers are responsible for supervising students and their behaviour **at all times** in the school building. Collective responsibility is the best and only way to ensure everyone is fulfilling our conduct expectations; this is not a responsibility only when 'on duty'. A duty schedule exists to ensure that spaces that otherwise would not have teachers present are also supervised at key times of the day.

