ERUDITO LICĖJUS

EST. 2016

CODE OF CONDUCT

At Erudito Licėjus we are dedicated to ensuring that our school environment supports the learning and wellbeing of all students and staff. The overall rule is that both staff and students must behave in a responsible, thoughtful and considerate manner towards each other and all members of the school community.

This code of conduct outlines what we expect from all stakeholders, in particular our students, and the consequences that will be enforced if this code is not adhered to. We are dedicated to foster a positive behavior and self-discipline which have strong links to effective learning and are vital for students to go on to be independent and positive contributions to their community and society.

1. Aims

The aim of Code of Conduct is to create a positive, safe, and respectful environment where students can thrive academically and socially. It sets clear expectations for behavior, promoting responsibility, integrity, and mutual respect among students, staff, and the wider school community. By outlining acceptable conduct and consequences, both positive and negative, the code of conduct helps maintain order, prevent disruptive behavior, and ensure that every student has the opportunity to learn and develop in a supportive and inclusive atmosphere.

2. School & Staff

It is the responsibility of all staff to familiarize themselves and comply with the Code of Conduct. The Erudito Licėjus understands that the first step to modeling good behavior is to lead by example and therefore all members of staff must act responsibly and professionally and will never denigrate students or colleagues. We strive to ensure that discipline is consistent across the school so that behavior boundaries and sanctions are clear to all and applied fairly, proportionately, and without discrimination, considering students with special educational needs as well as the additional challenges that some vulnerable students may face.
We work with parents/guardians to understand their children and their behavior and encourage parents/guardians to communicate with the school if they have a concern about their child's behavior. We recognize that where individual students are engaging in continuing disruptive behavior there could be underlying or complex emotional needs. Our Child Welfare Team will ensure that if such needs are identified, we will do all we can to ensure that the student receives a personalized approach to support them and their learning.

3. Behavior Guidelines

All staff and students must act with respect, responsibility and kindness in their interactions at the school.

The values Erudito Licėjus community cherish:

- Autonomy – freedom of expression and responsibility.
- Diligence– high ethical and professional standards.
- Collaboration – tolerance and help.
- Social responsibility – care of others and environment.

Main behavioral principles we follow at Erudito Licėjus:

- In class, make it easy for everyone to learn and for the teacher to teach.
- Be respectful and be kind to everyone.
- Keep the premises tidy.
- Move calmly around school.
- Behave safely.

- Do not bring inappropriate things to school.
- Dress appropriately.
- Use social media wisely.
- Use political and religious freedoms carefully to avoid promoting personal beliefs.

4. Rules for Students

Students Must:

- Follow all behavior guidelines and follow instructions from staff.
- Develop effective study habits and do the best you can in every subject.
- Arrive on time for school in the morning and for each class.
- Greet any visitors they meet in the school.
- Stay silent when others are speaking.
- Be properly equipped with stationery and textbooks.
- Follow instructions when using special equipment in science labs, technology classes, the art room, sports hall and others.
- Behave responsibly in the school yard.
- Behave politely and respectfully during mealtimes. Wait patiently in ques. Keep the dining room tidy, cleaning up after yourself.
- Only eat food in the dining room, not elsewhere in the school.
- Put all litter in bins.
- Walk (not run) in corridors and stairs.
- Wear indoor shoes inside (not outdoor shoes or just socks).
- Completely clear the locker of any personal possessions (except neatly stacked textbooks) before every term break so that lockers can be cleaned out.
- Wear uniforms from Monday to Thursday and follow the Uniform Policy (*Annex 1*). Clothing and other possessions on Friday must not have visible slogans or words which are racist, sexist, religious, nationalist, or may in any other way cause offence to other students or staff & service contractors.

Students Must Not:

- Bully anyone in any way, online or otherwise.
- Use abusive, cursing or derogatory language at school, on school trips or online. Respectful exchanges among all staff and students are valued highly.
- Deface school property, including books and desks.
- Use mobile devices for any purpose except as defined in the Policy of Using Mobile Devices (*Annex 2*).
- Push other people.
- Have chewing gum, crisps, sweets, fizzy drinks, or other unhealthy food/drink at school.
- Have (possess or use) tobacco products or vaping instruments or drugs or alcohol at school or on school trips.
- Play games, cards for money or other valuable prizes, or sell anything to other students without permission from the Head of Administration.
- Play with balls, paper planes or other projectiles inside the school without permission.

- Wear hats, caps or other head coverings inside the school without permission.
- Bring expensive toys or games or any toy guns or weapons.
- Bring weapon-like toys or facsimiles as the school discourages images and artifacts depicting violence towards others.
- Bring anything else which is likely to be distracting or dangerous.
- Promote their personal political or religious beliefs in discussions with other students or staff & service contractors. When political or religious topics are a valid subject of discussion (e.g. during History or Geography) all participants must be open to respectful discussion and judge contributions by universal standards – such as the UN Declaration of Human Rights – not by their own personal beliefs.
- Use the gym, art studio, makerspace during breaks and without teacher or adult supervision.

5. Rules for Staff & Service Contractors

Staff & Service Contractors Must:

- Role model acceptable behavior and professionalism always
- Ensure that lessons start and finish on time and are not interrupted
- Ensure order at the beginning and end of the lesson to start and finish with all the information you need
- Ensure that students know and understand their tasks and that they are marked effectively
- Ensure that their clothing and personal presentation contribute to the positive image of the school
- Ensure that their social media activities remain private and do not cause harm to the school or members of the school community
- Avoid any non-formal / informal relations with students
- Must supervise students behavior during break times and be present for assigned duty watch

Staff & Service Contractors Must Not:

- Use mobile phones in class to make or receive phone calls or for any social networking in class, or misuse internet access.
- Chew gum during lessons and in the presence of students.
- Smoke at school or on school trips.
- Have (possess or use) alcohol at school or on school trips.
- Comment on any student, teacher or parent in any negative way while other students are present.
- Post photographs of students on social media without approval from the Head of Administration.
- Publicly criticize the school on social media and should avoid criticism of any other person, school, or of Lithuania as a country, as such comments could cause offence and reflect negatively on the school.
- Visibly wear and display any political, philosophical or religious signs (including party, national, and religious emblems or clothing).
- Promote their personal political or religious beliefs when working with students or staff & service contractors.

6. Parent/Guardians

Parents have an important role in supporting the school's code of conduct and should be encouraged to reinforce the code at home as appropriate. Where a parent has a concern about management of behavior, they should raise this directly with the school while continuing to work in partnership with.

Parents Must:

- Fully support and work with the Erudito Licėjus to encourage a positive attitude to education.
- Encourage excellent attendance (95%+) and punctuality; informing the school on any day the student is unable to attend or will be late (compulsory on ManageBac).
- Avoid family holidays during school term time.
- Make time to discuss and listen to the child about any home learning and recognize effort and progress the child has made.
- Attend any parent's evenings and relevant school's functions in which the child is involved; including any meetings that are requested by the Erudito Licėjus.
- To come to the school for a meeting by request of the administration, teachers, class leaders.
- Regularly review ManageBac to keep up to date with the child's behavior and attendance.
- Update ManageBac with parents/guardians contact details.
- Cooperate with education professionals whenever this need appears (e.g., creating an Individual Education Plan (IEP) for the student, discussing a student's behavioral correction plan, etc.).
- Inform the school if there are any factors which may affect the childs' performance.
- Inform the school if child has any allergies or health concerns that ambulance might need to be called.
- Fully support the schools policies; including Code of Conduct and any sanctions that are implemented if and when required.
- Ensure the child has the correct uniform and equipment (including pencil case and its contents, appropriate footwear and correct PE kit).
- Pay for the repair or replacement of any damage caused by the child (including lost books, equipment or damage to property).
- Take full responsibility for the child's appropriate use of technology including social media.

7. Minor / major inappropriate behavior and consequences

Student's Minor and Major inappropriate behavior

To support consistency in how student inappropriate behavior is addressed in school, it is essential to articulate the difference between minor inappropriate behavior that should be managed in the classroom versus major inappropriate behavior that requires a referral to the administrative office. It is important to operationally define each behavior to reduce vagueness, misinterpretation of behaviors, and inappropriate responses to student behavior.

Minor inappropriate behavior

- Unpreparedness – homework or class work is not completed; needed materials are not present.
- Disruption (low intensity) - physical or verbal action that disrupts other students on their own learning.
- Inappropriate language (low intensity)- name calling and or teasing; other related language that is meant to put somebody down.
- Defensiveness – student engages in brief or fails with slow-intensity to respond to adult requests, including arguing and/or negotiating, not following directions and/or misuse of time.

- Minor physical contact/aggression – student engages in non-serious, but inappropriate physical contact; done in a playful manner that is not intended to cause harm.
- Minor disruption/shouting out – may include note passing, talking out of turn, disturbing the class in any way.
- Tardiness – student is late for school (e.g. three times in a week).
- Property misuse (low intensity) – student intentionally engages in misuse of property: textbooks, desk, personal or school property that can be repaired.
- Dress code violation – student doesn‘t wear uniform or wears clothing that does not fit within the school dress code guidelines.
- Misuse of technology – student engages in inappropriate use of cell phone, music/video player, camera, and/or computer.
- Other - student engages in any other minor problem behaviors that do not fall within the above categories.

Major inappropriate behavior

- When inappropriate minor behavior cannot be managed in the classroom and the solution requires the help of a school psychologist/ social educator.
- Major verbal aggression – student delivers disrespectful messages (verbal/ gestural) to another person that includes threats, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
- Swearing – verbal messages that include swearing, name calling or use of words in an inappropriate way.
- Fighting/physical aggression – Intent and/or attempt to physically contact another person where injury may occur (hitting, hitting with an object, punching, kicking, hair pulling, scratching, etc.) *(danger to self or others)*
- Cheating – student deliberately violates rules or has signed a person’s name.
- Destruction of Property – student deliberately impairs the usefulness of property; participates in an activity that results in substantial destruction or disfigurement of property.
- Stealing – student is in possession of, having passed on, or being responsible for removing someone else’s property or has signed a person’s name without the person’s permission.
- Weapons – student is in possession of knives or guns (real or look alike), or other object readily capable of causing bodily harm.
- Other – problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.

8. Application of consequences

A special consequences diagram-visualization was created to help support positive behavior (see Annex 3). For types of consequences see (Annex 4)

Consequences should be related to the child's inappropriate behavior and the correction of that behavior. Students who engage in willful, persistent, and disruptive behavior that interferes with the educational process or who engage in hostile behavior on campus (Vilnius/Kaunas) or at an off-campus school

sponsored/sanctioned activity will be subject to school discipline. This includes breaking any rules or behavior guidelines as described in this document. The administration reserves the right to treat each disciplinary case on its specific merits. This section describes the most commonly used consequences that may be imposed as required.

The teacher notices and actively stops the student's inappropriate behavior by identifying it (e.g., "You are disrupting the lesson for others and yourself. Please stop."). If the student does not respond to the teacher's remark, the teacher again actively stops the inappropriate behavior by identifying it and stating that this was the second warning for disrupting the lesson. The teacher mentions that a third warning for inappropriate behavior will result in the student's parents being informed, and the student will have to submit a written explanation (see Annex 5 “Behavior analysis sheet”) to the homeroom teacher by 12 p.m. on the next working/school day (except primary school students), explaining why they behaved inappropriately during the lesson. If the homeroom teacher is not present at school on that day, the student submits the explanation to the school administration. The teacher whose lesson was disrupted is obliged to write a behavior note on ManageBac to parents and a letter to homeroom teacher with information that by 12 p.m. on the next working/school day the student will bring behavior analysis sheet (Annex 5).

After receiving the explanation, homeroom teacher has an individual meeting with student and discuss the situation and consequences. Homeroom teacher decides on the consequences which must be applied (if needed homeroom teacher consults with head of the relevant section, psychologist / social educator). Homeroom teacher informs student that if the misbehavior repeats or continues, the next meeting includes school psychologist / social educator during which the action plan to improve one’s behavior will be drafted by the student. In all cases parents will be informed by homeroom teacher about the outcome of the meeting (e.g., drafted action plan will be sent to parents as well).

If the behavior does not improve, the homeroom teacher contacts the school psychologist / social educator. The specialist gets involved and tries to understand the reasons behind misbehavior. Together with homeroom teacher they decided what consequences could be applied immediately. Meanwhile student together with psychologist / social educator and homeroom teacher, if needed, prepares the behavior correction plan (Annex 6). The correction plan is shared with student’s parents, homeroom teacher and if needed other member of school community. Contract contains specific targets for the student to reach within five days.

The behavior correction contract is monitored by psychologist / social educator. After five days school psychologist or social educator meets the student and parents, if needed, and discuss the progress and situation. If needed, additional plan is prepared. Homeroom teacher is informed about the progress, situation, other agreements.

If any of above taken measures do not give a positive result and student’s behavior does not improve, the school's Child Welfare Committee is informed and initiates a meeting with the student's parents, homeroom teacher, and/or other teachers of the student, if needed. The Child Welfare Committee discusses possible support and intervention measures, also may advise parents to seek support from children’s specialists outside the school.

IMPORTANT NOTE

Major more serious behavior incidents are immediately reported to the head of relevant section: Head of Primary School, Head of Secondary School, Director of International programmes, Head of non-formal education or Head of Vilnius. They will take the needed action.

Contacts in Vilnius:

- Head of Primary School Dalia Valaikienė (d.valaikiene@erudito.lt).
- Head of Secondary School Kristina Malikėnienė (k.malikeniene@erudito.lt).
- Director of International programmes Brian Brackrog (b.brackrog@erudito.lt).
- Head of non-formal education Erika Vaškialytė (e.vasialyte@erudito.lt).
- Head of Vilnius Branch Gintarė Aldonytė (g.aldonyte@erudito.lt).

Contacts in Kaunas:

- Head of Primary School Dalia Valaikienė (d.valaikiene@erudito.lt).
- Head of Secondary School Kristina (k.celiesiute@erudito.lt).
- Director of International programmes Brian Brackrog (b.brackrog@erudito.lt).
- Head of non-formal education Inga Švedienė (i.svediene@erudito.lt).

ANNEX 1: Uniform Policy

1. Uniforms are mandatory for all students from Monday through Thursday. Students are expected to wear the school uniform, ensuring that it is clean, well-fitted, and in good condition. Clothing and other possessions on Friday must not have visible slogans or words which are racist, sexist, religious, nationalist, or may in any other way cause offence to other students or staff & service contractors. We also request to wear uniforms in lyceum events and celebrations, also representing the school in various competitions, olympiads or other representative activities.
2. Bright make-up, painted nails, dangling earrings are not recommended at school due to safety reasons. Hair must be clean and tidy.
3. Students' parents are informed about the procedure for wearing the uniform when signing the educational services contract.
4. Parents must familiarize their children with this procedure and ensure that this procedure is followed.
5. Pupils are reminded of the uniform policy during the class meetings by homeroom teachers; school administrators inform pupils during classroom visits.
6. Compliance with the wearing of the uniform is checked periodically during classroom visits by a representative of the administration or the class teacher. The first time a pupil is noticed to be out of uniform, he or she shall be warned verbally, and his or her parents shall be informed in writing of the violation. After the second violation, the pupil shall be suspended from school for the day on which he or she came to school out of uniform, with the parents being informed to collect the pupil from school within half an hour, or, with the written permission of the parents, the pupil will be allowed to go home on his/her own.

ANNEX 2: Policy of Using Mobile Devices

1. Students are prohibited from using mobile phones for non-educational purposes within the lyceum's territory, during formal and non-formal education, as well as during breaks.
2. Students can use mobile phones during lessons if teacher allows it for educational purpose.
3. It is forbidden to film or take photos with a phone on school premises, except in cases where permission has been obtained to do so for school-related purposes, as instructed by the teacher or administration.
4. Upon arrival at school, students are required to turn off the phone's sound and vibration mode and place it into designated box in the classroom (or backpack, a locker in the corridor if required). Storing the phone elsewhere is prohibited. The lyceum is not responsible for students' personal belongings.
5. If a student needs to contact their parents or other persons during lessons, the student must indicate the urgency of the call to the teacher and obtain permission.
6. Parents are informed about the mobile phone usage policy when signing the education services contract.
7. Parents must inform their children about this policy and ensure its compliance.
8. Students are further informed about the mobile phone usage policy at the beginning of the school year during class hours or by school administration representatives during visits to classrooms.
9. If a student uses a phone in the lyceum, any staff member has the right to take the phone and hand it over to the school administration. The student's parents are invited to retrieve the phone after being notified by email or phone.
10. If the rules for using mobile phones are violated twice and if the parents visit the school twice to take the student's phone, the school forbids the student from bringing the phone to school for one month.

ANNEX 3: Consequences Diagram

Minor inappropriate behavior of a student

1st and 2nd Verbal warnings

Consequences:
No consequences

When two verbal warnings are not enough

3 rd verbal warning Consequences LEVEL 1

Consequences:
- Parents are being informed about inappropriate behavior.
- Student (except primary school students), submits a written explanation to the homeroom teacher.
- Homeroom teacher has an individual meeting with student and decides on the consequences which has to be applied.
- Homeroom teacher informs parents about an individual meeting with a student and applied consequences

LEVEL 1 Consequences are not enough (inappropriate minor behavior doesn't stop)

OR

Major inappropriate behavior of a student

Consequences LEVEL 2

Consequences:
- Specialist (school psychologist or social educator) is involved.
- Homeroom teacher with a specialist decide what consequences could be applied immediately.
- Specialist and homeroom teacher if needed, with the participation of the student, creates and prepares student's behavior correction contract.
- Contract is shared with parents, homeroom teacher, if needed other school community members.

LEVEL 2 Consequences are not enough

OR

Major more serious inappropriate behavior incident happens

Consequences LEVEL 3

Consequences:
- Child Welfare Committee is informed and initiates a meeting with the student's parents, homeroom teacher, and/or other teachers of the student.
- Possible support and intervention measures are implemented.
- Child Welfare Committee also may advise parents to seek support from children's specialists outside the school.

IMPORTANT NOTE !

Major more serious inappropriate behavior incidents are immediately reported to the head of relevant section: Head of Primary School, Head Secondary School, Head of IB DP or Head of Vilnius. They will take the needed action.

ANNEX 4: Types of Consequences

Consequences should be related to the child's inappropriate behavior and the correction of that behavior.

Possible consequences:

- Write a handwritten letter of apology to the insulted party concerned
- Has to openly apologize for his / her misbehavior to classmates or others effected by misbehavior
- Has to prepare and conduct part of the interrupted lesson
- Prepares a presentation on the topic of misbehavior
- Comes up with ideas/suggestions (with arguments) for class meetings, e.g. prepare lesson about friendliness or any other relevant topic
- Is assigned with special tasks at school (help in primary school, in the yard, during breaks in the canteen, etc.)
- Educational process is moved outside the classroom
- Detention after school
- Contract termination.

ANNEX 5: Behavior analysis sheet

BEHAVIOR ANALYSIS SHEET

Submit the completed behavior analysis sheet to the class teacher by 12:00 the next day.

Name Surname:

Class / Date

1. Describe the situation in as much detail as possible, what was your role in the situation:

2. How do I evaluate my behavior? (Why?)

3. Reasons for such behavior:

4. How do I change my inappropriate behavior?

5. How do I repair the damage?

6. Notes

Signature

ANNEX 6: Recommended behavior correction contract

Behavior correction contract

Name Surname:

Class / Date

1. What do I want to change so that the situation for which I am now preparing a change plan does not happen again? What does the thing I want to change look like today? (0 - it can't be worse; 10 - it's as I want it to be)

0_____X_____10

X (not less) because:

-

2. What can I do that depends on me to achieve the desired change? (+1 to the scale score of the first question).

3. What is my motivation for this change?
(0 – no motivation at all; 10 – motivation is as great as it is needed)

0_____10

4 . What kind of help might I need to make the change I want?

5. How will I see that the change has started to take place (the situation is improving)?