

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.
- Consuming food and drinks brought from home on school premises, with the exception of water bottles.
- 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
- Ensure meals for students.
- 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. PROCEDURE FOR RESPONDING TO INAPPROPRIATE STUDENT BEHAVIOR AND GUIDELINES FOR APPLYING CONSEQUENCES

8.1. PURPOSE AND MAIN PRINCIPLES

The goal of the school's behavior system is to create a safe, respectful, learning-friendly environment and to help students learn behavior that allows them, as well as other students, to collaborate and be part of the school community. When responding to a student's undesirable behavior, the teacher aims for two main goals: stop the behavior so that it does not disrupt the educational process; help the student learn more appropriate behavior, understand the impact of their actions, and take responsibility for their consequences.

Consequences are not intended to humiliate or punish the student. They must be clear, proportionate, related to the behavior, and focused on learning and behavior correction. Logical consequences differ from punishment in that they are directly related to the student's behavior and help learn more appropriate behavior. The teacher maintains a high level of responsibility and a high level of support: the behavioral boundary remains clear, but the student is given the opportunity to understand, fix, and restore the situation.

This direction aligns with the principles of restorative practices — separating the inappropriate action from the student's personality while maintaining accountability for the harm done.

8.2. MAIN SEQUENCE FOR RESPONDING TO INAPPROPRIATE STUDENT BEHAVIOR

It is important for a student to know what is expected of them during lessons and breaks. Therefore, students must be introduced to the school rules, and each class must have agreements with the students that clearly state the expectations for student behavior. Agreements must always be visible to all community members. When a student breaks a behavior agreement, the teacher follows this sequence:

REMINDER → CHOICE → CONSEQUENCE → RESTORATION

Not every situation requires all four steps. The teacher applies them based on the nature of the behavior, the student's age, the situation, and safety.

REMINDER.

The teacher briefly reminds the student of the rule or behavior agreement and gives the student an opportunity to change their behavior. One can say: "Our agreement is to talk one at a time." "Now we need to work independently." "We walk in the classroom, we don't run." "What should you be doing right now?"

CHOICE.

If the student does not change their behavior, the teacher offers two clear choices acceptable to the teacher. One can say: "You can work in your seat or move to a spot where it will be easier to concentrate." "You can work independently or complete the task briefly with my help." "You can stay in the

group and stick to the agreement, or complete the task individually." "You can continue the activity appropriately or temporarily not participate in this specific activity." "You can correct your behavior now or perform a restorative action later."

Important: choices must be realistic. The teacher does not offer a choice that they do not actually intend to allow.

CONSEQUENCE.

If the student chooses to continue the inappropriate behavior, the teacher calmly applies the pre-stated consequence. The consequence must be: clear, related to the behavior, and proportionate; suitable for the student's age and maturity; maintaining, as much as possible, the student's ability to continue the educational process. The consequence must teach and build skill(s), rather than merely cause discomfort.

RESTORATION.

After the consequence, the student is given an opportunity to restore what was disrupted or broken. A restorative action may be: completing an unfinished task; cleaning up what was scattered or damaged; an apology when another person was hurt; an agreement on how a similar situation will be handled next time; restoring the opportunity for another student to continue learning; participating in a restorative conversation.

8.3. TEACHER'S RESPONSE TO UNDESIRABLE STUDENT BEHAVIOR

When behavior recurs after the first clear reminder/warning, the teacher should have a short individual talk with the student. The conversation should be short, private, and focused on the specific behavior and its impact. Recommended conversation sequence:

NAME IT → CHECK UNDERSTANDING → EXPLAIN THE IMPACT OF BEHAVIOR → SHOW ALTERNATIVE → NAME THE CONSEQUENCE

Teacher Action	Possible Phrases
Invites the student to step out briefly for a private conversation	"Please step out into the hallway for a moment so we can talk privately."
Checks if the student understands their behavior	"Do you know why I asked you to step out?"
Names the behavior specifically	"You were talking while I was explaining the assignment."
Checks if the student understands why such behavior is disruptive	"Do you understand how this affects: a) you; b) others?"

Names the impact of the behavior	"When you talk while I am explaining, other students might not hear the instructions, and you yourself take away your own opportunity to learn."
Helps find an alternative behavior	"If you have a question, raise your hand and I will come over."
Names what will happen if the behavior recurs	"If this happens again, you will complete the remainder of the task individually."

In this way, the teacher not only stops the behavior but also teaches an alternative behavior, which is an important part of effective behavior correction.

8.4. SPECIFIC BEHAVIOR SITUATIONS AND POSSIBLE CONSEQUENCES

Student's Inappropriate Behavior	Consequence	Restorative Action
Distracts another student	Learning location is changed	Ensures that the other student can continue working undisturbed; if necessary, completes their own unfinished part of the work
Disrupts the lesson	Location is changed or given an opportunity to work individually	Continues working without disturbing others
Speaks out of turn	Seat change or individual work method	Returns to the agreed method of participation
Disrupts group work	Transitions to an individual task	Completes their part of the work and, if necessary, helps restore the group work process
Refuses to complete a task	Task is completed at an agreed time or individually	Completes the unfinished part of the work
Misuses learning tools/supplies	Tool/supply is temporarily taken away or an alternative is provided	Cleans up/arranges the tool and returns it to its place
Misuses a computer	Computer is put away in a designated spot until the end of the lesson	Completes the required learning task in another way, if possible

Offends or hurts another student	Situation is stopped and a restorative conversation is organized	Acknowledges their behavior, names the impact, and performs an agreed action to remedy the harm
Damages school property	Activity with the specific item is stopped. If necessary, class teacher or other staff are involved.	Cleans up or restores the damage done according to the procedure established by the school.
Fails to follow safety rules	Unsafe activity is immediately stopped. Escalated if necessary. If necessary, class teacher or other staff are involved.	Repeats the safety requirement and demonstrates the ability to adhere to it before returning.
Refuses to follow a reasonable request from a teacher	Request is repeated; if refusal continues, a situation-related consequence is applied. If necessary, class teacher or other staff are involved.	Fulfills the reasonable instruction and completes what was left undone due to the refusal

8.5. TEACHER ACTIONS THAT BUILD SAFETY

Clear and consistently applied rules, logical consequences, and calm, confident, and respectful behavior from an adult are very important for students' sense of safety and belonging to the school. Every consequence must correspond to the student's age, maturity, and level of independence. The level of teacher support decreases as the student acquires more self-regulation and responsibility skills, but the individual student's need for support always remains important.

Teacher actions that help build safety	Teacher actions that increase resistance
Calm tone of voice	Raised, threatening, ironic, or sarcastic tone
Short and concrete explanation	Long moralizing and lecturing
Specific naming of the behavior	Absolutizing student behavior ("you always...", "you are irresponsible")
Two realistic choices	Consequence unrelated to behavior or disproportionate
Consistent, predictable, and behavior-related consequence	Public reprimand or discussion in front of the class
Opportunity to correct behavior, return to the activity, and try again	Shaming, belittling, mocking, or comparing

Private conversation and preserving the student's dignity	Arguing with the student to "win" the conflict
Listening to the student	Demanding an immediate rational conflict resolution during high emotional arousal
Opportunity to calm down	Attention focused only on inappropriate behavior
Noticing and naming appropriate behavior	Constantly reminding of a previous infraction

8.6. WHEN A STUDENT IS ANGRY, UPSET, OR TALKS DISRESPECTFULLY

If a student is strongly emotionally upset, we first aim to reduce tension (self-regulate), and only then resolve the situation. It is difficult for an emotionally upset person to make rational decisions.

Teacher Action	Possible Phrases
Step 1. Stops the conversation	"I see that right now it is hard for us to talk calmly."
Step 2. Gives time to calm down	"How can I help you calm down? I can leave you alone if you need it, or we can take deep breaths together (offer a possible alternative)."
Step 3. Returns to the conversation	"Okay, let's get back to our conversation. Do you know why I asked you to step out?"

The teacher should not try to "win" an argument or continue the conversation when the student is too upset to participate constructively.

8.7. ESCALATION OF RESPONSE TO INAPPROPRIATE STUDENT BEHAVIOR AND ADDITIONAL MEASURES

LEVEL ONE – TEACHER'S RESPONSE.

Most inappropriate behavior situations are resolved in class, applying the school's established response sequence:

REMINDER → CHOICE → CONSEQUENCE → RESTORATION.

The teacher is responsible at the first level of response. If the student changes their behavior, the situation is considered resolved, and the student returns to the regular educational process.

LEVEL TWO – CLASS TEACHER'S INVOLVEMENT.

For students who intentionally and continuously disrupt the learning process or act hostilely on school territory (in Vilnius / Kaunas) or outside school grounds during school-organized events, disciplinary

measures may be applied. This includes violations of any rules or behavioral guidelines described in this document. The administration reserves the right to examine each case individually.

If a student does not respond to the teacher's remarks and applied consequences, the teacher informs the student that they must report the situation to the student's parents, and also hands the student a behavior analysis sheet (see Appendix 4), in which the student will have to submit a written explanation to the class teacher (it must be submitted by 12:00 PM on the next working (school) day).

In the behavior analysis sheet, the student will need to specify and explain the reasons why they behaved inappropriately during the lesson (except for primary school students). If the class teacher is not at school that day, the student submits the explanation to the school administration.

The teacher whose lesson was disrupted must write a comment in the "ManageBac" system to the parents regarding the child's inappropriate behavior and an email to the class teacher with information that the student will submit the behavior analysis sheet by 12:00 PM on the next working (school) day.

The class teacher is involved when: similar behavior recurs; consequences applied by the teacher do not help; behavior significantly disrupts the learning process; it is difficult for the student to independently change recurring behavior; resolving the situation requires a consistent agreement among multiple adults. The teacher passes specific information about the behavior and measures already applied to the class teacher, rather than just a general evaluation, e.g., "the student constantly misbehaves."

The class teacher: discusses the situation with the student; helps the student name the reasons and circumstances of the recurring behavior; sets a specific behavior goal together with the student; agrees on additional measures if necessary; informs parents about the situation and agreements**.**

LEVEL THREE – SPECIALIST/S' INVOLVEMENT.

If the behavior recurs, intensifies, or the measures applied by the teacher and class teacher do not help the student change their behavior, other school staff members are brought into the solution. The goal of escalation is not to make punishment harsher. Its goal is to increase the level of support, adult involvement, and responsibility so that the student can change the recurring behavior.

When the class teacher's efforts do not yield effective results, a psychologist, social pedagogue, or other appropriate specialist is involved. The specialist, together with the student and, if necessary, other school staff: analyzes the circumstances of the recurring behavior; helps identify possible factors sustaining the behavior; helps select appropriate alternative behavior strategies; if necessary, helps the student prepare an individual behavior correction / change plan (Appendix 5).

The behavior correction / change plan is shared with the student's parents, class teacher, and, if necessary, other members of the school community. The plan includes specific goals that the student must strive for over the next five days. The implementation of the behavior correction plan is supervised by the psychologist / social pedagogue.

After five days, the school psychologist or social pedagogue meets with the student and, if necessary, with the parents, to discuss progress and the situation. If necessary, an additional plan is prepared. The class teacher is informed about the situation, progress, and other agreements.

LEVEL FOUR – CHILD WELFARE TEAM'S (CWT) INVOLVEMENT.

If none of the measures listed above yield positive results and the student's behavior does not change, the school's Child Welfare Team is informed, which schedules a meeting with the student's parents, class teacher, and other teachers of the student, if necessary. The Child Welfare Team discusses possible support and intervention measures and may also suggest seeking help from specialists outside the school.

8.8. WHEN IS IT ESCALATED IMMEDIATELY?

Not all situations start from the first level. A teacher or responsible staff member immediately reports serious cases of complex inappropriate student behavior to the head of the relevant department: Primary Education Head, Lower Secondary Education Head, International Programs Head, Non-Formal Education Head, or Head of Branch. They will take the necessary action.

Vilnius Contacts:

- Head of Primary Education Giedrė Vilkaitė-Gursoy (g.gursoy@erudito.lt).
- Head of Lower Secondary Education Kristina Malikėnienė (k.malikeniene@erudito.lt).
- Head of Non-Formal Education Erika Vaškialytė (e.vasialyte@erudito.lt).
- Head of Vilnius Branch Gintarė Aldonytė (g.aldonyte@erudito.lt).

Kaunas Contacts:

- Head of Primary Education Giedrė Vilkaitė-Gursoy (g.gursoy@erudito.lt).
- Head of Lower Secondary Education Živilė Vilma Jonynienė (v.jonyniene@erudito.lt).
- Head of International Programs Marwa Eid (m.eid@erudito.lt).
- Head of Administration Inga Švedienė (i.svediene@erudito.lt).

ANNEX 1: Uniform Policy

APPROVED
by Order No. EĮ2022-10-17_2
of Director of
Erudito licėjaus of 2022-10-17

PROCEDURE FOR WEARING UNIFORM AT ERUDITO LICĖJUS

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: Procedure for the use of students' personal mobile phones and other electronic information and communication technology devices

APPROVED
by Order No. ER102610_18
of Director of
Erudito licėjaus of 2026-10-26

PROCEDURE FOR THE USE OF STUDENTS' PERSONAL MOBILE PHONES AND OTHER ELECTRONIC INFORMATION AND COMMUNICATION TECHNOLOGY DEVICES

CHAPTER I
GENERAL PROVISIONS

1. The procedure for the use of students' personal mobile phones and other electronic information and communication technology devices at Erudito Lyceum (hereinafter – the Lyceum) (hereinafter – the Procedure) has been prepared in accordance with the recommendations approved by the Order of the Minister of Education, Science and Sport of the Republic of Lithuania and the Minister of Health of the Republic of Lithuania regarding the use of such devices in pre-school and general education schools.
2. The Procedure regulates the use of students' personal electronic information and communication technology devices, including mobile phones, tablets, laptops, smartwatches, headphones, and other equipment (hereinafter – personal electronic ICT devices).
3. The Procedure applies throughout the entire school premises and during educational activities organized outside the school.
4. Personal electronic ICT devices are understood as information and communication equipment owned by a student, used for making calls and/or sending text and/or voice messages, and/or listening to and/or viewing and/or sharing audio and video recordings, and/or browsing the internet, and/or taking photographs, and/or other purposes not related to education.

CHAPTER II

OBJECTIVES OF THE PROCEDURE

1. To reduce health risks for students arising from excessive use of electronic ICT devices (such as irritability and difficulties with concentration).
2. To protect students from harmful online content and ensure a safe environment by preventing bullying within the Lyceum community.
3. To prevent addiction to personal electronic ICT devices.
4. To ensure a safe school environment conducive to learning, with clearly defined rules for the use of personal information technology devices, and to maintain order within the Lyceum;
5. To foster a responsible and ethical digital culture.

CHAPTER III

IMPLEMENTATION OF THE PROCEDURE FOR PERSONAL INFORMATION AND COMMUNICATION TECHNOLOGY DEVICES

IN GRADES 0–4 OF THE LYCEUM

1. Students in grades 0–4 must keep their personal electronic ICT devices in their backpacks during formal and non-formal education activities, as well as during breaks. At the teacher's discretion, mobile phones may be collected and placed in a designated location. At the Kaunas branch - in the administration premises on the 2nd floor of Building A.
2. During lessons, students may use their mobile phones and/or other personal electronic ICT devices only for educational purposes and only with the teacher's permission. If the teacher assigns a task that does not require the use of a personal electronic ICT device, the device must not be used and must be kept in the student's backpack.

IMPLEMENTATION OF THE PROCEDURE FOR PERSONAL INFORMATION AND COMMUNICATION TECHNOLOGY DEVICES

IN GRADES 5-10 OF THE LYCEUM

1. At the beginning of the first lesson block (lesson), the teacher collects students' mobile phones, places them in a designated box, and is responsible for transferring them to a locked cabinet located on the 6th floor at the Vilnius branch or to the administration premises on the 2nd floor of Building A at the Kaunas branch. These duties may be delegated by the teacher to a designated person.
2. During lessons, students may use mobile phones and/or other personal electronic ICT devices only for educational purposes and only with the teacher's permission.
3. If a personal electronic ICT device is not required to complete the task assigned by the teacher, the student must not use it.
4. During breaks, the use of other personal electronic ICT devices is prohibited.
5. Personal laptops belonging to Grade 5-6 students at the Vilnius campus must be kept in specially designated cabinets installed in classrooms during lessons and breaks. Laptops may be taken out and used in accordance with the procedure set out in Paragraph 2 of this section. After use, laptops must be returned immediately to their designated storage locations.
6. During lessons, it is prohibited to record video, take photographs, or make audio recordings using a mobile phone or any other personal electronic ICT device without the teacher's permission.

7. If it is necessary for a student to contact parents or other persons during lessons, the student shall approach an administrator or another staff member of the Lyceum. The staff member takes the phone from the box and hands it to the student. The phone call takes place in the presence of a Lyceum staff member. After the call, the phone is returned to the locked cabinet, and the student returns to the lesson.
8. The phone may be returned to the student earlier only in exceptional cases, upon receipt of an excusal from the parents or guardians.
9. Exceptions regarding the use of a mobile phone or other electronic ICT device may be granted to students who require it due to health conditions, special educational needs, or other circumstances agreed upon with the Lyceum administration.
10. Mobile phones are returned to students at the end of the lessons.

IMPLEMENTATION OF THE PROCEDURE FOR PERSONAL INFORMATION AND COMMUNICATION TECHNOLOGY DEVICES

IN GRADES 11-12 OF THE LYCEUM

1. At the Vilnius branch, students in grades 11–12 are permitted to use personal mobile phones only in a designated area of the school — the 11–12 grade zone on the 6th floor. In all other areas of the school, students of these grades are not permitted to use mobile phones.
2. During lessons, students may use their mobile phones and/or other personal electronic ICT devices only for educational purposes and only with the teacher's permission. If the teacher assigns a task that does not require the use of a personal electronic ICT device, the device must not be used and must be kept in the student's backpack.

CHAPTER IV
CONTROL OF THE USE OF PERSONAL INFORMATION AND COMMUNICATION TECHNOLOGY DEVICES

1. Class teachers, teachers, education support specialists, and the Lyceum administration are responsible for the implementation of the Procedure.

2. If a student fails to comply with the Procedure, a Lyceum staff member has the right to temporarily confiscate the mobile phone:

    2.1. for the first time – it is returned at the end of the school day;

    2.2. for repeated instances – it is returned only to the parents (legal guardians).

CHAPTER V
FINAL PROVISIONS

1. Erudito Lyceum is not responsible for the safety of students' personal electronic ICT devices. Students and their parents (legal guardians, caregivers) are responsible for their safekeeping.
2. Parents of students are informed about the procedure for the use of mobile phones and other personal electronic ICT devices by signing the education services agreement. Clause 2.3.2 of the agreement obliges parents to ensure that the student complies with the Lyceum's internal rules in force, which are published on the Lyceum's website at https://erudito.lt/en/information-for-parents/
3. Students are additionally informed about the procedure for the use of mobile phones and other personal electronic ICT devices at the beginning of the school year during homeroom sessions or through presentations by representatives of the school administration during class visits.
1.

ANNEX 3: 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 4: 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

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

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

5. Reasons for such behavior:

6. How do I change my inappropriate behavior?

7. How do I repair the damage?

8. Notes

Signature

ANNEX 5: 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)?