

Student code of conduct.

At CIS, we work to foster an environment in which the needs, rights and responsibilities of all are respected equally, and the diversity of our community is celebrated. We are proud of our students' courteous behaviour, and encourage students to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective (as in the IB Learner Profile).

Every member of our community shares the responsibility to ensure that CIS continues to be a safe and caring learning environment. Our students are expected to conduct themselves in a manner that will bring credit to themselves, their families and their school, and adhere to the CIS core values: collaboration, curiosity, creativity, generosity, and respect.

At CIS, students enjoy the right to:

- Be afforded equal rights and opportunities by staff and peers, regardless of their age, gender, religion or ethnicity.
- A safe and secure learning environment, free from any form of abuse from any member of the school community.
- Open and consistent guidance from the classroom teacher.
- Obtain extra help from a subject teacher at a mutually convenient time.
- Express themselves within the bounds of acceptable social behaviour.
- A safe adult to advise in addressing sensitive and controversial topics.
- Be fully informed of school rules and to be held accountable for inappropriate actions.
- Voice their concerns to trusted adults that can guide or support any infringement of their rights.

Each student is expected to make good choices. This means that they:

- Act respectfully and courteously towards all, both within and outside the school community, including online.
- Respect personal belongings, belongings of others and school property.
- Practise safe play and play with others in a positive and constructive way.
- Use appropriate language.
- Act with honesty and integrity.
- Challenge their own beliefs, preconceptions and values.
- Attend classes, activities and events punctually and regularly.
- Work diligently and cooperatively.
- Respect the culture, religions and customs of people of other nationalities and backgrounds.
- Respect of all genders, sexual orientations and gender identity expression.

- Identify and use positive ways to deal with disagreements and conflict.
- Respect the rights of individuals and groups and treat others in a fair, inclusive and considerate way.
- Show responsibility by being in the appropriate places during the school day.
- Be responsible for their own self-discipline whilst on school property, school buses, and during out of school activities that are part of the school programme.
- Practise developmentally appropriate self-management.
- Adhere to school policies, including the appropriate use of technology, Follow the same code of conduct whether online or in person.

If a student has difficulty in meeting these expectations, the student will meet with a member of the teaching staff and/or with the principal, vice principal or counsellors. The student will review expectations for appropriate behaviour, develop an action plan, and may be asked to fulfil an appropriate consequence. Parents may be contacted.

The following steps will occur for students who need assistance in meeting the expectations for appropriate behaviour within the context of their stage of social and emotional development.

Minor offences

The student will first conference with a member of the teaching staff and/or a member of the school's administrative team.

1. The student will review expectations for appropriate behaviour, develop an action plan, and serve an appropriate consequence.
2. For the second offence, the teacher or advisor will contact the parent/caregiver informing them of the behaviour.
3. For repeated minor offences, the student will report to the grade level lead and then subsequently to the principal.

Major offences / Prohibitive Conduct

Major offences are defined as behaviours that endanger the health, well-being and the rights of other students to enjoy a safe and happy school environment.

Major offences / Prohibitive Conduct include, but are not limited to:

- Theft
- Vandalism
- Gambling
- Violent behaviour

- Harassment
- Use of abusive language
- Use and/or possession of tobacco products and vaping
- Acting or speaking in racially-charged or xenophobic manner
- Acting or speaking in a sexist, homophobic or transphobic manner
- Fighting
- Threatening behaviour or language
- Possession, or consumption of drugs or alcohol
- Defiance of authority
- Possessing or using weapons or replicas of weapons
- Bullying
- Lying, misleading or withholding information from faculty, administration or staff
- Engaging in behaviour that is prohibited by Singaporean Laws
- Conduct that brings the school into disrepute
- Repeated academic integrity infractions

Disciplinary Process

- The student will be reported to a member of the school leadership team.
- The parent or guardian will be notified.
- The incident will be recorded in the school's student management system.
- The student will discuss and in some cases complete an action plan / reflection form and serve an appropriate consequence

Disciplinary actions may include:

- Restorative conversations that lead to the development of desirable behaviours
- Exclusion from class
- Exclusion from school
- Restitution for damages
- Withdrawal of privilege, school sponsored activity (excursion, open minds) or school service (Bus, ECA, etc.)
- Suspension (in school and out of school)
- Academic Withdrawal
- Counselling Withdrawal

In all cases, the emphasis of the disciplinary process will be on educating students regarding responsibility, personal choices and accountability, **not** on punishment or public apologies. However,

major offences are viewed and taken seriously and may result in immediate expulsion or termination of the students contract.