

## INTERNATIONAL CLASSES AT THE ATHÉNÉE - CODE OF CONDUCT

### a) Promoting good behaviour

All the students in a school benefit from positive behaviour. High standards are important to help them feel safe and achieve their goals. Parents and guardians play a key part in this context.

### b) Learning and Studying

As a student at the Athénée you are expected to:

- Aim for excellence in all your undertakings;
- Attend all lessons [100% attendance is necessary to achieve outstanding results];
- Report any absence by sending an email to [ib@al.lu](mailto:ib@al.lu) and [absences@al.lu](mailto:absences@al.lu) before 10 a.m. on each day of absence and handing in a written excuse by one of your parents/guardians three working days after the first day of your absence at the latest;  
Students are reminded (Art. 10. and 11. of the RGD of 23 December 2004 concerning the rules of conduct in secondary schools, amended by the RGD of 9 May 2018) that they are strictly forbidden to leave the school grounds during school periods between 8:05 and 12:40 and between 13:55 and 15:40, unless previously authorised. If a student, for health or another serious reason, needs to leave our school, he or she must notify the teacher, form teacher or the Deputy Head in advance. At the Athénée, the student will be registered with the Social and Educational Service (SSE), where the student must present him/herself before departure. The SSE will then make every effort to inform parents or legal guardian immediately. The student will wait at the infirmary or at the reception where he will wait until an authorized person comes to pick him up. Upon returning to school, the student will give a duly motivated written excuse to the form teacher.  
➔ Non-justified absences, or absences for which no valid written excuse has been submitted, will be sanctioned (detention).
- If you request a special leave of absence (Art.13), it is imperative that you ask permission well in advance from the subject teacher concerned (for an absence of one lesson), from the form teacher (for an entire day) or the Deputy Head of School (Ms Goebbels) (for more than one day or any absence immediately before / after holidays). Any excuse that is limited to informing the form teacher or the Vice Principal of a student's absence for attending any event will not be accepted. A prior request is required. If a request for exemption of classes has been submitted in advance and in due form, approval will be given according the student's profile (grades, behaviour in class, etc.).
- Doctors' appointments are to be fixed outside of regular school-hours (except for emergencies); the same applies to driving lessons;
- Be on time for all lessons;
- Bring the required coursebooks, copy books, stationery, etc., to all lessons;
- Complete all your homework on time and meet all deadlines;
- Try to make progress against any targets agreed and set;
- Collaborate with other students to achieve your goals if necessary or stipulated;



- Attend all examinations/tests you are registered for<sup>1</sup>;
- Aim to become “**inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect**” (IB Mission statement);
- Meet the deadlines set by your teachers. Students are required to assume responsibility for their own work and organization as well as respect the deadlines. **No exceptions will be made to the deadlines**, as they are known well in advance and constitute the latest possible date for submission. Extenuating circumstances such as a protracted period of illness may be considered if notification well in advance has taken place. Short-term illness, computer problems, time management issues or personal problems, for example, will not be taken into consideration.  
Failure to meet the set deadlines can include following consequences:
  - No feedback on the work handed in after the deadline.
  - A mark of zero on the work.
  - Disciplinary measures.
  - Non-admission to the IB DP final exams
- Reject all forms of academic dishonesty. These include:
  - **Plagiarism**: The adoption or reproduction of original creations of another author (person, collective, organization, community or other type of author, including anonymous authors) without due acknowledgment;
  - **Fabrication**: The falsification of data, information, or **citations** in any formal academic exercise
  - **Deception**: Providing false information to an instructor concerning a formal academic exercise—e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work;
  - **Cheating**: Any attempt to give or obtain assistance in a formal academic exercise (like an **examination**) without due acknowledgment;
  - **Bribery**: or paid services. Giving certain test answers for money, or paying to obtain such answers;
  - **Sabotage**: Acting to prevent others from completing their work. This includes cutting pages out of library books or wilfully disrupting the experiments of others.<sup>2</sup>

### c) Behaviour

You are expected to:

- Treat and talk to all staff, students and the local community with respect and courtesy, and behave appropriately and reasonably in all circumstances. The use of inappropriate language in and outside of the classroom will not be tolerated;
- Respect your environment by not littering, damaging school equipment and facilities and not smoking on the school premises;
- Appreciate the school’s multicultural community and heritage;
- Switch off all mobile phones in study areas [i.e. classroom or learning resource centres] and only use them appropriately in student common areas;

---

<sup>1</sup> In case of absence on the day of a test, you are requested to contact the teacher in question in advance and discuss an alternative solution/test with him.

<sup>2</sup> Source : [http://en.wikipedia.org/wiki/Academic\\_honesty](http://en.wikipedia.org/wiki/Academic_honesty)



- Leave the classroom during the breaks.

#### **d) Sanctions**

The Athénée de Luxembourg focuses on promoting positive behaviour, self-discipline and respect for others, but may also resort to sanctions for misbehaviour.

The Athénée has the legal right to impose reasonable sanctions. These might include:

- An oral or written reprimand;
- Extra work given by the responsible teacher or the form teacher;
- A letter to parents or guardians;
- Confiscating inappropriate possessions (for example, mobile phones or music players used during school hours despite prohibitions, items susceptible of causing injury etc.);
- Detention (e.g. three inscriptions in the register for inappropriate behaviour involve a two-hour detention; if the sum of late arrivals (VTT) reaches 20 minutes, a one-hour detention will follow; any non-excused absences will be registered on reports);
- A teachers' council formed by class teachers, the form teacher and the Head of School can decide to remove a student from a class or group.

#### **e) Discipline and physical contact**

Teachers are not allowed to enforce corporal punishment but can physically restrain students when necessary to stop them from injuring themselves or anyone else, from damaging property or causing serious disruption.

Members of the school staff can search a student and their locker suspected of carrying a weapon, with or without their consent, or carry out a breathalyser test.

#### **f) Your child and detention**

Detentions can be set during school hours or after school. Failure to attend without a legitimate excuse will lead to extremely severe punishment.

The school administration notifies parents or guardians of detentions taking place outside normal school hours at least 24 hours in advance, so that arrangements for transport or childcare can be made. Detentions are registered in students' databases, as stipulated by the MEN. The notification specifies the reason and length of the detention and also the set work to be carried out. In exceptional cases, rescheduling may be possible.

The undersigned student and the parent(s)/legal guardian(s) acknowledge that they have read this code of conduct and that they understand its meaning and effect.

# The IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **This page only**

to be handed in to the IB secretary

The student acknowledges that s/he has read this code of conduct and that s/he understands its meaning and effect.

**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Printed Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of parent or legal guardian:** \_\_\_\_\_

**Printed Name:** \_\_\_\_\_



# The IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.