



Lycée International de Londres

WINSTON CHURCHILL



Our Primary Code of Conduct

2023-24
School
Year



Our Vision and Mission

Vision

Our school is built on a foundation of academic accomplishment in an open, creative and nurturing environment that encourages each child to reach their full potential

Mission

Through a rigorous bilingual programme and innovative methods, we educate pupils to become responsible, creative and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and make sense of and embrace change



Guiding principles

We cultivate:

- Excellence in intellectual and social endeavours
- Creativity through a diversity of teaching methods
- Integrity by encouraging students to be truthful and fair
- Community through solidarity and collaboration
- Awareness to ensure we are tolerant and able to celebrate our differences



Support structures

Advisory

Every time the school intervenes to maintain student wellbeing, we work as advisors. This means verbal advice (teacher to student, wellbeing team to student, or parent/student/school meetings), and/or email or formal letters to parents. Interventions will begin with an advisory process and decisions are recorded.

Counselling

A student may be asked or required to follow a counselling programme to address behavioural concerns or attitudes that cannot be managed through our mentoring programme.

The goal is to foster appropriate behaviour and/or attitudes in the community.

This service may be in-school or external.

Mentoring

A student may be assigned a learning mentor to accompany their customised plan. We foster the positive behaviour and responsible attitude that are the foundation of both individual learning and community building.

Mentoring goals are discussed and recorded. The school may liaise with external agencies as needed.

Community building

A student may be asked or required to undertake work to develop a better understanding of the guiding principles expressed through the school's mission.

This may take the form of individual or in-group reflection, service to the school and the student body, or outreach programmes to the wider community. In Secondary, trained peer counsellors and peer tutors provide peer-to-peer support.



Five words have been chosen by our students to reflect on their behaviour in accordance with our core guiding principles

I am **RESPECTFUL**

I respect everyone around me, no matter what our differences may be. I treat others the way I expect to be treated. Everyone must practice mutual respect and demonstrate a positive attitude towards others in our **COMMUNITY**. Violence, rudeness, swear words, and bullying, whether physical or verbal, are not tolerated and will be punished. I respect other people's possessions. Self-respect: I respect my own body and mind. I am proud of who I am.

I am **KIND**

I am part of a welcoming community and I act with compassion. Kindness is the heart of our school: we help and support each other. I am **AWARE** of our differences, I embrace them and see them as a strength. I offer support and kind words to those who feel sad or vulnerable.

I am **HONEST**

I am honest with any adults in the school as well as my classmates and I act with **INTEGRITY**. I take ownership/responsibility for my actions and words. If I witness a behaviour that looks inappropriate, I find the courage to stand up for myself or for others. I report any incident to an adult.

I am **HAPPY**

I am happy and positive at school, I enjoy learning and I understand my progress. I am an active learner. I ask questions. I know it is necessary to make mistakes in order to reach **EXCELLENCE**. I feel confident and speak up for myself. I know that I can ask my teachers and other trusted adults for help. I communicate with my peers and my teachers to make the right decisions. I use Clear Messages (Messages clairs) to help me communicate. ([LINK](#))

I am **COOPERATIVE**

I enjoy working together with my classmates toward common goals. I listen to my classmates and welcome everyone's ideas and participation. I help others when they need me and welcome other people's help when I need it. I enjoy **CREATIVITY** and working with my classmates to invent solutions and solve problems. I trust my imagination.



The students chose a hand to hold, protect and easily remember our keywords, one finger at a time.





Reward systems

- Celebrating achievements and positive behaviour during the weekly leaf ceremony and various school assemblies
- Certificates to reward involvement in clubs/committees
- Bravo Box
- Class awards



Level I behavioural issues

- Chewing gum at school
- Disrupting others' ability to learn
- Dress code violation
- Inappropriate language
- Littering or damaging the school property
- Physical pushing/shoving
- Lack of respect for classroom rules or disruptive behaviour

This list is not exhaustive.

Level I issues are handled immediately through a conversation with the adult in charge. Consequences for minor infractions could include:

- *Assigned community service*
- *Written reflection*
- *Notification of guardians/parents*

This list is not exhaustive.



Level II behavioural issues

- Repeated violation of Level I behavioural issues
- Damage to school or personal property
- Disrespectful language or behaviour towards any member of the community
- Lying and other matters of honesty
- Technology policy violations
- Repeated unexplained absences

This list is not exhaustive.

Level II issues will involve a meeting with the Head of Year or Cycle to investigate the concern. Consequences for Level 2 issues could include but are not limited to:

- *Meeting with parents/guardians*
- *Formal written warning*
- *Trips suspension*
- *Internal mentoring or external counselling may be required*

This list is not exhaustive.



Level III behavioural issues

- Repeated violation of Level II behavioural issues
- Endangering the welfare and the safety of other students
- Use of discriminatory language and any form of racism
- Harassment, bullying, maliciousness
- Physical assaults including fighting, hitting, kicking, biting, etc.
- Verbal abuse or threatening behaviour against students for adults

This list is not exhaustive.

Level III issues involve a meeting with the Head of Primary, a member of the Wellbeing/pastoral team and the parents to investigate the concern. All Level III issues are referred to the Head of School, who will meet with the student and the relevant staff member.

- *Student may be suspended immediately*
- *Student may be temporarily suspended and given a probationary period*
- *Student may be removed from school permanently or not be reinvited to the school*
- *Parents and student are expected to engage with external support agencies as required.*

This list is not exhaustive.



Associated resources

Please consult our full Behaviour & Discipline Policy #8 on Website.

Teachers may discipline students for misbehaviour when the student is:

“taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a student at the school or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation of the school. In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member”.

(Resource No 7, DfE)

Please consult our full Complaints Policy #9 on Website:

“The school hopes that parents and carers will not feel the need to complain about the operation of its behaviour management policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school’s Complaints Policy is on our website. We undertake to investigate all complaints and to notify parents and carers of the outcome of the investigation within 28 days. We keep records of complaints for three years after your child has left the school”.



Associated resources

1. [Use of reasonable force in schools](#)
2. [Searching screening and confiscation](#)
3. [School exclusion](#)
4. [Keeping children safe in education 2023](#)
5. [Send code of practice 0 to 25](#)
6. [Sexual violence and sexual harassment between children in schools and colleges](#)
7. [Behaviour and discipline in schools](#)
8. [Link to our school policies](#)

Thank you for reading

We now ask you to sign this [google form.](#)



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