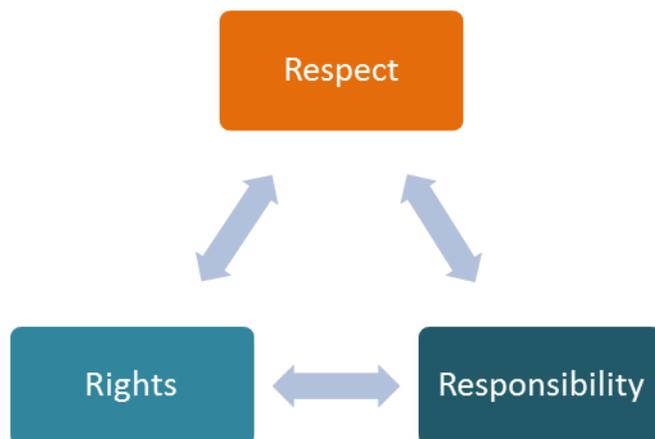


Code of Conduct



INTRODUCTION

The OIS code of conduct sets the standard by which members of the OIS community measure their relationships with others. The code is based on the development of attributes of the IB learner profile. The values and attitudes of the school community that underpin the culture and ethos of a school are significant in shaping the future of its young people. In a school that has a commitment to the values inherent in the IB learner profile, these values will be readily apparent in classroom and assessment practices, the daily life, management and leadership of the school. We have high expectations of the entire community at OIS. Mutual co-operation, respect for property, respect for our environment and, above all, respect for each other are essential to our happiness. The purpose of this code is to set the context for a safe and productive learning environment by outlining expected behaviour in a caring school.

Reference is made to the school community throughout this code. The school community includes students, all staff, parents, and all adults whose roles or jobs place them in contact with students in school settings and school activities.

The IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the IB programmes and therefore the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes. (*IB learner profile* booklet, March 2006).

IB LEARNER PROFILE *(IB learner profile booklet, March 2006).*

IB learners strive to be:

ATTRIBUTES	IB	OIS CODE
Inquirers	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.	Students and teachers use the research facilities to develop themselves as independent and responsible learners who respect the plagiarism and IT use policies.
Knowledgeable	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.	The school community develops an understanding of local and global issues and uses this to create links locally and globally through the CAS and Community and Service programmes, the creative activities programme and the sporting programme.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.	The teachers, parents and students of the school community do not make hasty judgements, but use their knowledge to think carefully and make reasoned and ethical decisions.
Communicators	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.	Members of the school community make efforts to communicate across cultures and through different languages to increase their respect for, understanding of and collaboration with each other.
Principled	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.	This is shown through respect for the rights of others and for the policies regarding academic honesty. All members of the school community take responsibility for their own actions.
Open-minded	They understand and appreciate their own cultures and	The school community uses to the full the resources

	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.	available through multimedia and through the library to develop an understanding and appreciation of their own culture and of other cultures. They consider all points of view carefully and acknowledge the rights of others to their own viewpoint.
Caring	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.	All members of the school community support and participate in the community and service and CAS activities to the fullest extent possible. Members of the school community treat each other with respect .
Risk-takers	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.	The school community is not a closed community: members are willing to explore new ideas and new possibilities and to form and defend their own ethical values and beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.	Teachers and students remember to lead a balanced life where possible: to balance sport and study; action and reflection; collaboration and individual activities.
Reflective	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.	Members of the school community understand their own strengths and where they need to develop further. Their reflection leads to personal development and growth in their own learning.

Equal Education Opportunity Statement

No student at OIS will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any programme or activity on the basis of sex or sexual orientation, race, religious belief, national origin, ethnic group, or disability.

ROLES OF STUDENTS, SCHOOL PERSONNEL AND PARENTS

The cooperation of students, parents, school staff, and the community remains essential in providing an appropriate environment for learning to take place. Our students must understand their rights and responsibilities in relationship to achieving the maximum from every educational experience.

1. STUDENTS

Students enrolled in OIS are subject to the OIS code outlined above while at school and when attending all school-sponsored activities, which include but are not necessarily limited to the following:

- Transportation on school buses
- Field trips
- Athletic functions
- Club or group meetings
- School-sponsored social events
- Trips by school groups to educational events

Students will:

- a) attend all classes on time, in uniform (or tidily dressed if they are in year 12) and with the proper materials needed for schoolwork;
- b) show respect for all people and property;
- c) seek changes in an acceptable manner and through proper communication with school personnel.
- d) understand that mobiles are not allowed on school grounds.
- e) not bring tobacco products, matches, and lighters onto school property or to school-sponsored activities.
- f) not use, be under the influence of, or have in their possession any alcohol, drugs or drug paraphernalia.
- g) not use or have in their possession dangerous objects. Also included is the misuse of common place objects, including but not limited to keys, locks, etc.
- h) cooperate fully with the teacher in charge whenever the need exists to evacuate the room or building in any emergency. Teachers will be instructed on proper procedures and everyone is to act accordingly with safety always in mind.

2. SCHOOL PERSONNEL

School personnel will:

1. maintain a proper environment for learning;
2. show respect for all students
3. support the use of proper guidance procedures;
4. communicate regularly with parents;

5. encourage parental support of school activities;
6. act in a professional, responsible manner;
7. take part on professional development activities;
8. employ various disciplinary and guidance procedures such as:
 - conferences and /or contact between administrator(s), parent(s), teacher(s), and student(s);
 - referral to appropriate personnel for counselling, psychological evaluations, or other needed services;

3. PARENTS/GUARDIANS

Parents will:

1. maintain close communication with school staff concerning their child's performance and behaviour;
2. make certain that their child attends school regularly and send a written note to school when their child is absent or late;
3. supply their child with materials needed for schoolwork and with the school uniform;
4. communicate to school any problems or condition that may affect their child or other children in the school;
5. discuss reports and school assignments with their child;
6. supply school with current home and work telephone numbers.

REMEMBER

1. Students must conduct themselves responsibly at all times.
2. The drinking of alcohol, bullying, smoking, sexual impropriety, stealing and vandalism are not tolerated. In the last resort the Principal reserves the right to expel a student.
3. The school has a zero tolerance policy towards the use, sale and possession of illegal drugs.

Remember at all times that we are representatives and ambassadors of Oeiras International School.

Be proud to be part of our school