

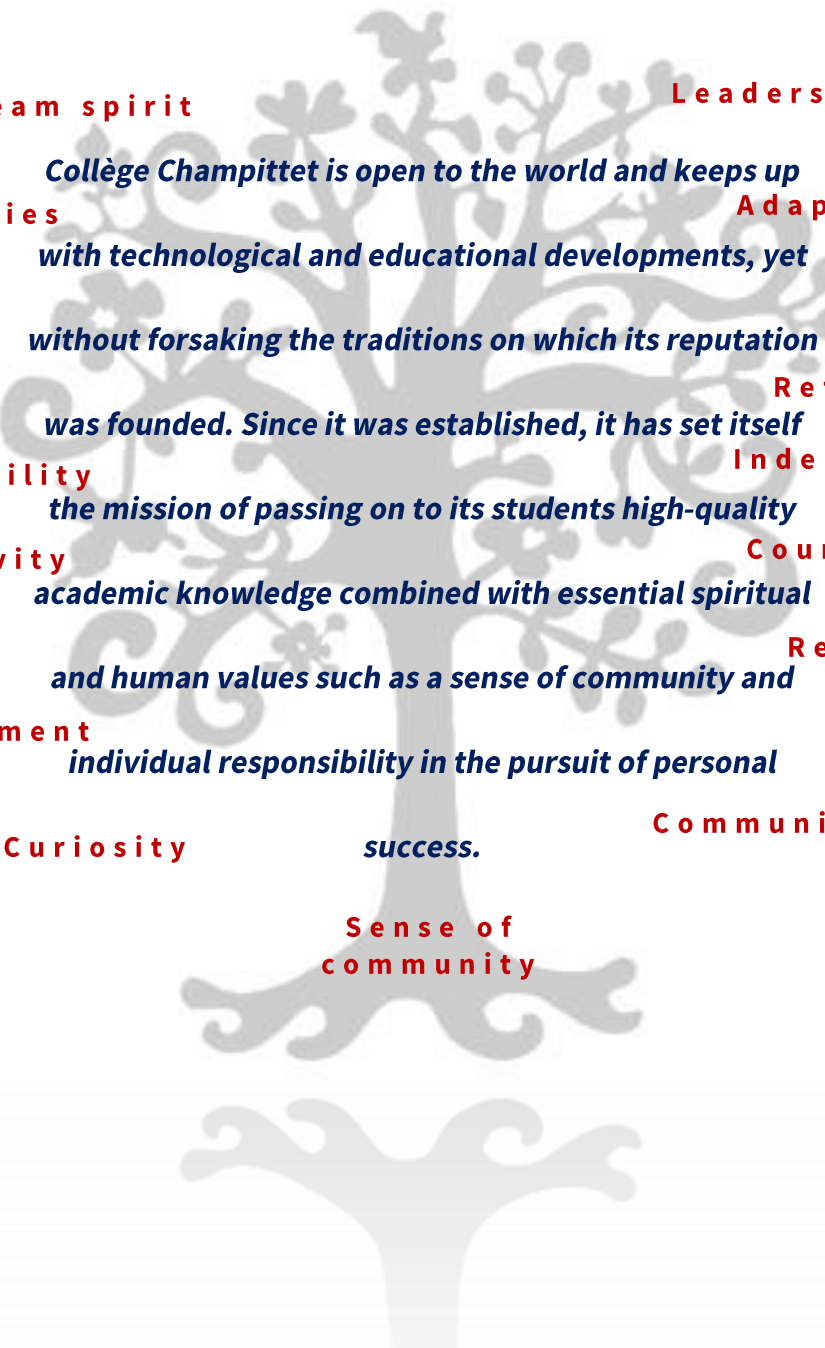


VIE SCOLAIRE / PASTORAL CARE

RULES: RIGHTS AND DUTIES OF STUDENTS

SECONDARY SCHOOL: 9th – 14th grade

August 2026



Team spirit **Leadership**

Technologies **Adaptability**

Ambition **Reflection**

Responsibility **Independence**

Creativity **Courage**

Commitment **Respect**

Curiosity **Communication**

Sense of community

Collège Champittet is open to the world and keeps up with technological and educational developments, yet without forsaking the traditions on which its reputation was founded. Since it was established, it has set itself the mission of passing on to its students high-quality academic knowledge combined with essential spiritual and human values such as a sense of community and individual responsibility in the pursuit of personal success.



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Introduction

The Pastoral Care Rules enshrine the fundamental values of Collège Champittet (hereinafter also referred to as 'the school'). These values aim to support academic excellence as well as the personal development of students. Everyone, students as well as parents, is deemed to have read and accepted these rules and regulations, as amended from time to time, when registering at the school.

1. Support for students

All students have the right to be heard, to give their opinion and to express their concerns. To do so, they should first request a meeting with the class teacher, or the teacher concerned. The following other departments may be involved in finding and implementing a solution.

1.1. Mediation

The school mediators are teachers trained in listening to students, they implement solutions and resolve conflicts. They are available to any student in conflict with a fellow student or a teacher. The mediator is bound to discretion.

1.2. Coaching

The coaches are teachers trained in coaching, who will review the school situation with the student and, if appropriate, with the parents, and make proposals for improvement in the planning and structuring of the student's work. They monitor progress regularly.

1.3. Psychologists

The school employs school psychologists who act as 1st responder and filter cases requiring psychological support. In cases that are beyond their capacity to intervene or their skills, or that require lengthy treatment (more than 5 sessions), the student is referred to appropriate external structures, in agreement with the student and parents. The psychologists are bound by official secrecy and act in accordance with a charter.

1.4. Study guidance counsellor

The school offers an academic guidance and counselling service designed to help students and their parents choose academic options, gain access to universities and colleges of higher education, and find a career.

1.5. Academic support, private courses, speech therapy

- Studies: supervised study.
- Private lessons given by a teacher.
- Speech therapy.



1.6. *Infirmary*

The school has two nurses who deal with general health problems and first aid. The nurse acts in accordance with the general standards of the profession applicable in Switzerland.

2. **Class representatives**

The school aims to “empower” students, making them more independent, responsible for their own learning and involved in school life. The representatives are elected by their classmates at the beginning of the school year under the supervision of the class teacher. In exceptional cases, the school management reserves the right to veto an elected pupil. Each representative can make proposals concerning the organisation of the school and cultural, sports and humanitarian activities, etc. A Council of Representatives will be elected for Secondary II as well as representatives from different section committees, Swiss Maturity, French Baccalaureate and International Baccalaureate.

The representative has the following tasks:

- Foster positive relationships among students, as well as between students and teachers, with particular attention to the relationship with the class advisor,
- Attend meetings with the school management,
- Sit on the Disciplinary Committee and defend the interests of any student referred to that Committee,
- Welcome new students and help them settle into the school,
- Encourage classmates to take part in events organised by the school,
- Act as an ambassador for the school’s values,
- Speak in front of an assembly,
- Prepare for meetings and draft the minutes,
- Collect and organize requests for classmates,
- Pass on information
- Understand the diversity of the class by listening, taking everyone's opinion into account, expressing oneself without aggression and analysing requests,
- Inform the class of decisions taken and responses provided in collaboration with adults.

At the end of the school year, Management presents each representative with a certificate thanking them for the work done, provided the representative has honourably performed their duties.

The class representatives are trained by the school in fulfilling their role, particularly their involvement in the Class Councils and the Disciplinary Boards, and to the Council of representatives for the representatives of the 11th - 14th.



3. School Rules

3.1. Lateness

Punctuality is a mark of respect towards other pupils and teachers. Being late can have a major impact on schooling, in the sense that the first few minutes of a lesson are often used by teachers to set the scene for a productive period: lesson objectives, positioning in the course progression, importance of the subject, stimulating cognitive activity through questioning, creating a group effect, etc.

All students are bound to observe the school timetable and be in class, ready to start work, when the bell rings to mark the beginning of each lesson. All teachers check attendance and punctuality to every lesson. Lateness will be mentioned on the student's school report. A student who arrives late must report to **Pastoral Care to sign in late** (bracelet/badge), Pastoral Care will evaluate the reasons. Any lateness exceeding twenty minutes will be considered as an absence, and therefore requires a note from the parents explaining the reason. Repeated or unjustified late arrivals will be subject to sanctions. The number of occurrences will be counted per semester and will be sanctioned for every 5 occurrences (5, 10, 15, etc.) by a detention, on Wednesday afternoon, Friday after lessons or on Saturday. Students are required to bring schoolwork with them to be done during these periods.

3.2. Wristband/badge

From 6th Grade, each student receives a personal wristband/badge allowing them to access the buildings, photocopiers and school restaurant.

The wristband/badge is **personal, non-transferable** and a mandatory part of school kit. Each student is responsible for bringing it every day and keeping it in good condition.

Any loss, damage, or absence of the wristband/badge must be reported to Pastoral Care office immediately upon arrival at school.

3.2.1 Replacement:

The first replacement is free of charge. From the second replacement within the same school year, a fee of **CHF 50.-** will be charged to cover replacement, programming and administrative costs.

3.2.2 Forgotten wristband/badge:

The frequent forgetting of the wristband/badge is recorded by the Pastoral Care office. It may also lead to educational measures if it becomes a recurring issue.



3.3. *Time off during the school year*

The voluntary absence of a student during the school year has a negative effect on schooling, in the sense that it throws off the rhythm of the lesson, impacts on the group dynamics and disrespects the work of the teachers and other pupils.

Time off will only be granted in exceptional circumstances for reasons that are deemed valid. Requests for time off will only be granted on a request submitted to the Academic Management. This also applies to early departures on holiday and late returns. These absences will be counted and recorded in the student's school report. The students are responsible for catching up backlogs in lessons because of their absence; they must refer to the content of lessons in EcoleDirecte.

3.4. *Absences*

Any absence must remain exceptional. Personal, medical, or administrative appointments must, as far as possible, be scheduled outside of school hours. Families are requested to limit avoidable absences to preserve learning continuity.

In the event of an unplanned absence, Pastoral Care is to be informed by telephone (021 721 05 31) or by e-mail (viescolaire@champittet.ch) or on EcoleDirecte by the student's parents or legal guardians, including for students over the age of 18.

To justify an absence, the parents or legal guardians must provide a written note of excuse that the student must hand to Pastoral Care office **no later than 48 hours after returning to school**. Justification of Absence Forms are available from Pastoral Care. In the event of illness exceeding three days, or in case of repeated absences, the note of excuse must be accompanied by a medical certificate. An absence from sport must always be accompanied by a medical certificate or a note from the nurse.

If a student leaves the campus during the day without having notified the Pastoral Care Office/infirmary in advance, he will be sanctioned by a direct detention.

Unjustified absences will be sanctioned by a detention on Wednesday afternoon, Friday after lessons or Saturday; students are required to bring schoolwork with them to be done during these periods.

Justified and unjustified absences will be counted each semester and recorded in the student's school report. Cumulative absences of 10% or more per school year, whether justified or unjustified, could result in a student not being promoted to the next grade.

As the 10% absence threshold approaches, a formal discussion is held with the family and the student to establish an action plan for the remainder of the student's schooling. An alert is also sent by Pastoral Care office to the academic management and, if applicable, the boarding school management. Monthly monitoring is then established until the end of the semester.

In the event of absenteeism, the academic management reserves the right to suspend any request for optional absences (trips, competitions, personal conveniences, etc.) until the situation improves.



3.5. *Missed courses and assessments*

Make-up assessments are organized in accordance with the principles set forth in the *Make-up Assessment Charter* annexed to the present regulations. This charter defines the procedures for make-up assessments, individual responsibilities, as well as the principles of fairness, responsibility, and learning continuity that govern their implementation.

3.6. *Plagiarism, cheating and intellectual dishonesty*

Intellectual dishonesty includes cheating, plagiarism in a research paper without citing the source, copying content from an artificial intelligence software, copying a classmate's homework, and any oral or written communication between students during an exam.

Details concerning Academic Integrity can be found in the Academic Integrity Policy in annex.

3.7. *Free periods, absence of a teacher*

All changes to the timetable will be announced by Pastoral Care. In the event of an unannounced absence or lateness on the part of a teacher, a class representative shall go to Pastoral Care Office within 10 minutes to inform them. The rest of the class will wait in the classroom in silence.

In case of a class-free period on the timetable, all students of Grades 9 to 14 are required to go to Study Hall to do silent work (homework, reading, other assignments, etc.). Late arrivals and absences are registered by the supervisor.

- Study Hall SB01: Grades 6 to 10
- Study Hall SB41: Grades 11 to 14

Under no circumstances may students leave the premises of the school during a free period. In the event of a teacher being absent during the last period of the day, only students whose parents have signed a permission to leave school may be released from school, on a decision by the Head of Pastoral Care or the Dean. All the others shall go to the study room.

3.8. *Physical education classes*

Physical education is an integral part of the School's educational project and contributes to the physical, social, and personal development of students. Attendance is mandatory. Exemptions can only be granted by the Academic Management, the Pastoral Care office, the infirmary, or upon presentation of an official proof. Requests of exemptions for personal convenience are not accepted.

Any student exempted from physical education must report to the study hall or the location designated by the school for the entire duration of the class. Their presence is mandatory. Any unauthorized absence is considered an unexcused absence.



4. Behaviour and discipline

4.1. Positive discipline

The school adopts a positive discipline approach, which combines benevolence and firmness. Firm, to respect the adult world and the rules of living in society. Benevolent, to respect the world of the children and their emotions. It contributes to making the students independent and responsible, by increasing self-esteem.

4.2. Non-discrimination

Any form of discrimination is contrary to the College's universal Christian and humanist values, including, but not limited to racism, anti-Semitism, prejudice based on gender, origin, language, physical appearance, religion, ethnicity, etc.

4.3. General attitude

It is prohibited to run inside the buildings, climb on the windowsills, enter a room where there is no class without permission, or linger in the toilets. It is prohibited to picnic or consume beverages or food in the buildings. It is strictly prohibited to enter the changing rooms outside sporting activities.

4.4. Dress code

The purpose of the school uniform is

- To visibly reinforce the sense of belonging to the Champittet's community of learners
- To erase superficial disparities linked to clothing
- To prevent the wearing of clothing that is incompatible with school customs

The school requires all students to wear the Champittet uniform at all times, including exam periods, except on the last working day of each month. Students must refrain from any eccentricity or provocation. For example, dyed hair, piercings, tattoos, visible underwear, excessively short miniskirts, shorts, sports shorts, torn jeans, leggings, sports trousers and military trousers are not allowed. During sports lessons, it is compulsory to wear the Champittet sportswear. It is strictly forbidden to take off the uniform and to change clothing during the whole day, including break time and lunch.

The school reserves the right to have a student's dress corrected, to have the student wear a second-hand piece of uniform from Pastoral Care or not to allow the wearer into the classroom.

In general, the College encourages modesty, elegance and neatness in dress. Students should feel that they are being judged on their personal qualities and not on their appearance or clothing budget. It is recommended that students do not come to school with visibly expensive or extravagant accessories or clothing.



4.5. *Class life*

Students must observe the classroom rules. At the end of each lesson, the students must put their belongings away and leave no rubbish lying around. The teacher will make sure that the classroom is tidied, the board cleaned, the windows closed, and the lights switched off. For security reasons, the windows are locked, except in cases authorised by the Management.

4.6. *Access to classes, time between classes and break time*

In the morning at 8:00 am and after the lunch break at 1:15 pm or 2:15 pm, students are only allowed to go to the upper floors 10 minutes before the start of lessons. Time between classes is not break time; students who must change classroom shall go to their next lesson without delay. When the bell rings for the second time, the students must be at their seat and the lesson starts immediately.

During break time and at the end of lessons, students are not allowed to remain on the upper floors, in the toilets, or in the changing rooms. After using the toilets, they must immediately return to the recreation areas or the locations designated by the school. Furthermore, students are not allowed to leave the College campus during the break from 9:55 am to 10:10 am. Any exit during this time is strictly exceptional and must receive prior authorization from the school (medical appointment, official summons, or other duly justified reason).

4.7 *Toilets and changing rooms usage*

Toilets and changing rooms are exclusively intended for their specific purpose and must be used with respect for the individuals, the facilities, and safety rules.

As such:

- They do not constitute a meeting place, nor a gathering or playground area
- Student must leave these spaces as soon as they have finished using them
- Access to changing rooms is limited to the schedule established by the school
- It is forbidden to prop open, block, or bypass secure doors giving access to changing rooms or toilets

Any inappropriate use or failure to comply with these provisions may result in educational or disciplinary measures.

4.8 *Smartphones, connected devices and smart glasses*

Smartphones are strictly prohibited on campus during the school day. In case of non-compliance, the device will be confiscated immediately. All staff members are authorized to intervene at any time and in any location. Upon confiscation, staff must write the student's name, class, date, and time on a Post-it attached to the device, and deliver it to the Pastoral Care office as soon as possible. If the phone is merely visible but not in use, the student will be asked to put it away without confiscation.

Confiscation is limited to the school day: students retrieve their phones from Pastoral Care office at the end of their school day. If the device is not claimed, it remains at school overnight.



Students may exceptionally use their phones for family or medical emergencies only in the presence of an adult in an office. This policy also applies to boarding students until 5:30 p.m., after which boarding house rules take over.

In case of refusal to hand over the phone, immediate detention will be applied.

Teachers may require that smartwatches, smart glasses, or any other wearable digital devices be removed and stored away during classes or assessments. The use of electronic games is strictly prohibited **at all times** on campus. Any non-respect of this point may result in digital objects being confiscated and returned at the end of the day by the Pastoral Care office.

Students are prohibited from taking photos or videos or publishing them on the internet and social networks without the explicit permission of those photographed or filmed. In the event of suspected unauthorized filming or recording, the school may request the student present the device in question to verify its nature and usage, and apply the disciplinary measures provided in the school rules.

Only a laptop computer can be used in class, for academic purposes only. In that case, the student must refer to the School's IT Charter. Moreover, the author of any messages that are disrespectful, obscene, sexually oriented, threatening, bullying or harmful to the reputation of another person, by text message, e-mail, on websites, referring to Champittet and/or any person connected with it, will be sanctioned.

Protocol for smartphone and connected devices use during school trips

During school trips, students are required to follow the school's IT charter. Smartphone and connected devices use is permitted within a clearly defined framework that balances communication needs with the educational context.

Usage guidelines:

Students' smartphones up to Grade 11 included must be handed over to accompanying adults each evening before bedtime. They will be returned to students each morning before breakfast.

During activities and travel, students must strictly follow the instructions given by the adults. Any misuse may result in temporary confiscation or restricted access. This protocol aims to promote responsible use of technology while ensuring safety and the smooth running of the trip.



4.9 *Lunch break*

Students respect their status at lunchtime:

- Half-boarders:
Meal at the Four Seasons restaurant according to the set timetable
- External day students:
Meal outside, at Café 1903 or in the restaurant, provided they sign in before entering

Off-campus outings:

- 11th-14th: boarders and external day students are allowed to leave the campus between 13.15 and 14.10. Half-boarders are allowed to leave the campus after lunch, between 13.40 and 14.10

No orders or deliveries are permitted. The order will be confiscated, and the student warned and penalized.

Students must respect all service and kitchen staff, clear their place and respect waste sorting. All students at the school respect the environment and feel responsible for the cleanliness of the premises.

4.10 *Bags placed on the ground/on lockers*

It is strictly forbidden to put bags on the floor in front of the doors used as emergency exits in front of the teachers' room. It is also forbidden to leave bags or other objects on the lockers. No bags or bulky objects should be left untidy in the buildings and the school's grounds.

4.11 *Dangerous objects*

Students must not bring any dangerous object to school. Banned objects include, but are not limited to, laser pointers, pellet guns or water pistols, blowpipes, knives, imitation or real weapons, etc. Disciplinary action will be taken against any student in possession of one of these objects, which will be confiscated immediately.

4.12 *Personal items, lockers*

Students are personally responsible for their personal belongings. Valuable clothes or objects should be avoided at the school. Students have an obligation to keep manuals, notebooks, and folders in good condition. Any manual, notebook or folder that is lost must be replaced. To prevent loss or theft, students must put a personal marking on all their material (clothing, compass, ruler, books, etc.).

Students must not leave money or valuables in the locker rooms or classrooms. They must put them in their locker, which must be kept properly closed. Students are required to lock their lockers with a padlock, or they will be sanctioned. The school cannot accept any liability for damage or theft. Nevertheless, if a student suspects a theft, he/she shall warn Pastoral Care office, which will make every effort to find the lost or stolen property.



4.13 *Rules for use of lockers*

Use of a locker is compulsory. The locker must be closed after each use. A padlock must be installed within 24 hours of reservation of the locker. This personal padlock must be used throughout the school year.

Any padlock installed on a locker without permission will be sawn off.

Students have access to a locker which they must keep in good condition. They must not store anything in it which could cause nuisance or harm. In exceptional circumstances, a member of the Management of the College may open a student's locker. The broken padlock must be replaced at the student's expense. The content of all lockers must be removed before the last day of the school year. If that is not the case, the school reserves the right to remove and throw away the content of the locker.

If a student causes damage to his/her locker or that of a fellow student, the cost of that damage will be billed to the student.

4.14 *Buildings, outdoor areas*

The students are co-responsible for the rooms and areas which they use, and for the equipment provided. Littering (throwing away packaging, bottles and other objects on campus) is forbidden, and the spontaneous collection of rubbish is encouraged. Graffiti and vandalism will not be tolerated. If they cause any damage, they must inform Pastoral Care without delay. The repair costs are to be borne by the persons at fault, and will be billed to the parents, even in case of passive complicity. The student is also liable to disciplinary sanctions. Students must respect trees, sports fields and courts. Ball games are only allowed on sports fields. They are banned inside the buildings.

4.15 *Motorcycle, mopeds, bicycles, scooters, cars*

To avoid any risk of accident, moped riders must ride with the utmost care as soon as they reach the school premises. This rule applies at all times of the day and is also valid for cyclists.

On entering the campus, scooter riders are required to fold them up and carry them, the same for the skateboards. Scooters and bicycles must be parked in the designated parking area and secured to the bar. The school cannot accept any liability for theft. Students coming to the College by car are not allowed to park on campus, including in the drop-off zone, sanctions may apply.

4.16 *Tobacco, alcohol, and illicit substances consumption*

The College enforces a **zero-tolerance** policy regarding the consumption, possession, trafficking, or incitement to consume illicit substances. The Management reserves the right to carry out screening for preventive and educational purposes.

The School's policy is primarily based on:

- Prevention
- Awareness
- Disciplinary measures provided in these regulations



In exceptional situations where the health, safety, or well-being of a student or the school community could be compromised, the School may propose a screening test conducted according to a specific procedure.

The screening is never systematic. It can only be carried out after informing the student concerned, obtaining their written consent, and according to the terms defined in the School's internal procedure.

In the event of a refusal, the Management will summon the student and their legal guardians to assess the situation and determine the appropriate educational, medical, or disciplinary measures.

4.17 Romantic relationships

Romantic relationships between secondary school students are tolerated if, to preserve their privacy, these relationships are not openly on display: public embraces or any other form of touching, including holding hands, are not tolerated. Any form of sexual relationship is obviously forbidden on campus.

4.18 Conduct and behaviour in the Roland Lomenech Library

The College library is a place of work and silence.

Documents are available free of charge to library users, either for consultation on site or for home loan. The loan period is 30 days.

User registrations are taken at the loan Desk.

The user is responsible for the documents borrowed.

Books are returned in the returns box at the entrance.

If a person does not return the borrowed document, a late notice will be sent to inform the parents. If, despite the late notice, the book is not returned or if the book is damaged, an invoice will be sent with a surcharge.

The library is also available through EcoleDirecte.

Extensions can be made via the Internet, by telephone or directly at the lending desk.

Users of the Reading Room must refrain from any action or behaviour that may disturb the peace and quiet of the room, the safety of the users, the documents or the hygiene and cleanliness of the premises. The management of the library may take any measures to prevent damage.

Smoking, food and drink, and the use of mobile phones and laptops to watch films or video games are not permitted in the library.

The management accepts no responsibility for the loss, including theft, of personal belongings. Furthermore, it is forbidden to leave personal belongings in the library outside the opening hours of the room. Items left in the library will be handed in to the lost and found service at the Pastoral Care.

In case of infringement of the rules, permission to access the library will be denied.



A scanner/photocopier as well as two computers and headphones are available to users. You must have your wristband to use the photocopier. A wastepaper basket is also available near the office.

Internet access is free of charge. Internet use is reserved primarily for researching documents, consulting catalogues and the library's digital resources. Access to forums, chat rooms and games is not permitted.

4.19 Conduct and behaviour in school buses

Students are obliged to behave civilly in school buses, and to follow the driver's instructions. Drivers must report students who fail to comply with the rules about safety, politeness, and good manners. In that case, sanctions may be taken.

4.20 Conduct and behaviour outside the school

Students are ambassadors for the school. These rules also apply to school trips and outings. The Management may penalise serious breaches which occurs outside the school and, particularly during school trips or outings, may have to send home a pupil at the parents' expense.

5. Fighting bullying at school

The school is committed to protect students from harassment and bullying.

Any student who feels threatened or harassed by one or more fellow students must speak to their parents, their class advisor, an adult, or a classmate. The Safeguarding Lead will be informed immediately and will determine the appropriate solution. She may call on School psychologists to assess the case and help with the investigation. Any allegation or proven case of harassment will be handled with the anti-bullying policy.



6. Engagement, recognition and discipline

The School attaches particular importance to behaviours that contribute positively to the life of the School community. Attitudes of respect, responsibility, kindness, mutual support, perseverance, and commitment are recognized and encouraged throughout the year.

Respect for the community rules is an essential condition for the proper functioning of the School community. When behaviour does not meet the College's expectations, educational or disciplinary measures may be taken.

6.1 Engagement recognition scale

An engagement recognition scale is used to commend behaviours and initiatives that embody the College's values. Commendations can be awarded by any staff member who has observed particularly positive or exemplar behaviour.



1. Responsibility and commitment	- Respecting the rules: no checkmarks for a month - Improving organization and well-maintained school material - Taking a positive role in class and showing initiative
2. Spirit of mutual support and kindness	- Helping others spontaneously - Showing empathy towards peers - Welcoming new or isolated student - Providing support to others
3. Engagement in College life	- Volunteering to help during group activities or school trips - Participating and helping in College events - Initiating activities to support a charity, a project or tutoring - Becoming a well-being ambassador
4. Perseverance	- Demonstrating significant progress, noticed efforts, improvement in behaviour, and perseverance despite difficulties
5. Commendations :	- If 12 commendations per semester = 1 voucher for CHF 20.- at the Payot bookshop. - At each 1st day of the month, the class teacher identifies the students that did not have a check mark during the previous month and adds a congratulation in their school record. - The class advisor personally congratulates students with 12 commendations and presents them with their reward - Each teacher is encouraged to regularly recognize positive behaviours by awarding commendations when they are fully deserved - Congratulations are not cumulative from one semester to the next.



6.2 Educational and disciplinary measures

Whenever possible, the College prioritises an educational approach aimed at fostering student accountability, encouraging an understanding of their actions, and repairing the consequence of their behaviour. Depending on the nature of the facts, an educational measure may be proposed on its own or in addition to disciplinary sanction. Sanctions remain graduated and proportionate to the severity of the facts, their repetition, and the student's behaviour.

Educational measures	Objectives
Educational meeting with the class advisor, Pastoral Care, or a member of Management	To understand the facts and foster student accountability
Oral or written apology	To repair harm caused to an individual
Written reflection	To guide the student in analysing their behaviour and identifying areas for improvement
Peer mediation	To restore dialogue and resolve conflict
Community service	To contribute positively to College life
Repair a damage where possible	To develop a sense of responsibility
Commitment plan or progress contract	To set concrete goals with regular monitoring



6.3 Scale of sanctions

Minor offences worth 1 checkmark (Coche in French)	Major offences worth 1 detention	Serious offences: warning and suspension	Very serious offences: Disciplinary Board, danger of dismissal
▪ Unceasing chatter ▪ Incorrect conduct, rudeness ▪ Homework not submitted or incomplete without a valid reason ▪ Locker without a padlock ▪ Inappropriate language, vulgarity ▪ Repeatedly forgetting essential material required for the proper running of the class ▪ Non-compliant clothing ▪ Inappropriate use of digital tools	▪ 5 <i>coches</i> in a “<i>coches</i>” period ▪ Unjustified absences ▪ Wilful damage to equipment ▪ Smoking, vaping ▪ Harm to individuals: insult, verbal aggression, bullying threat, repeated provocations ▪ Occurrence of 5 non-excused lateness ▪ Unauthorized exit ▪ Taking a late slip and not turning up for class ▪ Refusal to follow instructions	▪ Absence from two consecutive detention sessions without a valid justification ▪ Physical aggression ▪ Insulting, threatening, obscene, tendentious electronic communication ▪ Obscenity ▪ Repeated plagiarism, dishonesty ▪ The accumulation of 5 detentions in one semester leads to a review of the student’s situation by the head of Pastoral Care, who may issue a warning	▪ 3 warnings in 1 year ▪ Repeated unjustified absences ▪ Possession, consumption, distribution or trafficking of illicit substances ▪ Consequent accumulation of sanctions without any real change ▪ Aggravated harassment: any suspicion of harassment will immediately be investigated in accordance with the safeguarding procedure ▪ Repeated insubordination, failure to comply with detentions and sanctions ▪ Racism and insults based on difference ▪ Racket ▪ Theft



If the student is absent from two consecutive detention sessions without a valid justification, he will receive a warning.

Instead of, or in addition to the detention or the warning/suspension, and as a measure decided by the Disciplinary Board, Pastoral Care may impose a community service task on the student. This task may consist of the following non-exhaustive list:

- Supervision of children having their lunch in the school restaurant for a defined period, from several days to several weeks,
- Academic/IT assistance and support for primary pupils for a defined period, without impacting on his/her own courses,
- Cleaning up rubbish on campus and recycling,
- Withdrawal of school outing, school trip or camp, or any other extracurricular activity.

The College Management may summon students for Saturday detentions.

6.4 *Disciplinary Board*

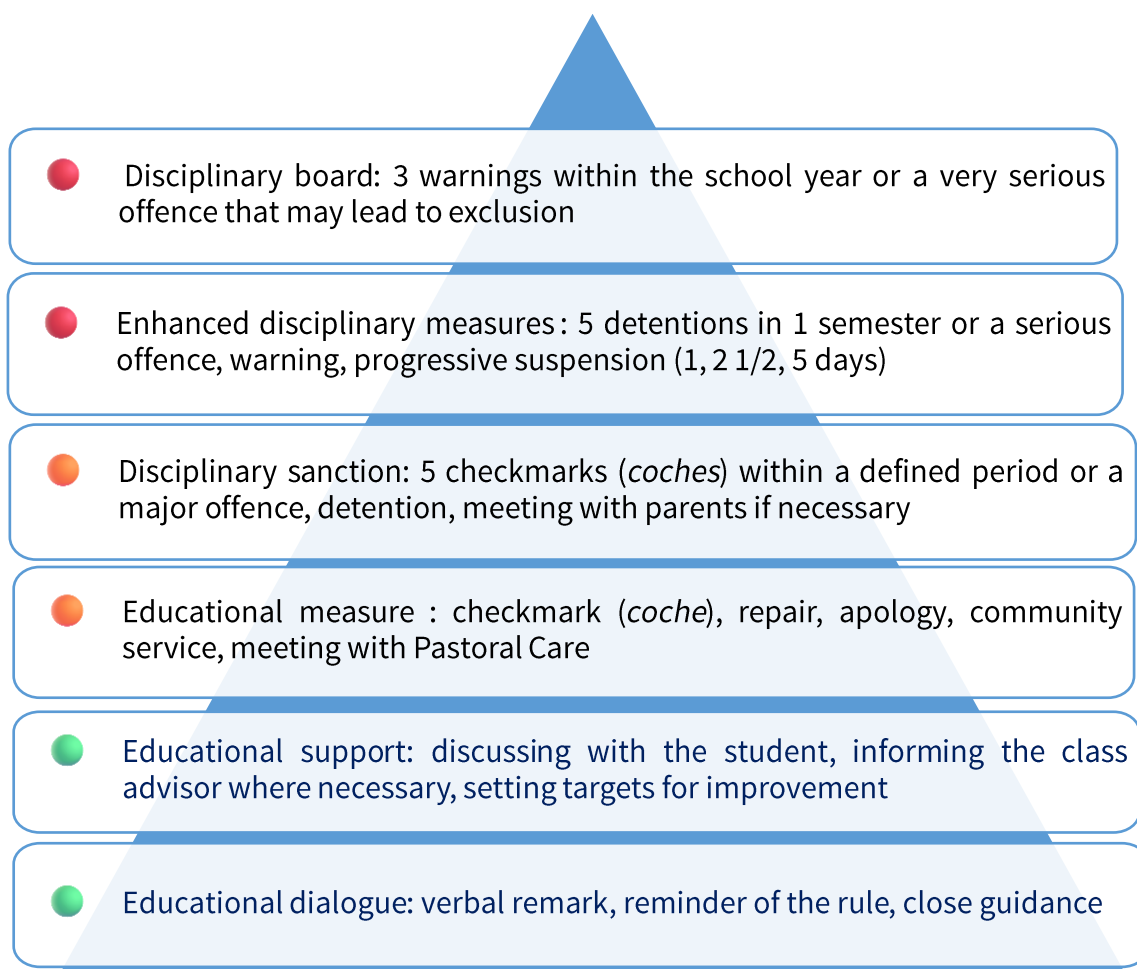
The Disciplinary Board is convened when justified by the severity or repetition of the facts, in accordance with the provisions of these regulations. The Disciplinary Board is convened by the Head of Pastoral Care. The Disciplinary Board is only convened in cases where exclusion is being seriously considered, and other steps intended to correct a student's behaviour have already been implemented (last instance).

The participants are:

- The student of concern
- To defend him/her, one or two of his/her class representatives. In exceptional circumstances, another student may be convened to replace the class representative.
- The Management
- The Academic Management
- The Class Teacher
- The Dean
- The Head of Pastoral Care
- For boarders: The Management and/or Sub-Management of the Boarding School
- In exceptional circumstances, one of the following two people may be excused:
 - the Dean or the Class Teacher if the other is present
 - Head of Pastoral Care or Management/Sub-Management of the Boarding School if the other is present
- The following are not present: the parents or representatives of the parents
- Invited guests: depending on the nature of the case, other persons (students or adults) may be invited to give their opinion: e.g., the school psychologist or a teacher who knows the case particularly well



- The meeting will be chaired by the Head of Pastoral Care, otherwise by the General Management.
- The rules regarding confidentiality are reiterated.
- Each person present gives his/her opinion.
- The Board shall deliberate in the absence of the student and then notify the student of its decision.
- The decisions of the Disciplinary Board shall be recorded in writing and notified to the student immediately, and in writing to the parents and others concerned, including the class teacher and the student's other teachers. Pastoral Care oversees implementation of the decisions. Enclosures: any important substantiating document and/or 'contract' between the student and the school.
- Detentions or suspensions must be announced with sufficient notice, usually one week in advance.
- Minutes shall be drafted and sent to the participants and to the parents no later than the next day. Enclosures: if applicable, contract with the student, actions taken, deadlines.
- In case of a decision to exclude the student, the parents shall be informed immediately by telephone or by e-mail if it has not been possible to reach them.
- In the event of exclusion, Pastoral Care or the boarding school will make the practical arrangements.
- In the event of exclusion, the following are to be informed immediately:
 - Admissions
 - School Office
 - Finance department



Most situations are resolved through dialogue, accountability, and guidance. Disciplinary sanctions are progressive measures designed to ensure a respectful school climate conducive to learning.

The management reserves the right to adapt the educational or disciplinary measure based on the severity of facts, the context, the student's history, and their attitude towards the proposed measures. Certain serious offences may lead directly to a higher disciplinary measure, independently of the progression above.



7. Annex I: Academic Integrity Policy

Table of contents

- 1) Purpose of this policy
- 2) Validity of this policy
- 3) Guiding Principles
 - Definitions
 - Examples of Academic Misconduct
 - Consequences for Academic Misconduct
 - Expectations and Responsibilities
 - Specific Guidance for the Administration of Official IB Examinations and Assessments

1) Purpose of this policy

This policy aims to ensure that all students are assessed fairly and that there is a common understanding of Academic Integrity. This is the responsibility of all members of Champittet. This policy defines academic dishonesty and outlines expectations for students, parents, teachers and administrators. This is in line with the Champittet Mission and Vision Statement.

Vision

To shape a new generation of engaged and resilient leaders who will act to improve the state of the world.

Mission

To create a social and learning environment like no other, driven by values, respect for nature and enabled by technology, in a harmonious pupil-parent-teacher relationship.

Educational approach

We nurture the joy of learning, the courage to act, and the love for humanity and nature, by creating life-changing experiences in the classroom and outside.

Main educational themes

1. Academic excellence
2. Social purpose
3. World's best teachers
4. Advanced learning environments
5. Exceptional learning experiences
6. The Nord Anglia Family: a community of students, parents and alumni



2) Validity of this policy

This policy must be read and signed by students and parents at the beginning of each school year. Upon signature, students and parents agree to abide by the academic integrity policy. Champittet reserves the right to update this policy at any time to follow any technological advancements and/or updates by official examination bodies.

3) Guiding Principles¹

The key educational reasons to take a strong line on academic integrity are the following.

To maintain fairness.

Assessment can only be fair if all students are provided with an equal opportunity, and they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.

To maintain trust and credibility.

Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the awarding body that is accountable for the validity of the assessment process.

To develop respect for others.

Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

¹ Adapted from *Academic Honesty Policy*, International Baccalaureate Organization®, October 2019, Updated March 2023. Geneva.



4) Definitions²

Terms	Definition
Academic Integrity	A guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.
School Maladministration	An action by the School or an individual associated with a School that infringes official exam rules and regulations, and potentially threatens the integrity of said examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.
Student Academic Misconduct	Deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of official examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.
Unprecedented or Extraordinary incidents	Student academic misconduct or school maladministration incidents that are outside usual procedures and/or experience.
Balance of Probabilities Approach	means that the decision-maker(s) with appropriate subject-matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.
Conflict of Interest	This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

² Definitions quoted and/or adapted from *Academic Honesty Policy*, International Baccalaureate Organization®, October 2019, Updated March 2023. Geneva.



5) Examples of Academic Misconduct

- Copying in a research paper without citing the source.
- Using the ideas from an external source in a paper without proper citation.
- The use of artificial intelligence software without proper acknowledgement.
- Ghost writing – when another person contributes significantly to your work.
- Copying a classmate's homework.
- Any oral or written communication between students during an exam.
- Possessing any electronic device during a test or an exam – even when they are not used!
- Any other unauthorized material during a test or an exam eg. notes.

6) Consequences for Academic Misconduct

Class Assessments and Internal Exams including semester exams

- Any fraud will be sanctioned academically by a 0 mark.
- The Dean and the Head of Pastoral Care will be informed of any case of fraud.
- A warning is issued for the first offence and recorded internally.
- Other disciplinary actions such as suspension may be taken.
- The parents will be informed immediately and/or summoned.
- In the event of repeat offence, the school reserves the right to record any sanction for fraud in the student's file and to refuse promotion to the next school year.

Incidents related to official coursework eg. IB internal assessments

- The school will not submit or authenticate any work that has been identified as a case of academic misconduct to any official exam platform.
- If the deadline for submission has not closed, the student may be allowed to rewrite the piece of work at the discretion of the Academic Dean on a case-by-case basis.
- If academic misconduct is identified after submission, the Deans are obliged to inform the official exam board.
- Students accept the procedures and policies adhered to by official exam boards in the case of academic misconduct that has been identified after submission.
- Other disciplinary actions such as suspension may be taken.
- The parents will be informed immediately and/or summoned.

Incidents related to official examinations

- Students must not bring unauthorised material into the exam room. Any possession of unauthorised material will be reported to the exam board. The material will be confiscated, and a report will be submitted within 24 hours by the Dean to the exam board. The student is allowed to continue the examination unless their behaviour is disruptive to other students.
- Students must obey invigilators' instructions. Students exhibiting disruptive behaviour may be asked to leave the exam room.



- If it is found that a student has discussed the content of the exam paper orally or in writing with anybody before least 24 hours have passed since their exam, they can be reported to the exam board.



7) Expectations and Responsibilities

Role	Expectations and Responsibilities
School Leadership Team	- Ensures that all new members of staff are aware of the academic integrity policy and have a shared understanding of expectations. - Includes academic integrity into the structure and philosophy of the school. - Ensures that the academic policy is regularly reviewed and updated. - Ensures that the teaching of academic integrity is included in the curriculum.
The Dean	- Ensures that all teachers, students and their families have read and have access to the academic honesty policy. - Ensures that teachers have the necessary training to be able to teach and apply the academic integrity policy. - Ensures that students and teachers have access to the necessary resources to implement academic integrity (Turnitin, AI detection software). - Retain electronic copies of students' past work for three years in case a plagiarism check is required.
Teachers and staff	- Ensures that students understand the expectations of all assignments and what constitutes academic misconduct. - Teach students how to effectively cite and reference external source material. - Retain electronic copies of students' past work for three years in case a plagiarism check is required. - Giving effective feedback in accordance with that authorised by the course.
Students	- Read the academic integrity policy and abide by it. - Complete all assignments in an honest fashion. - Do not accept unauthorised help from other people such as friends, tutors or former students. - Do not excessively assist another student to complete their work. - Give credit to all sources. - Ensure that they follow the internal calendar of deadlines so as to have a manageable workload.
Parents and Guardians	- Read the academic integrity policy and encourage their children to abide by it. - Do not provide excessive assistance for their children when completing assignments. - Support children in managing their time and workload effectively.



8) Specific Guidance for the Administration of Official IB Examinations and Assessments.

- Teachers may not give more assistance to students than what is stipulated by the rules of each IB assessment. For instance, teachers are not allowed to review multiple drafts or edit essays.
- All invigilators are trained and are up to date as to the most recent *Conduct of Examinations Booklet*³.
- Students are not authorized to have any additional time to complete an examination. Only IB authorized accommodations may be applied.
- The school ensures that all examinations have the correct number of invigilators and that students are under constant, active supervision.
- Teachers of the subject being examined are not allowed to enter the exam room to avoid conflict of interest. If the coordinator is also a teacher of the subject, they may enter the room but should not be the only invigilator.
- Teachers or staff who have a familial relationship to a student are not authorised to enter the exam room. If the coordinator also has a familial relationship to a student, they may enter the room but should not be the only invigilator.
- Exam papers and materials are stored safely according to IB policy. No communication, whether oral or written about exam papers is allowed by anyone in the school community for the duration of 24 hours after the exam has taken place.

³ *Conduct of examinations booklet 2024*, International Baccalaureate Organization©, September 2023, Updated December 2023, January 2024. Geneva.



8. Annex II: Anti-Bullying Policy

Policy Objectives

- This policy outlines what Collège Champittet will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school Safeguarding team.
- Collège Champittet is committed to developing and maintaining an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Definition

Bullying is when individuals or groups seek to harm, intimidate, or coerce someone who is perceived to be vulnerable.

Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

Diverse types

Physical – hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.

Verbal – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.

Emotional / psychological – excluding someone from a group, humiliation.

Racist – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.

Sexual – sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.

Homophobic – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.

Cyberbullying by text message, bullying on the internet (social media platforms, and through instant messaging services), hate websites.

All the types of behaviour listed above are unacceptable and will not be tolerated at our school.

Responsibilities

It is the responsibility of:

- The Principal/Designated Safeguarding Lead (DSL) to communicate this policy to the whole school community, to ensure that any disciplinary measures are applied fairly, consistently, and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- All staff, including senior leadership team, teaching, and non-teaching staff, should support, uphold, and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to read and abide by the policy.



School ethos

- Collège Champittet recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have profound consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Safeguarding team

- Helps to monitor and review our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.
- Requires all members of the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Designated Safeguarding Lead (DSL) or another member of Safeguarding team will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services, where appropriate.



- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will do all that it can to ensure that the concern is fully investigated, especially where this impacts on students at the school. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems.
 - identifying and interviewing possible witnesses.
 - Contacting the service provider and the police, if necessary.
- Work with the individuals to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, but only in accordance with the local law.
- Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed, where this is in the student's best interests.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include :
 - advising those targeted not to retaliate or reply.
 - providing advice on blocking or removing people from contact lists.
 - helping those involved to think carefully about what private information they may have in the public domain.



Supporting pupils

Students who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, counsellor, or other member of staff, as appropriate.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering counselling, engaging with parents and carers etc.

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions and the impact of this on others.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and exclusions for fixed periods.
- Where necessary, working with the wider school community and local organisations to provide further or specialist advice and guidance.

Note: Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents, or other staff members, is unacceptable. While the school has no duty or responsibility to investigate issues between parents or the wider school community, issues affecting staff or students will be dealt with in line with this policy and or local law.

Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.



- Challenge practice and language which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones, and social media, positively and responsibly.
- Work with staff, the wider school community, and outside agencies, where appropriate, to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Education and Training

The school community will:

- Require all staff and volunteers, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as an anti-bullying week.
- Provide systematic opportunities to develop students’ social and emotional skills, including building their resilience and self-esteem.

Involvement of students

We will:

- Involve students in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people’s views on the extent and nature of bullying, through interviews and student surveys.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have, including the use of restorative justice approaches.



Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in understanding policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying.
- Work with all parents/carers and the school community to address issues beyond the school gates that give rise to bullying, where appropriate.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

We will:

- Ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- Bullying concerns will be escalated across the schools SLT, as appropriate.

Relevant School personnel:

Nominated Member of Leadership Staff Responsible for the policy:

Philippe de Korodi, Principal

Designated Safeguarding Lead (DSL): **Maria Zufferey**

Deputy DSL: **Géraldine Boland**



9. Annex III: Student Rights and Responsibilities Charter

1. **Right to a Safe and Supportive Environment**
Every student has the right to learn and grow in a safe, respectful, and encouraging school environment.
2. **Duty of Attendance, Punctuality, and Commitment**
Students must attend all required classes and activities, arrive on time, and engage with seriousness and consistency.
3. **Respect for Others and Embracing Diversity**
Students are expected to respect the dignity, beliefs, origins, physical and emotional integrity of others. Any form of discrimination, bullying, or harassment is strictly prohibited.
4. **Respect for Staff and School Rules**
Respectful behaviour towards teachers, staff, and peers is essential, as is following the code of conduct and school guidelines.
5. **Uniform and Personal Presentation**
Students are required to wear the official school uniform, kept clean and complete, and maintain proper personal hygiene and appearance.
6. **Respect for Facilities and the Environment**
Students are responsible for the proper use of school premises, furniture, and the campus's natural surroundings. Littering is prohibited. Everyone is encouraged to help keep the campus clean by using designated bins and picking up any waste, as part of a shared commitment to respect and care for the community.
7. **Prohibition of Harmful Substances or Behavior**
The use, possession, or distribution of tobacco, alcohol, drugs, or any illegal substances is strictly forbidden on or near the school premises.
8. **Right to Responsible Freedom of Expression**
Students are encouraged to express their ideas and suggestions in a constructive and respectful manner, either through their class representatives or directly to their teachers or school leadership.
9. **Academic Integrity and Effort**
Students must demonstrate honesty in their work, avoid cheating or plagiarism, and commit to personal growth and academic effort.
10. **Right to Be Heard and Duty to Contribute Positively**
Every student has the right to be listened to in an appropriate setting and is encouraged to contribute constructively to school life and collective well-being.



10. Annex IV: Make-up assessment policy

Preamble

In the event of an absence from an assessment, the School ensures that the student can demonstrate the expected knowledge and skills using the most appropriate make-up method. Replacement assessments comply with the principles of fairness, accountability, and continuity of learning.

Principles

Make-up assessments are based on the following principles:

- **Fairness:** All students are assessed on the same learning objectives, even though the assessment format may vary
- **Accountability:** Students are responsible for catching up on missed course content and for complying with the assessment methods set by the teacher
- **Continuity of learning:** Whenever possible, replacement assessment are integrated into regular class hours to minimize disruptions and ensure prompt follow-up
- **Academic freedom:** Teachers select the replacement method best suited to the targeted skills and assessment objectives
- **Proportionality:** Official make-up sessions organized by Pastoral Care office constitute a measure of last resort

School commitment

The School encourages a flexible pedagogical approach suited to learning objectives. Whenever possible, teachers prioritize replacement assessments integrated into regular class hours or alternative methods that guarantee a fair evaluation of the targeted skills. Official make-up sessions are reserved for situations where no other method can be put in place.

Replacement methods

Depending on the nature of the assessment and the pedagogical objectives, the teacher may notably use one of the following methods:

- an assessment conducted during regular class hours
- an oral quiz or interview
- an individual assignment, project, or written production
- a new written assessment covering the same learning objectives
- a summons to an official make-up session organized by the Pastoral Care office when other methods do not allow for a fair evaluation



Responsibilities

The student

- Catches up on missed course content during the absence
- Checks with their teachers regarding the arrangements for make-up assessments
- Respects the deadlines and procedures set for the make-up assessment
- Attends any official session organized by the School

The teacher

- Determines the make-up assessment method best suited to the learning objectives
- Ensures that the expected skills are assessed fairly
- Gives priority, where possible, to an assessment integrated into the normal course of lessons or to an alternative method
- Uses a formal make-up session only when no other fair alternative is available

The Pastoral Care office

- Organizes official make-up sessions where necessary
- Handles the administrative follow-up of invitations and evidence of absence
- Provides support to students with repeated absences from assessments

Where no other alternative assessment method is possible, the student is invited to an official make-up session organized by the Pastoral Care office. These sessions take place exclusively on Wednesday afternoons or on Fridays after lessons, unless the Academic Management decides otherwise.

The student summoned is required to attend with the necessary materials and having prepared for the assessment independently. In the event of absence, they must provide a certificate from an external authority (medical certificate or signed official documents) to the Head of Pastoral Care, who will determine the validity of the reason. Otherwise, a grade of 1 will be given.

Beyond seven make-up sessions per semester (excluding official exams), the Academic Management reserves the right to:

- Require a mandatory interview with the family
- Implement specific measures to limit future absences

Special circumstances

In the event of repeated absences from assessments or frequent recourse to make-up sessions, the Academic Management and/or the Head of Pastoral Care may request a meeting with the student and their family to analyse the situation and implement tailored support.



11. Annex V: Community Service Procedure (CSP)

Objective

Community Service constitutes an educational measure aimed at encouraging student accountability and leading them to repair, through a positive contribution, the consequences of inappropriate behaviour.

It contributes to developing a sense of responsibility, respect for community rules, and commitment to serving the School community.

Community Service is part of an educational approach that prioritizes reflection, restoration, and the learning of expected behaviours.

Assignment

Community Service may be assigned:

- As an educational measure following inappropriate behaviour
- As a replacement for, or in addition to, repeated detentions
- As part of an educational support plan
- Following a decision by the Academic Management or the Disciplinary Council

Whenever possible, the nature of the Community Service is chosen in connection with the behaviour that motivate the measure.

Organization

Community Service is primarily organized on Wednesday afternoons, from 1:15 pm to 3:10 pm, or during any other period defined by the School.

Students are required to arrive on time, wearing clothing suitable for the planned activities, and maintaining a respectful and cooperative attitude.

For the entire duration of the Community Service, mobile phones and all personal connected devices must be deposited at the Pastoral Care office or with the person in charge of the activity.

Proposed activities

Community Service may notably consist of;

- Participating in the maintenance or improvement of shared School spaces
- Providing logistical support to the organization of School life
- Contributing to the preparation or tidying up of School activities
- Carrying out reflective or awareness-raising work related to behaviour in question
- Participating in any other activity of interest to the School community

The assigned activities must take into account the student's age, abilities, and safety regulations



Expected Engagement

Community Service relies on the student's personal involvement.

The student is expected to:

- Respect the instructions given
- Adopt a respectful attitude toward adults and other students
- Carry out the assigned tasks with seriousness
- Show responsibility and commitment throughout the entire activity

Educational feedback

At the conclusion of the Community Service, the person in charge of the activity submits a brief assessment to the Pastoral Care office, focusing notably on:

- Student involvement
- Behaviour
- Compliance with instructions
- Ability to draw constructive lessons from the measure

This feedback may be taken into account in the student's educational follow-up

Non-compliance with the measure

Any unexcused absence, refusal to participate, or inappropriate behaviour during Community Service session may lead to additional educational or disciplinary measures, in accordance with the School rules and regulations.