



Secondary High School CIT 2022/2023

RIGHTS AND DUTIES OF STUDENTS:

Human beings between 12 and 18 years old live through the stage of adolescence. This stage is characterized by many physical and personal changes. It is a precious time in a person's life, but it is also hard and sometimes frustrating. We want it to be an unforgettable period of their lives, full of vitality, good times and not so good times, and that through them they learn to have fun, to work and to find their own identity. We have identified the following rights and duties:

- To be respectful: with themselves, with their classmates, with adults, and with the material resources (not to make noises in class, not to talk when others talk, or the teacher talks, to use the tablet only when allowed, to listen).
- Have self-control and self-criticism.
- Be committed and make an effort.
- Demonstrate willingness to learn, be proactive and participatory in class.
- Responsible for himself/herself and his/her tasks.
- Polite: avoid talking back to a teacher, talking back to classmates.
- Be prepared when entering class: books, tablet, pencil case, punctual...
- Be critical but respectful.
- Be supportive.
- Take care of your appearance and respect the uniform.
- Be a responsible leader.
- To value more what he/she has by also developing critical thinking.
- To feel listened to by teachers.
- Develop the attributes of the International Baccalaureate.
- Respect the basic pillars: good nutrition, daily exercise, and rest. To promote healthy living habits.
 - To learn.
 - To be happy.
 - To socialize.
 - To be a good person.
 - Make mistakes.



Teachers

Secondary and Baccalaureate teachers are people trained in a specific area of knowledge as well as in the didactics of that area and in dealing with students in the adolescent stage. We believe that they are educated, trained, and committed to the educational project and, above all, to their students. They have a great responsibility in educating our students and as representatives of our educational project. We have identified the following rights and duties:

- Awaken the curiosity of the student.
- Manage possible conflicts that may occur in class effectively.
- Assertiveness.
- Firmness when necessary.
- Adapt language.
- Authenticity.
- Good attitude and disposition.
- Make your subject interesting for the student and important through differentiated teaching strategies.
- Relate classes to daily life and the student's environment and interests.
- Respect the space of each student.
- Listen to the students and understand them.
- Generate a good working environment.
- Punctuality
- Commitment to the IB
- Communication about the subject and students
- Preparing the material
- Flexibility and adaptation
- Patience
- Consistency
- Fairness
- Being happy
- Being wrong



OUR GOAL...

You really are able to discipline with respect and encouragement, but also with clear and consistent boundaries. You can impose discipline in a way that favors relationships and respect and relegates confrontation and conflict to a secondary role.

In the process, you can foster development that promotes good relational skills and enhances children's ability to make good decisions, consider others, and adopt attitudes that prepare them for success and happiness. prepare them for lifelong success and happiness.

Daniel Siegel

At Secondary and High School we believe that adolescents are people with a lot of vitality, energy, and curiosity. Therefore, we want to support our students' interests and personalities so that they can develop their full potential and character by being competent, responsible, thoughtful, respectful, and good people.

For this reason, the strategies in class that we want to develop the most are:

- Joint creation of the rights and duties of each of those involved for the construction of an efficient and positive classroom and school climate.
- Conversations and tutorials on conflict resolution, self-control, growth, and maturity.
- Positive reinforcement system valuing those situations or behaviors that enhance the attributes of the IB learning profile.
- Individual conversations with students about conflict resolution strategies or self-control.
- Involve students in identifying and resolving situations of conflict or tension.

Our main objective is that students are able to recognize in themselves and from an intrinsic motivation, what is the most appropriate behavior and attitude to be their best version and build together, the best context of coexistence and learning.



DISCIPLINE CODE

The root of "discipline" is the word discipulus, which means "pupil," "pupil" and "educating". A disciple, one who receives discipline, is neither a prisoner nor a recipient of punishment, but someone who learns through instruction. Punishment may interrupt behavior in the short term, but teaching provides lifelong skills.

Daniel J. Siegel
Tyna Payne Bryson

Positive Behaviors:

All actions, attitudes, behaviors, and ideas that uphold the attributes of the IB and the rights and duties of the CIT student will be assessed.

Use of devices (cell phones or tablets):

Inappropriate use of these devices will involve:

1st time: confiscation of the device for the rest of the day.

2nd time: warning the family of a possible suspension if this behaviour is repeated on Tuesday afternoon from 16.00 to 18.00.

3rd time: Suspension during Tuesday afternoon from 16.00 to 18.00.

Violations:

Any type of behavior or attitude that does not respect or goes against the student's own rights and duties (see first point of the document) are considered infractions.

Consequences:

Teachers manage such behaviour with the student(s) concerned.

Repeated offences will result in action ranging from reflection, warning to families, internal suspension or external suspension.

These consequences will be discussed and negotiated with students at the beginning of the school year.

If, after all these steps, the student continues to behave inappropriately, appropriate action will be taken.



Serious infractions: The school will not accept any of the following attitudes or behaviors:

- Insulting or disrespecting a teacher or school staff.
- Stealing.
- Possessing drugs, cigarettes, or alcohol at school.
- Harassment of a classmate.
- Physical aggression.
- Not being exaggeratedly and repeatedly punctual.

Consequences:

Internal expulsion.

External expulsion

Permanent expulsion

Depending on the offense committed, one of the above consequences will be applied. The repetition of any of these offenses will lead to external expulsion for a longer period of time or permanent expulsion from the center.