



# Code of Conduct and Promotion of Good Behaviour Policy

Reviewed November 2018

# CODE OF CONDUCT AND PROMOTION OF GOOD BEHAVIOUR POLICY

*At Riverside School high standards of work and behaviour are encouraged and expected. Individual efforts are praised and rewarded, and every child is encouraged to become a responsible member of our school community in which kindness, courtesy, self-control and respect for others are valued and practised. We want to ensure that school life is a challenging, happy and rewarding experience for everyone.*

## Code of Conduct

*The code of conduct supports the values and standards that are promoted within Riverside School.*

### **Arriving and Leaving:**

- Arrive and leave promptly
- Do not enter the building or stay inside without the permission of the teacher on duty.

### **In the Classroom:**

- Honour and respect your teacher - he/ she cares, works hard and wants the best for you.
- Honour and respect each other - try to put others first; think of others.
- Welcome new students.
- Keep your work environment / area tidy.
- Help to look after school books and equipment.
- Work hard! Stay on task!
- Try to do your best in everything.
- Take pride in your work.
- Work quietly and try not to disturb others.
- Try not to interrupt others - wait your turn to speak or raise your hand.
- No eating except in designated areas. No smoking or chewing gum on the school premises.
- Ask for permission to leave the room

### **In the Corridor:**

- For safety reasons: walk - never run!
- Move about quietly.
- Go to the toilet at the beginning or end of break / recess if possible (to minimise disruption)
- and always pay attention to personal hygiene.
- Give way to visitors, parents, teachers and anyone carrying heavy objects.

## **In the Cloakroom or Locker Room:**

- *Keep your space tidy.*
- *Look after your personal belongings and respect those of others.*
- *If you find something on the floor, pick it up and put it in the right place.*
- *Always change into the correct footwear: indoor or outdoor shoes.*
- *Help the younger children.*
- *Go about things quietly and calmly.*

## **During Break / Recess:**

- *Be mindful of the younger children.*
- *Stay within the designated area - never walk out of the school gates or onto the road. If you see a gate open, please report it.*
- *Always put wrappers from snacks in the litter bin.*
- *No fighting, 'play fighting' or rough games - they nearly always end in tears. No throwing sticks, stones or walnuts!*
- *Report incidents or accidents to the teacher on duty.*
- *Primary school students should line up smartly and quietly when the bell rings. High school students should be at their desk ready for class at the end of break.*

## **Qualities Encouraged from Early Years – Year 2**

*We use Golden Time as a system to celebrate and reward good behaviour. These Qualities are encouraged in assemblies and are displayed in classrooms.*

# **Golden Rules**

**We are gentle:**

*We don't hurt others*

**We are kind and helpful:**

*We don't hurt anybody's feelings*

**We listen:**

*We don't interrupt*

**We are honest:**

*We don't cover up the truth*

**We work hard:**

*We don't waste our own or others time*

**We look after property:**

*We don't waste or damage things*

## Qualities Encouraged from Primary Upper School to Senior High School

These Qualities are encouraged in assemblies and tutor time and are displayed in classrooms and student planners.

### **Punctuality:**

Be on time and try to complete assignments on time

### **Politeness/Courtesy:**

Always use "Please, Thank you, May I. You're welcome!"  
Use the person's name when you are referring to someone.  
Look at the person when you are speaking or listening to them.

### **Respect for others:**

Your teacher, your parents, fellow students, other people.

### **Kindness:**

Think of others.  
Do acts of kindness towards others whenever the opportunity arises.

### **Responsibility:**

Be sensible. Act in a mature way.  
Work well on your own or together.  
Complete school tasks and homework to the best of your ability.  
Be trustworthy.

### **Self-control:**

Try to think before you act or speak.  
Apply wisdom to all situations.

### **Excellence:**

Always try to give of your best.  
Aim to improve.

### **Honesty:**

Tell the truth.  
Be brave enough to admit wrongdoing and apologise.  
Act with integrity.

### **Faithfulness:**

Do what you have promised or agreed to do and see it through

## Promotion of Good Behaviour

Riverside actively promotes good behavior and recognises and rewards it appropriately. This is done through:

- regular teacher recognition and praise
- celebration Assemblies in the Primary School
- publishing Golden Rules in Early Years & Lower School (See Appendix 1)
- public recognition through the school assemblies
- pastoral support
- weekly assemblies and tutor time
- the awarding of House Points, and
- through Awards Ceremonies.

Students in Junior High who achieve the highest level of house points participate in an end of school activity. The promotion of good behavior and positive attitude is also acknowledged through the school reports. Younger children are presented with stickers which acknowledge their positive behavior in school.

*Students are encouraged to look for and recognise the best in others.*

## Statement of General Principles:

*To ensure the whole school community is consulted about the principles of the School Behaviour Policy.*

*To establish and communicate clearly measures to ensure good order, respect and discipline.*

*To ensure the school Behaviour Policy does not discriminate against any student on, for example, grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.*

*Raising Standards and Tackling Workload and workforce remodelling agenda so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.*

*To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.*

*To support, praise and as appropriate reward students' good behaviour.*

*To apply sanctions fairly, consistently, proportionately and reasonably – taking into account of SEN, disability and the needs of vulnerable children and offering support as appropriate.*

*To make alternative provision for Fixed Period excluded students and, where appropriate, to arrange reintegration interviews for parents at the end of a fixed period exclusion.*

*To take all reasonable measures to protect the safety and wellbeing of staff and students including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.*

*To ensure staff model good behaviour and never denigrate students or colleagues.*

*To promote positive behaviour through active development of students' social, emotional and behavioural skills.*

*To keep parents informed of their child's behaviour – good as well as challenging, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.*

*To work with other agencies where appropriate to promote community cohesion and safety.*

## **Students:**

*To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.*

*To act as positive ambassadors for the school at all times including when off school premises.*

*Not to bring inappropriate or unlawful items to school.*

*To show respect to school staff, fellow students, school property and the school environment.*

*Never to denigrate, harm or bully other students or staff.*

*To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.*

*Disciplinary matters are dealt with firmly and fairly by individual teachers and can normally be resolved within this context. However, if we have particular concerns about a child's behaviour we will contact the parents so that together we can resolve the matter.*

*Where students understand the rules, know they should follow them, have the social and emotional skills to follow them but fail to do so due to their special educational needs, the school will consider if it is appropriate to exempt them from normal sanctions, or have those sanctions modified so as to be less severe.*

*Similarly, Riverside School is to ensure that disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled (a duty to make 'reasonable adjustments'). This would include making reasonable adjustments to the statement of principles, school-behaviour policy and disciplinary practices.*

*Should any disciplinary action remain unsuccessful or the School does not receive either the co-operation of the student or the support of the parents, the student may be suspended for a period of time. If there is no improvement in behaviour upon return, the student may be expelled at the discretion of the Director and the School Board. In those circumstances, neither the term's tuition payment nor the deposit is refundable.*

*The following disciplinary may be taken:*

- *a reprimand to cease offending*
- *missing an appropriate number of golden time minutes; students are encouraged to gain minutes back for exhibiting positive behaviour (Early Years & Primary Lower School)*
- *establishing a behavior diary to report to parents (Early Years & Primary School)*
- *removal from the class after three warning (Primary School)*
- *keeping in at break or lunch time*
- *after school detention*
- *community service*
- *exclusion from certain activities or areas of school premises*
- *a letter to parents or parents invited into school*
- *minor fixed-term exclusion*
- *major fixed-term exclusion*
- *permanent exclusion (in the case of severe or persistent bullying)*

## **Next Review**

*This policy is to be reviewed in November 2019.*