

## Behaviour Policy - High School

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## 1. Aims and Guiding Principles

This policy outlines the expectations and consequences of behaviour at Riverside International School, supporting our commitment to high standards of work and behaviour. It is founded on the core belief that every student is valued and respected, and that their wellbeing is of critical importance to the life of the individual and the school community. Riverside is committed to providing a consistent and fair approach to behaviour management. We uphold the principles of the UK Equality Act 2010, ensuring that expectations and consequences are applied without discrimination based on protected characteristics, and that our school remains an inclusive environment for all.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe, and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of Riverside School, specifically the Strategic Values of Challenge, Community, and Care.
- Outline the expectations and consequences of behaviour.
- Provide a consistent, fair, and reasonable approach to behaviour management, applied equally to all students, while upholding the legal duty to make reasonable adjustments for vulnerable students.
- Define what we consider to be unacceptable behaviour, including all forms of bullying and discrimination.
- Promote self-discipline and proper regard for authority.
- Ensure that students complete any tasks reasonably assigned to them in connection with their education.

## 2. Legislation and Guiding Context

This policy is based on legislation and advice from the UK Department for Education (DfE), reflecting best practice for secondary schools, and drawing on the framework of the independent school standards regulations.

Key regulatory considerations include:

- The duty to promote good behaviour and set out disciplinary sanctions, including having a written anti-bullying strategy.
- Requirements covering screening and searching pupils, the use of reasonable force, and disciplining pupils beyond the school gate.
- Ensuring the policy does not discriminate against any student on grounds of race, gender, disability, or sexual orientation, and that it promotes good relations between different communities (Equality Act 2010).
- Alignment with safeguarding duties set out in *Keeping Children Safe in Education* (KCSIE, 2025), specifically regarding measures to prevent all forms of bullying, including cyber-bullying, prejudice-based, and discriminatory bullying.

## 3. Alignment with Riverside's Guiding Statements

Riverside's expectations for behaviour are rooted in its Mission and Strategic Values — Challenge, Community, and Care — which together shape a culture of respect, responsibility, and personal growth.

### Challenge

We believe excellence is achieved through effort and perseverance. Students are expected to take responsibility for their learning, complete work to the best of their ability, and approach each challenge as an opportunity for growth.

### Community

We are a diverse and inclusive school community built on cooperation, understanding, and respect.

Students are encouraged to recognise the best in others, act as positive ambassadors for Riverside, and care for the school environment both on and off campus.

## **Care**

We value each individual and seek to create a safe, respectful environment where all students are supported to thrive. Staff model kindness and fairness, applying expectations consistently while considering individual needs. Students are expected to show respect for themselves and others and to contribute positively to the wellbeing of those around them.

## **4. Definitions: Misbehaviour, Serious Misbehaviour, and Prohibited Items**

### **4.1 Misbehaviour**

Misbehaviour refers to actions that disrupt learning, show disrespect, or fail to follow school expectations. It includes, but is not limited to:

- Disrupting lessons, corridors, or social times
- Not completing classwork or homework
- Showing a poor or uncooperative attitude
- Failing to follow the uniform or dress code
- Inappropriate use of mobile phones or personal devices
- Breaching the Code of Conduct or school rules

### **4.2 Serious Misbehaviour**

Serious misbehaviour encompasses, but is not limited to, the following actions:

- Repeated breaches of school rules.
- Any form of bullying (including prejudice-based or discriminatory bullying).
- Sexual violence or sexual assault (intentional sexual touching without consent).
- Sexual harassment (unwanted conduct of a sexual nature), such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.
- Vandalism or theft.
- Fighting.
- Smoking/vaping on school premises.
- Racist, sexist, homophobic, or discriminatory behaviour.
- Possession of any prohibited/banned items.
- Behaviour that endangers one's self or others.

### **4.3 Prohibited Items (Banned Items)**

Students must not bring inappropriate or unlawful items to school or a school trip/excursion. Prohibited items and actions include:

- Possession or Distribution of any illegal or age-controlled substances (such as alcohol, illegal drugs, tobacco products (including snus), or electronic cigarettes/vapes).
- Being under the influence of alcohol or drugs at school or during any school-sponsored activity, trip, or excursion.
- Knives or weapons (including imitations), fireworks, pornographic images.
- Stolen items.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

## 5. Roles and Responsibilities

### 5.1 The Riverside Board

The Riverside Board is responsible for monitoring this behaviour policy's effectiveness and holding the Co-Directors to account for its implementation. The Board emphasizes that violence or threatening behaviour will not be tolerated in any circumstances.

### 5.2 Co-Directors and Principal/Deputy Principal (High School Leadership)

The Co-Directors are responsible for reviewing and approving this policy, ensuring the school environment promotes positive behaviour, and monitoring its consistent implementation. Only the Co-Directors can authorise external suspension and expulsion.

The Principal and Deputy Principal ensure consistent application of the policy, authorise serious sanctions such as detention or placing a student on report, and regularly monitor behaviour incidents recorded in the Behaviour Tracking Document (CPOMS).

### 5.3 Staff (Teaching and Non-Teaching)

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the behaviour policy consistently.
- Modelling expected behaviour and positive relationships.
- Recording behaviour incidents promptly using CPOMS.
- Promoting positive behaviour through active development of students' social, emotional, and behavioural skills.
- Understanding and consistently applying the school's authority regarding sanctions.
- Showing respect for identity by accurately recording and correctly pronouncing students' names.

### Staff Support and Resources

The school commits to providing staff with the necessary support and resources to effectively manage student behavior. This commitment includes:

- **Logistical Support:** Access to specialized guidance and advice from Heads of Year (HoY) and Leadership for complex behavior incidents.
- **Professional Development:** Continued Professional Development to ensure staff are equipped with the latest strategies and training for managing both positive and negative student behavior.
- **Misconduct Allegations:** Support for any staff member accused of misconduct by a student, handled in strict adherence to the school's Child Protection (Safeguarding) Policy.

### 5.4 Parents and Carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home.
- Support their child in adhering to the policy.
- Inform the school of any changes that may affect their child's behaviour.
- Take part in any pastoral work following misbehaviour.
- Be kept informed of their child's behaviour - both good and challenging - and support them in meeting their parental responsibilities.
- Attend parent-teacher conferences to keep informed about their child

- Attend school-hosted workshops and information evenings (where possible) to remain current on relevant issues affecting their child's year group.

## 5.5 Students

Students are expected to:

- Follow reasonable instructions by staff, obey school rules, and accept sanctions in a respectful way.
- Act as positive ambassadors for the school at all times - on and off the school campus (especially when in uniform).
- Show respect to school staff, fellow students, school property, and the school environment.
- Never belittle, harm or bully other students or staff.
- Cooperate with and abide by any arrangements put in place to support their behaviour.

## 6. The Riverside Behaviour Curriculum (Code of Conduct and Expectations)

The Code of Conduct supports the values and standards promoted within Riverside School. High standards of work and behaviour are encouraged and expected.

### 6.1 Riverside Qualities (Aligned with Care, Community, Challenge)

These Qualities are reinforced during tutor time, assemblies, and the pastoral support programme:

Quality	Expectation (Aligned Value)
<b>Punctuality</b>	Be on time and try to complete assignments on time.
<b>Politeness/Courtesy</b>	Always use polite phrases (Please, Thank you, May I, You're welcome). Use the person's name and make eye contact when speaking or listening. (Community/Care)
<b>Respect</b>	For your teachers, parents, fellow students, other people, yourself, property of others and the school, and the environment. (Care/Community)
<b>Kindness</b>	Think of others. Do acts of kindness towards others whenever the opportunity arises. (Care/Community)
<b>Responsibility</b>	Be sensible, act in a mature way. Complete school tasks and homework to the best of your ability. Be trustworthy. (Challenge/Care)
<b>Self-control</b>	Try to think before you act or speak, and apply wisdom to all situations. (Challenge/Care)
<b>Excellence</b>	Always try to do your best and aim to improve. (Challenge)
<b>Honesty</b>	Tell the truth. Be brave enough to admit wrongdoing and apologise. Act with integrity. (Care/Community)
<b>Faithfulness</b>	Do what you have promised or agreed to do and see it through. (Challenge)

### 6.2 General Expectations (Code of Conduct)

- Show respect for your teachers and classmates. Be kind and inclusive—look out for others, especially new students.
- Give your best effort in all you do. Stay focused, work hard, and take pride in the quality of your work.

- Work in a way that allows others to concentrate. Speak respectfully and at the right time. Ask permission before leaving the room.
- Eat only in designated areas. Chewing gum is not permitted on school property.
- The use or possession of controlled or illegal substances, including smoking and vaping, is strictly prohibited on school premises or in the immediate vicinity of the school.
- Move through corridors safely and quietly. Walk, not run, and be courteous - give way to visitors, teachers, and anyone carrying items.
- During breaks, keep play safe - no fighting, roughhousing, or throwing objects. Report accidents or unsafe behaviour to the teacher on duty.
- Be punctual and prepared to begin learning when class starts.

### 6.3 ICT, Online Conduct, and Mobile Phones

Students must follow the ICT Acceptable Use Policy, Artificial Intelligence Policy, and Mobile-Free Learning Environment Policy.

#### **Online Conduct:**

Students must not engage in cyberbullying, harassment, or any form of online abuse. Riverside maintains a zero-tolerance approach to behaviour that undermines a safe and respectful community.

#### **Academic Integrity and AI:**

Students must uphold academic honesty. Using AI to produce or submit work as one's own, create misleading content, or plagiarise is strictly prohibited. All students must respect copyright and intellectual property laws.

#### **Mobile Phones:**

- **Junior High:** Mobile phones should be turned off completely and in a student's bag (or locker) during the school day - *Never Used, Never Seen, Never Heard*.
- **Senior High:** Phones may be used only in the Senior High building before and after school, at morning break, and at lunchtime. They are not permitted on Primary or Junior High campuses.
- **Smartwatches:** Devices that allow communication or cause distraction are subject to the same rules as mobile phones.

## 7. Promotion of Good Behaviour and Rewards (Care and Community in Action)

Riverside School actively promotes good behaviour and recognises and rewards it appropriately. This positive approach reflects our Strategic Value of Care and strengthens a supportive school community. Praise and recognition are used to motivate students, build self-esteem, and encourage a growth mindset, reinforcing positive learning behaviours and social interactions.

Methods of Promotion and Recognition	
<b>Staff Recognition</b>	Teachers and staff regularly praise and congratulate students for positive behaviour, both publicly (in class or assemblies) and privately, highlighting achievements to peers, staff, and parents.
<b>Qualities Recognition</b>	Tutor Teachers and Heads of Year (Junior and Senior High) celebrate students who demonstrate the <b>Qualities of a Riverside Student</b> through the pastoral support programme, either privately or during tutor time.
<b>House Points (Junior High)</b>	Students are awarded House Points for demonstrating effort, kindness, and positive engagement.
<b>Assemblies and Awards</b>	Achievements are publicly recognised at weekly assemblies and formal awards ceremonies, celebrating both academic and personal growth.
<b>School Reports</b>	Positive behaviour, effort, and attitude are noted in tutor comments and effort grades on school reports.
<b>Peer Recognition</b>	Students are encouraged to recognise and celebrate the positive actions and achievements of their peers.

**\*\*all of the above are facilitated through the use of positive recognitions on the CPOMS system.**

## 8. Responding to Misbehaviour (Consequences and Interventions)

Riverside School is a community built on care and respect. When behaviour falls short of expectations, we respond in ways that help students reflect, take responsibility, and make positive changes. Consequences for misbehaviour are applied fairly, consistently, and proportionately, always with the goal of supporting growth and learning.

### 8.1 Classroom Management (Low-Level Disruption)

Teachers use a range of strategies to encourage positive engagement and address low-level disruption discreetly.

- **Reminders and Redirection:** Students are given clear, calm reminders of expectations.
- **Seating Adjustments:** A student may be moved closer to the teacher or to a different seat to support focus.
- **Reflection Time:** If disruption continues, the student may take a short time away from class to reflect before returning ready to engage. If they are not ready, they may be referred to the relevant Head of Year or member of the Leadership Team.
- **Safety Interventions:** Students whose behaviour poses a risk to themselves or others may be removed from the activity for the remainder of the session and referred to the appropriate staff member for follow-up.

## 8.2 Restorative Conversations and Reflection

When appropriate, students are invited to take part in a restorative discussion with staff to reflect on their behaviour, repair relationships, and plan strategies for improvement. This may take place during break or lunchtime.

## 8.3 Recording and Communication

- **Behaviour Tracking:** All behaviour incidents are recorded on the CPOMS platform. These records are reviewed regularly by the Principal, Deputy Principal, and Student Welfare Coordinator.
- **Parent Partnership:** Staff contact parents when concerns arise so that together we can support the student in improving behaviour. Communication may include informal conversations, meetings, or written updates.

## 8.4 Detentions and Community Service

Detentions and community service may be used to address repeated low-level misbehaviour, incomplete work, or punctuality concerns.

- Detentions or community service may take place during break, lunch, or after school. Parents of Junior High students are always informed in advance for after-school detentions or community service. For Senior High students, parents will be informed of after-school detentions that are longer than 30mins or community service where appropriate to support accountability. No contact is required for sessions that take place during the school day.
- Community service tasks are designed to help students contribute positively to the school community while reflecting on their actions.
- Staff are encouraged to use this time for restorative conversations and planning strategies for improved behaviour.

## 8.5 Punctuality and Attendance

Punctuality is an important part of personal responsibility and respect for others' learning.

- **Frequent Lateness (more than once per week):**
  - *Junior High:* 20-minute lunchtime reflection or detention.
  - *Senior High:* After-school detention (30–90 minutes), depending on frequency.
- **Persistent Lateness:** Attendance Improvement Plans may include daily attendance reports, loss of privileges (e.g., Senior High students losing off-campus lunch), detentions, community service, or internal suspension. Parents are invited to meet if lateness is due to reasons beyond the student's control.

## 9. Serious Sanctions (Escalated Responses)

If lower-level interventions are ineffective, or behaviour involves a more serious breach of the Code of Conduct, additional measures may be taken. These aim to help the student learn from the incident and reintegrate positively.

### 9.1 Loss of Privileges and Student Report

Students may temporarily lose privileges or access to specific areas or activities to encourage reflection and improved choices.

A **Student Report** provides clear behaviour goals over a set period. It is authorised by the Principal after

consultation with parents, with written guidance on expectations, duration, and steps for success.

## 9.2 Internal and External Suspension

Suspension is rare and used only when a student's behaviour represents a serious breach of the Code of Conduct, poses a risk to the safety or well-being of the student or others, or when repeated misbehaviour has not improved despite prior interventions and support.

- **Internal Suspension:** The student stays on campus but is removed from classes and regular activities for a set period. Supervised work and reflection activities are provided to support personal growth and prepare the student to reintegrate successfully.
- **External Suspension (Fixed Period Exclusion):** The student is temporarily excluded from school. The Co-Director authorises the suspension and the parents are contacted. Alternative learning provision is arranged, and a reintegration meeting is held with the student and parents to support a smooth return to school.

## 9.3 Expulsion (Permanent Exclusion)

Expulsion is used only in extreme cases or when a student repeatedly violates the Code of Conduct despite previous interventions. Examples include:

- Severe or persistent bullying
- Behaviour that endangers self or others
- Alcohol, or drug-related violations
- Bringing inappropriate or unlawful items to school

The Co-Director authorises any expulsion. Parents are contacted before a final decision is made, and the Riverside Board is informed of all potential expulsions. Prepaid school fees are not refunded in the event of expulsion.

## 9.4 Right of Appeal

Parents have the right to appeal a suspension exceeding five consecutive days or an expulsion. Appeals must follow the school's procedure as outlined in the Complaints Policy and Procedures.

## 9.5 Searching, Screening, and Confiscation

- **Confiscation:** Any prohibited items (see Section 4) found in a student's possession will be confiscated and will not be returned. Items deemed harmful or detrimental to school discipline may also be confiscated.
- **Searching:** Authorized staff members may search a student's outer clothing, pockets, and possessions (e.g., desks, lockers, bags) if they have reasonable grounds to suspect the student possesses a prohibited or banned item, as outlined in the school rules. Searches must generally be conducted by a member of the school leadership team or authorized staff of the same sex as the student, with a witness present. Parental notification is not required unless prohibited items are found or further action is taken, in which case parents will be informed.
- **Reasonable Force:** Staff may use reasonable force to search for any prohibited items listed in Section 4, or to prevent a student from causing disorder, hurting themselves or others, damaging property, or committing an offence. Incidents involving reasonable force must be recorded and reported to parents.

## 10. Child-on-Child Abuse, Bullying, and Online Misbehaviour (Protecting the Community)

The school does not tolerate bullying of any kind. We take all reasonable measures to protect the safety and

wellbeing of staff and students.

### 10.1 Bullying and Child-on-Child Abuse

- **Definition:** Bullying is defined as deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves. This includes racial, religious, sexual, sexist, homophobic, prejudiced-based, discriminatory, physical, verbal, cyber, and emotional means.
- **Response:** If an act of bullying is discovered, the school acts immediately to stop further occurrences. Serious cases may lead to expulsion.
- **Safeguarding Link:** Bullying, especially when involving physical or sexual harm, can cross the line into child-on-child abuse. All instances of suspected child abuse will be reported to the Designated Safeguarding Lead (DSL) and external authorities.
- **Reporting:** Students are encouraged to report incidents of bullying, including cyber-bullying, to a teacher, a member of the Leadership Team, or via the Student Concerns and Suggestions Form. Incidents of peer-on-peer abuse must be documented on **CPOMS**. Staff will not tolerate or dismiss sexual violence or sexual harassment as “banter” or “part of growing up”.

### 10.2 Anti-Racism and Discrimination

Riverside School rejects all forms of racist behaviour and is committed to the elimination of racial discrimination and harassment.

- Racial harassment is unwanted conduct relating to race that violates dignity or creates a hostile, degrading, humiliating, or offensive environment.
- Where incidents of racism stem from a desire to cause harm/distress, or are repeated, the students involved will be sanctioned in line with the school’s policies.
- All incidents of racism should be referred to the Welfare Coordinator and school leadership, and documented on the centralised CPOMS platform for tracking purposes.

### 10.3 Off-Site and Online Misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school (e.g., on trips, travelling to/from school, wearing uniform).

Sanctions may also be applied for online misbehaviour if it:

- Poses a threat or causes harm to another student.
- Could have repercussions for the orderly running of the school.
- Adversely affects the reputation of the school.

### 10.4 Malicious Allegations

If a student makes an allegation against a member of staff or another student that is found to be deliberately false or malicious, the school may consider disciplinary action in line with this policy.

Where an allegation is unsubstantiated, unfounded, or false, the school will also assess whether the student who made it may need support, such as a referral to social care or local welfare services. The pastoral needs of any staff or students accused will also be considered.

## 11. Responding to Misbehaviour from Students with Special Educational Needs (SEND) (Duty of Care)

The school is committed to applying sanctions fairly, consistently, proportionately, and reasonably—taking into account SEND, disability, and the needs of vulnerable students. This embodies the school’s duty of Care and principle of valuing each unique individual.

## 11.1 Legal Duties and Reasonable Adjustments

- Riverside recognizes that students' behaviour may be impacted by SEND.
- The school must ensure that disabled students are not placed at a substantial disadvantage compared to non-disabled students (a duty to make 'reasonable adjustments').
- The school will use its best endeavours to meet the needs of students with SEND.

## 11.2 Adapting Sanctions

- Where students understand the rules and 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.
- If a student was unable to understand the rule or instruction, was unable to act differently at the time due to their SEND, or was likely to behave aggressively due to their SEND, the school will assess whether a sanction is appropriate and if any reasonable adjustments are needed.

## 12. Monitoring Arrangements and Links with Other Policies

### 12.1 Monitoring and Data Collection

- Behaviour incidents are recorded and centrally tracked on **CPOMS**.
- The school collects data on behavioural incidents, including removal from the classroom, attendance, suspensions, and exclusions.
- This data is analysed regularly by age group and protected characteristic to ensure compliance with the Equality Act 2010 and confirm that no groups of students are being disproportionately impacted by the policy.

### 12.2 Staff Training and Support

Staff induction includes training on the school's behavioural culture. Staff receive regular training on managing behaviour, including the impact of SEND and mental health needs on behaviour. Staff model good behaviour and never denigrate students or colleagues.

### 12.3 Policy Review

The Principal and Leadership Team will review this policy at least once a year, with approval by the Co-Directors.

### 12.4 Links with Other Policies

This policy is linked to and supported by the following Riverside School policies:

- [Admissions, Discipline, Exclusions Policy](#)
- [Anti-Bullying Policy](#)
- [Anti-Racism Policy](#)
- [Attendance Policy](#)
- [Child on Child Abuse & Sexual Harrassment Policy](#)
- [Child Protection \(Safeguarding\) Policy](#)
- [ICT Acceptable Use Policy - Students](#)
- [Mobile-Free Learning Environment Policy - Primary & Junior High School](#)
- [Mobile-Free Learning Environment Policy - Senior High](#)
- [Online Safety Policy](#) (including AI misuse and Cyber-bullying)
- [Qualities Encouraged at Riverside School](#)

## 13. Review Process:

Date of Review: October 2025

Date of Next Review: August 2026