

International School Rheintal

# Code of Conduct Policy

Reviewed 28/09/2020

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# ISR Guiding Statements

## International School Rheintal Vision

ISR is the school of choice in the Alpen Rheintal region providing a high quality international education in English for students from Kindergarten to Grade 12, inspiring international-mindedness, academic and personal excellence and responsible engagement.

**Reviewed June 2023**

## International School Rheintal Mission

ISR is a supportive, challenging and student-centered environment. We encourage each student to reach their potential whilst promoting international-mindedness, empathy and life-long learning. Through teamwork and individual endeavours, members of the school community should:

- Respect and take responsibility for themselves, others and the environment
- Appreciate and respect diversity
- Think critically
- Reflect thoughtfully
- Communicate effectively
- Celebrate success

**Reviewed June 2023**

## Goals of a Code of Conduct Policy

At the International School Rheintal we believe that good conduct is an essential condition for effective teaching and learning to take place. Pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. It is the responsibility of the teachers, support staff, students and parents to work together to achieve this goal through consistent practices. The underlying aim at ISR is to create a climate in which its pupils can become aware of themselves as valued, autonomous and responsible individuals. Such a climate is based on a quiet, yet firm insistence on high standards of conduct at all times and should permeate through all the school's activities. Good conduct in school means that everyone in school:

### **IS Respectful of other people**

- Respects other cultures
- Respects the ideas and opinions of others
- Uses the language of instruction so all are included

### **IS Respectful to the rights of others to learn**

### **IS Responsible for their own behavior**

- Resolves conflicts fairly
- Does their best in all tasks
- Acts safely
- Is responsible for their own health and well-being

### **IS Representative of the philosophy of the school**

- Dresses appropriately
- Behaves appropriately both inside and outside the school.

### **IS Respectful of property**

- School property
- Other people's property
- One's own property

## **IS Respectful of the environment**

- Keeps the school clean and tidy
- Cares for the environment
- Recycles, reduces waste and saves energy

## **IS Responsible for keeping the values of the school**

### Aims for good conduct

As staff who work with students we will:

- Help them develop into caring and thoughtful people who respect and value feelings, opinions, beliefs, property and differences
- Encourage the value of good conduct
- Develop their self esteem
- Develop their self discipline
- Help them to cooperate
- Create a positive and stimulating learning environment
- Work with each other to ensure that the students develop socially, personally, academically and morally in preparation for a positive role as global citizens

### We support positive conduct in a positive environment through:

- A consistent approach throughout the whole school both in and out of the classroom
- Assemblies for personal, social, health and emotional education
- Acknowledging and following agreed behavior practices
- Encouraging the students to be part of a whole school team and become responsible members within it
- Encouraging respect and care for all belongings
- Creating a stimulating classroom environment
- Providing clear and positive learning experiences
- Offering a broad and balanced curriculum that is well prepared and appropriate to the needs of the students

### **Staff can achieve this through:**

- Firmly and consistently applying policies to promote positive conduct
- Being effective role models, showing good manners and setting a good example

- Practising good behaviour towards everyone
- Teaching appropriate conduct and being prepared to give positive feedback when it is seen
- Showing respect towards each individual student
- Not accepting bullying or any other antisocial behavior
- Being fair and consistent
- Responding quietly, calmly, positively, politely and consistently within all situations
- Listening
- Handling confidential information sensitively
- Avoidance of labelling students

## The Code of Conduct at ISR

Each student, parent and staff member in our community has the right to be treated with respect, courtesy and consideration by all other students, parents and staff members. The school aims to develop an attitude of individual responsibility towards the quality of life in the school community. We have the Code of Conduct to help guide us in this endeavour.

We value this code and hold ourselves and each other to account in its implementation. We consistently celebrate when we observe positive examples of conduct and also apply consequences where there is negative conduct. We have a five-point celebration and consequences approach throughout the school that is adapted to meet the age-specific needs of our students. These can be applied in a linear way or at different points based on the specific situation (staff can jump to point 3 for example):

Celebration	Consequences
<ol style="list-style-type: none"> <li>1. Verbal praise highlighting the positive conduct observed</li> <li>2. Shared with Coordinator</li> <li>3. Shared with Parent</li> <li>4. Celebrated in the ISR Newsletter (with student consent)</li> <li>5. Shared with Director</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal warning/chance to modify conduct</li> <li>2. 2nd verbal warning/chance to modify conduct</li> <li>3. Time out to modify conduct (change of seat, location - always supervised and homeroom teacher informed via ManageBac/Student tracker)</li> <li>4. Visit to Coordinator</li> <li>5. Parents informed and involved</li> </ol>

**\*Certain behaviours**, e.g. bullying, rudeness, aggressive conduct such as fighting, stealing, tampering of school properties, swearing, use of drugs and consumption of alcohol is never

regarded as acceptable at ISR and will be dealt with appropriately by the Homeroom Teacher, coordinator, director and parents. Where behaviour of this kind occurs, parents will be consulted immediately.

We value positive action and reinforcement at ISR and every effort should be made to diffuse potential problems before they arise through positive discussion, good organisation and consultation. The first two stages of consequence are predominantly class-based and are administered by the teacher or a member of the ISR staff. The final three stages involve the teacher/s, and a member of the Leadership Team.

## Time Out

This gives the opportunity for the student to be removed from a group, class task or playground activity by the teacher to an area close to but away from the rest of the class/students (always supervised). The length of time is dependent upon the age of the student and the circumstances. During this time the student will have the opportunity to reflect upon the situation. The time should never exceed 10 minutes for older students and 5 minutes for younger students. Time out must never be given as a punishment, but rather an opportunity to calm down. It could occur outside the classroom; however the student must always be monitored. Staff must ensure that the student remains in view.

## Individual Education Plans

From time to time students with identified Special Educational Needs (SEN) or who exhibit particular concerns are provided with an Individual Education Plan (IEP). An IEP is designed to highlight an individual student's specific needs and the educational strategy best suited to meeting them. An IEP is written as a collaborative document between class teachers, the SEN coordinator, other educational staff and parents. An IEP may detail conduct and conduct management strategies that lie outside this general policy but have been agreed in advance as appropriate. Similarly, repeated conduct that cannot be managed using the steps outlined in this policy may be a trigger for a move to an IEP for an individual student. For further information see our SEN and Inclusion policy document.