International School Rheintal

Code of Conduct Policy

Board approved: June 2024

To be reviewed: June 2027

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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-centred 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. Students 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 students 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 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 of the rights of others to learn

Is responsible for their own behaviour

- Resolves conflicts fairly
- Does their best in all tasks
- Acts safely
- Takes responsibility 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
- Their 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 and collaborate
- 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

Supporting positive conduct in a positive environment

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 behaviour 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
- academically and morally in preparation for a positive role as global citizens

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, whether student, colleague, parent, and members of the school community
- Not accepting bullying or any other antisocial behaviour
- 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**
1. Verbal praise highlighting the positive conduct observed 2. Shared with Head of School 3. Shared with Parent via ManageBac, visible to parents 4. Celebrated in the ISR Newsletter (with student consent) 5. Shared with Director	1. Verbal warning/chance to modify conduct 2. 2nd verbal warning/chance to modify conduct 3. Time out[1] to modify conduct (change of seat, location - always supervised and homeroom teachers informed via ManageBac) 4. Visit to Head of School 5. Parents informed and involved

[1] Time out describes giving a student the opportunity to have time out from undesirable behaviour. This could be 'thinking time', moving physical position, change of activity etc.

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. As outlined in the above table, the first two stages of consequence are predominantly class-based and are administered by the teacher or a member of the ISR staff. The later stages involve the teacher/s, and a member of the Leadership Team.

Specific behaviours

Bullying, rudeness, aggressive conduct such as fighting, stealing, tampering with school property, swearing, use of drugs and consumption of alcohol is never regarded as acceptable at ISR and will be dealt with appropriately by the Head of School, Director and parents. Where behaviour of this kind occurs, parents will be consulted immediately.

Time out

There may be circumstances where a student needs time out from the environment. This could include being removed from a group, class task or activity by the teacher to an area close to, but away from, the rest of the class/students where the negative behaviour is occuring. Time out must never be given as a punishment, but rather an opportunity for a student to take some time to reflect, to develop self regulation. Time out could occur outside the classroom; however, the student must always be supervised. Staff must ensure that the student remains in view. 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.

Individual Education Plans

Students with identified Special Educational Needs and Disabilities (SEND), or those who exhibit particular concerns, may have 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 student, class teachers, the SEND 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 indicate the need for an IEP for an individual student. Please refer to our SEND and Inclusion policy document for more information.

NB - Last policy review led in 2024 by Oliver Beck, Head of Senior School and Catherine Trainor, Head of Primary School