



Primary School Code of Conduct

We live, learn and work in a school where the vast majority of students work hard and whose behaviour always sets a good example. However, there have to be procedures should anyone fail to live up to the expectations we have of them. We follow 3 golden rules within the Primary Section which should cover all situations you may come across in school.

- Excellence in all that we do.
- Follow instructions first time, every time.
- Take care of ourselves, each other and the world around us.

If every student is guided by these principles, then their time, and that of everyone else at school, will be happy and successful.

Expectations

These are the expectations that should be made clear to students at the start of the academic year, displayed in the classroom and be revisited on a regular basis through the year:

Golden Rule	Expectation
Excellence in all that we do.	Show you are a THINKER by being committed to all lessons and activities.
	To become KNOWLEDGEABLE, try your hardest and never disturb the work of the class.
	Complete the work given to you on time, both in class and at home.
	Be honest with all schoolwork.
Follow instructions first time, every time.	Be on time for school, your lessons and activities.
	Make sure you are prepared for all lessons and activities. Be a RISK TAKER with your learning.
	Have the correct kit in school on the days you need it.
	Dress properly and smartly, follow the school uniform code.
	Be an INQUIRER and listen to your teacher carefully in class.
	Follow instructions given to you by your teacher.
Take care of yourself, each other and our world.	Show you are CARING by being courteous and respectful at all times.
	Show you are PRINCIPLED and never take anything which does not belong to you.
	Never be aggressive, violent or intolerant. Be OPEN MINDED about other people.
	Do not respond to anyone who treats you wrongly, tell a member of staff straight away.
	Never use bad language. Be a positive COMMUNICATOR.
	Try to eat healthily, do not bring unhealthy snacks and food to school.
	Use all technology responsibly and stay safe online, in and out of school.
	Only bring a phone, tablet or laptop into school if you have the special permission of a teacher and your parents.
	Keep our school clean and tidy, do not drop litter.
	Protect our school environment, never misuse or damage equipment.



Consequences

However, should a student misbehave in school, consequences need to be in place to deal with such issues.

Golden Rule	Code	Issue	Minimum step
Always try your best	A	Arriving late to school (repeatedly)	0
	A2	Arriving late to lessons	0-1
	B	Failing to complete homework (or failing to complete to an acceptable standard)	1
Follow instructions first time, every time.	C	Showing disrespectful behaviour during Flag	1
	D	Dropping litter or failing to take care of the environment	1-2
	E	Wearing incorrect uniform or PE kit/ forgetting PE kit	1-3
	F	Using unauthorized devices during the school day or when involved in a school activity or trip	1-3
Take care of yourself, others and our world	G	Behaving in a disruptive way prior to, during or after a lesson	1-4
	H	Failing to serve an assigned reflection time out or suspension	2-3
	I	Using inappropriate or foul language (in any language)	2-5
	J	Failing to comply with reasonable and clearly communicated instruction of teacher/staff	2-5
	K	Stealing/Taking without consent of the owner	2-7
	L	Being out of bounds/ in the wrong area	3
	M	Fighting – inciting, threatening, arranging, encouraging or watching without getting an adult's help	3
	N	Carrying out any act of vandalism	3-7
	O	Missing lesson time	3-7
	P	Inappropriate physical behaviour	3-7
	Q	Taking and/or sharing a video, audio or photo of school, a member of staff , a student or visitor without permission	3-7
	R	Fighting - physical involvement	4-7
	S	Engaging in verbal abuse or disrespect of another person	4-7
	T	Engaging in unacceptable discriminatory behaviour towards another student or staff based on race, colour, gender, nationality and religion.	4-7
	U	Bullying including cyber-bullying on a school platform	5-7
V	Insulting or dishonouring another student, teacher or the school's name.	5-7	
W	Possessing/ bringing to school inappropriate or harmful/ dangerous objects or materials.	5-7	



Minimum Course of Action

Step	Action
0	- Contact parent
1	- Verbal warning from the member of staff who encounters the problem
2	- Verbal warning from the member of staff who encounters the problem. - Break time reflective time out with teacher issued (snack, advice and guidance will be available). - Teacher to message parents on Dojo.
3	- Matter is referred to the Pastoral Coordinator for further action. - Parents may be contacted - Lunchtime reflective time out issued (lunch, advice and guidance will be available).
4	- Matter is referred to the Primary Deputy for further action. - Parents invited to school to discuss the issue. - Record of meeting placed on file
5	- Matter is referred to the Head of Primary for further action. - Parents invited to school to discuss the issue. - Internal suspension of 1 to 3 days. Letter of warning placed on file.
6	- Matter is referred to the Head of Primary and SLT for further action. - Parents invited to school to discuss the issue. - External suspension of 1 to 3 days. Letter of warning placed on file.
7	- Matter is referred to the SLT for further action. - Immediate, external suspension and further investigation started that might lead to transition to another school and informing the MOE

Additional Information:

Code D:	Uniform infringements can include make-up, jewellery, hat, musar and unsuitable hair styles/colours. This applies to normal school days, school event days and school trips.
Code M:	The mobile phone and/or device will be confiscated until the end of term. The SIM card will be returned.
Code L:	The student will be expected to pay for the repairs and aid in the repair work.
Code O:	This includes but is not limited to pushing and shoving etc.
Code T:	The photo/video will be removed from the device.
Code U:	Bullying includes any attempt to deliberately hurt, isolate, offend, distress, or embarrass another person. This will include, but is not limited to verbal and non-verbal behaviour, teasing, name calling, rumour mongering and isolating, either directly or indirectly, through such sources as social media.
Code U:	The photo/video/audio/text will be removed from the device &/or internet.
Code V:	Insulting and/or dishonouring another student and/or the school's name may include, but is not limited to, the use of inappropriate behaviour and language, either verbally or in the written form.
Code W:	The object will be confiscated and either destroyed or given to the appropriate authorities.
Code W:	The school reserves the right to inform the appropriate authorities if any student is caught with an illegal substance.

This code is a guide: it cannot foresee all eventualities. Other situations that arise will be handled as is judged appropriate in the circumstance and the age of the students involved.



Self-Regulating Opportunities:

Students with better self-regulation can have better educational performance by managing their emotions and emotional influences.

When students misbehave or find themselves faced with a problem, allow students the opportunity to self-regulate, reflect, and rectify the problem. Here are some options.

Lower Primary	Upper Primary
<p>Cool down areas: Provide cool down areas in the classroom for students to stop and think. Talk and listen to the student needs at this time.</p> <p>Walk and talk- Offer a walk and talk. Student walks and talks with a trusted adult.</p> <p>Allow younger students to color, draw how they are feeling and later discuss their coloring or drawing with an adult.</p> <p>Allow students to sit, read and/ or look at pictures for a while, allowing them to calm down and to self-regulate.</p> <p>Use the ‘How Do I Feel’ feelings wheel and talk with student. (See your pastoral coordinator).</p> <p>Complete activities from ‘My Coping Strategies’ packet.</p>	<p>Walk and talk- Offer a walk and talk. Student walks and talks with a trusted adult. Adult actively listens.</p> <p>Allow students to journal, color, draw how they may be feeling and discuss with an adult, if they wish.</p> <p>Students take a break from their class groups to talk with pastoral coordinator or another adult. Adult uses probing questions and actively listens.</p> <p>Complete activities from ‘My Coping Strategies’ packet.</p> <p>Use the ‘How Do I Feel’ feelings wheel and talk with student. (See your pastoral coordinator).</p> <p>Allow students to sit and read for a while, allowing them to calm down and to self-regulate.</p>

Reflection Practices:

Reflective practices allow students to think about and evaluate their behavior themselves.

Lower Primary	Upper Primary
<p>Have the child sort pictures of good choices and bad choices. Here is a helpful packet. Students discuss good choices and bad choices. What choices will you make in the future?</p> <p>Student takes a break with PC, Deputy head or another adult. (Allow students to explain their side and how they feel. Adult actively listens).</p> <p>Reflection chair or bench on the playground to think about their actions.</p> <p>Students answer reflection questions. The adult scribes and reviews the child’s answers with the child. What could I do the next time? Use behavioural goals sheet.</p> <p>Use a feelings thermometer to gauge emotion and reflect on actions. What happens if I am on red? What could we do better the next time?</p>	<p>Students can fill out a flow chart that indicates the causes and effects of each of their choices so that it’s clear that they understand which choices caused their current problem, and another flow chart that shows what better choices they can make that will result in things they like.</p> <p>Student completes a reflection sheet. See your pastoral coordinator for a reflection sheet. Discuss answers with the child. What could you do better if this were to happen again.</p> <p>House captains, student council representatives and other responsible students, council other students, with an adult present.</p> <p>Allow students to discuss their feelings and emotions with a trusted adult during a lunch time or break time in a reflection space.</p>



<p>When there is a behavioural problem, ask the child to help you figure out what caused the behavior. What happened before the problem started? (Remind students that they have the power to make a better choice the next time.)</p>	<p>Use growth mindset concept discussion with the student: What could you learn from this experience or mistake?</p>
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Restorative Practices:

Restorative approaches teach and support desired behaviour.

Lower Primary	Upper Primary
<p>Create communication target cards with the student to give students cues to help when problems arise. Example: Be kind to others, a picture with a teacher- Go to the teacher for help, etc.</p> <p>Students, with assistance, create "I can" statements after reflecting on behaviour. This will help in future behaviour.</p> <p>With the assistance of an adult, student completes acts of kindness.</p> <p>Pastoral team provides assistance and support to parents in order for the parent to help the child.</p> <p>Student spends time with a teacher, principal, or teacher's assistant- any adult that the student knows and trusts. Student may sit with the teacher at break or lunch time and talk, play a sport, or help in the classroom, while the teacher mentors and supports him/her.</p>	<p>Write a letter or create a card for someone that a student may have hurt.</p> <p>Complete acts of kindness.</p> <p>Complete acts of kindness for someone student may have hurt. Student may discuss what act of kindness is appropriate.</p> <p>Students set smart goals so that behaviour does not reoccur. Sheet 1 and Sheet 2</p> <p>Pastoral team provides assistance and support to parents in order for the parent to help the child.</p> <p>Student spends time with a teacher, principal, or teacher's assistant- any adult that the student knows and trusts. Student may sit with the teacher at break or lunch time and talk, play a sport, or help in the classroom, while the teacher mentors and supports him/her.</p>