

## **Terra Nova School Code of Conduct**

### **Introduction**

This document is a statement of the aims, principles and strategies for behaviour at Terra Nova School. National and Local Education Authority guidelines have been taken into consideration in the formulation of this policy. Systems to support and encourage good behaviour are constantly being reviewed and regular review of this policy will reflect any changes made.

### **Purpose**

The Code of Conduct should be read in conjunction with other policies that assist with the smooth running of the School. This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

### **Aims**

Our aims for behaviour are that all children will:

- be tolerant and understanding with consideration for the rights, views and property of others
- develop a responsible and co-operative attitude towards work and towards their roles in society
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take a pride and responsible interest in caring for their environment.

### **Principles**

Every child has the right to learn and no child has the right to disrupt the learning of others. The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork. The school welcomes and encourages the involvement of the governors, parents and other members of the community.

### **Responsibilities**

**All members of the school community** (teaching and non-teaching staff, parents, pupils and governors) work towards the School's aims by:

- Esteeming children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work rejecting all conduct involving bullying or harassment
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking a pride in, the physical environment of the school;
- Working as a team, supporting and encouraging one another.

**Executive Management of the School** (Headmaster, Deputy Headmaster, Bursar, Director of Studies and Head of Pre-Prep and Nursery) work towards the School's aims by:

- Taking a lead in the establishment of a positive school ethos
- Taking responsibility for devising and implementing Policies which acknowledge the School's influence on pupils' behaviour and motivation
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Recording and monitoring attendance and punctuality and responding firmly when either is poor
- Recording and reporting incidents of serious misconduct
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified
- Encouraging community use of school facilities to increase local involvement and commitment.

**Members of Staff** work towards the School's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Enabling children to take increasing responsibility for their own learning and conduct, ensuring that learning is progressive and continuous
- Being good role models - punctual, well prepared and organised
- Taking quick, firm action to prevent one child inhibiting another's progress
- Providing opportunities for children to discuss appropriate behaviour
- Working collaboratively with a shared philosophy and commonality of practice.

**Pupils** work towards the School's aims by:

- Attending school in good health maintained by adequate diet, exercise and sleep;
- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised - bringing necessary kit to appropriate activity, handing in work and books efficiently
- Being punctual to commitments
- Contributing to the development of the school's code of behaviour
- Conducting themselves in an orderly manner in line with this code
- Taking growing responsibility for their environment and for their own learning and conduct.

**Parents** work towards the School's aims by:

- Ensuring that children attend school in good health, punctually and regularly;
- Providing prompt reasons to explain all absences
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning

- Allowing children to take increasing personal and social responsibility as they progress throughout the school;
- Accepting responsibility for the conduct of their children at all times.

## **Procedures**

- a) **For ensuring involvement of all members of the school community through:**
  - regular meetings between the School and Parent Representatives
  - regular meetings of Head of Sections and the Deputy Head and Head of Boarding
  - regular meetings of members of staff to review behaviour issues
  - a planned programme of professional development for members of staff
  - debate about pupils' behaviour as part of Governors' Meetings.
  
- b) **For developing good partnership with parents through:**
  - regular informal contact with members of staff who are always accessible to parents at school
  - good communication channels including weekly newsletters
  - regular reporting system
  - regular parents' meetings for each Year Group
  - regular formal and informal opportunities for parents to visit and spend time in the School
  - information for new pupils and parents about the school, including the Core Values
  - welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities
  - a clear policy for children with special educational needs which involves parents
  
- c) **For providing children with opportunities to discuss appropriate behaviour through:**
  - a Prefect System which encourages older children to take responsibility for younger members of the school
  - a Buddy System which encourages Year 6 children to interact with children in Year 1 and then through the rest of their careers in the School
  - a the School Council which meets regularly with members of SMT
  - a programme of PSCH designed to promote mutual respect, self discipline and social responsibility, which includes work on relationships and feelings
  - a programme of Religious Education which includes ethical and moral issues
  - regular discussion with Form Teachers and other members of staff
  
- d) **For promoting desirable behaviour through:**
  - Staff acting as role models
  - Staff offering guidance to children including praise and encouragement
  - the provision of a curriculum designed to stretch and engage each child
  - classroom organisation which facilitates independent working
  - the encouragement and appreciation of children who act as positive role models
  - collaborative work within classes and across year groups which helps to develop good relationships
  - guardian system for new pupils with a helper from a child's peer group, whilst they settle in
  - a rewards system involving reward for positive behaviour, which is recognized at the weekly assemblies.

e) **For eliminating undesirable behaviour through:**

- clear guidelines on responding to behavioural issues which have been developed by and have the full commitment of all members of staff
- a schedule of sanctions for undesirable behaviour
- conscientious supervision of pupils at all times, as appropriate to age and task
- rapid and stringent response to incidents of bullying and racial or sexual harassment
- a readiness to tackle persistent behavioural problems with a clear system of monitoring and modification, through discussion and appropriate sanction
- activities to engage children's interest throughout the day.

f) **For promoting care of the physical environment through:**

- display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- involvement of children, parents, governors and representatives of the wider community in the planning and, where practical, the implementation of developments to the school environment
- the commitment of "Terra Nova Parents' Social Committee" (TNPSC) funds to developments to the school environment
- a variety of security measures including key pad entry and alarm systems
- the work of the residential staff, including the Headmaster, whose constant presence deters intruders
- a maintenance staff who are able to respond rapidly to rectify any damage.