POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

Policy reviewed by: Koen Claeys – Chair of Governors and Safeguarding Governor
Version: v8.0
Policy actioned from: 01.09.2025
Next review date: 01/08/2026

Please note: 'School' refers to the school and Riverston Schools; 'parents' refers to parents, guardians and carers. Where the school has a Nursery or Sixth Form, the policy applies.

This policy applies to all employees within Riverston School. This policy does not form part of any employee's contract of employment and may be amended at any time.

POLICY AMENDMENT PAGE

Date	Key Amendments	Version Number	Reviewed By
28/06/2018	Policy Approved	v1.1	RNB
01/09/2019	Annual Review – minor adjustments.	V1.2	RNB
02/11/2019	Annual Review – adjustments made	v3.0	RNB
21/06/2021	Annual Review – adjustments made	v4.0	DJC
10/06/2022	Annual Review – adjustments made	v5.0	CMS
1/8/2022	Updated in line with 2022 new DfE guidance	v5.1	CMS
29/6/2023	Annual Review – adjustments made	v6.0	CMS
04/09/2023	Adjustment of terminology around suspension /exclusion	v6.1	AMG
07/06/2024	Annual Review	v7.0	JCT
01/01/2025	Updated in line with ISBA Guidance	v7.1	JCT
10/7/25	Annual Review	v8.0	JCT
01/09/2025	Adopted by Riverston School	v8.0	GB

Scope

This policy has been written with due regard to the [DfE Behaviour in Schools Guidance (2024),](#) [The EYFS Framework (2024)](#) and The Equality Act (2010). This policy has been written with due regard to the duty of proprietors, under Part 3 of the Independent Schools Standards to ensure that arrangements are made to safeguard and promote the welfare, health and safety of pupils.

Definitions

1.   Suspension: A temporary removal of a pupil from the school as a disciplinary measure for a fixed period.
2.   Exclusion: A permanent removal of a pupil for serious misconduct.
3.   Required Removal: A non-disciplinary removal due to factors such as unmet needs or unreasonable parental behaviour, as detailed in the Parent Contract.

The policy applies to behaviour:
•   On school premises.
•   During school-organized or school-related activities.
•   Off-premises, where actions impact the school community or reputation.
•   Online, ensuring the same standards as in-person behaviour.

Through this policy, the school seeks to ensure a calm, safe and supportive environment which instils a culture of excellent behaviour and protects pupils from disruption. When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, confidence and learning skills.

By giving pupils the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where students feel heard and learning is optimised.

Corporal punishment is not permitted at Riverston School, at any time, for any reason.

In regard to the Children Act (1989):

•   Corporal punishment is not permitted and never used
•   Or threatened
•   Nor any punishment which may adversely affect a child's well-being.

The school understands that rewards can be more effective than punishment in motivating pupils. The school is committed to promoting and rewarding good behaviour. See Appendix 1 for the School Rules and Appendix 2 for some of the ways in which good behaviour is rewarded.

The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve his/her educational outcomes. When it is considered a pupil's continuing disruptive behaviour is a result of an unmet educational or other need, the school will consider whether a multi-agency assessment is required and act accordingly. Similarly, the school will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow procedures as set out in the safeguarding policy and speak to the DSL or DDSL.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Screening, Searching and Confiscating Policy and Disability Policies.

Responsibilities

The Headteacher and designated school leaders are responsible for developing and implementing measures which secure high standards of behaviour. This includes ensuring:

- High expectations of conduct which are understood by staff and pupils alike and are applied consistently and fairly
- The leadership's visibility with staff, pupils and parents, and consistent support for staff in understanding this policy and implementing it to manage pupils' behaviour; this involves the provision of relevant and regular training, including as part of the induction of new staff.
- Measures are in place, including both general and targeted interventions, to improve behaviour and provide pupils with support to help them meet expected behaviour standards
- Behaviour does not normally disrupt teaching, learning and school routines
- Pupils complete any tasks reasonably assigned to them in connection with their education
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
- Any incidents of bullying, child-on-child abuse, sexual violence or harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
- Parents are kept informed about their child's behaviour and are involved in a partnership to promote good behaviour and resolve behavioural issues
- Analysing records of misbehaviour, serious incidents and sanctions in order to identify patterns and trends so that improvements can be made, and to understand the quality of the school's behaviour management.
- The Designated Safeguarding Lead will be informed of any serious incident where a safeguarding risk or child protection issue is suspected.

Staff are responsible for:
- Undertaking appropriate training to ensure the understanding of the policy and their duties under the Equality Act 2010 and Children and Families Act 2014
- Ensuring the correct implementation of this policy
- Implementing and particular measures or strategies related to behaviour, as identified in a pupil's EHC plan or individual behaviour plan
- Helping to cultivate a calm and safe environment characterised by excellent standards of behaviour, respect, self-discipline and proper regard for authority, ensuring that such conduct is met with due praise, reward and encouragement
- Establishing an understanding of clear boundaries of acceptable pupil behaviour
- Taking responsibility for addressing appropriately pupil behaviour which falls below expected norms whenever and wherever it occurs, and reporting matters of concern to senior colleagues in line with this policy.

School Advisors, through the Head, are responsible for:
- Ensuring a safe and supportive environment in which pupils are safeguarded and able to learn and fulfil their potential
- Ensuring that the school's behaviour policies have due regard for national requirements and guidance
- Monitoring the quality of the implementation of this policy
- Liaising with and advising the Head in relation to considerations of permanent exclusion.

Pupils are responsible for:
- Developing an awareness of the school's behaviour standards, expectations, pastoral support, and consequences for unsuitable behaviour
- Contributing to an environment that is calm, safe, supportive and where everyone is treated with dignity

- Providing feedback to staff on the school's behaviour culture to support the evaluation, improvement and implementation of this policy
- Supporting new pupils in understanding the behavioural expectations and wider culture of the school

Parents are responsible for:
- Supporting the school in developing and maintaining good behaviour including collaborating with the school during disciplinary processes.
- Developing an understanding of this policy and reinforcing it at home, as appropriate.
- Reinforcing the school's promotion of good behaviour by, for example, celebrating the pupils' successes and achievements.

Policy Aims

- To promote good behaviour, self-discipline, respect and proper regard for authority;
- To promote an environment where everyone feels safe, valued and secure;
- To actively prevent bullying and cyber-bullying through education, raising awareness and the celebration of positive behaviour.
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.
- To create a school where children are happy, safe and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community.
- Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all students in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect for one another, themselves and property, and proper regard for authority;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

The school draws on a wide range of opportunities to promote good behaviour and encourage pupils to show respect and take responsibility for their own actions. As well as specific topics across the curriculum, these include the PSHE and RSE programmes, School Council, form and tutor periods, circle time, visiting speakers and annual events.

Pupils with Special Educational Needs and/or Disabilities (SEND); The Protected Characteristics

It is the aim of the school staff to be inclusive and to meet the needs of all pupils, so that all members of the school community can feel safe and that they belong. In this respect, reference should be made to the relevant school policies, including the SEND and Inclusion Policy, Mental Health and Wellbeing Policy and the Gender Identity Policy. With reference to the management of behaviour, staff take care to enable pupils with SEND to understand and meet expectations and to provide rewards which are relevant and motivational. Staff will make reasonable adjustments in the administration of sanctions in relation to the understanding and capabilities of pupils with SEND. Similarly, staff are mindful to ensure that behaviour management has due regard for and is respectful of pupils who demonstrate a Protected Characteristic. Further information on Protected Characteristics can be found in the Anti-bullying Policy.

The school will consider and anticipate any particular likely triggers which may cause a pupil with SEND to misbehave and put support in place to prevent these occurring.

Confiscation of Property

If it is deemed necessary to confiscate a pupils' property, then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g. items banned from school, such as mobile phones.)
- Items to be destroyed (E.g. pornography, tobacco, alcohol, legal highs)
- Items to be handed to the police (E.g. banned substances, knives, weapons, stolen items)

For full information on confiscations, please refer to the Screening, Searching and Confiscating Policy. Please refer also to the information about inappropriate photographs (nudes and semi-nudes) in the Safeguarding Policy.

Banned items – please see appendix 3

Reporting and Recording

Details of behavioural incidents are reported to the key stage coordinators and the Assistant Head teacher Personal Development and recorded on ISAMS. The Assistant Head Teacher monitors these logs for patterns, trends and other matters of concern, reporting regularly to the Head/SLT..

Serious misconduct and the administration of major sanctions are recorded in the Serious Misbehaviour Register with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The Serious Misbehaviour Register is reviewed regularly so that patterns in behaviour can be identified and managed appropriately. The Serious Misbehaviour Register is securely stored, retained according to the school's data retention policy, and accessed only by authorised senior leaders and inspectors where appropriate.

Sanctions

Sanctions are lawful if they satisfy the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Head has decided should not do so) or an unpaid member of staff authorised by the Head
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In enabling sanctions to be reasonable, the school ensures that they are

- Proportionate in the circumstances of the case
- Considerate of any special circumstances relevant to their imposition, including the pupil's age
- Mindful of whether the pupil has SEND or any religious requirements.

A detention may be applied as a sanction. It also serves as a deterrent to future misbehaviour. It is typically a short period where pupils are required to remain under supervision of school staff when their peers have been allowed to go home or to break. A detention may require a pupil to attend, or remain at school, outside of normal school hours. Detentions fall under the three criteria for reasonableness, above, to ensure that they are applied consistently and fairly. Where these criteria are met, parental consent is not required.

Removal from the classroom is a possible sanction for serious disciplinary reasons. It involves limited time out of class on the instruction of a member of staff. It does not include occasions when a member of staff may ask a pupil to step outside the classroom briefly for a conversation and then return. Removal from the classroom will provide for the pupil's continued education, which may be in a different, supervised environment and may involve a different, though still meaningful curriculum. This is to be considered as a serious sanction and should be deployed only after other measures have been attempted, except in extreme circumstances. The Head and parents must be informed if their child has been removed from class. As with other behavioural issues, due consideration will be given to any underlying factors which may have prompted the disruptive behaviour. Following a removal, the school will consider an appropriate process for reintegration back into class. Removal from the classroom should be distinguished from other forms of separation for non-disciplinary reasons, such as using a nurture room or regulating emotions.

Details of the sanctions administered by the school can be found in the two sections below and in Appendix 2.

Serious Misconduct

Serious misconduct will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract/report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

The Head and staff have the power to discipline pupils for their behaviour in school and in some circumstances, outside of school. This includes the power to impose detention and confiscate pupils' property if required.

"Serious misconduct" includes:

- violent or threatening behaviour
- indecent, offensive, abusive, bullying (including cyberbullying) or harassing behaviour
- theft
- possession or consumption or sale of illegal drugs at the school
- possession or consumption or sale of alcohol, tobacco or 'vape' at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the school, or acting on behalf of the school
- serious misuse of school facilities
- repeated breaches of the school Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal

- has or could have had a serious adverse effect on: (i) any part of the physical environment of the school; (ii) any aspect of the wellbeing of any member of the school community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the school.
- Discriminatory or harassing behaviour
- Actions that harm the school's reputation or community.

Fixed Term Suspension and Permanent Exclusions Policy

Pupils guilty of serious misconduct may be liable to either fixed-term suspension or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at school (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the school community or the reputation of the school, the school may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the school's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or suspend them for a fixed-term, the school will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the school and any member of the school community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the school will ensure that a pupil with a disability or special educational needs and/or his/her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the school, that he/she remains at the school.

To support a pupil receiving a fixed-term suspension and who would thereby be at risk of permanent exclusion (in the event that he/she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he/she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SMT. Failure to comply could result in permanent exclusion.

Every student has a right to confidentiality during the consideration of a possible suspension or exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. The school expects that parents and any other persons involved in discussions about exclusion will also respect the provision for confidentiality. If the school decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where suspension or exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:
- length of suspension/exclusion and whether it is temporary or permanent
- reasons for the suspension/exclusion
- parents' right to make representation to the Head. If they are not satisfied with the Head's decision, stage 3 of the school's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, a suspension or exclusion will remain in place, except at the discretion of the Head
- the student will be given work to do at home for the first five days of a fixed term suspension.

Behavioural Incidents away from the school premises

The Head has the authority, and can authorise staff, to discipline pupils for their behaviour, in some circumstances, outside of school. This includes the power to impose detention outside school hours. DfE guidance makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school.
- misbehaviour online away from school, including bullying, intimidation and anti-social conduct via social media. (See 'Behaviour Incidents Online' section)

Any instances of misbehaviour away from the school premises will be investigated, considered and dealt with in accordance with this policy.

Malicious Accusations against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

The school will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Staff Training

Staff will receive at least annual training on this policy, including safeguarding, recognising mental health concerns and behaviour management so that they have a clear understanding of the systems and procedures, and their legal responsibilities. Training in behaviour management is provided as part of the induction of new staff. Additional staff training and/or support, including on a whole-staff or individual basis, will be provided in the light of specific incidents or issues, or changes to published guidance.

Liaison with Parents, other Agencies and Schools

- the school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority START team case worker) to gain advice or to work in tandem to provide the best support for a pupil
- when pupils make the transition between schools the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives

- the policy is available at all times on the school website
- the policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

Transition

The school is aware that points of transition into and from the school, as well as moving up between different sections of the school can cause anxiety. This may result in pupils not maintaining their usual standards of behaviour. Also, as can be seen from the appendices below, the school has different expectations of behaviour and varying systems of rewards and sanctions between sections of the school, as pertinent to the pupils' ages. Accordingly, the school has a range of strategies in place to ease transition, reduce anxiety and provide for the induction and re-induction of pupils in behaviour systems, rules, routines and rewards. These include such things as:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- 'new pupils' handbook
- 'meet the teacher' and new parent/pupil events
- buddy systems
- liaison with senior schools, including participation in induction events.

Pupil Support

The school recognises that disciplinary sanctions on their own may not be sufficient to enable a pupil to regain and sustain expected levels of behaviour. Accordingly, designated staff with relevant training take responsibility for providing support and monitoring progress to assist pupils in understanding how to improve and achieve expected standards. Pupils with additional needs are also provided with appropriate support and guidance where those needs might affect behaviour. Strategies may include:

- a targeted discussion with pupils, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- creation of a short-term report card or longer-term individual behaviour plan
- providing coaching and mentoring
- contact and regular engagement with parents
- inquiries into and reporting on the pupil's subsequent conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL
- engagement with local partners, agencies or professionals to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- consideration, where there are serious concerns, of whether a multi-agency assessment, such as an early help assessment, is required
- consideration of whether the support for behaviour management being provided remains appropriate.
- Staff are trained to consider whether behavioural issues may indicate mental health problems, and will work with the Mental Health Lead or DSL to ensure appropriate support is provided.

Child-on-Child abuse (including sexual violence and sexual harassment)

The school implements clear strategies to prevent peer-on-peer (also referred to as child-on-child) abuse, including sexual violence and sexual harassment, and to respond to any such incidents, should they occur.

The school recognises that child-on-child abuse can include sexual violence and harassment, initiation/hazing rituals, physical abuse, emotional and coercive behaviours, and all forms of discriminatory abuse. This includes incidents occurring online.

For full details of the school's approach, please refer to the safeguarding policy, supplemented by the anti-bullying policy, which reinforce the strong message that the school takes a zero-tolerance approach to sexual violence and sexual harassment and will act in accordance with KCSIE and apply appropriate sanctions should a pupils' behaviour fall below expectations in this respect.

The government's Respectful School Communities Toolkit is a useful resource in this context.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the school's culture. Negative interactions online can damage the school environment and lead to the school feeling like an unsafe place. The school recognises that online incidents may occur both on and off the school premises and investigations may be hampered by issues of anonymity. Nevertheless, the same high standards of conduct are expected online, (on and off the school premises) as apply offline. All members of the school community should still be treated with kindness, respect and dignity.

Any incidence of inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding policy and speaking to the DSL or DDSL when an incident raises a safeguarding concern. In cases where staff suspect a pupil of criminal behaviour online, the school will follow the procedures in the safeguarding policy, making an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Such initial investigations will be fully documented, and every effort made to preserve relevant evidence. Once a decision is made to report the incident to police, any further school action will not interfere with any police action taken. However, the school has the discretion to continue investigations and enforce its own sanctions, so long as this does not conflict with police action. When making a report to the police, it will usually be appropriate in tandem, for the DSL make a report to Children's Social Care, as set out in the safeguarding policy.

If an incident involves nude or semi-nude images or videos, the member of staff who has concerns should raise them with the DSL or DDSL, taking extreme care to follow the procedures in the safeguarding policy, as such incidences can be both complicated and very sensitive. Further guidance is available in the document 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

Online incidents which take place away from school and outside the school day are the responsibility of parents. However, they can have a significant impact on the culture of the school. The Head and staff have the authority to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Monitoring and Evaluating School Behaviour

The school has developed detailed strategies for gathering data on behaviour and behaviour

management. This is monitored by a member of the school's leadership with appropriate training and experience and facilitates the analysis of the behaviour culture within the school and effective reporting to the School Advisory Board. The capture and analysis of data includes:

- behaviour incident data, including removal from the classroom, fixed term and permanent exclusions
- attendance information
- incidents of searching, screening and confiscation
- analysis of surveys/questionnaires completed by staff, parents and pupils.

A member of the school's leadership team/SLT analyses the data objectively and from a range of perspectives, including whole school, year group and individual levels, to identify possible factors contributing to good and inappropriate behaviours, and potential shortcomings in strategies and the provision of support. In this context, due consideration is given to analysis in relation to the Protected Characteristics and the school's legal duties.

Interpretation

In this policy, the term "senior manager" means the School Head and their designated deputies.

Values

Integrity

- I will tell the truth and be honest, even when it's difficult.
- I will take responsibility and own up to my mistakes.
- I will do the right thing, even when no one is watching.

Respect

- I will listen when others are speaking.
- I will take care of school property and shared spaces.
- I will treat everyone kindly and fairly.

Community Spirit

- I will work well with others and be a good team member.
- I will take part in school activities and help make them positive.
- I will make new people feel welcome.

Courage

- I will try my best when things are hard.
- I will speak up if someone is being treated unfairly.
- I will try new things, even if I feel nervous at first.

Pledges

Kindness

- I will use kind words and actions.
- I will help others when they need it.
- I will be happy for other people when they do well.

Ambition

- I will set myself goals and work towards them.
- I will keep trying to improve, even if I make mistakes.
- I will aim high and believe I can achieve my goals.

RIVERSTON SCHOOL

Our values and pledges represent who we are and how we commit to behave every day. By following these principles we create a positive learning environment where everyone can thrive and succeed together.

Behaviour Operating Framework

Purpose:
This framework translates our overarching Behaviour Policy into practical, school-specific processes and expectations. It provides a clear, relational, and trauma-informed approach for supporting students, addressing behaviour, and celebrating positive contributions to our community.

1. Guiding Principles
Our approach is:
- **Non-punitive** – we teach, guide, and model expected behaviours.
- **Relational** – strong, respectful relationships between staff and pupils are at the core of all behaviour support.
- **Trauma-informed** – recognising the needs and histories of our students, many of whom have additional needs or previous negative experiences of education.
- **Inclusive & aspirational** – all students are supported to meet high expectations for conduct and learning.
- **Community-focused** – every member of our school shares responsibility for creating a safe, supportive, and respectful environment.

Our values: **Integrity, Respect, Kindness, Community Spirit, Courage, Ambition** are woven into everything we do.

2. Key Terms & Definitions
- **Reminder:** A clear verbal prompt to adjust behaviour before escalation.
- **Extended Time-Out:** Remaining in the RTC for the rest of the day following 3 repeated incidents in a day, week or following a critical incident.
- **Internal Reflection Day:** A full school day (24 hours starting from the incident) in the RTC for reflection, regulation, reset and support following repeated breaches of behaviour policy or serious incidents.
- **Critical Incident:** A very serious behaviour or incident that requires immediate removal to the RTC and SLT involvement (see Section 6D).
- **Student Support Plan (SSP):** A personalised plan with goals, support strategies, and review points, created when a student requires additional targeted interventions.

3. Key Roles & Spaces
- **Teacher:** Provides the first response to behaviour in the classroom, records incidents on iSAMS, follows up with student and discusses repetitive behaviours or patterns with the Form Tutor to agree next steps and who will contact home. This helps to identify whether behaviour concerns are isolated to one subject or occurring across multiple subjects before deciding the best course of action.

- **Form Tutor:** First point of escalation for pastoral issues, initial behaviour log follow-up, and day-to-day communication with families.
- **Key Stage Coordinator (KSC):** Support and supervision for form tutors, second escalation point for behaviour support.
- **Reflective Thinking Centre (RTC):** Staffed by wellbeing and therapeutic team members. Used for: **Regulation** (emotional re-set due to distress, overwhelm or sensory overload) and **Behaviour reflection** (following repeated disruption or a significant incident).
- **SAFE Hub:** Structured learning space for identified pupils with high anxiety, EBSA, or reduced timetables. Referrals made via KSC or in discussion with Assistant Headteacher Inclusion & Safeguarding.

4. The Reminder System
In-class flow:
1. **First Reminder** – clear, calm, specific:

"This is your first reminder – I need you to… so we can continue with the lesson."

2. **Second Reminder** – reinforce choice and consequence, offer supportive option or outside of class discussion:

"This is your second reminder – if you choose to continue, you will need time out in the RTC. Why don't you/we… **[specific strategy: movement break, LSA check-in, alternative task].***"*

3. **Third Reminder** – time out in the RTC accompanied by teacher or LSA (or escorted by a member of pastoral support staff if needed).

5. Categories of Behaviour/ Behaviour Reference List
This list provides guidance for staff on what level of response is appropriate. It is not exhaustive, and staff should always use their professional judgment in considering the context, intent, and needs of the student. When unsure, staff should seek support from the Form Tutor, RTC, KSC or SLT.

Behaviours Warranting a Reminder (Low-Level and Not Exhaustive)
These behaviours interrupt learning but are not dangerous or abusive. They should be managed in the classroom first, trying to understand why the student is displaying this behaviour and using the reminder system if needed.
- Calling out without permission.
- Talking over the teacher or others.
- Not attempting work or avoiding tasks.
- Distracting others including inappropriate use of touch or voice.
- Not respecting personal space.
- Inappropriate or careless use of equipment/stationery.
- Minor refusal or ignoring an instruction.
- Minor unkind or sarcastic comments.
- Using devices/headphones without permission.
- Low-level disruption in corridors, dining hall, or playground (play pushing, shouting, mess-making).

Behaviours Warranting Removal to RTC/Immediate Time-Out (Mid/Serious Incidents)

These behaviours go beyond reminders. The student should be referred to the RTC for support and logged as a 'Time-Out', so the Form Tutor is notified.

- Persistently ignoring reminders (3rd reminder → RTC).
- Walking out of a lesson.
- Not returning from a break within reasonable or agreed time.
- Truancy from class.
- Moderate rudeness, unkindness, or inappropriate behaviour towards peers or staff.
- Anger, escalation, or visible distress making learning impossible for others.
- Dysregulation requiring time to regulate in a supported environment.
- Repeated refusal to follow clear instructions.
- Significant disruption of the wider class environment (e.g. shouting, refusing to sit, disrupting group work and not responding to reasonable discussion or reminders).

Behaviours Requiring Immediate Escalation to RTC & KSC/SLT Notification (Critical Incidents) – Radio for support may be needed.

These behaviours are serious, unsafe, or abusive. They require immediate removal from class/social area, and KSC/SLT must be notified straight away. Physical aggression or threatening behaviour.

- Verbal abuse or swearing directed at staff or peers.
- Bullying, harassment, or discriminatory language.
- Racism, homophobia, sexism, sexual harassment, or any form of hate incident.
- Dangerous behaviour compromising safety (e.g. climbing, throwing objects, unsafe use of equipment).
- Bringing prohibited or illegal items into school (see banned items list).
- Serious damage to property.
- Theft.
- Refusal to leave a classroom when instructed for safety/order.
- Truancy from school site or absconding.

Behaviours Outside the Classroom

The same escalation process applies in corridors, playgrounds, dining hall, and on trips.

- **Reminders:** Unsafe movement in corridors (running, pushing), eating/drinking in wrong places, shouting, mess-making.
- **Time-Out in RTC:** Persistent defiance of staff in social spaces, extreme or repeated unkind behaviour, disruption of dining hall/playground environment.
- **Critical incidents:** Physical aggression, unsafe behaviour (throwing food, climbing), abusive or discriminatory language, damage to property, unsafe or inappropriate behaviour against school policy during off-site (e.g. during trips or transport).

6. RTC Process
On arrival:
- Accompanying staff explains situation to RTC supervisor (if not already logged).

- Referring staff log incident on iSAMS as 'Time-Out' by **end of that lesson**.
- Wherever possible, the class teacher **visits the RTC** briefly to check in with the student, explain why they were sent, and reinforce expectations.
- Student supported by RTC staff to:
  - Regulate emotions and calm down.
  - Reflect using structured proforma (What happened? Who was affected? How can I put it right?).
  - Agree strategies for successful reintegration and future lessons/interactions.

After session:
- RTC supervisor ensures the outcome is recorded by completing the **'Resolve' tab** on the initial iSAMS log, including agreed strategies and next steps.
- Form Tutor (or teacher, depending on context) follows up:
  - Single/low-level incidents: brief FYI email home.
  - Repeated or serious incidents: phone call home.
- All parent contact must be logged on iSAMS immediately.
- Form Tutor revisits and reinforces agreed strategies during check-ins, ensuring consistency and accountability.

7. Escalation Pathways
A. Standard Escalation (Reminders → RTC)
- **3 reminders in one lesson** → **Time-Out** in RTC for remainder of lesson.
- **RTC 3 times (9 reminders) in one day** → **Extended Time-Out** for rest of day **and** next day starts in RTC at 8:00am for reintegration. Placed on Form Tutor Report.
- **Extended Time-Out 3 days in one week** → **Extended Time-Out** for rest of day, **Internal Reflection Day** the following day, parent meeting and KS Coordinator report escalation initiated, Student Support Plan if appropriate following a significant record of incidents.

B. Ongoing Patterns (3+ Weeks)
- Repeated RTC incidents despite escalation and interventions → **Internal Reflection Day**, escalation to SLT, review of Report tier, SSP updated, external referrals and TAC/TAF meetings where necessary.
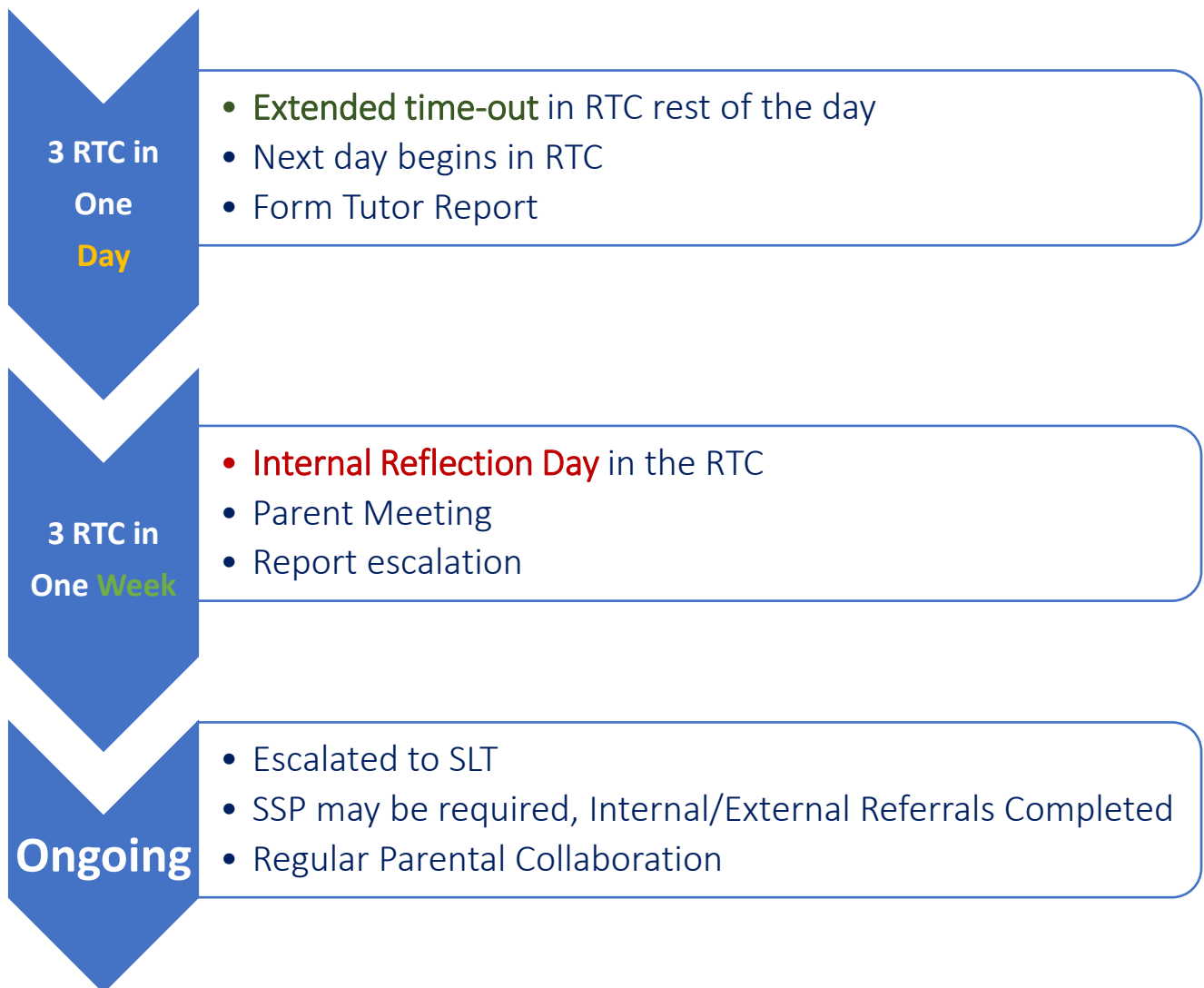
C. Critical Incidents *(bypass reminders)*
- Immediate removal to RTC, SLT informed.
- Possible Extended Time-Out, Internal Reflection Day, Suspension, or (in extreme cases) Permanent Exclusion or emergency Annual Review to review placement suitability.
- Parent meeting or conversation required before return to lessons.

Reintegration Protocol *(After an Extended Time-Out or Reflection Day)*
- Meet with RTC supervisor, Form Tutor or KSC at start of day.
- Review reflection sheet and agreed strategies.

- Set a short-term target for the day.
- Positive check-in at midday, review at end of day.

3 RTC in One Day
- **Extended time-out** in RTC rest of the day
- Next day begins in RTC
- Form Tutor Report

3 RTC in One Week
- **Internal Reflection Day** in the RTC
- Parent Meeting
- Report escalation

Ongoing
- Escalated to SLT
- SSP may be required, Internal/External Referrals Completed
- Regular Parental Collaboration

8. Reports

An electronic escalation system with the purpose of monitoring and supporting identified patterns or ongoing concerns around behaviour, engagement or effort in lessons, attendance or punctuality.

Tiers:

1. **Form Tutor Report:** daily check-in, weekly summary home. Reviewed with KSC weekly.
2. **Key Stage Coordinator Report:** daily check-in, weekly/ongoing parent contact. Reviewed in MLT meetings weekly with SLT.
3. **SLT Report** – daily check-in, weekly meetings with parents. Final intervention before placement review. Reviewed in SLT meetings weekly.

Duration & Review:

- Minimum 1–2 weeks; come off after 2 good weeks (or 1 for rapid improvement).
- Escalate if no improvement after 2 weeks (or at the discretion of KSC/FT).
- 3 returns to Form Tutor Report in a term → escalate to **KSC Report**.

9. Student Support Plans

Created by KSC with Form Tutor when:

- Persistent difficulties continue despite Reports.
- Emerging needs require personalised goals, timetable changes, or interventions.
- May be linked to or feed into EHCP targets or external agency recommendations.
- Not always behavioural support; can also be for wellbeing or SEN purposes.

SSP includes:

- Clear goals & success criteria.
- Strategies for all staff.
- Review dates.
- Interventions (mentoring, therapy, sensory breaks, movement, SAFE Hub use).
- Shared at staff briefings and with parents/agencies.

10. Homework

Follow-Up for Non-Submission (per subject):

First non-submission

- Gentle reminder and opportunity to complete within 24 hours.
- May complete with Form Tutor support the following morning if needed.
- Logged on iSAMS.

Second non-submission (same subject, same half-term)

- Student completes work in "time owed" with subject teacher (lunchtime/back of their class/form time that week).
- Parents notified via email by subject teacher.
- Logged on iSAMS.

Third non-submission (same subject, same half-term)

- Logged on iSAMS.
- Parents contacted by subject teacher by phone to discuss concerns.

Persistent non-submission (3+ across multiple subjects in a half-term)

- Escalated to Form Tutor.
- Parent contacted by phone.
- Support meeting arranged and strategies agreed.

Ongoing or serious concerns

- Escalated to Key Stage Coordinator.
- Interventions may include additional support, monitoring, or a **Student Support Plan (SSP)**.

11. Rewards

All rewards are logged on iSAMS to ensure consistency and recognition across the school.

Daily & Weekly Recognition:

- **House Points:** 1–3 points awarded for positive contributions, sustained effort, and exemplary behaviour. Logged in **on iSAMS** by awarding staff member, **Form Tutors to tally and write in student planner weekly (Friday).**
- **Values Stickers:** Awarded for actions that strongly demonstrate our school values (*Integrity, Respect, Kindness, Community Spirit, Courage, Ambition*). Each sticker is worth 10 House Points. Logged on **iSAMS** by awarding staff member, sent to the **Headteacher to collect and fill House Points in planner**.
- **Postcards Home:** Sent to celebrate exceptional achievement or progress in lessons, worth 5 House Points. Distributed by Head of Department – awarding teachers to log on **iSAMS** and **email relevant HOD**. Posted home via school office, written by Head of Department.

Rewards for Homework
- House Points for consistent completion.
- Values Stickers for exceptional effort, creativity, or independence.
- Inclusion in celebration assemblies for sustained commitment to independent learning.

Celebrations & Acknowledgements:
- **Celebration Assemblies:** Certificates awarded for values and notable contributions to our community.
- **Values Trees:** Visual displays in the Lewis Hall celebrating students' Values successes or who consistently live out our Values.
- **Weekly Rewards:** Dining Hall Voucher awarded to the top contributor in each Key Stage during their weekly assembly.

Termly & Annual Rewards:
- **Termly House Reward:** Special celebration for the winning House.
- **Annual Rewards Trip:** For the top 20 contributors across the year.
- **House Cup:** Awarded to the House with the highest total points at the end of the academic year.

12. General Expectations
The same values and relational approach apply throughout the school day, not just in lessons. All staff are responsible for addressing and supporting positive behaviour in every setting, and students are expected to:

Classrooms & Learning Environments
- Arrive on time, prepared, and ready to learn.
- Follow teacher instructions first time.
- Contribute positively to the learning of self and others.
- Take care of equipment, books, and displays.

Corridors & Transitions
- Move calmly and safely, keeping to the left.

- Respect others' personal space and the learning happening in nearby classrooms.

Break & Lunchtime Behaviour
- Show respect to staff and students at all times.
- Follow dining hall routines: queue politely, use indoor voices, clear trays and rubbish.
- Play and socialise in ways that are safe, inclusive, and respectful.

Trips & Off-Site Visits
- Represent Riverston School positively at all times.
- Follow school rules and values exactly as on site.
- Unsafe or disrespectful behaviour on trips will be addressed in line with the Behaviour Framework (including possible immediate return to school and/or escalation on return).

Escalation for Out-of-Class Incidents
- **Low-level issues** → Addressed using the Reminder system (see Section 5).
- **Serious or Critical incidents** → Immediate referral to RTC, maybe with KSC/SLT involvement. Logged on iSAMS and parents informed.

13. Attendance & Punctuality
- Students are expected to arrive at school and lessons on time every day.
- **Late to school:** Sign in at reception, logged on iSAMS, tutor informed to follow up with student and parent if needed.
- **Late to lesson:** Teacher logs on iSAMS and follows reminder system; repeated lateness triggers form tutor follow-up and a punctuality/attendance report will be implemented if needed.
- Patterns of absence or lateness referred to KSC and Attendance Officer to discuss at attendance meetings.
- May lead to an SSP if linked to wider needs.

15. Mobile Phones & Technology Use
- In Years 7 to 11 Mobile phones and personal devices must be **handed in upon entry** unless specifically authorised by a member of SLT. College students can keep mobile phones with parental and school permission but can only use them in designated areas and at designated times.
- Breach or misuse will result in device confiscation until the end of the day (parent informed).
- Serious misuse (e.g. being found with a device or filming without consent) treated as a Critical Incident.

16. Specialist Area Behaviour
- Science labs, DT/Textiles/Cooking workshops and sports facilities require strict adherence to safety rules.
- Unsafe behaviour = immediate removal from activity, possible direct RTC referral.

17. Bullying & Peer Relationships

Bullying is intentional behaviour that hurts another individual physically, emotionally, or socially. It can take different forms, including:

- **Verbal:** name-calling, insults, discriminatory language.
- **Physical:** hitting, pushing, damaging property.
- **Indirect:** spreading rumours, exclusion from groups.
- **Cyberbullying:** online harassment, harmful messages, misuse of images.

Reporting & Recording:

- All suspected or confirmed incidents must be logged on **Wellbeing Manager (iSAMS)**.
- This ensures it is reported to the **Key Stage Coordinator** and **DSL.**
- An **Active Concern** will be opened by the KSC on SharePoint to enable collaborative monitoring and follow-up.

Response & Support:

- The school will support **both the target and the perpetrator**, recognising that behaviour is often linked to underlying needs. Support may include:
  - o Restorative conversations or meetings.
  - o Education around impact, kindness, respect, and digital safety.
  - o Monitoring by Staff including Form Tutor/KSC to ensure behaviour improves and relationships are restored.
  - o Therapeutic support and additional interventions where appropriate.

Follow-Up:

- Patterns are monitored closely, and parents/carers are kept informed.
- All bullying reports will be discussed with **SLT** and may result in further interventions or sanctions under this framework.

18. Staff Roles & Responsibilities Matrix

Role	Behaviour Responsibility	Parent Contact	Logging	Escalation To
Class Teacher or LSA	Reminders, low-level follow-up	Optional teacher email	iSAMS	Form Tutor
Form Tutor	Parent contact, monitoring	Yes	iSAMS	KSC
KSC	Escalation, parent meetings	Yes	iSAMS and internal	SLT
SLT	Serious or repeated incidents	Yes	iSAMS and internal	Headteacher
Headteacher	Final escalation	Yes	iSAMS and internal	LA

19. Data Monitoring & Review

- Weekly review of RTC logs and report data by KSC and SLT.
- Half-termly report to staff on behaviour patterns and rewards issued.
- Yearly review of framework to ensure it remains effective and consistent.

20. Student Voice & Involvement

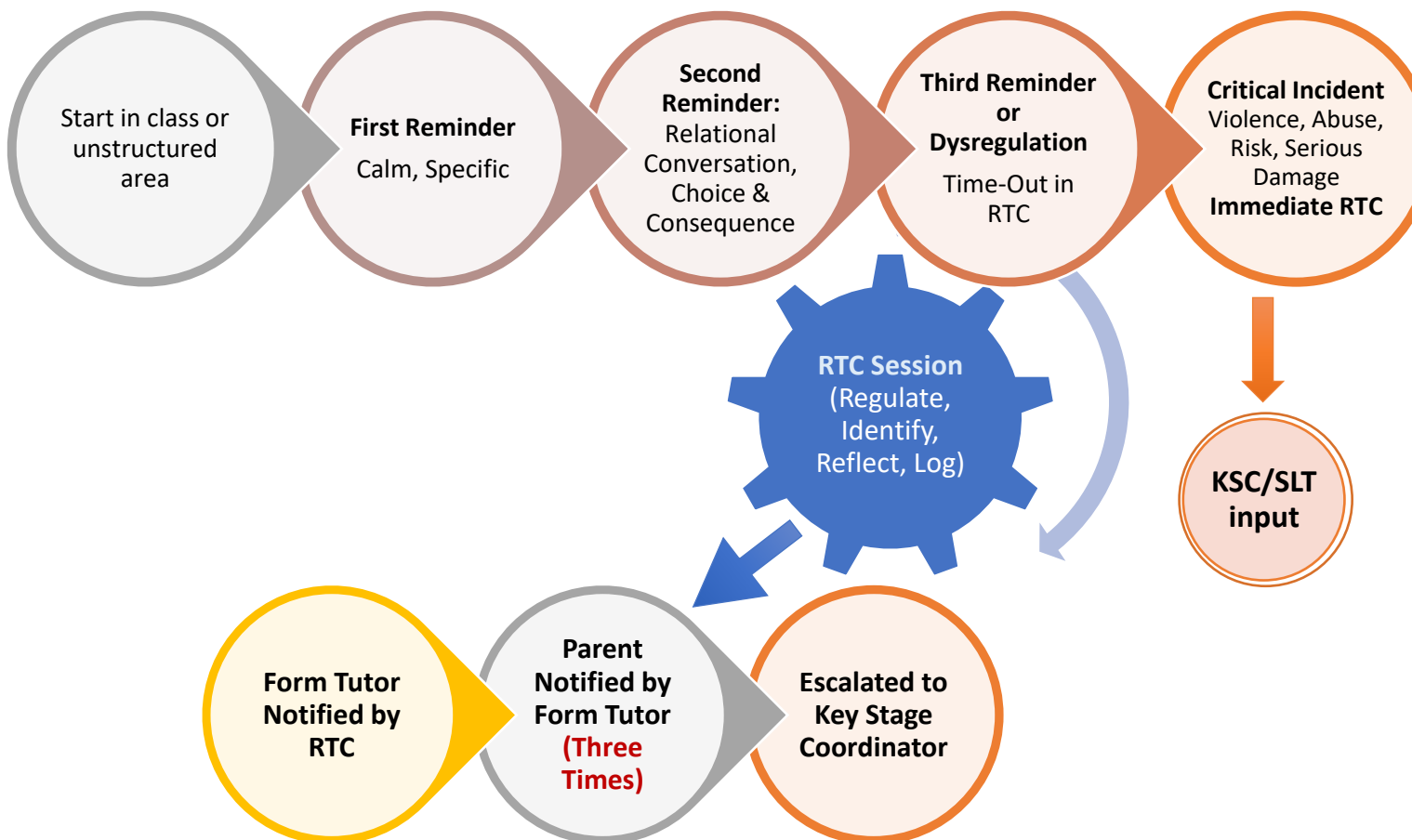- School council feedback on behaviour systems once per term.

- Anonymous student survey termly on safety and behaviour culture.
- Students involved in developing reward system improvements.

21. Staff Support & Training
- Induction for all new staff on this framework.
- Annual refresher on relational and trauma-informed practice.
- Coaching or shadowing available for staff needing extra behaviour management support.

22. Parent Communication Protocols
- Parents contacted by phone for repeated reminders, serious incidents, or ongoing concerns.
- Positive calls or postcards encouraged for exceptional effort or improvement.
- All contact logged on iSAMS with a brief summary.

Start in class or unstructured area → **First Reminder** Calm, Specific → **Second Reminder:** Relational Conversation, Choice & Consequence → **Third Reminder or Dysregulation** Time-Out in RTC → **Critical Incident** Violence, Abuse, Risk, Serious Damage **Immediate RTC**

RTC Session (Regulate, Identify, Reflect, Log)

KSC/SLT input

Form Tutor Notified by RTC → **Parent Notified by Form Tutor (Three Times)** → **Escalated to Key Stage Coordinator**

Reward Type	Criteria	Points Value	Who Can Award	Logging Method
House Points	Positive contribution to class or school life; sustained effort in a lesson or activity; demonstrating kindness, respect, or helpfulness.	1–3	All staff	Logged on iSAMS by awarding staff member, pupil totals logged in student Planner by Form Tutor weekly (Fridays).
Values Sticker	Actions that clearly demonstrate one or more of our school values (*Integrity, Respect, Kindness, Community Spirit, Courage, Ambition*) in a significant way.	10	All staff	Logged on iSAMS; sent to Headteacher to receive sticker in Planner.
Postcard Home	Exceptional achievement, progress, or effort in lessons; going above and beyond expectations.	5	Subject teachers (submitting to HOD), form tutors, KSCs	Logged on iSAMS; email HOD. Postcard posted via school office; written and sent by **Heads of Department.**
Celebration Certificate	Recognition in assembly for living the school values, representing the school positively, or contributing significantly to school life. Receiving the most value stickers.	N/A	KSC / SLT / Event lead	Recorded in celebration assembly notes.
Weekly Dining Hall Voucher	Top contributor in each Key Stage based on points awarded that week.	N/A	KSC	Calculated via weekly iSAMS House Point totals report.
Termly House Reward	House with the highest points total for the term.	N/A	SLT	Based on iSAMS House Points report.
Annual Rewards Trip	Top 20 contributors across the year based on total House Points.	N/A	SLT	Based on year-end iSAMS report.
House Cup	Awarded to the House with the highest cumulative points total at the end of the year.	N/A	SLT	Based on final iSAMS report.

Student Behaviour Guide

Our Values

We believe in *Integrity, Respect, Kindness, Community Spirit, Courage,* and *Ambition*. These values guide how we treat each other and how we learn together. At Riverston, we treat others with kindness, fairness, and respect. By working together this way, we learn how to live well in our community and in society. We follow the British Values – respect, tolerance, and fairness – and make sure everyone is included and valued. This helps us grow into confident, respectful, and responsible adults.

What We Expect From You
- Be ready to learn and try your best.
- Treat others kindly and respectfully.
- Look after our school and each other.
- Move around calmly and safely.
- Represent Riverston positively, in school and on trips.
- Do not break our school rules – they are in place for a reason!

If Things Get Difficult in Lessons

We know everyone has tricky moments — here's how we will support you:
1. **First Reminder** – A gentle prompt to help you get back on track.
2. **Second Reminder** – Another chance to make a better choice, with support from your teacher or LSA.
3. **Third Reminder** – Time out in the Reflective Thinking Centre (RTC) to calm down, talk things through, and make a plan.

If you go to RTC three times in a day or three times in a week you will spend some extra time there to reset and make a fresh start the next day. This can be up to a whole day.

If Something Serious Happens

If you hurt someone, use unsafe or unkind language, damage property, or do something dangerous, you may go to the RTC straight away.

How We Will Support You
- We will help you regulate your emotions.
- We will work with you to solve problems and repair relationships.
- We will involve your family so they can support you too.

How You Can Be Rewarded
- **House Points** (1–3): For effort, trying hard, kindness, and positive behaviour.
- **Values Stickers** (10 House Points): For showing our school values in a big way.
- **Postcards Home** (5 House Points): For exceptional work or progress.
- **Celebration Assemblies**: Certificates for achievements and living our values.
- **Weekly Rewards**: Dining Hall Voucher for top House Point earner in each Key Stage.

- **Termly Reward**: Winning House celebration!
- **Annual Rewards**: Top 20 contributors' trip and the House Cup for the overall winner.

💡 **Tip:** Focus on kindness, effort, and our values — the rewards will follow!

Values Pledges

Integrity

- I will tell the truth and be honest, even when it's difficult.
- I will take responsibility, own up to my mistakes and learn from them.
- I will do the right thing, even when no one is watching.

Respect

- I will listen when others are speaking.
- I will take care of school property, shared spaces and belongings.
- I will treat **everyone** kindly, fairly and with care.

Kindness

- I will use kind words and actions.
- I will help others when they need it.
- I will be happy for other people when they do well.

Community Spirit

- I will work well with others and be a good team member.
- I will take part in school activities and help make them positive.
- I will make new people feel welcome.

Courage

- I will try my best when things are hard.
- I will speak up if someone is being treated unfairly.
- I will try new things, even if I feel nervous at first.

Ambition

- I will set myself goals and work towards them.

- I will keep trying to improve, even if I make mistakes.

- I will aim high and believe I can achieve my goals.

EYFS

In our discipline we should be positive, encouraging and caring and set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- verbal praise to the individual
- drawing attention among the group or class to the work or behaviour
- positive comments written on child's work and/or in Home/School contact book
- award of a star or sticker for work or behaviour
- award of a certificate in a weekly celebration assembly
- nomination for Rights Respecting Schools Award golden ticket
- Golden time (Years 1 & 2).

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear.

Positive guidance techniques should be used, including:

- re-directing children
- early intervention
- anticipation and elimination of potential problems.

A collective staff vision is important in achieving these goals.

In the event that misbehaviour occurs, one of the following actions would be taken:

- a reprimand
- a warning of the consequences if the misbehaviour is repeated
- temporary separation of a child from main group
- missing part of playtime
- the loss of a privilege, e.g. doing a free-choice activity
- persistent misbehaviour would require liaison with the child's parent or guardian
- in extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Head of the relevant section of the school may be sought.

-

Riverston School Rules

Our rules are based on our school values:
Integrity – Being honest and taking responsibility for our actions.
Respect – For ourselves, others, and our environment.
Kindness – Acting with empathy and care.
C**ommunity Spirit** – Contributing positively to our shared spaces and experiences.
Courage – Facing challenges and making positive changes even when it's hard.
Ambition – Striving to be the best version of ourselves.

General Expectations

- Follow instructions from staff the first time.
- Be on time for school, lessons, and activities.
- Hand your phone in upon arrival and do not use it in the building.
- Bring the right equipment for learning every day.
- Wear the correct uniform or PE kit (unless otherwise agreed).
- Stay in safe areas of the school — do not leave without permission.
- Never go to an unsupervised area or classroom.

📚 Learning in the Classroom

- Listen when others are speaking.
- Try your best in every lesson and never stop yourself or others from learning.
- Stay on task and complete the work set by your teacher.
- Put your hand up if you want to ask or answer a question.
- Look after books, equipment, and technology.
- Hand my homework in on time or speak to my teacher about an extension.
- Ask for permission if you need to leave for any reason.

🤝 Respect & Relationships

- Treat everyone kindly and fairly.
- Always use polite and respectful language — no swearing, insults, or discriminatory language.
- Keep hands, feet, and objects to yourself (no-touch policy!).
- Respect personal space and be aware of others' needs.
- Sort out disagreements calmly or ask an adult for help.

🏫 Around the School

- Use the pedestrian pathway and zebra crossing when in the car park.
- Walk safely in corridors and shared spaces — no running indoors.
- Take care of school property and report any damage straight away.
- Keep the school clean and tidy — put litter in bins, respect displays and furniture.

- Keep toilets clean and tidy, report any incidents to the office.
- Eat and drink in the right places (dining hall, food-technology room or playground if agreed).
- College Students: use mobile phones responsibly and follow the school's mobile phone policy, only use them in designated areas.

🌍 Wider Community

- Be an ambassador for Riverston — behave responsibly on trips, journeys, and in the local community.
- Show integrity — be honest and take responsibility for your actions.
- Support your House, classmates, and community activities.
- Respect the environment — recycle, save energy, and take care of our grounds, animals and nature.
- Celebrate others' successes and be happy when they do well.

🚫 Not Acceptable at Riverston:

To keep everyone safe and happy, the following are never allowed:

- Bullying of any kind (verbal, physical, online).
- Using unacceptable language or swearing.
- Violence, aggression, or unsafe behaviour.
- **Discriminatory language** or actions (racist, sexist, homophobic, transphobic, or relating to disability/religion).
- Smoking, vaping, alcohol, or illegal substances.
- Damage to school property or theft.
- Aerosols or sprays (deodorants, perfumes, body sprays, etc.)
- Fizzy drinks, sweets, chocolate, or high-sugar snacks
- **Nuts** or food containing nuts (due to allergies)
- Food from home unless part of an agreed packed lunch arrangement
- Snacks that are not healthy and approved by your Form Tutor
- Large amounts of money (only small coins for dining hall use at break/lunch)
- Selling items, borrowing or lending money/items to other students
- Carrying medication around school without permission from the medical officer.

🌟 Remember

- Everyone makes mistakes — at Riverston we use mistakes as a chance to learn and grow.
- Our staff are here to support you to make the right choices.
- Positive behaviour is always celebrated through house points, stickers, postcards home, and awards.