



**REDDAM**  
— HOUSE —

BERKSHIRE

## **Reddam House Berkshire**

### **Code of Conduct Guidelines for Students and their Parents**

*Reddam House Berkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, students and visitors to share this commitment.*

*All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Reddam House Berkshire.*

## Contents

Introduction .....	3
Our Values .....	3
Code of Conduct .....	3
The Awarding of Credits .....	4
In the Junior and Middle Schools .....	4
In the Senior School .....	5
The Awarding of Workable Demerit Points .....	6
Workable Demerit Examples .....	6
Community Service .....	7
The Awarding of Permanent Demerit Points .....	7
Permanent Demerit Examples .....	8
Accumulation of Demerits .....	9
Suspensions and Dismissals .....	10
Alternative Sanctions .....	10
General .....	10
Parents and Guardians .....	11
Appendix A – Uniform and Appearance .....	12
Appendix B - Sport Code of Conduct .....	12
Players .....	12
Parents and Supporters .....	13
Appendix C – COVID Addendum .....	14
Rationale .....	14
Expectations of Conduct .....	14
Remote Learning .....	15



## Introduction

The Reddam House philosophy is structured to create a sense of freedom within which individuality is encouraged, personal growth and self-confidence promoted, and freedom of expression is encouraged. The extent of that freedom is defined by the Code of Conduct, and the responsibility is placed on the student to enjoy the freedom within the parameters of this Code. Reddam House offers an education without fear. The Code of Conduct is a partnership between Reddam House, parents and students. This code is applicable whilst students and parents and guardians are on the school's premises, at school functions or on any occasion where they are identifiable as Reddam House students or parents and guardians.

## Our

## Values

### RHB Community Values

#### **We demonstrate:**

*Respect* – having good manners with due regard for the feelings, wishes, or rights of others.

*Kindness* - being friendly, generous and considerate.

*Ambition* – always doing things to the best of our ability

*Integrity* – being honest and having strong moral principles

*Courage* – not following peer pressure, doing the right thing however difficult

*Responsibility* – doing what needs to be done and being accountable for one's actions

The demonstration of these values can be seen in the Code of Conduct.

## Code of Conduct

We expect students to:

- show respect and kindness to teachers, fellow students and the wider community through your words and actions
- have respect for school property, building, furnishings and resourcing
- demonstrate ambition by completing all work set, at home or in school, and preparing adequately for tests and exams
- behave in a responsible manner in class and around the school
- be punctual
- be honest
- reflect pride in your school by meeting the dress code (see Appendix)



## The Awarding of Credits

### In the Junior and Middle Schools

In recognition of positive effort, attitude and endeavours Credits are earned. Credits may be accumulated which may lead to further acknowledgements in the awarding of badges, and in the Junior School, House Points.

Credits are given by individual subject teachers or tutors and recorded in the student's planner or reading record (Junior School) and on the database as appropriate. Exceptional efforts or achievement may also be marked by the sending home of a Praise Card.

Credits in the Middle School are awarded for behaviour which demonstrates our school values. The table below gives an idea of some of the behaviours associated with each Value, but this is not exhaustive.

Value	Inside lessons
Ambition	Answering and asking questions Setting ambitious targets Asking teachers how to improve Always producing your best work Being enthusiastic Asking for CHEX Reading around the subject
Courage	Having a go Presenting to the class Making mistakes willingly Trying new things Answering questions Going out of your comfort zone
Integrity	Telling the truth Doing the right thing even when no one is looking Knowing when your friends aren't getting it right Standing up for others even if they are not your friend Saying sorry when you get it wrong Doing what you say you will
Kindness	Offering to help Working well with others Showing enthusiasm for others' success Supporting/encouraging others Asking someone 'how are you?'
Respect	Talking to people nicely Saying thank you Listening to others Being ready to learn Knowing when to be quiet Having good manners
Responsibility	Knowing when you are in the wrong Apologising Not making excuses Not giving up Being proactive



	Bringing correct equipment Knowing what you need to do
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The accumulation of Credits takes place over an academic year and students begin again in September.

In the Junior School credit certificates and badges are presented to children in the Head's Assembly each week and are monitored by the Tutor and Tutor Coordinator. Tutor Coordinators may intervene if it appears that the credit system is not being positively reinforced and balanced across the school, in order to make any appropriate changes.

In the Middle School, Values badges are awarded for those students that accrue the most credits over the year for any given Value. A special award is also presented to those students at prizegiving.

### In the Senior School

Senior school commendations are awarded for behaviours or actions which demonstrate outstanding commitment to learning, personal development and/or service to others. These will often demonstrate our school values. The table below gives a examples of such behaviours and how these may be related to the values, but this is not exhaustive:

Value	What does this look like for Senior School?
Ambition	<ul style="list-style-type: none"> <li>• Making exceptional progress on a piece of work, e.g. going beyond research expectations, finding novel sources of information without teacher support</li> <li>• Successful completion of CHEX projects (Year 10)</li> <li>• Improving standards of work through a commitment to address previous performance issues</li> <li>• High level of performance in external competitions</li> <li>• Delivering a successful plan to develop personal skills relevant to future career choices</li> </ul>
Courage	<ul style="list-style-type: none"> <li>• Delivering a successful REDTalk</li> <li>• Leading learning effectively for other students in lessons</li> <li>• Persevering though a period of finding work difficult to develop mastery of a topic</li> <li>• High levels of performance in external events</li> <li>• Acting successfully as an ambassador for the school e.g. in public-facing events</li> </ul>
Integrity	<ul style="list-style-type: none"> <li>• Effective changes to self-motivation</li> <li>• Effective interventions to improve behaviour of self or others</li> </ul>
Kindness	<ul style="list-style-type: none"> <li>• Effective incidence of peer support</li> <li>• Extra-ordinary acts of kindness</li> <li>• Charitable work in or out of school</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• Working effectively with others to improve relationships within school</li> <li>• Acting in a thoughtful way, taking into account the feelings of others when making decisions</li> </ul>



Responsibility	<ul style="list-style-type: none"> <li>• Successful discharge of leadership responsibility e.g. effective running of a club or society</li> <li>• Producing additional high-quality work without being asked, to improve performance</li> <li>• Takes responsibility for own learning e.g. asking for further resources, or producing additional work to get teacher feedback</li> </ul>
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Year coordinators will review Senior School Commendations and put in place appropriate recognition on a case-by-case basis (being respectful of the fact that many older students don't necessarily wish to be publicly praised in assemblies), in consultation with the Head of School. For example, more communication home (e.g. via praise cards) from a senior member of staff has been suggested by students in the past.

## The Awarding of Workable Demerit Points

Any behaviour which contravenes the Code of Conduct will result in the awarding of demerits. Workable demerits may be given from Reception upwards, but it is acknowledged that most behavioural issues can be managed without the use of workable demerits up to Year 3, due to the age and differing development stages of the students. The restorative process and values driven approach, as outlined in the Behaviour, Rewards and Sanctions Policy, will always be followed however.

Demerits may be workable for minor infringements and permanent for more serious ones. We operate a points-based discipline system which allows students the opportunity to make good choices and to 'work off' some of their Demerits. In the Middle and Senior School this is through the Community Service programme; it is not given a title in the Junior School and takes place on an ad hoc basis.

### Workable Demerit Examples

Please note that this does not include all possible occurrences of poor behaviour but principles which will be followed when applying sanctions.

Example Misdemeanour	Range of demerits given
Lack of courtesy	1 for a minor, first offence up to 4 for a more serious and/or repeated offence  Where more than 1 demerit is to be given for an offence, this will be agreed with the Year Coordinator.
Unkind comments to another student on Social Media	
Taking images without a person's consent	
Failure to follow a reasonable request	
Lateness without a valid reason	
Unruly behaviour, in or out of class	
Unprepared for class (homework or equipment) after receiving a warning	
Disrespect of school or other's property	
Uniform infringements	



Cheating or copying of prep or classwork	
Failing to attend a club/activity without notice from parent	
Having mobile phone confiscated	
Failure to meet a repeated instruction (eg. Chewing gum)	
Inappropriate pushing, shoving or play fighting	
Swearing and inappropriate language	
Non-stipulated misdemeanour at this level	

Where students are repeatedly accumulating Demerits, we may utilise a 'Targets for improvement card' to allow students to focus on the kind of behaviours we would like to see in our community and to give parents visibility on how their child is meeting these targets in individual lessons.

In the Junior School, parents will always be notified of each demerit that a child acquires because it is an important part of the restorative process at this age, that parents reinforce positive messages and support the school at home. Form tutors will usually be the people to contact parents for individual demerits but it might also be specialist staff or the Deputy Head/Head of School/Student Welfare Coordinator.

#### Community Service

In the Middle and Senior School, Community Service is available to each year group once a week, at lunchtime. For each session attended a student will have one of their workable demerits resolved. Students are strongly advised to attend when they receive a workable demerit in order to avoid an accumulation of demerits, but it is not compulsory.

In the Junior School consequences and the working off of Workable Demerits will be set by the teacher themselves in the first instance, or the tutor, the Tutor Coordinator or the Head or Deputy Head of School.

### The Awarding of Permanent Demerit Points

Very occasionally an incident occurs which seriously affects our community, these will incur permanent demerits and, in some cases, temporary or permanent exclusion. See the school's Exclusion Policy for more detail.

Permanent Demerits may only be issued by Year Coordinators, Heads of School, or the Principal following an investigation. Any potentially criminal activity will be reported to the relevant authorities. The demerit points cannot be 'worked off' so count towards a student's total for one academic year. The sanctions will remain on the Sanctions Log and will form part of the student's permanent record.



### Permanent Demerit Examples

Please note that this does not include all possible occurrences of poor behaviour but principles which will be followed when applying sanctions.

Example Misdemeanour		Range of demerits given
Banned or illegal substances of items	Possession of dangerous weapons	8 - 12
	Drugs; Testing positive	4 plus compulsory counselling at parent expense.
	Drugs; Testing positive – 2nd offence	12 and expulsion
	Drugs; Possession	12 and expulsion
	Smoking tobacco, vaping or drinking alcohol on site or on school trips	4 - 12
	In possession of a prohibited item (tobacco, vape, alcohol)	4
	Sale or otherwise distribution of banned substances	12 and expulsion
	Being present whilst taking place or acting as an accomplice to any of the above	4 - 12
Social Media / IT Misuse	Distributing images without consent (image dependant)	4 - 8
	Excluding students and discussing them on group chats	4
	Creation of unkind/modified image of another student (image dependant)	4 - 8
	Other breach of the Acceptable Use or Mobile Phone and Social Media Policies	Up to 12
	Accessing WiFi that is not permitted (only Student WiFi is allowed)	2 - 6
	Acting as an accomplice to any of the above	4
Bullying or harassment	Undirected use of discriminatory/abusive language	4
	Use of discriminatory/abusive language towards or about a member of the community	8
	Victimisation 1st infringement; refer to the School's Counter-bullying Policy.	4
	Victimisation 2nd infringement; refer to the School's Counter-bullying Policy.	4 - 8
	Acting as an accomplice to any of the above	4
Unsafe or damaging behaviour	Dangerous driving on site or on roads immediately surrounding the school	4
	Physical aggression directed at another student	4 - 8
	Physical assault (eg. punching, kicking another student)	4 – 12
	Unsafe behaviour that has the potential to harm	4 - 12
	Vandalism (including graffiti)	4 – 8 plus parents will be invoiced for replacement / restoration costs.
	Abuse or threats of abuse towards a staff member	8
	Independently accessing prohibited areas without teacher supervision	2 - 8
Sexual	Pornography; accessing and / or distribution	8 - 12





	Inappropriate sexual comments made to/about a member of the community (in school or online)	4 - 12
	Sexual Harassment	8 - 12
	Sexual behaviour (consensual)	4 - 8
	Sexual behaviour (non-consensual)	12
Cheating	Cheating on a formal assessment (counting toward final grade)	2 - 6
	Plagiarism (on work submitted that counts towards final grade)	2 - 6
Theft	Actual or attempted theft	4 - 12
Truancy	Not attending a lesson while present/signed in at school without a valid reason or staff/parent permission.	4
	Leaving school without permission	4

## Accumulation of Demerits

At various times throughout the year Tutors, Year Coordinators and the Heads will speak to 'students at risk' about their Discipline Record.

Note that the 10 Demerits for suspension can be reached with 10 Workable Demerits which are not resolved, 10 Permanent Demerits or a combination of Permanent and unresolved Workable demerits. Resolved workable demerits do not count towards the total. This also applies to 12 Demerits for dismissal.

The following **Formal Meetings** will take place:

Demerit Points	Formal Meetings Procedure
<b>4</b>	<p><b>Tutor contacts parent by email</b> Each Demerit point listed</p> <p><b>Tutor meets student</b> Each Demerit point discussed, and strategies put into place to avoid repeat infringements.</p>
<b>8</b>	<p><b>Year Coordinator meets student and parent</b> Each Demerit point discussed, and strategies put into place to avoid repeat infringements.</p> <p><b>If a student gets 8 Demerits as a result of a single incident, he or she will meet the Head of School and a suspension will result.</b></p>
<b>10</b>	<p><b>Head meets student and parent</b> <b>Suspension up to 5 days.</b> Each Demerit point discussed, and strategies put into place to avoid repeat infringements.</p>



<b>12</b>	<b>Principal interviews student and parent</b> Dismissal
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The disciplinary process will be carried out by the Principal (or delegated authority) and each offence will undergo thorough investigation. The decision to impose community service duties, arrange behaviour management therapy, dismiss or suspend a student or to impose an alternative discretionary sanction will be at the discretion of the Principal. As part of this disciplinary process, meetings with the students and parents will take place.

Serious offences may result in the immediate suspension of a student pending the outcome of a hearing and thereafter may lead to dismissal.

### Suspensions and Dismissals

A student may be suspended for one week from Reddam House on receipt of 10 demerits in a calendar year or a serious incident which results in 8 demerits being issued at once. There will be no refund of school fees. The student will assume responsibility for the missed work.

After returning to school any subsequent infringement of the School's Code of Conduct may lead to the instant dismissal of that student and that term's fees will be forfeited.

### Alternative Sanctions

Reddam House reserves the right to impose alternative sanctions other than that of suspension or dismissal of a student at the sole discretion of the Principal and notwithstanding that there has been no accumulation of demerits. Such discretionary sanctions include the removal of a student from a leadership position or to refuse a student re-entry in the next academic year.

## General

All students are bound by the rules and regulations as laid out in the Code of Conduct. Any transgression of the Code of Conduct may impact on the student's representation of the School in future academic, cultural, sporting or other events, the eligibility of the student to obtain or retain Awards or Colours, the eligibility of the student to retain a scholarship or bursary and the eligibility of the student to be part of the Junior or Senior Executives.

Reddam House reserves the right to search students and their property and to confiscate property if necessary. Reddam House also reserves the right to discipline, suspend or dismiss any student at any time, whose behaviour is in contravention of the Code of Conduct.

Reddam House also reserves the right to discipline any student for conduct not perpetrated on school premises, but which may reasonably be considered to bring the school into disrepute or have an impact on members of the community. Reddam House is not responsible for the



loss of property by students.

## Parents and Guardians

All parents and guardians of students agree to adhere to the principles enshrined in the Code of Conduct, Counter-Bullying Policy and Sports Code (“The Codes”).

Reddam House has the right to investigate and resolve any issue pertaining to the conduct of a parent or guardian which may prima facie transgress the Codes and furthermore has the right to impose any reasonable sanction which in the sole discretion of the Principal is appropriate in the circumstances, taking into account all relevant interests, including the right to restrict and exclude access to the school premises or grounds and to refuse a student re-entry in the next academic year.



## Appendix A – Uniform and Appearance

Personal pride is reflected in the student's behaviour, attitudes and attire.

- Every Student from Year 4 to Year 11 must wear formal uniform, as and when required by Reddam House.
- Students should not remodel or deface the uniform in any way.
- Hair: Students hair should be clean, neat, and of a natural hair colour. No student's hair should obscuring the eyes, if this is the case, it will need to be tied back. Hair should not be dyed or bleached in a way that is visually noticeable. Hairstyles that are excessively bold or that use unnatural hair colorants are not allowed. Hair accessories should be simple and limited to black or navy colours. Hair should be tied back as appropriate for physical education, games, and practical subjects. All boys (Years 7 – 11) are expected to be clean-shaven.
- Jewellery: Students are permitted to wear a single pair of plain gold or silver stud earrings, with one earring in each earlobe. No other body piercings are permitted. Students are permitted to wear a watch and one necklace. All jewellery must be removed for physical education, games, and practical subjects.
- Nails: Nails should be kept at an appropriate length and may be required to be short for certain games or activities. Nail polish, if worn, should be clear or skin-toned and can only be worn from the Middle School upwards.
- Make-up: Although make-up is not encouraged, a light covering (must be natural) is permissible from the Middle School upwards.
- All coats, scarves and gloves should be plain black or navy.
- School shoes are required to be black and polishable, no sports trainers are allowed.

Sixth Form students should be appropriately dressed in smart casual wear or business suits on formal days, being mindful of the school environment. T-shirts must have a collar and denim may not be worn; for more information on dress please see the uniform guide.

### Additional Uniform Guidance for Sixth Form 2023-24

## Appendix B - Sport Code of Conduct

### Players

- Play by the rules, in a spirit of good sportsmanship and accept the official's decisions at all times.
- Play for your enjoyment and not just to please parents and coaches.
- Refrain from the use of profanities and the verbal abuse of officials and players.
- Refrain from deliberate fouling or provoking opponents, or abusing equipment.
- Work hard for yourself, your team and the School.
- Strive to improve your skills and your performance.



- Treat all players as you would like to be treated.
- Respect the rights and dignity of all participants regardless of their ability or background.
- Be modest in success and generous in defeat.
- Communication is paramount. Be sure to notify your coach if you are unable to attend your match.
- Be sure to attend matches in the appropriate uniform.
- Be well prepared with fluid replenishment and appropriate food.

#### Parents and Supporters

- Focus upon the player's efforts and performance rather than the overall outcome of the game.
- Teach your child that an honest committed effort is as important as victory.
- Encourage your child to play according to the rules of the game and spirit of fair play at all times.
- Never ridicule your child or another player for making a mistake or losing a game.
- Remember children are involved in organised sports for their benefit and enjoyment.
- Applaud good play by both teams.
- Raise any concerns you may have with officials through the appropriate channels rather than questioning the official's judgement and honesty in public.
- Support all efforts to remove verbal and physical abuse from sporting activities.
- Recognise the value and importance of coaches and give them your support.
- Refrain from giving advice to either players or coaches in the game.



## Appendix C – COVID Addendum

The following policy addendum has been designed with reference to UK government guidance.

### Rationale

Given the current situation with regards to Coronavirus, it is essential that the School's behaviour policy reflects the need for increased safety, vigilance and hygiene in the community. We are conscious of the shared challenges following the lengthy school closure, and as such are committed to ensuring that all students and staff return to safe and secure environment, in which they can continue learning and developing. In revising our policy we have worked on the following principles:

- Hygiene is paramount. We must ensure that we reduce possible risks of virus transmission. This has been the first priority in all planning for a phased return.
- There are new, additional risks which we must plan for as a community.
- Consistency provides safety and security for students. These expectations will be communicated with kindness to students and in an age appropriate way.
- There will be gaps in knowledge on behalf of the students, we must ensure excellent behaviour is in place, for these gaps to be filled.
- The new, and unique, expectations for behaviour must be communicated to both students and parents. We will explain to students what we expect, and then hold students to account for their actions.

### Expectations of Conduct

#### *Hygienic Behaviour*

We will explain to the students what hygienic behaviour is, and then expect the following from them.

- Not to come to school if they display any symptoms of Coronavirus, following the latest guidance from the Government and ensuring that when safe, they access a test for Coronavirus.
- To come to school with tissues and where possible hand sanitiser.
- To put used tissues in their pockets until they pass a bin.
- To wash hands, for at least twenty seconds, at regular, timetabled intervals.
- To follow good coughing etiquette, coughing into their elbow if coughing is necessary.

Any deliberate non – hygienic behaviour will be treated with the utmost severity. Un-hygienic behaviour may include, but is not limited to:

- Spitting
- Fake coughing
- Throwing tissues on the floor.
- Purposefully going against social distancing guidelines.
- Chewing gum.
- Deliberately touching other people's belongings.
- Any act which may increase the chances of transmission of the virus.



Any behaviour which may increase the likelihood of virus transmission, may result in students being sent home and excluded. Any instances of behaviour identified as deliberate unhygienic behaviour will be logged on a central record in the same way as incidences of bullying.

As with all actions the School will make decisions based on the balance of probability. Please see the Behaviour, Rewards and Sanctions Policy. The School will not tolerate any behaviour that compromises the school's ability to re-open safely.

### *Socially Distancing*

The School will set clear guidelines on social distancing and will share these with students and parents. These will evolve and any updates will be communicated. Currently we will expect the following of all students:

- To sit in an allocated seat in group teaching.
- To follow one-way systems, keep right or follow no entry signs.
- All students to use their own equipment and not to share equipment.
- Where students are on site during social times, they will follow current social distancing guidance
- To be polite and respectful, making space for others inside and outside the building.
- To not use public transport where it can be avoided, and not to congregate in groups outside of the School.

We expect that all students always follow social distancing guidelines.

### *Remote Learning*

Whilst the School will implement the above measures to ensure the safety of students on site, it is important to recognise that some learning may be completed online. As such we have outlined our expectations as the following:

All students working remotely will:

- Engage with the resources prepared for them by the School. This will involve the same level of effort as is expected of them in school.
- Ask questions of their tutor during pastoral calls, or of their teachers via email or TEAMS when stuck.
- Follow their regular timetable as directed by their teachers.
- Be considerate of family members who are working at home and talk to their tutor about any challenges in accessing technology.
- Read regularly and complete assigned independent tasks.

