



## CODE OF CONDUCT

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# INTRODUCTION

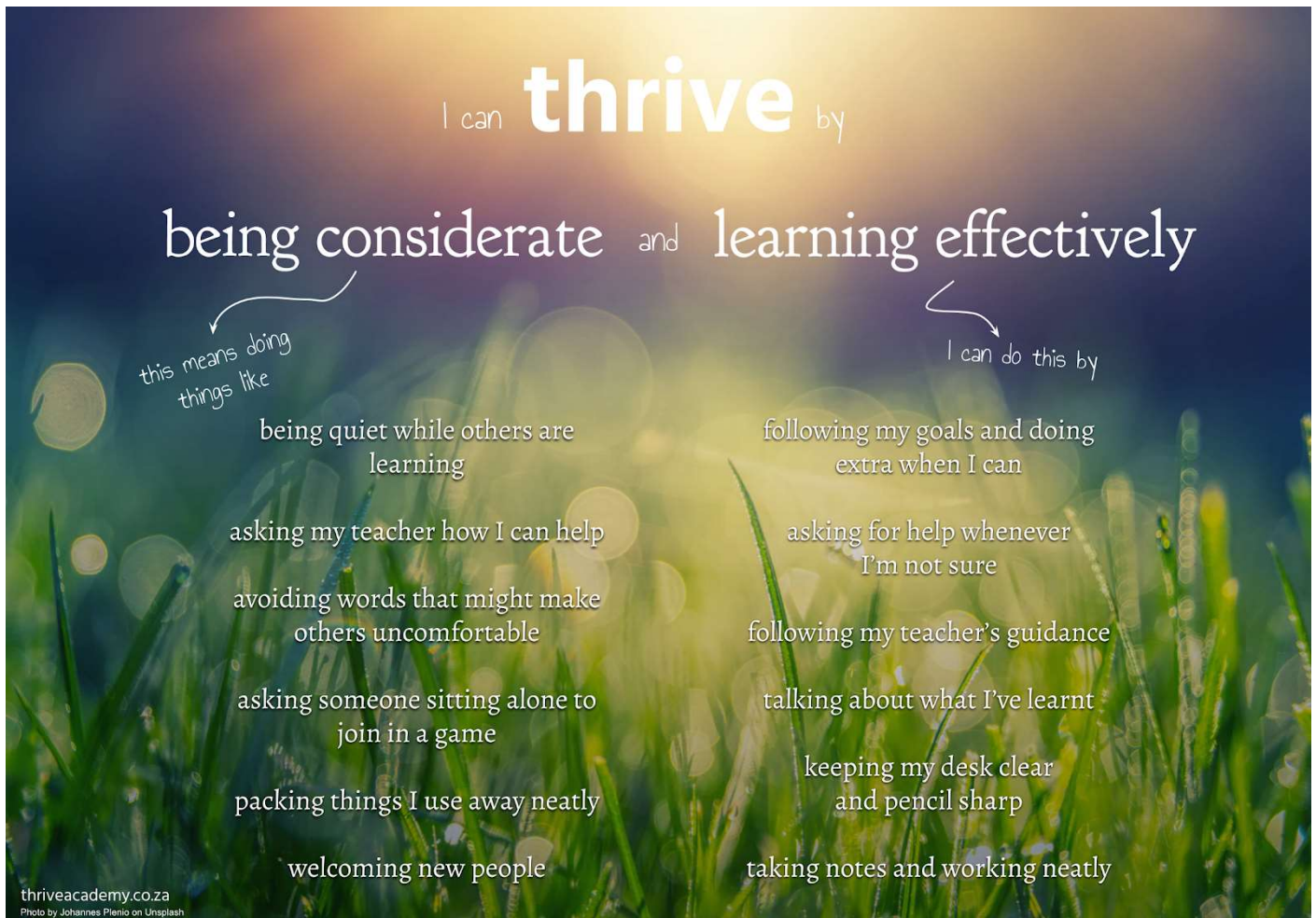
**thrive** is part of a company that is driven by a culture of consideration. Children and communities function well under shared understanding of rights and responsibilities rather than rules. In our school where we are inclusive of NeuroDiversity, we are especially concerned with an approach to managing conduct that is flexible, clear and easy to follow, and appeals to and develops a child's intrinsic care of others and their environment.

For these reasons we only have 2 blanketing school 'rules', referred to as "Core Learner Principles". These core learner principles cover all behaviour and academic management. Although our approach to applying these two principles is intervention based and context specific, we have included in this document some of the applications in which these rules will be trained and expected to be carried out by learners.

## CORE LEARNER PRINCIPLES

1. Our core learner principles are,

1. **Be considerate**
2. **Learn effectively**



## APPLICATION OF LEARNER PRINCIPLES

2. In order to practice the culture and principles set as school rules, amongst other behaviours that exercise and promote consideration and effective learning, learners are expected to function within these boundaries and applications of those principles:

### 1. General Behaviours

1. Interactions learners have with each other, teachers, school management and other members of the **thrive** Community, or visitors to the school should be in the nature of kindness and consideration and should not be disruptive to schooling.
2. Learners should conduct themselves and use language and social behaviour that is appropriate and considerate of the diversity of the student body in age, culture and belief.
3. Learners must respect the role of their teachers as accountable and responsible for their behaviour and obedience of the two core principles of the school. Learners may not be purposeful about making it difficult for teachers to fulfill that role or to function in their roles as educators and facilitators to them and other learners.

### 2. School and class attendance

1. It is important that learners arrive punctually to minimize disruption to the school day for themselves and other learners and educators.
2. **thrive** learners have many freedoms of space and movement throughout the school day, but they also have the responsibility to make sure that their movements and workspaces are conducive to effective learning for themselves as well as others around them.
3. Learners must follow the guidance of the teachers' and school management staff regarding their movement and use of learning spaces and facilities.
4. Learners are not expected to ask permission to leave the classroom to use the bathroom, but do need to inform their teacher

### 3. Approaches to Learning

1. Learners are encouraged, taught and expected to take ownership of their education and academic progression. This involves developing the skills towards independent learning and setting realistic and meaningful goals for themselves.
2. Learners are encouraged, taught and expected to engage in their learning process with a sound work ethic, and intent to work with their teacher to learn and find solutions to learning barriers or blockers.

### 4. Dress code and general appearance

1. Learners are permitted to wear their own civilian clothing.
2. Learners must be conscious not to wear imagery, symbolism or statements that could be construed as offensive or inappropriate, bearing in mind that the student body is made up of diverse ages, cultures and beliefs.
3. Clothing needs to be conducive to comfort and effective learning and movement.
4. Clothing needs to be considered appropriate for an academic centre and should reflect a learner's age appropriate transition towards integration in contemporary professional environments.

5. Learners are permitted to wear jewelry and accessories as long as they **do not** infringe on effective learning (eg. distracting bracelets), cover the learner's eyes, or restrict free movement necessary for taking part in the school day, and **are** worn within the considerations in 2.3.1 to 2.3.4.
6. Hair needs to be clean and kept out of the learner's eyes.
7. Nails need to be kept clean and short to allow for effective working and safe play.

## 5. Facility care

1. Learners are responsible, as part of the school community, of managing the cleanliness of the school facilities and environment. Keeping the facilities and environment clean is put into practice by taking part in daily Chore Time and by taking care to pick up after themselves and not littering.
2. Learners are responsible to pack away any resources, games or books after using them, and to use them with care and respect.
3. Learners are responsible to keep their desk clear and take care of the stationary and supplies provided to them by the school.

## 6. Equality (Zero tolerance to discrimination and prejudice)

1. In line with our first core principle, **thrive** learners must treat all fellow learners, teachers, management staff or **thrive** Community members with a spirit of inclusivity, and open acceptance of diverse views beyond their own, and a sense of equality.
2. Prejudice of any sort will not be permitted. Learners will be trained and guided to understand prejudice and discrimination and will be expected to act, speak and behave in consideration of the diversities of the student body at all times.
3. Learners are discouraged from using the term "bully". Learners are continuously educated on the nature and warning signs of abusive and inappropriate behaviour and treatment of or by themselves and others. They are encouraged to ask for help for themselves or others when they witness these warning signs, and all parties involved are given the appropriate and relevant care, training, guidance and recompense following the procedures of Training and Recompense in section 3.2. of this document.

The **thrive** Management Team agrees that the use of the term "bully" can in itself create and perpetuate ostracization and discrimination by learners, parents and even teachers at a school. It is often a label that is very difficult for a learner to grow out of, does not encourage forgiveness, and does not differentiate between inappropriate and abusive behaviours which require very different approaches to effectively manage. In order to nurture an ethos and culture of care and consideration, we are very careful to differentiate between behaviour that requires more training and explanation, and abusive behaviour that requires (sometimes professional) intervention. In extreme situations it may be considered in the best interest of a learner's safety or the safety of their peers to refuse entry to a **thrive** centre, and discuss options to continue with remote learning.

## TRAINING AND RECOMPENSE

3.

### 1. Intervention Based Method

**thrive** Educators and Management staff are trained in an intervention based approach to learner behaviour management and training. This means that every circumstance that requires intervention or escalation, and each person involved is given care and attention unique and relevant to them, taking context, dynamics, and individuals into careful consideration. Intervention approaches are considered and chosen based on how to most effectively diffuse the situation, protect anyone from harm or wrong doing, promote fair recompense, and encourage growth and development through training as needed.

The intervention based method requires teachers to be actively involved in and observant of learner interactions and behaviours throughout the school day, and to respond to situations with clarity of mind and rapid problem solving. This requires ongoing training and support from the school Management Team.

### 2. Procedures

The nature of an intervention based method to behaviour management is that teachers will have the flexibility to approach each situation uniquely. Their decisions and approach in learner management will be held accountable by the Principal and anyone they put into positions of authority and accountability in this matter.

The following non-exhaustive list of policies and procedures are meant as a simple guide towards our approach:

1. As an incident or concern is observed by a teacher, initial measures must be taken as necessary to diffuse a situation.
2. The teacher must then decide if the situation is serious or persistent enough to communicate to the parents and school Principal.
3. The teacher (with the support of the school Principal) will decide on an appropriate intervention (either from those listed in 3.3. of this document, or a unique approach in line with **thrive** philosophies), to discuss with the learner(s) involved.  
This discussion should include (as applicable) an explanation of the situation and why it was a “wrong doing”, an explanation of why others might feel hurt and upset, and a few options of recompense for the learner(s) to decide how they will correct the situation with parties involved. The teacher should try to appeal to the learners’ sympathy and, as appropriate, may use tools such as humour or gentleness to allow the learner(s) to save face and live up to the newly set expectations.
4. Should the incident be serious enough or persistent enough, the teacher will need to file an Incident Report that must be signed off by the Principal and kept securely and confidentially in the learner’s file.
5. Should an incident be serious enough or persistent enough, the teacher will need to incorporate organic and/or structured training and support for that learner to improve in that area of their behaviour and develop coping skills.

6. For incidents that are severe or perpetually persistent, the Principal and Management Team will intervene in the situation according to section 3.3.3 of this document.

### **3. Interventions**

#### **1. Initial or mild behavioural issues:**

- A. Accountability partnerships can be formed between learners or learners and educators. An accountability partner is chosen by the learner with their teachers' guidance and agreement. They must be of a maturity level to support the learner appropriately in their growth in the area of concern.
- B. Counselling can either be in the form of mentorship by a teacher, or professional counselling by an appropriately qualified **thrive** staff member or external professional.
- C. Assisting or taking over another learner's daily chore is an option for recompense when a fellow learner has been wronged.
- D. A written letter, or a verbal apology
- E. Creating something (such as a drawing or craft) for a person wronged
- F. Mentorship style guidance and training by their class teacher in social and life skills
- G. Mentorship style guidance and training by their class teacher in self regulation and coping skills
- H. A small group nature walk through the farm - with a teacher as a guide - allows the teacher to chat casually with the learners about an incident whilst also experiencing the benefits of fresh air, nature and movement.

#### **2. Escalated or ongoing behavioural issues:**

- A. Intervention and assistance from external professionals in wellness, behavioural and neurological development.
- B. Diagnosis of possible learning or personality disorders or disabilities that can be taken into consideration in supporting the learner.
- C. Parental involvement in behaviour management and resolutions
- D. Ongoing special support and mentorship for the learner from the Principal and or appropriately trained school staff.

#### **3. Dangerous behaviours, perpetual behavioural issues, or behaviour related concerns that are outside of our capacity as a school to support:**

- A. Intervention and assistance from external professionals in wellness, behavioural and neurological development, and a letter from such a professional must be sent to the school explaining strategies the school can follow to safely continue supporting the learner before they may return to the school premises. Schooling will in the interim be continued remotely.
- B. Diagnosis of possible learning or personality disorders or disabilities that can be taken into consideration in supporting the learner, and a letter from the professionals who made the diagnosis must be sent to the school explaining strategies the school can follow to safely continue supporting the learner before they may return to the school premises. Schooling will in the interim be continued remotely.

- C. Refusal of entry to the School and continuing with their schooling through a remote schooling option offered by **thrive**.
- D. Refusal of entry to the School and referral to a more appropriate learning environment that can accommodate the learner's specific needs.