

Harrow International School Bangkok

Lower School Behaviour Policy

The Heads of School and Teaching Staff seek to create an environment in the school that encourages and reinforces good behaviour. We seek to educate the whole child and create *leaders for a better world*.

Aims of the Policy

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To provide a framework for dealing with poor behaviour
- To ensure consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the appropriate Head of School so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents sign a Whole School Agreement upon their child entering the school. It is crucial that the parents are aware of, understand and support the school's policies and decisions.

Monitoring of the Policy

The head teacher monitors the effectiveness of the policy on a regular basis and makes recommendations for further improvements if/when necessary. The class teacher keeps a record of minor incidents in a class behaviour book and uses this for reference where needed. Duty staff/specialist staff will inform class teachers of incidents that occur where appropriate. All behaviour letters are saved on the system by the PA to the Head of the Lower School and a copy is

also placed in pupil Assessment Folder. All Parent Contact forms are copied for AHToEYC, AHToPP, HoEYC, HoPP, DHLS, HLS and student Assessment Folder.

School-wide Student Behavioural Expectations

- To follow the iRules
- To treat others fairly and respect the differences in others (race, culture, gender, ability, disability)
- To speak English within the school grounds when expected to do so
- To follow the school dress code

Behaviour Management

Classroom Management in the Lower School has three strands:

- The iRules
- The Rewards System
- The EYFS/Pre Prep Behaviour Actions and Consequences Ladder

The iRules

The iRules are a child friendly articulation of the six Leadership Attributes:

iCARE = Contributing positively to the community/Applying knowledge with compassion

iTeam Up = Solving problems collaboratively

iCREATE = Solving problems creatively

iRESPECT = Making just choices

iGO For It = Facing challenges with determination

The iRules are developed around the following principles:

- They protect the rights of students
- They are positive in the way they are expressed
- They are written in a clear and understandable way
- They complement the school-wide student behavioural expectations
- They are displayed within the classroom environment and other places in a highly visual way

The iRules are introduced to the students in the EYFS in very simple terms, through stories, pictures and simple explanations. Staff directly refer to the iRules during discussions around learning, behaviour, social interaction, etc. The iRules are a focus of our assembly themes and link to our reward system.

The Rewards System

The school rewards system is designed to celebrate and acknowledge achievement in all aspects of the school curriculum. It recognises all levels of achievement, is goal orientated, allows all students to be successful, and promotes positive attitudes and behaviours.

The Rewards system is the only system used within the school and is not complemented with other initiatives. This ensures consistency between classes, year groups and specialists and keeps expectations clear for students to understand. We do not use material rewards such as sweets or toys to reward good behaviour.

iRules Stickers:

Students in EYFS receive iRules stickers for good behaviour, learning and positive social interaction.

House Points Stars:

Students in Pre-Prep receive stars for good behaviour and work habits. Stars are displayed on a chart in the classroom. As a general guide one star may be awarded for good work; two stars for excellent work. Anything greater should be awarded as an Assembly Award, Head Teacher Award or Special Commendation.

Although there will be a range of attainment and achievement between students within a class, we look to balance the awarding of stars as follows:

Term	Range
1	50 - 100
2	100 - 200
3	150 - 250

Superstar Certificates:

During assigned Friday assemblies, a student from each class in the EYFS is awarded a Superstar Certificate. These can be awarded for any behaviour or achievement that may reference an iRule. Pre-Prep students are awarded certificates upon gaining multiples of 25 stars. This is presented to them in class.

Effort of the Week Shield/Achievement of the Week Cup (Pre-Prep only):

Every week during assembly, one child from each Pre-Prep class will receive the Effort of the week Shield or the Achievement Cup. These can be awarded to any child in the class who displays consistent or improved effort/achievement in any aspect of school life that may reference an iRule.

Head Teacher Awards:

Students may be sent to the Head of Lower School, Deputy Head, or Head of Pre Prep, to receive a Head Teacher Award for any work or actions the class teacher deems exceptional/motivational and that can be linked to an iRule. This can be an academic, social or personal achievement.

Special Commendations:

These are awarded for a range of reasons, but most often for an extra-curricular achievement such as helping in the playground, representing the school at sport or music etc. Again, these should be linked to an iRule.

House Points:

House points are awarded for every achievement:

One star = One House Point
Each certificate = 25 House Points
Effort Shield/Achievement Cup = 100 House Points

Head Teacher Award = 10 House Points
Special Commendation = 10 House Points

A record is kept for Pre-Prep students on a weekly Spread Sheet.

Our Lower School Rewards System builds upon the knowledge that spoken praise and direct, positive attention are the most effective tools in managing and promoting good behaviour. This can include a range of approaches, from speaking with parents or sending a note home, to displaying work and giving strong, meaningful written feedback in books.

The Behaviour Actions and Consequences System

To be effective, the iRules need to be supported by consequences. Consequences must be logical and reasonable, and be related to the behaviour. To be effective, consequences should follow directly after the behaviour. Students know that their actions will have consequences. Positive actions have positive consequences and negative actions need to be managed and have appropriate consequences applied. Student behaviour can be generally defined in a scale of severity: low, medium, high and severe.

- Low level behaviours: low level behaviours are managed on a regular basis by the classroom teacher and TA. When dealing with these, staff will look to give the child the opportunity to modify their own behaviour.
- Medium level behaviours: staff will deal with these quickly and decisively to help the student understand why their behaviour was unacceptable. Sometimes this will need to be supported by the HoPP.
- High level behaviours: These are rare but still require consequences to be applied consistently, fairly and justly. These will involve the HoPP or DHLS and require a letter/meeting with parents.
- Severe level behaviours: These may present a case of real danger to an individual and may result in isolation, exclusion or expulsion.

Staff will deal with students' behaviour as part of their daily routine. Treating people fairly and justly is an important part of our commitment to the school community. Poor behaviours are managed by using the Behaviour Ladder.

The Behaviour Ladder (see Appendix A & B)

There are separate ladders for EYFS and Pre-Pre. Entry point on the ladder may depend on the severity of the behaviour and the age of the student. Documentation will need to be kept by the teacher from Step 3 (or earlier if believed necessary) in order to record the frequency and level of behaviour. This may be filled in with the child. Records of behaviour should be kept in the student's pupil profile in the Yellow Folder.

Appendix A

Pre Prep Behaviour Ladder (Actions and Consequences)*

Severity	Action	Consequence	Staff
STEP 1 (Low)	<ul style="list-style-type: none"> • fiddling with resources • silly noises/actions • out of their seat unnecessarily • pushing in line • disturbing others • interrupting other pupils 	<ul style="list-style-type: none"> • praising others close by, articulating why you are praising them • eye contact – stern stare, raised eye brow • assertive body language/gesture • physical proximity and/or whispering a firm reminder of expectations • rule reminder • direct back to chair/back of line • warning 	Staff present
STEP 2 (Medium)	<ul style="list-style-type: none"> • deliberate disruption to lessons/other students on a regular basis • disrespectful behaviour • swearing • interrupting the lesson/teacher • consistent, low level behaviour • ignoring instructions 	<ul style="list-style-type: none"> • name/pause technique • move to another seat • time out (thinking time - supervised) • miss playtime/Golden Time • spend time in Head of Year classroom completing work • class teacher has informal meeting with parents 	TA Specialist Class teacher Year leader HoPP
STEP 3 (High)	<ul style="list-style-type: none"> • theft • damaging school property/other student's property • refusal to follow instructions/carry out the learning • bullying • racism 	<ul style="list-style-type: none"> • send to the Head of Pre Prep • letter and or formal meeting with parents • lunch/playtime exclusion • possible isolation 	HoPP DHLS
STEP 4 (Severe)	<ul style="list-style-type: none"> • unsafe behaviour • leaving the class/school without permission • threatening behaviour • violence • abusive behaviour • possession of drugs 	<ul style="list-style-type: none"> • send to the Deputy Head of Lower • school isolation and letter/formal meeting with parents, daily behaviour report • send to the Head of Lower School • letter/formal meeting with parents; suspension or exclusion 	HoLS/ELT

* the skill of the member of staff in judging the context/tone of behaviours will sometimes be a factor when interpreting this table

Appendix B

EYFS Behaviour Ladder (Actions and Consequences)*

Severity	Action	Consequence	Staff
STEP 1 (Low)	<ul style="list-style-type: none"> • fiddling with resources • silly noises/actions • not sitting on the carpet/chair properly • pushing in line • disturbing others • interrupting other pupils/teacher • calling out • snatching toys/equipment • not sharing, excluding others • unkind words to another child 	<ul style="list-style-type: none"> • praising others close by, articulating why you are praising them • eye contact – stern stare, raised eye brow • assertive body language/gesture • physical proximity and/or whispering a firm reminder of expectations • rule reminder • direct back to chair/back of line • show visual cues of what's expected e.g. 'good sitting' card. • warning 	Staff present-Teachers, TA, CCA
STEP 2 (Medium)	<ul style="list-style-type: none"> • deliberate disruption to lessons/other students on a regular basis • disrespectful behaviour, rude to another child/adult • interrupting the lesson/teacher • consistent, low level behaviour • ignoring instructions • wandering off during carpet, focus group • deliberate pushing/hitting of another child/adult • throwing of small objects e.g. toys, food • consistent unkind words to another child • swearing • racism (involve AHoEYC & inform parents) • purposefully speaking in Thai to avoid being understood by the teacher 	<ul style="list-style-type: none"> • name/pause technique • move to another seat • time out (1 minute per yr. of age) 1) in class 2) in YGL class 3) Involve AHofEYC • Time out at playtime- sit on bench or hold adults hand • class teacher has informal meeting with parents if this re-occurs or straight away if physically hurting someone • Involve Assistant Head of EYC if negative behaviour continues after informal meeting with parents 	Teachers Year Leader AHoEYC
STEP 3 (High)	<ul style="list-style-type: none"> • physical behaviour that results in a mark, e.g. biting, punching, scratching, kicking, etc. • theft • intentionally damaging school property/other student's property • refusal to follow instructions/carry out the learning • bullying • repeated racism 	<ul style="list-style-type: none"> • send to the Head of EYC • Formal meeting with parents • lunch/playtime exclusion • Possible individual behaviour plan 	HoEYC DHLS
STEP 4 (Severe)	<ul style="list-style-type: none"> • unsafe behaviour • deliberately leaving the class/school without permission • threatening behaviour • violence • abusive behaviour • possession of drugs/weapons 	<ul style="list-style-type: none"> • school isolation and letter/formal meeting with parents, daily behaviour report • send to the Head of Lower School • letter/formal meeting with parents; suspension or exclusion 	HoEYC/HoLS/ELT

*NB: These steps should be taken into consideration for all age groups within the EYC and applied from Nursery age onwards. This applies to lessons, playtime and in activities. Teachers will work very closely with parents to ensure a supportive relationship and open lines of communication.

46 ways to catch them being good... and to use an iRule

1. coming into the classroom quickly and quietly
2. looking at the teacher quickly and quietly when asked to listen
3. following an instruction the first time they are asked
4. helping a classmate
5. reading at home
6. being polite
7. tidying and cleaning up
8. working hard on a piece of work
9. putting their hand up and waiting to be asked to speak
10. holding the door open for someone
11. handing homework in on time
12. catching up with unfinished work or work missed due to absence
13. saying 'please' and 'thank you'
14. asking for help when they need it
15. walking quietly around the school
16. listening well in assembly
17. providing a good idea or suggestion in a discussion
18. working well with a group of classmates
19. listening to another's point of view
20. telling the teacher of a problem in the playground rather than trying to sort it out by fighting
21. letting a teacher know if someone is bullying another pupil
22. carrying out a classroom job willingly and doing it well
23. looking after a younger pupil or a new pupil
24. offering help without being asked
25. taking turns; waiting for their turn

26. treating school books and equipment carefully
27. starting work quickly
28. keeping own books and possessions tidy
29. keeping own physical appearance tidy
30. moving from one task to another without teacher reminders
31. getting all equipment needed for a task without being told
32. telling the truth
33. listening quietly, looking at the speaker ('paying attention')
34. lining up quickly and quietly
35. being a good friend
36. willing to answer questions and make contributions to group discussions
37. remaining calm during a difficult situation
38. sharing equipment or activity with a classmate
39. taking a lot of care with.../putting a lot of thought into . . . a piece of work
40. finding something appropriate to do when they have finished their work early
41. speaking well in front of others
42. being willing to try something new or difficult
43. asking before they 'borrow' something
44. remembering to do something (eg taking a message home)
45. taking a visitor to their destination rather than just directing them
46. bringing appropriate books and equipment to the lesson

Harrow International School – Primary
Parental Contact



Name of pupil:		Class:	
Date:	Present at meeting:		Location:
Nature of concern:			
Outline of discussion:			
Follow-up action needed:			

Signed: _____

Copy to YL/ HoPP/AHT PP/DHLS/HLS
and student Assessment Folder