



HARROW
INTERNATIONAL SCHOOL
—
BANGKOK

Upper School
Behaviour Management Policy
(Reviewed August 2017)



Behaviour Management Policy

A clear behaviour management policy is one of the keys to successful and effective teaching and learning. This policy is designed to:

- Enhance teaching and learning
- Promote and reward positive behaviour
- Promote positive approaches to relationships
- Develop self-esteem
- Manage challenging behaviour in an assertive, non-confrontational way
- Ensure fairness and encourage consistency of response to inappropriate behaviour
- Promote early intervention
- Prevent bullying (full details of the school's procedures for tackling bullying are published in the Anti-Bullying Policy)

We expect parents, students, staff and governors to work together to achieve the highest standards of behaviour, both within the school and whilst travelling to and from school, in accordance with this policy document.

Promoting and Rewarding Positive Behaviour

In lessons and around the school, we aim to model and promote positive behaviours with each other and with students at every opportunity. We encourage each student to take responsibility for themselves, others, their learning and the environment as encompassed by the school's mission statement.

Leadership for a Better World

The leadership attributes are:

Contributing positively to community
Applying knowledge with compassion
Solving problems collaboratively
Solving problems creatively
Making just choices
Facing challenges with determination

These values are bestowed in Upper School (Year 6 – 13) through The School Code of Conduct.

The Upper School Code of Conduct

We the staff and students of Harrow International School believe that we should:

- Treat each other with respect.
- Be polite and courteous to one another.
- Work in a quiet and positive manner and not distract others around us.
- Be punctual and properly prepared for school and lessons.
- Care for the environment around us and keep it clean.
- Move safely and quietly around the school without disturbing others.
- Dress according to the school dress code.
- Use English as the common language of our community.

Rewarding Positive Behaviour

Positive behaviours are acknowledged and celebrated in a variety of ways, within class, through the House, at registration, in assembly and within the wider school community.

These can include

- Verbal praise from a member of staff
- Written praise or comment, for example in the student planner or a letter to parents
- Display of work on notice boards
- House Points and Credits
- Certificates, prizes and awards at assemblies, presentations and significant events (Speech Day)
- Prep Leadership Award, Secondary House Award, Harrow Prize
- Giving of additional responsibility, for example Prep Leader, representative on Student Council, member of peer support group, school Prefect
- Written comments in reports

Behaviour Management Procedures

School behaviour management procedures rely on communication; please make every effort to ensure that relevant members of staff are kept informed at all levels of concern. Please ensure that any concerns, actions and detentions are recorded centrally on Engage, to facilitate close monitoring of students.

Procedures and sanctions used for Upper School (Year 6 -13) students follow. Further guidance about the use of detentions or interventions in the Prep School (Year 6 – 8) are given in Appendix 1.

Upper School Sanctions and Procedures

Students may begin on this process for a number of reasons including; failing to complete their work in class or at home, punctuality, missing lessons, inappropriate behaviour towards students or staff, or for not complying with the school rules.

In all cases the spirit of the behaviour management policy is **“Talk First”**; a student should not receive a sanction without being first engaged in a dialogue about the behaviour and its consequences. It is also important to **remember the cultural context of Thailand** when dealing with students. “Loss of face” is seen as a very bad thing, so it is better to speak to individuals calmly and on their own, possibly outside of the class, rather than berate them in front of the whole class. Students may also “smile” when they feel ashamed; they have done something wrong so they now wish to please you by smiling. This may wrongly be interpreted as a student disrespectfully “smirking”. Remember too that many of our students are second language learners and may not understand what you have said but will probably not tell you this and instead simply nod as though they do understand.

Sanctions

- Warning – Used for first time minor infringement of rules that are for tutor and HoH information e.g. student late for class. Note: These do not appear on student reports.
- Demerit – Used to replace the paper system of Blue Slips (still used by Prefects) in the secondary school. Used for repeated minor infringements of rules e.g. forgetting equipment, late with homework. Note: These appear on student reports. They should not be used with Prep students.

- Confiscation – Used when a student is in breach of the School’s Mobile Device Policy or has a prohibited or distracting item. These should usually be returned at the end of the day unless it is a repeat offence. Mobile devices that are confiscated should be taken to the Secondary School Office.
- Subject Detention – given by subject teachers or departments for repeated infringement of more minor rules e.g. repeated lateness to class or a more major incident e.g. copying another student’s homework. These detentions should take place at breaktime or for part of lunchtime. Note: These do not appear on student reports.
- School Detention – given by HoH or PHL for more serious incidents or persistent problems. Eg. Rudeness to a member of staff, continual lateness to school, threatening behaviour to another student, deliberately missing a subject detention. These detentions last the entire lunchtime and appear on student reports.
- Tutor or PHL/HoH report – used when a student is placed on report to monitor them more closely.
- Headteacher Detention – given by SLT for persistent failure to adhere to rules or serious incidents e.g. missing lessons. These detentions take place either afterschool on a Friday or on a Saturday morning and last between 1 – 3 hours.
- Isolation – a student is placed in internal isolation due to a major behavioural incident.
- Exclusion – a student is excluded from school for a period of time due to a severe behavioural incident/issue.

Levels of Concern

The behaviour management policy views individuals of concern at varying levels. The level is determined by the seriousness of the offence and the timescale. A student receiving three subject detentions in one month may move to Level II, but three subject detentions during the course of one year may be dealt with at Level I.

As examples, the following offences will be dealt with at Level I in the first instance:

- Poor academic standards or report effort grades.
- Repeated failure to complete homework/several subject detentions in a short period of time.
- Repeated lateness to school or lessons.
- Repeated poor standards of uniform.
- Disappointing behaviour in lessons, around school or towards other students (minor).

As examples, the following offences may be dealt with at Level II in the first instance:

- Very poor academic standards or report effort grades.
- Failure to complete homework in several subjects.
- Poor behaviour in lessons, around school or towards other students (serious e.g. some bullying).

As examples, the following offences may be dealt with at Level III in the first instance:

- Poor behaviour towards a member of staff.
- Truanting from lessons.
- Very poor behaviour in lessons, around school or towards other students (very serious e.g. severe bullying)

As examples, the following offences (at the discretion of SLT) may move a student directly to Level IV:

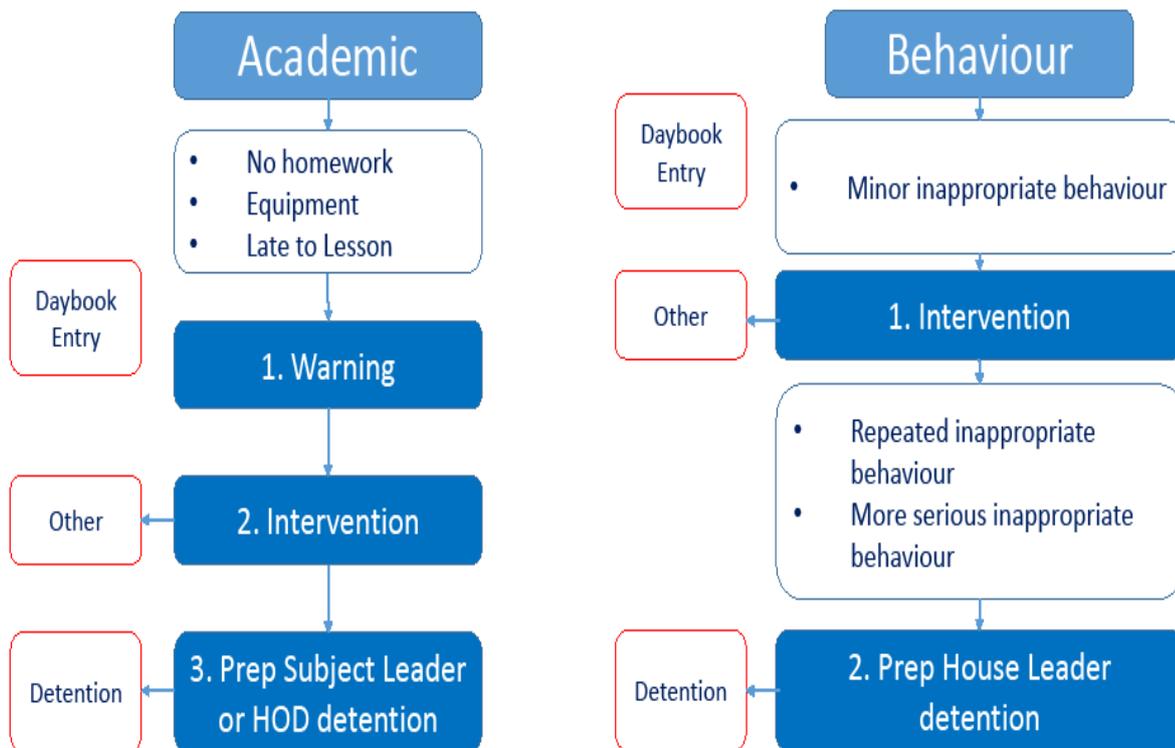
- Fighting/Physical Bullying.
- Theft/Damage to Property (Student or School).
- Aggressive behaviour towards a member of staff.
- Possession of any form of weapon.
- Possession or use of any form of alcohol, tobacco or illegal or harmful substances.

Level	Level of Concern	Main Staff Member/s Involved	Staff To Be Informed	Possible Actions
I	Low	Form Tutor or subject staff	Prep House Leader or Head of House Boarding House Master or Mistress	Verbal Warning Written Warning Demerit Tutor Detention Referral to PHL/HoH
	Medium	Prep House Leader/Head of House	Tutor Deputy Head of Prep Head of Phase Director of Houses Boarding House Master or Mistress	Tutor Report PHL/HoH Report School Detention Parental Contact Counselling
III	High	Deputy Head of Prep or Director of Houses	Tutor HoH/PHL Head of Phase Boarding House Master or Mistress	Headteacher Detention (on Friday afterschool or Saturday morning) Community Service (Internal) Isolation
	Critical	Director of Houses or Head of Upper School	Tutor HoH/PHL Head of Phase Boarding House Master or Mistress Director of Boarding Head Master	Exclusion Community Service (External) Probationary Period (Contract) Meeting with the Head Master Withdrawal from School

If a student reaches a critical level of concern and all of the actions and support procedures listed have been tried with the student, then the future of the student at the School will be in question. Serious incidents will be recorded on a student's permanent School record.

Appendix 1 Prep Support and Sanctions Flowchart

Prep Student Support and Sanctions Policy



Detentions

See sanctions policy diagram

To be run by PSL or PHL/ Prep Pastoral Deputy (this will usually be on a Friday Lunchtime from 1.00 until 1.30)

On Report

Based on the sanctions and support guidelines a PHL can place students on a coloured target report card for the period of one or two weeks. This can be done on the recommendation of the Tutor or class teachers. In this case Parents must be informed and invited in for a consultation and the report needs to be entered as a detention on the Engage Daybook.