



Primary Behaviour Policy

At Si Ri Panya International School we understand that when students feel happy, safe, listened to and respected then they make progress with their learning. All school staff, parents and children are expected to maintain the highest standards of positive behaviour, to accept responsibility for their conduct and encourage others to do the same.

We aim to:

- teach positive behaviour, self-regulation, self-discipline and personal development.
- provide a safe, comfortable and caring environment for optimal learning to take place
- provide clear guidance for students, staff and parents of expected behaviour
- use a visibly consistent and calm approach and language across the whole school
- foster the belief that there are no 'bad' students, just 'bad choices', encouraging and enabling students to make good choices.
- ensure all adults take responsibility for managing behaviour and follow up incidents personally
- use restorative approaches to follow up constructively on behaviour which falls short of our expectations
- involve families, parents in the development of positive behaviour.

To achieve this, all members of our Si Ri Panya community must adhere to the simple rules of being: **'Be Ready, Respectful and Safe.'**

A clear structure of predictable outcomes will have the best impact on behaviour. This policy sets out the rules, relentless routines and visible consistencies that all students, families and staff must follow. Si Ri Panya has three simple rules: Ready, Respectful and Safe, which can be applied to anybody, in a variety of situations, are easy to remember, and are taught explicitly.

Each class will make a class charter at the start of the year, agreeing on what these rules mean in their class. Below are examples (not exhaustive) of what students being ready, respectful and safe might look like.

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● You face the speaker and listen carefully ● You follow instructions ● You come to school every day and on time ● You come in the correct school uniform ● You arrive to lessons on time ● You sit where your teacher has asked you to sit for each lesson ● You give your best effort <p style="text-align: center;"><i>HONEST BALANCED</i></p>	<ul style="list-style-type: none"> ● You are kind and respectful in language and behaviour towards other students and adults ● You allow others to express themselves without interrupting them ● You play cooperatively and share ● You use positive language and are kind ● You respect property of the school and other people ● You take pride in your work and its presentation ● You keep the school tidy and litter-free ● You respect personal space ● You see an apology as a signal someone has reflected and wants to repair ● You accept a solution or consequence without argument <p style="text-align: center;"><i>RESPECTFUL COMMUNITY-MINDED</i></p>	<ul style="list-style-type: none"> ● You stop, think and make good choices ● You move around school safely at all times ● You follow all instructions from teachers about safety, including special instructions for lessons like Science, PE ● You play safely at break and lunch ● You follow all online e-safety rules and regulations ● You act as a positive role model ● You tell someone at school if you are worried about someone else and their wellbeing <p style="text-align: center;"><i>COURAGEOUS RESILIENT</i></p>

What students can expect of staff

Relationships are central and essential. Positive behaviour must be recognised sincerely and consistently. Our aim is that students are praised publicly and, as much as possible, reminded in private.

Everyone, everywhere!

Every member of staff at Si Ri Panya is expected to deliberately and persistently notice students doing the right thing, and praise them for it. This applies to the headteachers, the Thai Director, SLT, the kitchen team, the administrators, the teachers, the volunteers and the support staff...

everyone. This applies in the classroom, the canteen, the playground, on trips... **Everywhere!**

Our rules	Visible consistencies, visible kindness	Excellence recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Greeting and welcoming the students into a calm, ready school and classroom. Gate, classroom door or playground - we will be on time, ready and welcoming. 2. First attention going to students doing the right thing 3. Picking up students who are not yet ready, respectful and/or safe... following through to support them to do better. 4. Accompanying students at transition points. Expecting, praising and modelling	1. Non-verbal, verbal or written praise 2. Recognition on class board 3. Praise to parent at pick-up 4. Phone call/message home 5. Show work to another adult

	<p>wonderful walking at all times!</p> <p>5. Praising in public, reminding in private, as far as possible.</p> <p>6. Consistent language.</p> <p>7. Deliberate attention and interest to build relationships.</p> <p>If eating lunch with the students or playing with them outside, talking, listening and taking an interest.</p>	<p>6. Stickers</p> <p>7. Certificate in assembly</p> <p>7. Visit to SLT for recognition</p>
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How do adults teach and promote positive behaviour at Si Ri Panya ?

All school adults must strive to know the students extremely well and to relentlessly develop positive relationships and mutual respect with all of the students and adults in the school community. This requires deliberate engagement with students to ensure they feel valued. It enables adults to follow up on negative behaviour with genuine care. It's important that families work together with school staff, reinforcing the same messages, and showing the same respect for our rules and staff.

We tell parents about progress and achievement academically, socially and with behaviour; we do this regularly and rigorously. This might be a quick chat at the classroom door, a phone call home, or an email. Again, any member of staff can and should be part of this. At Si Ri Panya we expect students to use our names respectfully e.g. 'Good morning, Teacher Faye.' We know that the students want school staff who are fair, consistent, kind, and who show unconditional care and compassion. Each lesson is a fresh start.

What is excellence recognition?

The use of praise and positive encouragement is the best way to promote positive behaviour and at Si Ri Panya we believe that we get more of what we pay attention to! Praise should be specific and the student should always know why they are being praised e.g. 'Excellent effort with your writing today! That is really above and beyond!' NOT just 'Good boy.' This helps to foster a growth-mindset where children are praised for their effort and progress.

Beyond the School Gate

The school is committed to ensuring our students act as positive ambassadors for themselves and for Si Ri Panya International School and, crucially, the same behaviour expectations for students on the school premises apply to off-site behaviour. Our policy covers any negative behaviour when students are: taking part in a school-organised or school-related activity, travelling to or from school, wearing school T-shirts for team events, in some way identifiable as a student from our school, posing a threat to another children or member of the public, or likely to adversely affect the school's reputation. We therefore expect the following:

- Positive behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which fosters good relationships with other students, staff, volunteers or members of the public, and which does not threaten their health, safety or welfare

The headteacher reserves the right to notify the police if these expectations are seriously breached. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed. We hold school staff to the same high standards and outline this in the staff code of conduct.

How does our school respond to negative behaviour?

Adults in school have the responsibility to regulate their own emotions, our body language and our tone of voice. Nothing is gained by being verbally aggressive, or showing students a lack of control. Reactions to negative behaviour should be non-emotional, and given discreetly where possible to protect the dignity of the student and the adult.

There must always be certainty that any member of staff will follow up on negative behaviour themselves with full support from their class team and SLT.

Reporting and recording negative behaviour

The language we use to describe negative behaviour must be **to the point and factual**, including actions taken and consequences wherever possible. This is consistent when verbally describing behaviour to colleagues who need to know about an incident, to parents, and in our class behaviour logs. **We do not use emotionally-loaded or judgemental words** (student behaviour is never described as 'disgusting' or 'terrible') and **we are specific, not vague** (we don't use words like 'attacked', and instead we say exactly what happened e.g. 'the student pinched ___ on the arm.'). We also do not humiliate or shame students, families or school adults when describing behaviour. We are **factual, fair and respectful** at all times.

At Si Ri Panya, we record any concerns relating to any student on our secure class behaviour logs. These can range from breaktime injuries, to safeguarding concerns, and they include instances of negative behaviour. Whichever adult is present when an incident occurs and/or is the main adult managing the behaviour, has responsibility to record what happened on the class behaviour log as soon as is practical, unless another teacher or member of SLT says that they have enough information to do so. These logs allow us to see behaviour patterns and to record concerns in a factual and accurate way so that additional support can be targeted appropriately.

Stepped Boundaries

At our school we use a system of stepped boundaries to ensure a consistent approach to negative behaviour. **We believe it is not the severity of the sanction, it's the certainty that this follow up will take place that is important.** Throughout the stepped boundaries, adults will remain calm and use language which redirects behaviour to be positive and ready, respectful and safe to learn. The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the student, is essential. Adults will try to avoid describing the student's behaviour to another adult in front of the student. Other adults will support quietly and calmly if necessary, for example, offering a seat at another table for the student.

The stepped boundary system is cumulative within a day but it is important that everyone also has a fresh start each day. It is always the aim that a student will make good choices and have a successful lesson or breaktime. When this happens, it will be recognised and praised.

If a student is given time out or reaches step 4 (shown below), this must be recorded on the class behaviour log and parents should be informed at the end of the school day. As far as possible this will be communicated to parents discreetly. Language such as a 'bad day' should not be used; instead, be factual about needing to discuss a time out that took place. If a student is repeatedly reaching the warning step, even if behaviour is subsequently improved for a short time, teachers will discuss this pattern of behaviour with parents to work together to support the student's behaviour.

Steps	Example	Parent contact
STEP 1:	<p>Verbal warning You need to... (speak to me at the side of the room) I need to see you... (follow the agreed routine). I expect... (to see your table immaculately tidy in the next two minutes). I know you will... (help Kyra to clean the pen off her face). Thank you for... (letting go of her hair, let's walk and talk). I've heard what you said, now you must ... (move to your work station). We will... (have a better day tomorrow!). Do you remember when you... (did something brilliantly)... that's the Keira I need now. I am not leaving... you can do this. You are going to be brilliant. Jack it's not like you to... What are the poor choices you could correct now?</p>	None
STEP 2:	Name on the board	None
STEP 3:	Student's name on the board ticked ✓	None
STEP 4:	<p>Out of class & missed break time Student sent out of class to another class for the remainder of the lessons AND they miss their next break Note: Thai lessons follow the same procedure Note: Year 1 follow the same procedure with the addition the traffic light system prior to step 1</p> <ul style="list-style-type: none"> • Teacher fills in a 'Time Out Behaviour Slip' (located on page 10 of this policy) and sends student to work in another class for the remainder of the lesson • Student takes the behaviour slip to the hosting class teacher • At breaktime the student goes to SLT in the office (student eats their lunch first). 	<p>Class teacher contacts parents when student is removed from class for the whole day or remainder of a day</p> <p>Class teacher contacts parents if student has been in timeout on more than 3 occasions in a week</p>

	<ul style="list-style-type: none"> • SLT record name of student, date/time and reason in online class behaviour log • After breaktime, the student goes back to their own class. • If misbehaviour continues the student is automatically sent to SLT and will be removed from class for the rest of the day 	
STEP 5:	<p>Extreme behaviour In some cases steps 1-3 can be bypassed and the class teacher can send the student to go straight to TIME OUT with SLT where they will bypass the host teacher and be sent directly to SLT. SLT will decide if the student can return to class.</p> <p>Extreme behaviour is classed as any form of violence/physical aggression. Depending on the severity of this, an internal exclusion may be issued by SLT.</p>	Parents contacted by SLT

How does the school respond to serious negative behaviour?

There is some behaviour which by-passes stepped boundaries because it is sufficiently serious. This behaviour will be managed with no warnings or stepped boundaries, and SLT should be informed straight away. This behaviour includes:

- bullying/racism/sexism/homophobia or discriminatory language • swearing or obscene language
- physical violence or intention to physically harm
- vandalism (school property or that of other children) / stealing
- throwing objects with the intention of hurting others or damaging property
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- refusing to follow instructions when the stepped boundary system has been followed. For example, refusing to have time-out or go with a member of staff to have a repair talk.

Restorative conversations to repair serious negative behaviour

Restorative conversations can be conducted by any member of school staff, especially any adult who was there at the time of the incident. However, SLT and class teachers must be informed of what has happened, and can support with restorative conversations and consequence setting.

Although there will always be a structure for the student to explain their behaviour if they are able to do so, the main points of a restorative conversation will be outlining the facts of the behaviour, how it breaks our rules, and the consequences. SLT will consider which consequence is proportionate and best suited to the situation. Examples of consequences for serious behaviour breaches may be:

- Working outside the classroom in another supervised room for a set time while we repair the trust that they can be ready, respectful and safe.
- Not being in the outside garden area at the same time as other children until we rebuild trust that they can be ready, respectful and safe.
- Being withdrawn from being suspended from school for a fixed time while we repair the trust that they can be ready, respectful and safe.
- Exclusion as outlined below.

Adults will always be clear, calm and polite, and will emphasise that even though this behaviour is unacceptable, we still care about the student and we want to help them to be ready, respectful and safe so we can include them in our school. Student's may be unhappy with the consequence or argue with the adult, but the adults will reassure the student that we want to help them to progress with their behaviour.

It is essential that we communicate that we want to work together with the student and their parents and carers, so we will then explain what has happened to the parent in the same, polite, calm manner, if they haven't already sat in with the student during this conversation.

What about the others who are affected by the behaviour?

Once the students involved in the incident are safe and calm, students and adults who have been negatively impacted in this behaviour will be reassured, listened to and cared for as a priority. It is of the utmost importance that they should feel safe and happy at school. They should be informed that this behaviour is not acceptable at our school and that there will be fair consequences for the child who impacted them. Their parents will always be told what happened towards the end or at the end of the day in person or on the phone.

Managing serious incidents on the playground

Students can become dysregulated at break times, when the social skills and self-regulation needed to play team games, for example, are too difficult. Just as in lessons, all adults are expected to pre-empt dysregulation and carry out stepped boundaries (warning, write down name on paper, tick next to name, time-out).

The Restorative Approach

Si Ri Panya has a restorative approach to behaviour management. Restorative practice at Si Ri Panya means having extremely high expectations of behaviour, always picking up on behaviour which does not meet these high expectations, and teaching how behaviour can be changed and relationships restored. When a student does not behave in a way that means they are ready, respectful and/or safe, this will always be followed up on, and consequences will sometimes follow, even if these do not occur in public.

What are the principles of the restorative approach?

- Importance of developing and maintaining positive relationships
- Taking responsibility for one's own actions and their impact on others
- Respect for the views and feelings of others
- Fairness
- Repairing and resolving situations where something has gone wrong
- Learning how choices could be more positive in future

The skills being nurtured in this approach are emotional expression and literacy, self-reflection, problem solving, listening, empathy and self-control.

Restorative conversations are never held when the student is emotionally dysregulated. Dysregulation may look like a student who is very angry, violent, running away or shut down and refusing to move or speak. At Si Ri Panya, we aim to pre-empt and help regulate children before they get to this point. However, if a student does become dysregulated, we give them the time and space to safely calm down, secure in the knowledge we will always have a restorative conversation to follow-up from this.

Key questions in restorative conversations

Between two and five questions is usually enough to have a productive restorative conversation. Our teaching team choose from these questions to best fit the situation.

1. What happened?
2. What were you thinking at the time (and how were you feeling)?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in future?

Consequences

Most students will never need more than a reminder or warning but for some, further consequences must be employed.

Consequences that are unfair, inconsistent or really unpleasant tend to be counterproductive and are not in keeping with our policy. They should always aim to repair the damage caused and should never be merely time-wasting. (e.g. letters to apologise rather than copying lines). The severity of the consequence should always be kept to a minimum; its certainty is what's important.

Suspensions and Exclusions

Suspensions and Exclusions are very serious and we hope to avoid them by home and school working together in all the ways outlined in this policy. On rare occasions the headteachers may decide that a formal process should be activated to withdraw a child from:

- imminent and specific school activities or trips (internal suspension)
- the school temporarily (a suspension)
- the school permanently (an exclusion)

The decision to suspend or exclude a student is at the discretion of the headteachers.

We aim to include students in every school activity, to make all reasonable adjustments to do so. However, on rare occasions, the headteachers may judge a student's pattern of behaviour to be unsafe during specific school activities such as team sports or residential trips, or for parts of the school day, such as lunchtimes. We would make this judgement in the weeks and days preceding it, always supporting and expecting behaviour improvement, and communicating with parents. The headteachers reserve the right to decide on an internal suspension, when we withdraw a student from a school activity or trip, if we feel the risk to the student and others is too great at that time. We may also decide to withdraw a student from a school activity following one very severe incident of poor behaviour, aiming for such decisions to be proportionate and logical. We will explain the reasons for an internal suspension to parents and the student where and when appropriate.

The purposes of a suspension are:

- to signal to all involved an ultimate boundary/limit to behaviour that can be accepted;
- to signal to all involved the severity of the incident;
- to signal that the student's current behaviour puts them at risk of exclusion;
- to give everyone involved time to think, reflect and gain perspective on what happened;
- to give the school time to improve their plan of support for the student; and
- to act as a 'reset' so that we can work together to improve behaviour afterwards.

Suspensions will usually only take place when there is serious negative behaviour which is not improving as a result of the strategies set out in this policy, and/or when the learning, wellbeing and/or safety of others is seriously hindered.

- Physical assault against another student or an adult
- Verbal abuse or threatening behaviour against another student or an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender
- Abuse relating to disability
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of a suspension, the students and parents will be informed verbally and in writing.

Permanent exclusions are a last resort. In all instances, what is best for the student will be at the heart of the decision-making process, balanced with the duty of care to other students and members of staff.

A permanent exclusion is made known to our Board and it is recorded in the student's file, which goes on to secondary school.

Anti-bullying

We do not tolerate bullying and prejudice of any kind at Si Ri Panya International School.

Bullying will be treated very seriously and may result in exclusion.

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This might be repeatedly hurting someone or calling them names, or leaving a student out and isolating them repeatedly. It may be prejudice-based - for example, racist or homophobic - which is not tolerated at Si Ri Panya.

A useful acronym for children is:

STOP! Bullying is when something is **S**everal **T**imes **O**n **P**urpose

Preventing and tackling bullying is part of our work to support students' social and emotional development. Our monitoring indicates that incidents of bullying are rare at Si Ri Panya. However, an anti-bullying message and explicit teaching of what bullying is and how to prevent it are essential. Students are taught the difference between friendship issues, unkind behaviour and bullying. They are taught how to speak up if they see bullying, and how to challenge bullying behaviour. We always emphasise 'bullying behaviour' rather than labelling students as 'bullies' because we want students to know they can change for the better.

We understand the devastating and lasting effect being bullied can have on students and we will deal with all incidents equally seriously, quickly and effectively. If bullying has taken place outside of school, we will work just as decisively with families. We are vigilant of bullying at all times of the school day, but we also need to work with students and families if bullying is going unnoticed. This enables us to deal with it quickly and thoroughly. It is very important that parents listen to their child and contact the school as soon as possible to resolve and prevent bullying.

Cyber-bullying is bullying through the use of communication technology like mobile phones, text messages, e-mails, online game platforms or websites. This can take many forms, for example:

- Sending threatening or abusive text messages or emails, personally or anonymously.
- Making insulting comments about someone on a website, social networking site, game message or blog.
- Making or sharing derogatory or embarrassing photos or videos of someone via mobile phone or email.

Like other types of bullying, it is essential that parents work closely with us, alerting us to any instances of cyber-bullying. We can work together to find out what happened, deal with the incident thoroughly, and prevent it from happening again.

Si Ri Panya Behaviour Slip - The student should present this Behaviour Slip to their class/ teacher they are sent to.

Student's Full Name: Class: Teacher:

Date (dd-mm-yyyy): Time: Class/Teacher sent to:

Swearing		Not following instructions - inc to speak English		hitting/physical	
Distracting others		Throwing/destroying school property		Lying	
rude/back chat		Making fun of other pupil/unkindness		other	

Please give brief details below:

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