

Bloomsbury International School, Hat Yai Behaviour Policy

1 Purpose of this Policy

The purpose of this policy is to clarify to staff the school's expectations of Bloomsbury's students with respect to behaviour and to clarify the role of staff in promoting positive behaviours. Staff are responsible for ensuring this policy is adhered to and for communicating clearly to all students the schools expectations. The policy aims to promote a positive climate for learning, recognise and reward positive behaviour and to provide a framework with which to promote socially acceptable behaviours.

2 Scope of this Policy

This policy applies to all students on School premises. It will also form the foundation for acceptable behaviour outside the school where students are wearing school uniform and/or taking part in organised trips and events

It may also be applied where a students behaviour outside school is violent, illegal, harms the reputation of the School or places other students at risk of harm.

3 Caring about Good behaviour

Bloomsbury International School Hatyai expects students and staff to care for themselves and others, show self-discipline and motivation, be independent yet collaborate and co-operate with others. Students and staff are expected to observe the guidelines laid down and when unacceptable behaviour occurs, to remember, it is the behaviour that is unacceptable and not the individual.

3.1 We aim to;

- Provide a caring, supportive and stable environment in which students are secure and valued
- Develop a whole school approach which encourages students to take responsibility for their own behaviour and development of that behaviour
- Recognise, reward and celebrate good behaviour
- Marginalise poor behaviour by promoting good behaviour
- Develop a school community based values that promote respect, manners and common sense
- Help all students achieve academic success by promoting opportunities to fulfil their individual potential
- Help students and staff cultivate and maintain a love of learning
- Promote moral ethical and spiritual values

3.2 We believe that

Students have the right to:

- Learn in a positive environment which fosters quality and meaningful relationships and mutual respect
- Experience success and pride through a curriculum designed to meet the needs of the world around them
- Feel safe and secure whilst treated with care courtesy and respect.

3.3 Students at Bloomsbury International School;

Have a responsibility to:

- Strive for Excellence:
- Treat all members of our diverse community with dignity and respect
- Be kind, generous and friendly
- Be are punctual to school and lessons
- We strive to participate to the best of our their abilities in all activities, both inside and outside the classroom

Remember that:

- We are representatives of the school and take pride in demonstrating the highest standards of dress and conduct
- We always display good manners including being courteous to members of our school community and visitors
- We are inclusive and try to include others
- We demonstrate the highest values and levels of integrity in our behavior and work
- We are helpful and cooperative with others
- We honour those that are important to us and value our unity as a community

4 Good behaviour and happiness

Students will usually feel secure and happy when learning is active, well prepared and matched to their level, providing suitable challenge. It is the responsibility of the teacher to use various techniques, grouping strategies to develop an optimum learning environment.

Good behavior is not developed on its own and young people learn best when the expectations are made clear and encouragement is continual and consistently applied. This is no different to expectations of behaviour or standards of work.

Students are expected that their standards of behaviour meet the schools expectations whether they are on trips, educational visits, attending school functions or whenever they wear the school uniform.

Staff at school have a great responsibility in developing good behaviour. It is expected that staff model high standards, both in dealings with students and with each other.

5 Behaviour

It is important that we remember that the Bloomsbury International School Behaviour Policy is based on positivity. It is important that we consistently use positive reinforcement of exemplary behaviour rather than to highlight poor behaviour, which can create a negative atmosphere.

5.1 We can reward good behaviour by using:

- Positive verbal and written affirmation of the students who produce good work or behaviour
- Praise and encourage as much as possible
- Letters or phone calls home to parents
- Recognition and public affirmation of work or behaviour during the school day including; assemblies, registration, or class time
- The consistent and continual use of the house point system to reward outstanding achievement, progress or behaviour
- House point certificates for achieving significant numbers of points
- Use of prize day to formally recognise students achievement over a year

It is important however, that as staff we apply these consistently and fairly, students will naturally feel unmotivated or let down if action is inconsistent or unfair. This list is not exhaustive either and students should be recognised not only by comparison to expectations of other students but comparison to their own expectations and abilities.

5.2 Formal rewards system

House points can be awarded by staff to reward positive behaviour and performance. To award a House Point the teacher should tell the student why they have been awarded one and ask the student to record it in their planner, or on the preferred recording document, such as a wall chart.

At the end of each month a celebration assembly will award house point certificates. All winners are eligible for a 'luck dip' where additional prizes can be won. Individual house points are also calculated for the purposes of notice board display, termly reports and the overall house point winner at the end of the school year.

House points are also awarded to houses for taking part in competitions throughout the year organised by the coordinator. In addition to individual competition trophies, at the end of the school year, a trophy will be awarded to the house with the most points. A running total of house points should be displayed on the house notice boards.

At the end of the school year, there will be an annual prize giving ceremony where house trophies and prizes for outstanding achievement in academic subjects, sport and other areas are awarded.

Each month, teachers will vote for the 'Student of the Month' for primary and secondary sections. Winners receive a framed certificate and another will be displayed in school. A prize will be awarded to each winner.

5.3 As adults we will;

- Recognise and highlight good behaviour as and when it occurs
- Ensure that students are praised for good behaviour and use this as a model/guide for other students
- Ensure that criticism is constructive and allows students to grow and develop from it
- Remind students that when unacceptable behaviour occurs, it is the behaviour and not the individual/group that is seen as unacceptable.

5.4 Before school; students should

- Arrive no later than 08:05
- Enter school calmly and register using their identity cards – on Mondays students should be prepared for flag raising by lining up on the field at 08:05. On other days where there is no assembly students should be in their class room for registration at 08:05.

5.5 In Class; Students should

- Arrive promptly after the bell with all equipment required
- Enter classrooms quietly and continue to use 'inside' voices
- Allow others to learn – respecting each other's space and need for quiet
- Always try their best and contributing to the learning of the class whether through answering questions or giving constructive feedback to their peers
- Be responsible and well mannered – listen to whoever is talking to the whole class and take responsibility and care for resources and the classroom environment

5.6 At break and lunch; students should

- Be sensible and play in a safe and respectful manner
- Take responsibility for clearing of litter and food
- Form orderly queues whilst waiting for food
- Remain seated whilst eating
- Use designated areas for playing games/running*
- Report any issues to the teacher on duty

5.7 At the end of the school day; students should

- Only leave the classroom with the permission of the teacher
- Move and wait sensibly for the school minivan or their car

- Continue to wear full uniform according to the dress code
- Be collected no later than 20 minutes after the end of school

5.8 Moving around the school; students should

- Walk calmly and quietly – there should be no running
- Use manners and greet students and members of staff

5.9 On trips and visits; students should

- Show good manners at all times – remembering they are representatives of Bloomsbury International School
- Stay sitting, with fastened seatbelts, while on transport
- Listen and follow instructions of teachers with regards to activities (staff should ensure expectations are clearly communicated and understood)
- Wear school uniform (or appropriate clothing) according to the uniform policy

**Students should not be in classrooms at break or lunch time. Wet day play areas/rooms are available.*

5.10 With other students; students should

- Respect others feelings, speaking and behaving with courtesy
- Respect the property of others

5.11 With adults; students should

- Show respect
- Use good manners and polite greetings
- Act on requests made by staff
- Listen to and follow instructions

5.12 With visitors; students should

- Show respect – greet visitors in classes or in the corridors with the traditional 'Wai'
- Let teachers talk to visitors without interruption

6 Dealing with Inappropriate Behaviour

At Bloomsbury International School we are fortunate there is very little inappropriate behaviour and it is not of a serious nature. The school will always at times try to reassure students it is the behaviour and not the individual that is dislike or unacceptable.

6.1 Levels of misdemeanours and sanctions

Examples of misdemeanours are provided in Appendix A of this policy. The list is by no means exhaustive and will be update as new misdemeanors occur. Repetition of the same type of behaviour, lying about misbehavior and failing to comply with instructions when challenged over misbehavior will raise the level. Mitigating circumstances may reduce the level. Raising or lowering the level is at the discretion of either the member of staff dealing with the behaviour or for more serious incidents at the discretion of the Head Teacher.

Sanctions are in place for students who do not behave as well as we expect and who do not follow the standards set out in the policy for behaviour. By design the sanctions vary and according to the nature of the incident. Most instances of poor behaviour are relatively minor and can be dealt with using minor sanctions. Staff must ensure that the sanction is appropriately leveled in proportion to the misdemeanour.

It is likely that most of the misdemeanours and incidents may be dealt with by the Form Teacher or Class Teacher. It is at their discretion as to which sanction is appropriate but also whether it is necessary, in the case of repeated or serious incidents, whether a member of the Senior Management Team is needed to deal with the misdemeanour.

A school incident form is available to record incidents involving unacceptable behaviour. This should be completed by the teacher witnessing or being made aware of the incident and given to the Head of Curriculum or Primary Coordinator.

The following table illustrates the sanctions available to the member of staff:

Level	Available Sanction (s)	Record
Form Teacher	<ul style="list-style-type: none"> • Reprimand • Move the student away from others • Note in the homework diary • Confiscation of prohibited item. • Informal communication with parent (e.g. after school)* 	<ul style="list-style-type: none"> • Detention recorded in homework diary (Secondary students only). • Email sent to parent. • Record in student pastoral file
Subject/Class Teacher	<ul style="list-style-type: none"> • Recommend putting on report • Removal of free time (lunch or break) • Referral to SLT 	
Head Of Curriculum or Primary Coordinator	<ul style="list-style-type: none"> • All of the above • Place on report or contract • Parental phone call or formal meeting • Detention 	<ul style="list-style-type: none"> • Detention letters sent home with reply slip • Record in student pastoral file • Report card logged in student file
Head of School	<ul style="list-style-type: none"> • All of the above • In-School Suspension • External suspension • Detention 	<ul style="list-style-type: none"> • Record of parental contact – placed in student file

6.2 In Dealing with inappropriate behaviour, staff will

- Listen to problems at all times and investigate where necessary
- Show patience and avoid shouting in anger
- Gain attention verbally
- Model good manners and positive language – use language to emphasise what we do want
- Not use negative labels with students – e.g. you are a bully – it is the behaviour that is wrong
- Never use sarcasm
- **Complete an incident form where appropriate.**

6.3 Communication and Parental Partnership

Bloomsbury International School will communicate this policy to students, parents and staff. Where behaviour is causing a concern, parents will be informed at an early stage to discuss the situation. Plans of action will be devised through these initial parental communications. Clear deadlines for the review of any agreed actions will always be set. Form Tutors are the key professional in this process of communication. They are initially responsible for student's welfare. Form Tutors should be kept informed of issues if they arise outside of their interaction with students during the school day. Early warnings of concerns, when communicated can allow strategies to be developed without more formal steps being required. It is also crucial that positive partnerships with parents are maintained in developing a common approach to behaviour expectations.

6.4 Searching Students for Items

The School reserves the right to search a student and their possession for any items that the school considers should not be in school or are suspected to have been taken without permission. The school can insist that the student will:

- Produce any such items in their possession or placed elsewhere in the school
- Turn out the contents of their bags, pockets, coats etc.

Lockers can be searched for any item at any time. The student should be present wherever possible.

Appendix A

Behaviour with fixed sanctions

Behaviour	Sanction
<p>Use of mobile phones outside the permitted times and places.</p> <p>Primary school children are not permitted phones at school.</p>	<p>Confiscation (phone to be given to Head of Boarding 1st offence 3 clear days. 2nd offence 7 clear days, 3rd offence whole term, letter to parents and banned from bringing phone to school.</p>
<p>Eating or drinking in the classroom (other than water)</p>	<p>Item(s) disposed of immediately. Student must report to their tutor at break time and be given 'clear up' duty as punishment if a warning has already been issued.</p>
<p>Failing to adhere to the school dress code</p>	<p>Primary: The tutor should contact the parent for assistance in correcting the student.</p> <p>Secondary: A school detention, organised by the tutor. Persistent offences will result in a meeting with the headteacher.</p>
<p>Punctuality – Lateness to class – up to 5 minutes late, without valid excuse</p>	<p>Primary: Tutors should contact the parent</p> <p>Secondary: A warning should be given to student.</p> <p>Teachers should record all incidents of lateness in their own records.</p> <p>Persistent lateness will result in the student seeing the headteacher.</p>
<p>Punctuality- Lateness – over 5 minutes late, without valid excuse.</p>	<p>Secondary: This will be called 'unauthorised absence'.</p> <p>Teachers should record all incidents of lateness and report the matter to the tutor and Head of Curriculum or Primary Coordinator..</p> <p>Primary: Tutors should contact the parent.</p>
<p>Unauthorised absence</p>	<p>Unauthorised absence from class, check-in or other obligatory activity. On arrival the student must be sent immediately to the Headteacher.</p>

b. Low level disruption (Level 1)

Behaviour	Sanction
Lack of concentration	The teacher is expected to manage these types of disruption in a professional, fair and consistent way. Persistent incidents should be reported to the tutor and Head of Curriculum or Primary Coordinator
Chatting in lessons	
Poor organisational skills	
Speaking a language to the exclusion of others in the classroom	

c. Medium level disruption (Level 2)

Behaviour	Sanction
Important homework or coursework deadlines missed	The teacher is expected to manage these types of disruption in a professional, fair and consistent way. Missed coursework deadlines may have serious implications for external examinations. Rudeness or lack of respect for teachers should be reported immediately to the headteacher. School detention may be appropriate for some of these offences. Persistent incidents should be reported to the tutor and Headteacher.
Repeatedly missed homework	
Poor attitude to learning	
Homework is rushed	
Classwork is incomplete	
Back chat/rudeness/bad language	
Non-reply to school communications	
Refusal to co-operate	
Plagiarism (see below)	

School detention applies to secondary students only and is held on Fridays after school. A member of SLT will supervise this. Parents need to be informed of the reason and date as early as possible.

For serious offences, the student may be required to attend an immediate meeting with the headteacher.

d. Serious incidents (level 3)

Behaviour	Sanctions
Failure to respond to support to correct unacceptable behaviour.	<p>An incident form must be completed for each of these offences.</p> <p>These serious incidents will result in the student being required to attend a meeting with the headteacher or a Disciplinary hearing.</p>
Sexual activity.	
Plagiarism or cheating involving external examinations	
Bullying / harassment / intimidation	
Racism	
Theft	
Weapons in school	
Violence	
Alcohol / drugs misuse	
Leaving the campus or boarding house without authorisation.	

e. Plagiarism / Academic Malpractice

Academic honesty is a fundamental part of a student's respect for the rules and values that they represent.

Although the school policy is to discourage academic malpractice, a clear set of sanctions is in place. These are as follows:

Types of malpractice	Sanction
Allowing other students to copy your work.	A zero grade for the work for both students.
Fabrication or falsification of data	A zero grade for the work.
Collusion, where a piece of work prepared by more than one person is represented as if it were the Students own.	
Duplication of the same or almost identical work for more than one course.	

In addition, should academic malpractice occur for examination pieces, the school will inform the examination board. This could result in the student failing all his/her exams, not just in the subject concerned. The student will also be required to attend a disciplinary hearing.

Disciplinary Hearing

The Disciplinary Board consists of the Headteacher, Head of Curriculum, Head of Boarding (if appropriate), tutor and teachers of the student where appropriate. Parents will be invited to attend.

The decisions made will be taken from the list below depending on the circumstances of each case:

a. Formal Verbal Warnings

These are given to a student by the Headteacher as a warning for first offences of a less serious nature. Although this is warning is verbal, a letter will be written to the student and their parents and a copy will be placed on the student's file.

b. Formal Written Warning

This will be issued by the Headteacher for repeated minor offences or for a first significant offence. It may follow a verbal warning or may be given without a previous warning. This written warning is given to the student and their parent or guardian and a copy will be placed on the student's file.

Targets and/or an appropriate course of remedial action (e.g. being placed on 'report') will be decided upon and made clear to the student. Action may include an amendment to the programme of study.

The details of the meeting and of the student's responsibilities will be communicated in writing to the student and to their parent or guardian and a copy will be placed on the student's file.

c. Suspension

Parents have to remove their child from the school for a period of time determined by the Board. A record of the sanction will be placed on the student's file. The school may also operate an internal suspension, where the student is isolated and required to complete academic tasks.

d. Expulsion

Regrettably, this may be the final sanction for students who have committed serious offences listed above.

In the event of an expulsion, there is no appeal and parents are expected to remove their child within 12 hours of the decision being made. There will be no refund of fees.

Appendix B

Anti Bullying Policy 2016-17

Definition

Bullying is the deliberate and conscious kind of behaviour causing an individual to feel uncomfortable or threatened. This may take the form of racial, religious, cultural, sexual/sexist, homophobic, disability, physical abuse including threatening behaviour or extortion and or cyber (mobile phones etc) in origin.

Aim

Our key strategy will always be prevention, by teaching pupils that everyone in our school has the right to feel safe, happy and respected, and that bullying of any kind will not be tolerated. The School believes there is no situation where bullying is acceptable.

Teachers should be diligent in classrooms and around schools to the signs of bullying and report any concerns to the tutor and Headteacher

We aim to encourage positive support from within the school, encouraging pupils to realise that they do not have to tolerate bullying and should inform others if they are being bullied. All pupils should be confident in the knowledge that they will be listened to and believed, and that action will be taken. This action will be prompt and sensitive to their concerns.

Objectives

- All teachers, non-teaching staff, parents and pupils have an understanding of what bullying is.
- All teachers and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

There are three main types of bullying:-

- Emotional e.g. actively excluding pupils, tormenting, spreading rumours, gesturing.
- Physical e.g. hitting, kicking, punching, taking or hiding belongings, damaging property.
- Verbal e.g. name calling, teasing, insulting, writing unkind notes, threatening.

Cyber Bullying

Cyber bullying is perpetrated via a technological medium, e.g. the internet or mobile phone. It can be an extension of 'face to face' bullying, with technology providing the bully with another route to harass their target. However, it differs in several ways from other kinds of bullying because of *the invasion of home and personal space and the size of the audience*. It takes different forms;

- threats and intimidation
- harassment
- cyber stalking e.g. repeatedly sending unwanted texts, defamation

- exclusion or peer rejection
- impersonation
- circulation of private information or images and manipulation

Cyber bullying is deliberate and aggressive. Although it leaves no visible scars, cyber bullying is extremely destructive. What is more, bullies can reach a much wider number within a peer group than they can with conventional bullying. Vindictive comments posted on the website, for instance, can be seen by a larger audience, as can video clips sent by mobile phones.

Children are less likely to report the problem through fear of having their Internet access or phone removed. Parents need to be informed of what is happening to their child or what their child are doing. Research into cyber bullying indicates that it is a feature of many young people's lives. It can affect members of staff and other adults, as staff can be ridiculed, threatened and otherwise abused by pupils.

The School is committed to protecting pupils and staff from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. The School takes reasonable steps to control and monitor the use of the internet and other electronic means of communication.

The School's Internet Usage Policy defines what constitutes safe and acceptable use of the internet and any other electronic and digital services to which pupils have access whether or not provided by the school identifies clearly what pupils are and are not allowed to do in the digital environment provides clear information and guidance about how to be safe in the digital environment.

Students and parents are expected to confirm their agreement to adhere to the policy at the start of the academic year.

Cyber bullying, like all other forms of bullying, should be taken very seriously. It is never acceptable.

Strategies in place

- All staff are aware that it is their responsibility to uphold and implement the anti-bullying policy.
- Pupils are encouraged to talk to peers, upper school students and teachers who can then feedback to tutors or the headteacher.
- All pupils will undergo training into the effects of bullying in the PSHE Schemes of Work/Tutorial programme.
- Senior Leadership, teachers and pupil tutor groups will address the issue of bullying through the assembly programme.
- Annually anti bullying topics will be covered with staff.
- Bullying is one of the more serious breaches of the school rules and students who have been proven to be involved will be sanctioned according to the school's Behaviour policy.

Tutor Guidelines (Headteacher to support)

The Victim

- Listen to and reassure the victim that the school will do everything to help them.
- Believe them and give them the confidence to tell you exactly what happened.
- Don't promise to keep anything secret.
- Inform the victim that bullies feed on fear. Don't show that fear, or take personal revenge.
- The victim should be reassured that it is not their fault, and that this has happened to others. There is nothing wrong with them
- Give continued support to the victim and check at later dates to see that bullying is not reoccurring
- Encourage the victim to talk to someone they trust for support.
- If this occurs in the boarding house and the bully is the students roommate contact the Head of Boarding immediately. New accommodation may be required based on the seriousness of the incident.

The Bully

- Make the bully aware that their behaviour is unacceptable.
- Explain clearly and precisely what behaviour is causing distress to the victim.
- Discuss the difference between assertive and aggressive behaviour.
- Make the bully aware of the consequences if bullying continues.
- Discuss ways by which the bully must change their behaviour.
- Monitor the bully's behaviour over the next few weeks.
- Whatever the cause, bullying is usually a signal that the bully also needs help.

What to do in the case of alleged bullying:

1. The victim should report to any adult or peer he or she feels comfortable talking to. This person will then inform the tutor or a senior member of staff if the tutor is not available.
2. Record the victim's account on paper in isolation and those of witnesses. If the child is too young or does not have the English language skills, the child can write in Thai or a teacher can record a verbal statement.
3. The alleged bully (ies) should also be interviewed in isolation and record the account on paper. Recording as in 2.
4. The tutor or senior member of staff will contact the parents of both parties should there be enough evidence to indicate that bullying has taken place.
5. The victim will need to be supported by the tutor. In some cases strategies to separate and monitor the students will need to be implemented.
6. The bully (ies) will face a hearing at the earliest opportunity.
7. Copies of letters with the school's decision will be sent to the parents and tutors concerned.