



Self regulation, Behaviour, Rewards and Sanctions Policy

1 Aims

- To develop a caring, considerate and kind school community through positive behaviour management.
- To make sure that teaching is of the highest quality to ensure good behaviour.
- To ensure that every student is able to benefit from and make a full contribution to the life of the school.
- To ensure that teachers feel supported in managing unkind or disruptive behaviour.
- To ensure that students have clear boundaries and a hierarchy of sanctions so that they understand the consequences of their actions and see the system as fair and supportive.

This policy sets the standards and rules of behaviour for students attending King's Bangkok. It outlines the rewards used to encourage good behaviour and the sanctions adopted in the event of any misbehaviour. The policy underpins the strong pastoral ethos of the school and aims to foster a caring and kind school community. All students are encouraged to behave in a manner which does themselves and the school credit. They should be polite, helpful and considerate, showing sensitivity towards each other and respect to all members of staff. High standards are expected and insisted upon, not only on the school site, but also on trips and visits.

The school works in partnership with parents to ensure that good behaviour is upheld. Parents are invited to workshops and meetings during the course of the year, as well being provided with school information on expected behaviour and pupil well-being via the website and school publications. Teachers will meet with a parent to address a strategy for any required improvement in student behaviour. From time to time, the school recognises that it may be required to work with external agencies to assess the needs of students who display continuous disruptive behaviour.

2 Rewards

The school recognises the importance of praise and rewards in promoting good behaviour. Such behaviour is acknowledged formally and informally as well as through school publications such as newsletters. Rewards may take the following forms:

2.1 House points (Year 1-6)

Class dojo is a means of continual positive behaviour management. Class dojo is used within the classroom only, parents are not invited to join as we share rewards through see-saw. Dojo points can be given in class, specialists lessons, in the playground, the dining hall or anywhere in school. Dojo points should be given for students who display our values of good manners, kindness and wisdom, for working hard or for excellent individual achievement academically, in sport, music, drama, ECAs etc. Ten dojo points equates to 1 house point. More than one dojo point can be awarded for a single thing.



Some examples of acts worthy of a dojo points include:

- using English at recreation time when it is not the first language;
- helping a peer who is in need during class or lunch;
- helping clear up above and beyond what would normally be expected;
- a spontaneous act of kindness, such as making a card for a classmate to cheer them up;
- helping a school visitor who is lost;
- helping at a school function outside of school hours;
- showing proactivity and helpfulness to help the class in a lesson; and
- showing leadership to help others.

House points are placed on SchoolBase at the end of every half term and the class dojo points are put back to zero to enable children to feel they have a new chance to succeed. The total number of house points earned by each house is counted each half term and students are told of their house's progress in an assembly at the end of the half term. A house cup is presented each year for house points.

2.2 Assembly Certificates and Prizes

Certificates are given out weekly in assemblies to 2 children per class for displaying the school values, doing their best work, showing an improvement in any area. These are not just about excellent academic achievement.

Prizes are awarded for all-round excellence, going above and beyond our expectations when displaying school values and for effort in a wide range of school activities. Such prizes are presented during assemblies.

2.3 Colours (Year 9 upwards)

Colours are awarded to recognise a student's ability, loyalty or service to an aspect of school life. These can take the form of ties for the boys and badges for the girls. Younger students are also able to gain house ties once they have achieved a number of house points.

2.4 The Headmaster's Medal

The medal is awarded to students who the school feels have been exceptional ambassadors for the school values.

2.5 Positions of responsibility

Please refer to the Student Leadership Policy.



2.6 Merits and golden merits (Year 7 upwards, replacing house points)

Merits and golden merits celebrate effort and/or excellence in a student's work; they might also recognise a praiseworthy act in any area of school life. Merits are recorded and students achieving a high number in a term will have a letter sent home by their head of house or a member of the senior leadership team detailing their achievements.

3 Sanctions

All teachers are encouraged to manage behaviour themselves using verbal and non-verbal warnings and to focus on positive behaviour management techniques. Sanctions should only be used after we have tried to focus the student using normal classroom strategies.

Sanctions encourage students to consider what went wrong and how to avoid making such mistakes in the future. All students must be aware that involvement in drugs, theft, violence or bullying will be addressed with the most serious sanctions.

Teaching staff should be aware of the educational needs of each student and make sure that reasonable adjustments are made in the case of a student with special educational needs.

Furthermore, the sanction should not breach any other legislation in respect of disability, race, religion or other equalities and human rights.

Where a student fails to exert his/her will or use his/her judgement appropriately, it sometimes becomes necessary to use a sanction as outlined in the table below. Formal sanctions should not be issued without the student being made aware of the reason for the sanction. They are then entered on Schoolbase by the teacher issuing the sanction.

Persistent poor behaviour or a serious misdemeanor often indicates that there is an underlying problem and strategies are put in place to monitor and support the student with involvement from parents.



Primary School Sanction	Reason	Given by
Behaviour modification support (eg reminders on the wall / positive reinforcement, zones of regulation, cards)	Continued unsatisfactory work or behaviour	The form tutor with the knowledge of a senior member of staff
Formal report card individual - to reflect themselves, not for the teacher to 'score' (Students are given a report card. This must be signed by the teacher after every lesson and feedback is given by the teacher if the student has not met the expected standards.) The report card is taken home to show parents.	Chronic poor organisation, behaviour or achievement	The form tutor or a senior member of staff
After school detention, Year 3 upwards (Parents are told by email, with the appropriate senior leader CC'd, that the student will be kept for an hour after school on a Friday, supervised by a senior member of staff. Parents are given at least 24 hours' notice.)	Consistently unsatisfactory behaviour or work, usually given if it continues after behaviour modification support. A one off serious incident.	The form tutor and a senior member of staff
Internal suspension	Serious misbehaviour	Senior leaders
External suspension	Very serious misbehaviour	The Headmaster
Recommendation to withdraw from school	Very serious misbehaviour or repeated serious misdemeanours	The Headmaster



Senior school rewards and sanctions

Rewards

1. Weekly award in assembly for significant act worthy of reward, nominated by teachers. One per week. (non-academic)
2. Merits for outstanding work (academic)
3. End of term Head of House commendations for contribution to the school community
4. Headmaster's medal for academic achievement and progress at end of term

Sanctions

1. Teachers are encouraged to work with children in lessons to ensure they catch up on missing work and complete assigned tasks.
2. Supervision is not a first resort in helping deal with missing work / poor behaviour
3. If teachers feel that there is a consistent disregard for deadlines or serious misbehaviour they can place students in supervision. When doing so they must:
 - Always explain face to face to the pupil why this has been sanctioned
 - Add the sanction on the school's system
 - Email the tutor and Deputy Head (Senior School) with details of work missed and what work should be done in the supervision (including additional tasks to homework in case it has been completed)
 - In cases of misbehaviour, pupils will be asked to reflect on their actions. Task to be agreed in conjunction with tutor.
 - If the tutor sees a pattern, the parents should be notified sooner rather than later. As a Supervision will be from 6.30-7.30am on a Wednesday morning with a member of senior staff allowing for multiple supervisions to be served on one day if necessary. rule of thumb, after 3 punishments, students' parents should be contacted
 - Supervisions are 30 minutes in length
4. If a student is struggling with their workload, organisation or behaviour, then they should receive a tailored report card with opportunities for self-reflection and clear targets for development
5. If more serious offences are committed, then the matter will be referred to the SLT to consider additional sanctions and possible suspensions as per the table above



4 Consistency and fairness

The school seeks to achieve consistency and fairness in the awarding of rewards and sanctions by:

- recording and reviewing (by the SLT) the reasons for each being given;
- advising and training colleagues on best practices; and
- listening to the student voice through forums and the school council.

5 Safeguarding

Staff should be aware that poor behaviour could be a sign of a wider safeguarding concern. For example, the student's actions may demonstrate that some of their needs are not being met and this may merit further investigation. Alternatively, some behavioural issues may have safeguarding implications for other students, for example, in the case of bullying or peer-on-peer abuse. In both respects, staff should be particularly mindful of students with special educational needs.

Any safeguarding concerns should be reported to the DSL in accordance with the Safeguarding Policy and the procedures set out in that policy should be followed.

6 Dress code

School uniform should be worn at all times, including the school swimming kit for swimming. Please refer to the uniform policy.

The rules regarding uniform at King's Bangkok have clear aims: the maintenance of consistent standards across the community which give positive self-image through appropriately smart standards of dress. As is befitting of their seniority in the school, sixth form students are afforded a greater degree of individuality and freedom in their attire but as role models for the community, they are expected to maintain the same high standards of dress and to be well presented at all times.

The school acknowledges that parents may, from time to time, request variations to the school's dress code due to religious belief, race, disability or on medical grounds. Any such requests will always be given careful consideration on a case-by-case basis.

7 Lost property

All personal property should be clearly named. Ideally, valuable items should not be brought into school.



8 Absence

Telephone absence line: +66 2 295 4499

When a student is absent from school because of illness or emergency, parents are requested to phone the school on the above number at the earliest opportunity and, in any event, no later than 07:45 on the first day of absence and on any subsequent days.

Leave of absence for medical and dental appointments may be granted by the form teacher, but requests must be made in advance. Permission to attend university open days, interviews, driving tests or any other reasons must be sought in advance from the deputy head (senior school), the head of Early Years (for students in pre-nursery to Reception) or the Head of Primary (for students in Year 1 to Year 6) should be sought well in advance (this includes requests concerning sports fixtures). It should be borne in mind that, while parents may explain absence, only the school may authorise it.

9 Late arrival and leaving the site

Students are registered as late if they are not seen by their form teacher in their form room during registration at 7:50.

The main entrance to the school is locked to students' cards before 7:00 and after 7:50. Students of all ages arriving at school after 7:50 must sign in at the reception. Students leaving early with permission must sign out at the reception. It is essential that they sign out to ensure we have an updated list in case of fire alarms.

Senior school students must arrive to register by 7.30am. If they arrive between 7.30 and 7.40 they should head to their form room where they will be marked as L (late), If they arrive after 7.40 they will be marked as U (Late after registration). They should then head straight to their form room, tutor group, assembly or first lesson depending on where they should be. If they arrive after 7.40 they must sign in at reception.

10 Communication with parents

The school will seek to work constructively with parents to understand, support and address the behaviour of students.



Appendix 1: Expectations for behaviour on school buses

- Students should remain seated with their seatbelts fastened from boarding the bus until the bus has come to a standstill at school/their home stop.
- Students should not use bad language at any time.
- Students must not take other students' belongings, throw things around the bus, shout or deliberately annoy other students.
- Students should be courteous and considerate to the driver and to other students on the bus. Unkind behaviour or bullying is not acceptable.
- It is expected that older students take some responsibility for younger students, helping if there are any difficulties and alerting the driver or a member of staff of any concerns.
- Students should be considerate and courteous to members of the general public.
- If students leave the bus while it is waiting to depart (eg. to collect a forgotten bag), they must let the driver know in order to avoid the bus departing without them.
- Any concerns regarding the behaviour of students on school buses should be reported to the school.

Appendix 2: Expectations for behaviour in classrooms and lessons

1 Classroom standards

The standards typically expected of students at King's Bangkok are set out below. Staff should always consider the type of lesson, the dynamic of the class and the age of students when determining the applications of these guidelines, but it is expected that these standards should be adopted consistently to enable students to develop a clear understanding of how they should behave in and around lessons.

Learning is the key priority for students at King's Bangkok, and the behaviour of students in lessons must allow all of them to coexist in a positive environment without being disrupted.

2 Start of lesson

- Students should be punctual and appropriately dressed. Where necessary, staff should ensure that students correct their uniform at the start of the lesson.
- Seating arrangements are decided by the member of staff.
- Students should be instructed, if they haven't already, to get all necessary equipment ready immediately after the teacher arrives. The correct equipment should be brought to the lesson.



3 Work ethic

- Instructions from staff should be obeyed promptly and accurately.
- Students should engage fully with the tasks set.
- All students should be encouraged to contribute to a lesson.
- Homework tasks and their due dates should be written down by all students in their planners/home-school book. Missing homework should be followed up in all cases.
- Students must take responsibility for academic honesty and be aware of the school's policy on this.

4 Expectations of behaviour

An appropriate level of noise should be maintained at all times, with silence if requested:

- Students should not talk when a member of staff is talking or when another student is making a contribution to the lesson.
- Students should raise their hand, when appropriate, to make a contribution without shouting out.
- Students may not mock or criticise others and should respect and listen to their contributions.

5 End of lesson

- Students should be directed to check that the classroom is tidy and free of litter.
- Desks should be arranged neatly and chairs should be tucked under tables.
- Uniform should be checked again.
- Students should pack up their equipment promptly and leave the room quietly when dismissed.

6 Behaviour around school

- Students are expected to make their way between lessons quickly and quietly.
- Staff moving around the school between lessons should intervene where necessary to ensure good order.
- When staff see behaviour around the school that is not respectful, appropriate, empathetic or generous, they should stop and explain to the students why this is not acceptable.
- Walk up the stairs on the left hand side, two rows after lunch and break, left and right hand side in a line
- Hold Ipads in both hands and turned off
- Let visitors and adults pass, do not push in front of them



7 KSI Break times

Lining up :

- Ring the first bell 3 minutes before the end of break
- Children freeze
- Pack equipment away
- When nearly ready, ring second bell for children to be silent
- All staff supporting, not talking
- Bell ringer dismisses classes, best first,
- Dojos for best class

8 KS 2 Break times

- All equipment should be picked up on first bell ring
- Silence on second bell ring

8.1 Senior school break times

- Students are expected to make their way to their lessons independently ready for the start of class after break or lunch.,

9 Assembly

- Formal in all respects
- Students always blazer
- Consistency - staff not talking, children not talking
- Clap once for quiet
- Students and staff enter and leave in silence
- Music to start assembly
- Staff to be with classes
- Something to think about on screen

10 Lunch time



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- Staff sit with their classes two days a week class teachers, three days ATs.
- If tables are in groups of 3, staff must sit in groups of 3 too
- Healthy eating, teachers and ATs responsible for this
- Tables shouldn't have anything left on them
- Chairs should be pushed in
- Eating seated

All policies are reviewed regularly and are subject to change.