



KING'S COLLEGE INTERNATIONAL SCHOOL

BANGKOK

Reference number	PC04	Policy name	Promotion of Good Behaviour Policy: Early Years, Primary School and Senior School
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Person(s) responsible	Alys Leighton-Rahman, Jerome Marshall, Matthew Gibson	Date of next review	August 2026
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Vision, mission and values	<p>Mission To produce well-rounded, academically successful, happy young men and women.</p> <p>Vision To engage, inspire and extend our students, our staff and the wider community.</p> <p>Values To create a community where everyone mirrors our values of good manners, kindness and wisdom.</p>
Purpose	<p>At King's College, Bangkok we expect high standards of behaviour throughout; the children are encouraged, from the very beginning of their school life, to be good mannered and kind. Staff respond predictably, promptly and assertively, empowering all students to feel safe, happy and able to reach their full potential.</p> <p>As a school we recognise that children flourish when their personal, social and emotional needs are met and there are clear and developmentally appropriate expectations for their behaviour. Children need to be taught how to consider the feelings and rights of others and the impact that their behaviour has on the world around them; this requires explicit teaching, support, encouragement and modelling.</p> <p>This policy is informed by DfE non-statutory guidance Behaviour in Schools (2022) and covers all stages in the school.</p>

Approved by	SLT	Date	08/11/2023
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Section 1: Roles and Responsibilities

We are creating a community where every child and adult mirrors our school values of kindness, good manners and wisdom. In order to do this, every adult has a role to play and responsibilities to uphold:

1.1 Senior Leadership Team

The Executive Principal has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of students, determine the school rules, rewards and sanctions. The Executive Principal, together with the Senior Leadership Team, will help to create a culture of respect by making explicit and reinforcing the desired standards of behaviour and by supporting their staff's authority to sanction disruptive behaviour, and the students who exhibit such behaviour, ensuring that this happens fairly and consistently across the school.

The members of staff with day-to-day responsibility for behaviour management are:

Early Years	Head of Early Years	Raj Ladva
Primary School	Deputy Head of Primary School	Jerome Marshall
Senior School	Deputy Head (Senior School)	Matthew Gibson

These staff are responsible for:

- Modelling positive behaviours by living and breathing our school values of good manners, kindness and wisdom
- Regular review of sanctions, bullying and complaints logs
- Regular review and triangulation of information from teachers, parents and student surveys
- Collaborating with the Learning Enrichment team to ensure appropriate plans are in place for students with additional needs
- Reporting concerns to the relevant Director of Safeguarding or Deputy Designated Safeguarding Lead
- Providing training to staff
- Ensuring that all 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

1.2 All school staff

All staff understand that:

- Inappropriate behaviour is a form of communication
- Each student is deserving of respect and dignity
- Shouting or using raised voices is inappropriate and must be avoided unless absolutely necessary (raised voices may be necessary when addressing a large group or to prevent a child from harming themselves or others).



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All staff have a responsibility to:

- Model positive behaviours; living and breathing our school values of good manners, kindness and wisdom
- Provide a safe and welcoming environment
- Support each child in developing a sense of belonging to a group, so they feel valued and welcome
- Place the emphasis on learning and teaching
- Ensure that teaching is of the highest quality and enables excellent behaviour for learning
- Ensure there are enough resources and sufficient activities available for the children so they are meaningfully occupied to avoid unnecessary conflicts
- Ensure students follow the King's Bangkok commitments during lessons and around the school
- Recognise, praise and reward appropriate behaviour
- React predictably, promptly and assertively in the event of inappropriate behaviour
- Report inappropriate behaviour to the child's Form Tutor
- Record inappropriate behaviour on a CPOMS secure note
- Take responsibility for any misbehaviour initially
- Seeking support and advice, when required
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances and the individual needs and circumstances of the student

1.3 Tutor

Tutors are pastoral leads; tutors are the Class Teacher for students from Pre-nursery to Year 6 and a designated House Tutor for Senior students. Tutors are responsible for:

- Engendering in all students a sense of belonging to the school and a feeling of self worth within it
- Supporting every child to express their feelings and facilitate their understanding of events
- Nurturing a feeling, in our children, of respect towards all members of staff and peers
- Triangulating information and data from teachers, students and parents to notice patterns of behaviour and attempt to determine the function of behaviour
- Ensuring early intervention in cases where behaviour falls below the expected standard
- Working in partnership with parents and guardians
- Tutors review Steer data and formulate action plans in conjunction with the heads of house

1.4 Heads of Year, Heads of Section and Heads of House

In EY and Primary, Heads of Year are responsible for:

- Leading by example and living the school's values and commitments
- Communicating the King's Bangkok commitments to parents at the beginning of the year
- Leading Year group assemblies (in Primary) based on the King's Bangkok commitments and school values
- Supporting the Form Tutors in their Year group to reinforce positive behaviour



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- Leading reflection sessions (in Primary)
- Supporting staff in parental meetings where necessary and ensuring these are recorded on CPOMS
- Having an overview of rewards and sanctions to ensure consistency in the year group

In senior school, the heads of house are responsible for

- Leading by example and living the school's values and commitments
- Leading House assemblies based on the King's Bangkok commitments and school values
- Supporting the tutors in their house to reinforce positive behaviour
- Leading reflection sessions on Friday mornings (06:30-07:00)
- Supporting staff in parental meetings where necessary and ensuring these are recorded on CPOMS
- Having an overview of rewards and sanctions within the house, making sure the charters are applied fairly and rigorously.

In senior school, the heads of section are responsible for

- Leading by example and living the school's values and commitments
- Leading cohort assemblies based on the King's Bangkok commitments and school values
- Leading reflection sessions
- Supporting staff in parental meetings where necessary and ensuring these are recorded on CPOMS
- Having an overview of rewards and sanctions within their cohort, making sure the charters are applied fairly and rigorously.

1.5 Parents as partners

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 student well-being via the website and school publications. Form Tutors or Heads of House will meet with a parent to address a strategy for any required improvement in student behaviour. The school will follow the processes set out below. If behaviour does not improve, the Head of School will be invited to meet. If required, the Executive Principal will then request a meeting to address next steps.

Section 2: Reasonable adjustments

"Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Sanctions in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this."

The UN Convention on the Rights of the Child, Article 28 (right to education)



The UK Equalities Act 2010 provides the school guidance on our duties in respect of safeguarding and SEND. All rewards and sanctions must be applied fairly and consistently and in accordance with the school's students with SEND Policy. For further information, please see the Learning Enrichment policy: Policies

2.1 Equalities Statement

The school considers the protected characteristics of children when assessing the impact of behaviour and sanctions on the perpetrator and victim. The protected characteristics are:

- Age
- Disability (including neurodivergence and mental health)
- Gender affirming processes
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Section 3: Expectations

We are one school with shared values and shared expectations which are applied consistently through school. We recognise positive, consistent language as crucial in supporting children's decisions and personal, social and emotional development.

3.1 The 'King's Bangkok Commitments'

The King's Bangkok Commitment charter is founded on the six commitments below: The commitments are consistent all the way through the school from Pre-nursery to Year 12 although how they are interpreted and communicated will vary according to the different sections.

Our 6 commitments

Physical behaviour

Early Years

- We use gentle hands.
- We keep our hands to ourselves.
- We keep everyone safe.

Primary

- We use gentle hands.
- We keep our hands to ourselves.
- We keep everyone safe.
- We respect the personal space of others.



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Senior We respect the personal space of others.

Moving around school

Early Years

We use our walking feet inside.
If we want to run around we wait until we are outside and it is safe.

We stay with our school adults when walking around the school.
We walk in a line.
We walk safely with our class.
We keep up with the person in front.

Primary

We use our walking feet inside.
We walk up the stairs on the left hand side
We walk sensibly and safely around school.
We let visitors and adults pass, we do not push in front of them.
We (KS2) hold devices in both hands and turned off.

Senior

We move between lessons quickly and quietly.
We walk up the stairs on the left hand side.
We hold devices in both hands and turned off.
We let visitors and adults pass, we do not push in front of them.

Shared language

Early Years Our shared language is English.

Primary Our shared language is English.

Senior Our shared language is English.

Kind words

Early Years

We use kind words.
We use an inside voice.

Primary

We use kind words.
We speak at an appropriate volume.

Senior We speak calmly and thoughtfully to everyone in our community.

Wise choices



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Early Years

We stop and think.
We think about our choices.
We make safe choices and kind choices.

Primary

We make wise choices.
We think before we act.
We do the right thing even when no one is looking.

Senior

We make choices to ensure everyone in the community feels safe. We think before we act; we make the right choices; we do the right thing even when no one is looking.

We are upstanders

Early Years

We ask for help if we see something unkind.
We ask for help if we see something unsafe.
We ask for help if someone is stopping learning.

Primary

We ask for help if we see something unkind.
We ask for help if we see something unsafe.
We ask for help if someone is stopping learning.
We stand up against unkind behaviour.

Senior

We lead by example. We stand up against unkind behaviour and any incidents of prejudice.

3.2 Shared routines and expectations

At King's College, Bangkok, we understand the importance of building clear, predictable routines and habits to reinforce the behaviours expected of all students and promote the values of the school. We acknowledge that any aspect of behaviour expected from students is more likely when made into a commonly understood and simple routine. Some of our shared routines are listed below:

Our shared routines

Assemblies

Early Years

- Students enter the hall with music playing and sit with their classes.
- Students sit with 1 adult from their class.
- Students are encouraged not to talk whilst waiting.

Primary

- Children enter and exit the Great Hall in silence
- Students and staff enter via designated entrances/exits
- Instrumental music as children enter and leave the hall
- Question for silent self-reflection on the screen for KS2



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Senior

- Designated seating for year groups/classes
- KS2 children wear their blazers
- Consistency - staff not talking, children not talking
- Staff to be with classes
- Sit quietly
- Formal in all respects
- Students always wear blazers
- Consistency - staff not talking, children not talking
- Designated seating for year groups/classes
- Clap once for quiet
- Students and staff enter and leave in silence via designated entrances/exits
- Music to start assembly
- Staff to be with classes
- Something to think about on screen
- We speak in English whether on the football pitch, in a queue and even when there is no member of staff present

Lining Up/moving around school

Early Years

Classrooms have visual aids to support lining up. A teacher always leads the line and, if possible, another member of staff will follow the line. Children walk in their line and the class must stay together. The teacher stops at regular intervals to ensure nobody is left behind.

KS1

At the end of KS1 playtimes, a whistle is blown by a teacher on duty which prompts the children to quickly walk indoors (without running) into the Bangkok building where they line up outside their classrooms, ready to be met by their class teacher or specialist.

KS2

At the end of KS2 playtimes, the teacher on duty blows the whistle once to signify it is time to line up (one year group will tidy play equipment according to a weekly rota). When a second whistle is blown, children are silent. Teachers and ATs will then lead their class line to their next lesson.

Senior

The senior school students line up quietly outside of D&T classes, science labs and the dining hall. No one pushes in and we all respect each other's personal space.

Dining hall

Early Years

In Pre-nursery, staff model manners such as saying "please" and "thank you". When Pre-nursery students have cleared their trays they play in the classroom and wait for their classmates.

In Nursery, staff encourage children to verbally say "please" and "thank you", when



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appropriate. When Nursery students have cleared their trays they can play on the roof whilst they wait for their classmates.

In Reception, it is expected children verbally say "please" and "thank you" to the staff serving them. When Reception students have cleared their trays they sit at their tables and talk quietly with their friends until their class is dismissed.

Primary

Children enter and exit the dining hall via the correct doorway. They line up outside the dining hall and wait to be invited in by the adult on duty.

Children always walk, carefully holding their lunch in two hands then sit down at their table until they have finished their lunch. They then tuck their chair in, tidy their plates and move to the playground. All children will be polite and respectful to the dining hall staff (saying please and thank you as a minimum expectation).

Senior

Years 7-13 sit quietly, always thank the catering staff and never exclude anyone on purpose. We queue quietly outside the dining hall and our classrooms and walk on the left.

Lessons - arrival and dismissal

Early Years

In the morning, children are encouraged to complete their morning routine as independently as suitable. Children remove their outdoor shoes, put their bags and water bottles away and complete their self-registration.

Each class has a consistent tidy up song.

At the end of the day, children collect as a class on the mat and sing a song together.

Primary

Children line up outside their classroom and show they are "ready to learn". The teacher then invites them into class where they will sit in their respective places.

At the end of a lesson, KS1 students will sit on the mat/stand behind their chairs "ready to leave". KS2 students will tuck their chairs under their tables and show that they are "ready to leave". The teacher will then invite children one by one or table by table to line up at the door.

Senior

Senior students enter every lesson ready to work, with a task to be getting on with. They leave the lesson quietly having tucked their chairs in and ensured their uniform is smart and appropriate.

3.3 Shared routines in Early Years

Due to the importance of embedding routines in Early Years, Heads of Year regularly collaborate with their year group teams to clarify expectations and then the Early Years Leadership Team discuss all routines across the school to ensure consistency in language and progression of skills. A working



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document, used as guidance for the team, is regularly edited by team members to record the expectations after discussion. 2023 EY Routines Map

3.4 Uniform

School uniform is worn at all times, including the school swimming kit for swimming. Please refer to the **Uniform Policy**. Policies

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, cultural heritage, disability or on medical grounds. Any such requests will always be given careful consideration on a case-by-case basis by the Head of School and Executive Principal.

3.5 Punctuality

Lateness is recorded on the registers to allow for patterns of behaviour to emerge. Form Tutors review for patterns and, if needed, speak to the student, contact parents or raise a concern with the Designated Safeguarding Lead, as appropriate. Please refer to the **Registration and Attendance Policy**. Policies

3.6 Promoting positive behaviour for learning

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment."

The UN Convention on the Rights of the Child, Article 29 (goals of education)

From the first morning of the new academic year, students are explicitly taught the King's Bangkok commitments, routines and expectations. All staff ensure that adequate time is given to practising routines and ensuring the children understand expectations, norms, rewards and sanctions.

In addition to explicitly teaching the King's Bangkok commitments and routines in class, positive behaviour is also taught and modelled through our PSHE curriculum, digital citizenship program, assemblies, parent workshops, behaviour of the week and communications.

In Early Years, students are taught to reflect on their emotions, their effect on others, and learn a conflict resolution script, see Appendix 3.

In Primary, students are also taught the Zones of Regulation curriculum, led by the LE team.

Section 4: Safeguarding



4.1 Safeguarding concerns

Staff are aware that dysregulated 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 child-on-child abuse. In both respects, staff are particularly mindful of students with special educational needs.

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

Serious behaviour breaches that constitute bullying or child on child abuse are referred to the ***Anti-bullying policy*** in conjunction with the ***Child Protection and Safeguarding policy***. Please see: Policies

4.2 Screening, searching and confiscation

The Executive Principal, or any member of staff authorised by the Executive Principal, may search a student or their possessions for any item with consent, and for any prohibited item or item banned by the school rules without consent.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Marijuana and hemp products
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes or e-cigarettes
- Volatile substances which can be inhaled for psychoactive effects such as NOS canisters
- Fireworks
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any other student or person
- Any item banned by the school rules

This process will follow the recommended UK DfE procedures with due consideration for the safety and welfare of all students and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk. In certain circumstances the police may be involved. Any search for a prohibited item will be recorded by the DSL and parents will be informed. As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item however found which they consider to pose a risk to staff or students or to be evidence in relation to an



offence. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

4.3 Unsubstantiated or malicious allegations against members of staff

If an allegation is shown to be deliberately invented, or malicious, the Executive Principal, Headteacher, or any other appropriate person will follow the steps outlined in our ***Child Protection and Safeguarding Policy***. Policies.

Section 5: Physical intervention

Physical intervention is only used as a last resort and on the principle of maximum care, minimum force for the minimum time. Staff use their judgement to decide if physical intervention is necessary and appropriate and must remain calm and measured, checking-in with themselves for any feelings of anxiety, frustration or distress and remove themselves from the situation, if needed.

Physical interventions are to be delivered:

- Safely
- Humanely
- With maximum dignity for students and adults

Select staff are trained in low-level Positive Handling techniques, however, any member of staff can intervene physically if it is necessary, reasonable, proportionate and in the student's best interest. In all cases a written record of the intervention will be made and reported to a member of the leadership team using the form found in *Appendix 5*.

5.1 Positive handling

Positive handling is the positive application of force with the intent to protect a child from harming themselves and others, or from causing damage to property.

In instances where a child needs regular positive handling, Form Tutors must ensure it is included in their Individual Support Plan (ISP) or Teacher-Action Plan (TAP) and agreed by their parents or guardians.

5.2 Intimate Care

In some instances, staff are required to provide intimate care to students. Nurses follow protocols outlined in the ***Medical Room Handbook***. Policies. If a 1:1 support staff member is required to provide intimate care, they will follow a child's EHCP. For further information in Early Years, please refer to the ***EYFS Intimate Care policy***. Policies.

5.3 Corporal punishment

In schools in Thailand, corporal punishment is against the law and must never be used or threatened.

The School considers corporal punishment a form of physical abuse and as such does not condone its use in the home. In Thai law, Article 1567(2) of the Civil and Commercial Code allows parents to impose 'reasonable' punishment for the purposes of disciplining their children, however, corporal



punishment has been shown by research to seriously damage a child's mental and physical health and affect their long-term development.

Section 6: Serious or repeated incidences of behaviour

Serious or repeated incidences of behaviour may result in weekend in-school reflections, off-timetable reflections, home-based reflections or recommendation to withdraw from the school. This will be led by the Head of School and Executive Principal and will be in line with the Parents Terms and Conditions. This section of the policy has been written with due consideration to *Rule Of The Ministry Of Education On Penalisation Of Pupils And Students, B.E. 2548 (2005)*, with a particular focus on clauses 5 - 10.



Appendix I: Rewards and Sanctions (Early Years)

<p>Staff do not use the terminology:</p> <ul style="list-style-type: none"> • Good/bad choice • Happy/sad choice • Green/red choice • Nice choice • Sensible choice <p>Instead choices are referred to as <u>kind</u>, <u>unkind</u>, <u>safe</u> or <u>unsafe</u>.</p>	<p>Staff do not:</p> <ul style="list-style-type: none"> • Shame or humiliate • Threaten or scare • Expect a child to say “sorry”/apologise • Display names publicly • Put names on systems such as traffic lights or weather clouds
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Appendix I.1 Rewards in Early Years

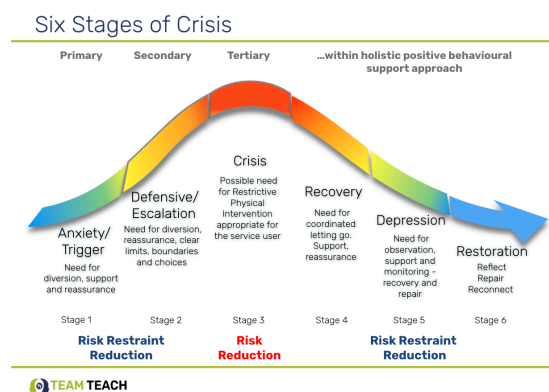
The school recognises the importance of praise and rewards in promoting good behaviour and effort. Such behaviour is acknowledged formally and informally as well as through school publications such as newsletters. Rewards are chosen to promote intrinsic motivation and may take the following forms:

- Non-verbal praise (for example, a thumbs up or smile)
- Verbal praise (for example, positive words praising a child's process or effort)
- Guided self-praise (for example, giving themselves a pat on the back)
- Peer or group praise (for example, in class, assembly)
- Sharing the news (for example, visiting the Head of Year or Senior Leaders)
- Whole class reward system (for example, marbles in a jar or stars on a whiteboard)
- Learning Leaves (Please see guidance and recording here)
- Individual reward charts may be used when needed

Rewards are never removed after being rewarded.

Appendix I.2 Sanctions in Early Years

The school recognises that behaviour is a form of communication. Staff are regularly trained to consider the reason behind behaviours and redirect children to make positive choices. Reactions to behaviour are reflective of the Stage of Crisis a member of staff believes a child to be in.





Sanctions, when appropriate, may take the following forms:

- Staff verbally praising positive behaviour of others nearby
- Staff considering what the function of the behaviour is and finding an alternative way for the child to meet that need (for example, patterns of connection-seeking behaviour would result in a high number of positive interactions and check-ins throughout the day)
- Visual prompts to aid behaviour (for example, photos symbols and makaton)
- Verbal reminders of the appropriate behaviour (for example, "We are sitting on the carpet.")
- Offering the child a choice (for example, "You can sit to listen to the story with your class or lie down on the floor elsewhere in the class.")
- Asking the child to consider if they are making appropriate choices (For example, "We make safe, kind choices." "Is this a safe choice?" "What would be a safe choice?")
- Supporting the child through a restorative conversation with their peers, if required.
- All direct or indirect harm is reported to parents of all children involved on the day of the incident, if possible, in person.
- Adapting the environment to meet the needs of any individual child. It may be appropriate to modify planned teaching to ensure behavioural successes.
- After individual instances of behaviour, once children are in the restoration phase (Stage 6), staff conduct reflective conversations with children.

Appendix 1.3 Escalation of support and intervention in Early Years

Although we promote positive reinforcement, it is necessary to have in place procedures for all staff to follow should this approach fail to work. In this way we can ensure that behaviour is responded to predictably, promptly and assertively. Behaviours are graduated by the level of intervention needed due to the severity and frequency with clear guidance for staff, see *Table 1*.

If staff need support during incidences of behaviour they can alert their Year Team, Head of Year, Deputy Head of School and Head of School via Google Spaces and someone will arrive to support them or take over.



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	Frequency tier 1: Individual incidents	Frequency tier 2: Pattern of behaviour emerging	Frequency tier 3: Repeated	Frequency tier 4: Persistent
Level 1	Level 1 behaviours are developmentally appropriate but are not suitable in a school or social setting.			
	Tutor notified. Tutor considers if the environment and provision are appropriate. Clear boundaries are re-established.	Tutor considers the function of behaviour. Tutor provides opportunities for similar behaviours that are safe, kind and appropriate. HoY notified. Secure Note added.	Support from the HoY. HoS notified. Tutor meeting with parents/guardians. TAP strategies recorded and implemented. Behaviour actively managed and recorded on behaviour log. Secure Note added.	Continued support from the HoY. Tutor meeting with parents/guardians. Tutor meeting with the HoS. TAP strategies reviewed. LE referral may be made. Executive Principal notified by HoS. Secure Note added.
Level 2	Level 2 behaviours are not always developmentally appropriate or have the potential to be significantly unsafe to the child or children nearby.			
	Tutor notified. HoY notified. Parents/guardians notified. Clear boundaries are re-established. Clear boundaries are displayed. Tutor reflects on potential schemas. Secure Note added.	Support from the HoY. Tutor meeting with parents/guardians. Tutor investigates and records the form and suspected function of behaviour. Behaviour actively managed and recorded on behaviour log. Secure Note added.	Continued support from the HoY. Tutor meeting with parents/guardians. Tutor meeting with the HoS. TAP strategies recorded and implemented. Executive Principal notified by HoS. Secure Note added.	Continued support from the HoY. Tutor meeting with the HoS. TAP strategies reviewed. LE referral may be made. Executive Principal notified by HoS. Secure Note added.
Level 3	Level 3 behaviours are fundamentally unsafe or unkind.			
	Tutor notified. HoY and parents/guardians notified. Tutor investigates and records the form and suspected function of behaviour. Behaviour actively managed and recorded on behaviour log. HoS notified. Executive Principal notified by HoS. Secure Note added.	Support from the HoY. Tutor and HoY meeting with parents/guardians. TAP strategies recorded and implemented. HoS notified. Executive Principal notified by HoS. Secure Note added.	Continued support from the HoY. Tutor and HoY meeting with HoS. HoS meeting with parents. TAP strategies recorded and implemented. Executive Principal notified by HoS. Secure Note added.	Continued support from the HoY. Tutor meeting with the HoS. TAP strategies reviewed. LE referral may be made. Executive Principal notified by HoS. Secure Note added.

Table 1: Guidance for Early Years staff when responding to behaviour



Appendix 2: Rewards and Consequences (Primary School)

Appendix 2.1 Rewards in Primary School

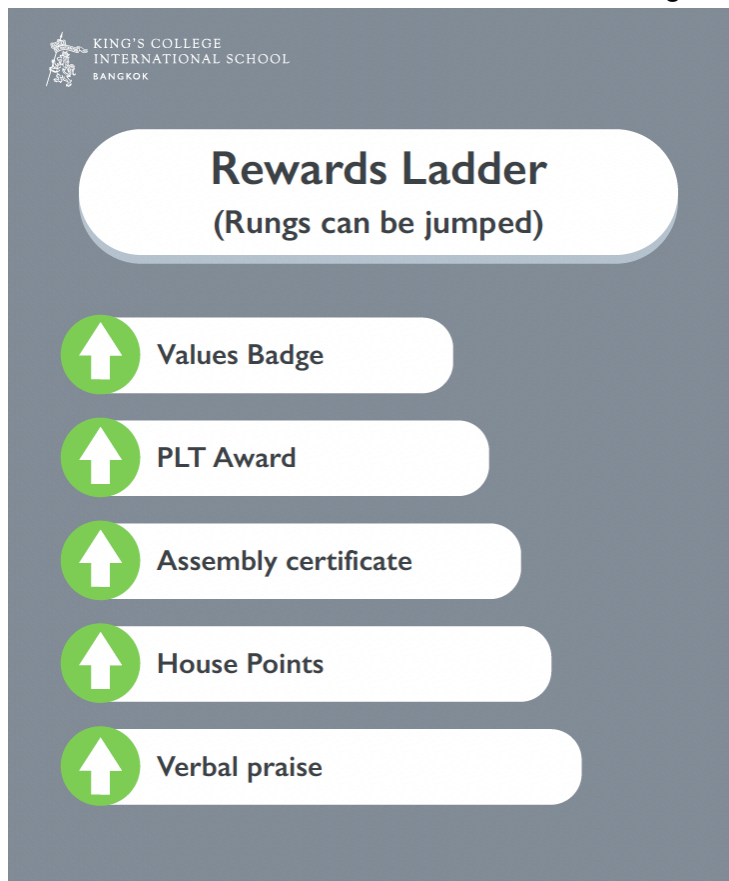
The school recognises the importance of praise and rewards in promoting good behaviour. Such behaviour is acknowledged formally and informally as well as through school publications such as newsletters. Rewards may take the following forms:

Appendix 2.2 Positions of responsibility in Primary School

Please refer to the Student Leadership Policy.

Appendix 2.3 Consequences in Primary School

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



Consequences 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 must 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.

Factors to consider

- Age of students
- Understanding of behaviour
- Is there repetition of behaviour?
- Is the behaviour targeted?
- Does it involve students with protected characteristics?
- Is behaviour premeditated?

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

When the Consequences ladder below has been followed and 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 CPOMS by the teacher issuing the sanction.

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



Consequence Ladder

(Rungs can be jumped if necessary)



Teacher conversation to
explore wiser choices



Communication with parents



Head of Year Conversation/
Reflection Session



Meeting with parents



PLT conversation + Follow up conversation



Beyond Consequence Ladder

DEI consequences guidance - Primary school

Primary Consequences

Level	Level 1	Level 2	Level 3	Level 4
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Action	Action recorded on CPOMS by teacher/AT.	Consequence recorded on CPOMS by teacher/AT.	Consequence recorded on CPOMS by teacher/AT. Teachers inform HOY and get HOY support.	Consequence recorded on CPOMS Teachers/HOY to get PLT support
Behaviour to warrant each level:	<p>Categories</p> <ul style="list-style-type: none"> Disruptive behaviour after a warning e.g. distracted behaviour, off-task conversations, unnecessary movement, calling out, slow to start work, minor inappropriate noises, distracting gestures, repeated questions, misusing technology Lateness to class Misuse of devices in the classroom or outside the classroom Using a language that excludes other students Failure to wear correct uniform Failure to attempt an assignment school to the best of the students' ability Consistent lack of effort in lessons 	<p>Categories</p> <ul style="list-style-type: none"> Repeated disruptive behaviour (after receiving a level 1 in the same lesson) Unthoughtful, unwise or unkind behaviour in person or online Use of derogatory language that is likely to cause offence to students and/or staff Microaggression s towards a protected characteristic or identity Ongoing failure to complete work to the best of the students' ability 	<p>Categories</p> <ul style="list-style-type: none"> Disrespectful and/or deceitful behaviour and/or attitude towards staff Breach of the guidance for use of bathrooms policy Buying and selling items on school grounds Serious and/or repeatedly unkind behaviour in person or online Aggressive behaviour Dangerous behaviour Direct discrimination, harassment, and/or victimisation because of a protected characteristic or identity Failure to follow the ICT code of conduct Continued microaggressions towards a protected characteristic or identity Persistent, poor effort and application in a single, or multiple, subjects 	<p>Categories</p> <ul style="list-style-type: none"> <u>Bullying</u> and/or intimidating or malicious behaviour (including hazing) Direct discrimination, harassment, and/or victimisation because of a protected characteristic or identity after having had at least 1 reflective session on this. Hostile and/or aggressive language and/or behaviour towards staff Physically aggressive behaviour likely to cause injury e.g. fighting Illegal behaviour including drugs, smoking, vaping, alcohol, pornography, vandalism gambling, sexual harassment, sexual conduct, upskirting, groping & theft Significant breach of the guidance for use of bathrooms policy Failure to follow the ICT code of conduct on more than one occasion Dangerous behaviour that puts others at risk



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	<u>Response</u>	<u>Consequence</u>	<u>Consequence</u>	<u>Consequence</u>
	<p>This is dealt with by the class teachers/specialist teachers.</p> <p>See Level 1 on the behaviour ladder.</p> <p>3 or more level 1 in a week raises a concern and may be deemed a level 2 sanction for action by the tutor.</p>	<p>Email to parent/carer from tutor with the intention of parents/carers reinforcing the school's message.</p> <p>See Level 2 on the behaviour ladder.</p> <p>3 or more level 2 in 6 weeks raises a concern and may be deemed a level 3 sanction for action by the tutor.</p>	<p><u>Reflective supervision</u> - written</p> <p>Reflective Conversations</p> <p>Meeting of Parents with teacher and HoY if necessary</p> <p>If continuation conversation with PLT and the possibility of a behaviour log and further meetings with PLT and parents.</p> <p>Consideration of the need for a student centered, reflective report card.</p>	<p>Potential in-school off timetable reflections, home-based reflections or additional sanctions to improve behaviour in certain circumstances.</p> <p><u>Factors to consider</u></p> <ul style="list-style-type: none"> • Age of students concerned • Understanding of behaviour • Is there repetition of behaviour? • Is the behaviour targeted? • Does it involve students with protected characteristics? • Is the behaviour premeditated?

Primary School Sanction	Given by
<p>Ladder of consequences (see above)</p> <p>Sanction Levels 1,2,3</p>	The form tutor or specialist teacher with the knowledge of the Year heads & a senior member of staff
<p>SLT Internal Reflection (KS2 upwards)</p> <p>Sanction Level 4</p>	Senior leaders
<p>External Reflection</p> <p>Sanction Level 4</p>	The Executive Principal
<p>Recommendation to withdraw from school</p> <p>Sanction Level 4</p>	The Executive Principal



Appendix 3: Rewards and Sanctions (Senior School)

This is to be read in conjunction with the school supervision policy and is in line with updates from KCSIE updated guidance in 2023, and with addition this section of the policy has been written with due consideration to *Rule Of The Ministry Of Education On Penalisation Of Pupils And Students, B.E. 2548 (2005)*, with a particular focus on clauses 5 - 10.

The school encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual identity or expression as set out in the Equality Act 2010.

Routines: Students turn up to every lesson ready to work from the moment they enter the workspace. There will be work for students to be getting on with as soon as they enter the room, and they will be encouraged to leave the classroom quietly and calmly at the end of the lesson.

Appendix 3.1 Rewards in Senior School

- I. House points can be awarded in line with the senior school learner profile, and where students demonstrate exceptional effort in their work and/or in their contribution to the community.

Students can receive house points for contributing to the house in many ways. We reward effort at King's Bangkok. House points are awarded for the following:

House Point(s)	Reason	Explanation
I	Good manners	Treating others with respect & courtesy
I	Wisdom	Showing effort to apply knowledge skillfully
I	Leadership	Showing initiative and/or being an outstanding role model
I	Problem solving	Effort, inventiveness and ingenuity when facing challenges
I	Communication	Working well with and supporting others
I	Kindness	Showing exceptional kindness to anyone in our community



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I	Participation (individual)	Competing in a house event
10 8 5	Teamwork (awarded to the house team, not the individual)	10 points for coming 1st in a house event 8 points for coming 2nd in a house event 5 points for coming 3rd in a house event

2. End of term Head of House commendations for contribution to the school community
3. Executive Principal's prizes for wisdom and good manners at end of the year
4. Prizes awarded at the end of the year for attainment and achievement in academic subject areas and contribution to pastoral life and the CCA program. Attainment is the highest attaining pupil, achievement is for progress or an exceptional contribution to the subject.. Students can receive more than 1 attainment prize but only one achievement prize per year.

House points are reviewed at the end of every half term by the HOH and deputy head (senior school).

The aim is to ensure that they are being handed out fairly, and with sensible reward for every student who has made an appropriate contribution and effort to the school community.

Appendix 3.2 Reflections & supervisions in the Senior School

(NB we no longer refer to discipline as per KCSIE 2023 updated guidance)

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.

The charter that describes what behaviours are flagged and sanctioned are outlined in the **King's Bangkok Senior School Behaviour Charter** .

In the senior school, sanctions are applied according to the charters. They are designed to encourage students to reflect on their behaviour and provide opportunities for them to learn positively from their mistakes.

Possible sanctions include:

- Friday morning reflections with heads of house. These can take place before school and the task undertaken will be relevant to the misdemeanour that has taken place.
- Friday after school sanctions for level 4 behaviour (ranging from 45-90 minutes)
- Weekend sanction: This will be two hours long on a Saturday morning and will only be used in cases of serious or repeated misconduct.
- Off-timetable or home-based reflections: These will only be issued when an incident has taken place that constitutes severe misconduct or consistently repeated poor behaviour.



Students' work and behaviour can also be monitored by personalised, reflective, report cards that will be monitored by the subject teachers and reviewed by the pastoral support team (tutors and heads of house)

Appendix 3.3 Checklist for carrying out an investigation that may constitute the use of the withdrawal, removal and review policy (this includes alleged criminal activity)

Have we isolated the student(s) concerned?	
Have we isolated any devices?	
Have we established a trusted adult to accompany students during any interviews?	
Have we received statements from all students involved using witness statement collection form?	
In any follow up interviews, have we asked students who may be responsible for criminal activity to sign a copy of the interview notes to ensure they are accurate?	
Have we reminded all students to retain confidentiality to protect the validity of the investigation?	
Have we notified subject teachers of any students who are temporarily off timetable? Have we notified the admin team for registration purposes?	
Have we offered counselling support to any students under investigation?	
Have we made sure that appropriate supervision and provision for food, drink and toilet breaks have been made for students that are isolated?	
Have we offered counselling support to any students who have been the target of criminal activity?	
Have we notified tutors and HOH to offer pastoral support for the targets?	
Have we notified tutors and HOH to offer pastoral support for the suspects?	
Have we contacted the parents of <ul style="list-style-type: none">- Targets- Suspects- Witnesses where necessary	
Have we arranged (via HOH and tutor) for any students kept off timetable to	



receive work set via Google Classroom?	
Have we contacted LE to consider needs for students working remotely during periods of isolation?	
Have we planned to have daily strategy meetings involving the staff responsible until the investigation is concluded?	
Have we informed the safeguarding governor as soon as possible that a serious incident requiring this level of scrutiny has occurred?	
Have we contacted Professor Sakorn if a request for withdrawal is possible?	
Have we contacted our executive committee if it is likely we will require legal support?	
Have we considered the need for any safety plans to be put in place?	
Have we contacted security, where needed, to ask them to be vigilant for any matters?	
Have we considered what we will tell the rest of the students (if anything)?	
Have we briefed all staff on the status of events?	
Have we decided what we need to communicate to the wider parent body?	

Sanctions are reviewed at the end of every half term by the HOH and deputy head (senior school) and termly by the safeguarding team with the safeguarding governor.

The aim is to assess the impact of behaviour flags and sanctions on the students' resultant interactions.



Appendix 4: Conflict resolution script (Early Years)

READY

Both 'sides' are calm – it's never any good to make up when you are angry.

STEADY

Take it in turns to say what you are feeling and why; and what you would like to happen.
Listen well-don't interrupt.

GO

Pick a solution that everyone is happy with.

I felt... say how you felt

When... say what happened

Because... say why it upsets you

I would like... say what you want to happen or to change



Appendix 5: Positive Handling Incident Report Form (Whole School)

Name and class:		Date:
Staff involved:		
Strategies used to de-escalate:		
Precise description of positive handling:		
Wider context and other factors:		
Parents informed:	Yes / No	
Student taken home:	Yes / No	
Agreed outcomes and follow up (Parents must be contacted and invited into school to discuss next steps).	Next steps/provision	Staff member responsible
Signed:		Date:
A copy of this form must be given to the Designated Safeguarding Lead		

This policy is to be read in conjunction with the parents Terms and Conditions.