



# Behaviour for Learning Policy

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## **1.0 Introduction**

This policy incorporates the Rewards and Sanctions Policy and replaces the Behavioural Sanctions policy, the Academic Standards and Expectations Policy and the Rewards and Sanctions (Junior School). It incorporates links to TSIS Rules, TSIS Junior School Rules and Behavioural Sanctions Guidelines - Junior School.

This policy should be read in conjunction with TSIS Parent Contract Terms and Conditions. and the Anti-bullying policy.

This policy is compliant with the ISS Staff Code of Conduct and ISS Behaviour Policy

### **Aims**

Thai Sikh International School aims to promote high standards for the conduct of students within a friendly, tolerant and safe working environment.

The School encourages a nurturing environment and an ethos of mutual respect with trusting relationships where each member of the School community is valued for their individual contribution to the life of the School.

The admission of a student is conditional on acceptance of the TSIS Parent Contract Terms and Conditions. Parents of students who are joining the School will automatically receive a copy of this document prior to the start of the first term..

### **Behaviour expectations and management - General**

In a busy school it is essential that each student is clear about their various roles and responsibilities, as well as the expectations of conduct within the school community. TSIS School Rules and Thai Sikh International School Junior School Rules show the behaviour expected from students.

TSIS rewards and sanctions are explained to students when they join the School.

Behaviour expectations are explained and reinforced regularly through form meetings, whole school assemblies, House Meetings and TSDP Lessons

### **Behaviour expectations and management – classrooms and lessons**

In addition to an adherence to the school rules it is expected that all students will behave to a high standard in lessons, respond positively to instructions and advice provided by teachers and generally ensure that their level of participation in the lesson is of an acceptable standard. Unacceptable behaviour within lessons may result in application of the School sanctions. Details are given in the Guidelines for teachers for conduct in the classroom and Guidelines for Sanctions in Thai Sikh International School Junior School documents.

## **2.0 Expectations of student work**

The following comments apply to TSIS Middle/Senior School. Expectations for work in the Junior School can be found in the policy document Guidelines for Junior School staff – presentation of work.

At TSIS expectations are high. We seek to develop and encourage students to take a pride in all of their work and it is the responsibility of all teachers to contribute to this by expecting a high standard of student work. The following are the expectations for written work:

- All exercise books, folders and files should be kept in a neat and organised state, free from pictures, slogans or graffiti;
- Each piece of written work should be dated and include a title where appropriate;
- Written work should be completed using a suitable pen (poor quality pens and biro's can hinder some students writing);
- Titles should be underlined and technical diagrams, sketches and artwork should be drawn with suitable pens or pencils and with the aid of a ruler / compasses / protractor as appropriate;
- Use of ICT will be encouraged where appropriate and following guidelines produced by the ICT department
- Correct use of spelling, punctuation and grammar appropriate to age and ability should be encouraged. Further details can be found in the School's Teaching and Learning policy.

Staff must be aware of the needs of students with specific learning difficulties and language needs when assessing written work and planning appropriate strategies for lessons. If staff have concerns about the standard of work being produced then they may choose to refer the student to the Pastoral Deputy Headteacher Coordinator for assessment. They should also express their concern to the Head of House and homeroom teacher. (Homeroom Teacher in the Junior School)

### **Expectations for student homework**

As detailed in the Middle/Senior School Homework policy and Junior School Homework Policy, TSIS School believes in the value of homework. It is the responsibility of every teacher to set homework regularly and to collect, mark, record and return homework in accordance with these policies.

## **2.1 Rewards**

Teachers expect students to exhibit high standards of behaviour in class and around school and to produce work in class or for homework which reflects the School's expectations. Teachers can reward students for high quality work, good effort or appropriate behaviour as detailed below:

### **Academic Prizes (Senior and Junior School)**

Academic prizes (outstanding report grades) are awarded annually and following on from each report cycle. They include form prizes (which reward achievement), progress prizes, and subject prizes at IGCSE and A-Level. In addition there are a large number of other awards recognising achievement and contribution to TSIS in academic, extra-curricular and service aspects. The Headmaster SLT celebrate outstanding performance by meeting successful students and by writing individual cards and /or issuing merit certificates.

### **Merit System (Middle/Senior School)**

Merits are awarded to students for a wide range of good practice. This includes rewarding both effort and attainment in work, and also neatness, tidiness, punctuality, consistent politeness and courtesy, general helpfulness and co-operation, and setting a good peer group example in making the most out of school life. Merits are recorded electronically on the School MIS system (to be implemented in 2017-18) and will contribute to the award of form merit prizes at the end of the academic year.

## **3.0 Behaviour Sanctions & Detentions**

By signing the TSIS School Terms and Conditions on acceptance of a place at TSIS parents understand that behavioural sanctions may be necessary in certain circumstances. If a student does not behave or respond appropriately, while in class or on an activity, teachers will try to resolve the problem as part of the normal process of setting standards and expectations, with reasonable adjustment for managing any behaviour which is related to a student's disability. Students will be told if the standards are not being met, and appropriate sanctions will be applied. The School maintains records of behavioural sanctions.

### **Behaviour Sanctions – Middle/Senior School**

#### **Academic Detention (Middle/Senior School)**

Academic Detention takes place with the awarding teacher at lunchtimes daily in the relevant teachers' classroom.

A student is put into academic detention (using the MIS system) for the failure to complete work (including homework) by the agreed deadline. The aim is that this will result in the problem being rectified on the same day (or at least the next day) with the completed work being given in by the student to the teacher.

Attendance at Academic Detention is monitored by House staff and the Pastoral and Academic Deputy Headteachers. Further action is taken/investigation is made if too many academic detentions are gained by an individual student within a given half term period and parents are notified by Homeroom Tutor. Academic detention should take precedence over other School activities, though negotiation with staff running sports teams or rehearsals may be necessary. Students who receive five or more academic detentions in a term will have this recorded on their Termly Report.

#### **School Detention (Middle/Senior School)**

School detention takes place every lunchtime in the school Conference room and lasts 40minutes. A student is put into detention (using the MIS) and a card is issued requiring the parent's signature in advance of the detention and collected at the start of the detention. House staff and the Pastoral/Academic Deputy Headteachers monitor the student names and their offences.

School detention is reserved for relatively serious offences. Examples of appropriate offences are: persistent disobedience or serious misconduct, failure to do another punishment, persistent failure to hand in work or to keep to deadlines.

Detention takes precedence over other School activities, although in exceptional circumstances a detention can be postponed allowing a student to participate in a sports event or rehearsal.

The Duty Leader or a Member of Staff supervises detention (by rota).

### 3.1 School Behaviour Reports

A student may be placed on Daily Report to support their learning or to help rectify poor work by his or her Head of House.

- Parents are informed.
- The student carries a book requiring comment and signature each period.
- The student should place the book on the teacher's desk at the beginning of each lesson.
- The student reports to the Homeroom Tutor daily.

### 3.2 Behavioural Sanctions – Junior School

Minor Offences are usually dealt with by extra work or students being deprived of part of their lunchtime. However, for more persistent poor behaviour, Minuses are given. Minuses are intended to act as a deterrent against both poor behaviour and a lack of effort with school work. Minuses carry twice the weight of pluses and conduct pluses, counting against Houses totals when termly and end of year figures are calculated. (Minuses to be recorded electronically on the School MIS system). This allows teachers to monitor any children whose work or attitude may be a cause for concern. Repeated appearances in the Minus Book would initially trigger a meeting between Form Teacher and student, where the incidents would be discussed and hopefully assurances of improvement would be offered by the student. If this fails to materialise, parents will be contacted and asked to meet with the Form Teacher, where the issues would be discussed and strategies for improvement agreed.

More serious misconduct may result in being sent to the Head of School. The majority of students respond to reminders about expectations and unwanted behaviour is usually modified by their own effort and with the collaboration of home and school. A serious breach of school rules or the culmination of several incidents will require the drawing up of an individual student plan/behavioural plan with the Behaviour Management Co-ordinator, Homeroom Teacher and Head of School (Step 6).

## 4.0 Exclusions and procedures for sanctions

### Exclusions

The School's position on suspensions and exclusions is stated in the Parent Contract Terms and Conditions.

### Procedure for suspensions: Middle/Senior School

In certain cases where student behaviour is unsatisfactory or compromises the safety of others, normal lesson conduct, or the smooth running of the school, it may be necessary for the Headmaster to suspend a student from school pending further investigation of an incident or while awaiting a guarantee from a student and/or his/her parents that unacceptable behaviour will not be repeated.

When a serious incident which may merit a disciplinary sanction (which could include suspension) takes place, it is reported to the Pastoral Deputy Headteacher, who investigates the matter and reports to the Headmaster. If, in the Headmaster's view, an incident warrants suspension, the student's parents are contacted by the Headmaster's PA, and are invited with their child to the school for a meeting, at which they are informed of the reason for the proposed suspension and the matter is discussed with them. Following the meeting, if the suspension is confirmed, the School's decision is communicated to the parents in writing, with a copy to the Head of House and the Chairman of the Board.

The details of the suspension are logged by the Headmaster's PA in the Suspension Record Book.

### **Procedure for suspensions: Junior School**

In certain cases where student behaviour is unsatisfactory or compromises either the safety of others, normal lesson conduct or the smooth running of the school, it may be necessary for the Head of School to suspend a student from school pending further investigation of an incident or awaiting a guarantee from a student and his/her parents that certain behaviour will not be repeated.

When a serious incident which may merit a disciplinary sanction (which could include suspension) takes place, it is reported to the Form Tutor, who investigates the matter and reports to the Head of School. If, in the Headmasters view, an incident warrants suspension, the student's parents are contacted by the Head of School or appointed member of staff and are invited with their child to the school for a meeting, at which they are informed of the reason for the proposed suspension and the matter is discussed with them (the school will ensure that a disabled student will be able to present their case fully). The suspension may be for a set period and may lead to a permanent suspension). Following the meeting, if the suspension is confirmed, the School's decision is communicated to the parents in writing, with a copy to the Homeroom Teacher, House Head and the Chairman of the Board.

The details of the suspension are logged by the Head of School in the Suspension Record Book.

## **5.0 Rewards and Sanctions Responsibilities**

### **Headmaster**

The Headmaster has ultimate responsibility to suspend or, in serious or persistent cases, expel a student from the School.

### **Pastoral Deputy Headteacher**

- Overseeing the rewards system of Merits.
- Overseeing the systems of detentions (Academic, School)

### **Heads of House**

- Providing opportunities for the teaching of good behaviour and discussion of the School's behaviour norms.
- Monitoring those students doing well / badly and communicating with parents and student as appropriate
- Deciding and implementing appropriate sanctions for persistent / serious failings on the part of the student as outlined above.

### **Heads of Department**

- Production of guidance and/or policy specific to each department within the framework of the whole school policy.
- Ensuring that departmental members of staff are working in accordance with this policy.
- As and where appropriate, assisting departmental members with the monitoring of students doing well/badly and communicating with Heads of House.

### **Homeroom Tutors**

- Monitoring student registration and taking appropriate action on absence / lateness
- Reinforcing on a daily basis the school rules and dress codes
- Providing opportunities for the teaching of good behaviour and discussion of the School's behaviour norms

### **Junior School – Head of School**

The Junior School Head of School has ultimate responsibility to suspend or, in serious or persistent cases, expel a student from the School in consultation with the Headmaster.

The Junior School Head of School oversees the rewards system of Pluses / Conduct points

## **6.0 Appeals**

Where parents consider that a particular serious sanction is unjustified, they should make any representations to the Headmaster, or Head of School at the Junior School in the first instance. If they continue to be in dispute they are entitled to follow the School's Complaints Procedures.

## **7.0 Physical Restraint**

Staff at TSIS are advised that any form of physical restraint is only permissible when a child is in imminent danger of inflicting an injury on his or herself, or on another person, and then only as a last resort, when all other efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Headmaster who will decide what further action is appropriate for the individuals concerned.

School policy enables staff to use such force as is reasonable in the circumstances to prevent a student from doing or continuing to do any of the following:

“Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)”

“Causing personal injury to any person (including the student themselves)”

“Causing damage to the property of any person (including the student themselves)”

“Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching session or otherwise”

This policy also defines to whom the power applies as follows:

“Any teacher who works at the school”

“Any other person whom the head teacher has authorised to have control or charge of students”

## **8.0 Staff training**

Aspects of student behaviour are discussed on a regular basis at Staff Meetings and meetings of the Heads of House.

Opportunities are provided on inset days for staff training on management of student behaviour, measures to combat bullying and strategies to raise awareness of school behavioural norms.

### **Statement on Corporal punishment**

TSIS formally bans any form of corporal punishment as a behavioural sanction.

## **9.0 APPENDIX 1: ISS STUDENT BEHAVIOUR POLICY**

### **STUDENT CONDUCT – PHILOSOPHY**

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All student conduct shall be based on respect and consideration for the rights, welfare, and property of others and cooperation with all members of the school community.

Students have the responsibility to know and conform to the rules and regulations of the school. They must recognize and accept authority of teachers, staff members and others who have been assigned leadership responsibility. Reconciliation of issues will begin at the teacher's level. When an issue has not been resolved, the student should approach the Head of school.

No student shall have the right to limit or interfere with the teaching efforts of the educational staff or with the learning activities and efforts of other students.

Further, students have the responsibility to behave in a manner appropriate to good citizenship and in a manner that will reflect credit upon themselves.

All employees of the school share responsibility for supervising the behaviour of students and for seeing that they meet the standards of conduct that have been established by the school.

### **STUDENT CONDUCT**

Students will conduct themselves at all times in a manner that will bring credit upon themselves and the school. All students will be informed of the school's regulations regarding student conduct. In general, common sense standards of respect, courtesy, and behaviour apply. However, specific attention should be paid to the sensitivities of the host country culture. Ignorance of a specific school rule is no excuse for inappropriate behaviour.

## **STUDENT DISCIPLINE – PHILOSOPHY**

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The educational purposes of the school are best accomplished in a climate socially acceptable and conducive to the learning and teaching process. Successful learning is contingent upon student self-discipline, as well as the group discipline that supports a positive learning environment.

Teachers and administrators shall have the authority and responsibility to establish and maintain sound, effective, and consistent discipline in the school. Discipline shall be firm, reasonable, consistent and exercised fairly with the ultimate goal being to assist the student to achieve self-control.

The final responsibility for maintaining order and discipline and providing encouragement for proper student behaviour shall rest with the Head of school. When informed by a teacher of severe discipline problems, the Head of school shall take action to correct the problem.

### **STUDENT DISCIPLINE**

The school governing authority expects teachers and administrators to communicate with parents when there is a serious breach of proper student behaviour. The school recognizes the "partnership" parents have with the school in providing assistance for modifying negative student behaviour. Professional faculty is authorized to discipline students in an appropriately professional manner. Continuing and/or serious disciplinary problems will be referred to the Head of school.

The Head of school may take disciplinary action in the form of counselling, contacting a student's parents, prohibiting a student from participation in an after school activity, temporarily removing a student from a class, engaging a student in a service activity which will be of benefit to the school, suspending the student from attending school for a specified number of days or, in an extreme single incident or the repetition of behaviour incidents, recommend expulsion of the student from the school.

Under no circumstance shall corporal punishment be used as disciplinary action.

## ALCOHOL AND DRUG USE

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The school recognizes the established developmental, physical, emotional, and educational risks associated with student alcohol and drug use. The school also recognizes that the school is located in an environment where the penalties for alcohol and drug use can be severe. Therefore, it is imperative that the school supports policy and procedures that send a clear unmistakable message to both students and parents – alcohol and drug use will not be tolerated. That message shall be communicated to the entire school community. The school further directs the Head of school to establish and maintain a school-wide instructional program that provides salient information about the health and legal consequences of alcohol and drug use in any environment.

No student shall possess, use, transmit, or attempt to possess, use, or transmit, or be under the influence of any of the following substances on school premises or off school premises at a school-sponsored, or school-related activity, function, or event:

1. Any controlled substance or dangerous drug as defined by Thai law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Any pharmaceutical without knowledge and permission of parents.
3. Any abusive glue, aerosol, or any other chemical substance for inhalation.
4. Any intoxicant, or mood-changing, mind-altering, or behaviour altering drugs.
5. Any alcohol or alcoholic beverage.

A student may not smoke on campus or any school-sponsored functions and in addition may not be in possession of tobacco. The possession, use, or transmittal of paraphernalia related to these prohibited substances is also prohibited under this policy. The possession, transmittal, sale or attempted sale of what is represented to be any of the above-listed substances is also prohibited under this policy.

"Use" by definition is when a student has voluntarily introduced, by any means, into his or her body a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, speech or chemical analysis. "Under the influence" is defined as not having the normal use of mental or physical faculties due to the use of a drug. However, the student need not to be legally by Thai laws "intoxica."

Students who violate this policy will be immediately suspended from classes while consideration is given as to whether or not the student's enrolment will be continued, and if so under what conditions.

The school governing authority directs the Head of school to ensure that the enforcement of this policy is both active and consistent. The school will comply fully with local law.

## **NORMAL DISCIPLINARY PROCEDURES**

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For matters of minor classroom disruption and general misconduct, depending on the frequency and nature of the offence, the following step-by-step procedure should be followed for disciplinary matters:

Step 1      Individual Conferencing with Student

Problem will be reviewed first between student and teacher, followed by a meeting with an Head of School if necessary, with every attempt being made to establish rapport with the student and to encourage the student to become a cooperative member of the class or school.

Step 2      Notification to Parents or Guardian

Step 3      Parent Conference

Step 4      Suspension

Step 5      Expulsion

Violations of specific school rules and serious infractions of codes of conduct are covered in Disciplinary Measures.

## DISCIPLINARY MEASURES

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The following disciplinary measures may be applied depending upon the nature of the offence and in accordance with established procedures.

- A. Detention: Detention may be imposed at the close of the school day provided a member of the school staff directly supervises the student and the parents have been previously notified.
- B. Suspension: A student may be temporarily excluded from physical presence on the school grounds for repeated misconduct or violation of school regulations and rules for a period not to exceed ten (10) school days for a single suspension. A student may be suspended upon the authority of the Head of school. Suspensions for a longer period of time will require approval of the governing authority.

Certain serious violations of rules and codes of conduct will not result in the normal, step-by-step disciplinary procedure described in this policy document, but instead will result in immediate suspension from the school, to be followed by a parent conference. These serious violations are as follows: smoking, immorality, theft, insubordination (lack of respect), possession, use, distribution or sale of drugs or alcohol, being under the influence of drugs or alcohol, wilful destruction of school property, possession of weapons, and assault.

- C. Forceful Control of Conduct: The use of corporal punishment shall not be permitted as a penalty for misconduct. A teacher or administrator may use reasonable physical force, restraint or contact with a student, without advance notice to the Head of school, when it is necessary for maintenance of discipline, enforcement of school rules, self-defence or protection of other person's or property of the school.

## STUDENT SUSPENSION AND/OR EXPULSION

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The school staff will attempt to resolve student disciplinary problems through counselling or in-school disciplinary measures. However, students with continuing disruptive behaviour patterns will not be permitted to continue their enrolment at the school. The governing authority supports the following actions to be exercised by the Head of school when deemed necessary:

- A. Student Suspension: Suspension is defined as the removal of a student from classes and/or from the school for a time not to exceed five days for each occurrence. If the incident requires prolonged investigation, the period of suspension may be extended.

When in-school measures have failed, or when the initial offense is considered sufficiently serious, the Head of school has the authority to suspend a student for a period of one to five days within procedures cited in the attached implementation regulations.

Grounds for suspension include: stealing, cheating, lying, disrespect toward students or adults employed by the school, smoking on school grounds, abuse or destruction of school property, fighting, unauthorized possession of weapons or drugs or other behaviour which is deemed to be improper or offensive.

Before the decision is made to suspend a student, the school will expect that the Head of school has contacted the parents to discuss the circumstances and reasons for the serious disciplinary measures. The Head of school must be notified as soon as possible. A follow-up letter must be sent to notify the parents of the decision, the reasons, and the course of action to be taken before the student is able to return to classes.

- B. Recommendation for Expulsion: Expulsion is defined as the permanent removal of a student from the school. If a student's conduct fails to improve after one or more suspensions, or if the initial offense is considered sufficiently serious, the student may be expelled from the school.

Grounds for expulsion include but are not limited to: continued repetition of any of the offenses listed under suspension; possession of, use of, or dispensing of any alcoholic beverages or any unauthorized drug; physical violence and carrying knives, firearms or other weapons.

## **STUDENT COMPLAINTS AND GRIEVANCES**

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Part of the school's learning intent is to teach principles that include giving all students access to an orderly process to express their concerns. The school supports this intent and strongly encourages students to use the communication channels of their elected representatives, classroom teachers, counsellors, or principals, as they attempt to seek answers to probing questions and/or resolve individual or group conflicts.

For the discussion and consideration of a grievance, any student or group of students may request a meeting with a Head of school. One faculty member of the student's choice may be present at such meetings if necessary. The decision of the Head of school is final.

## **STUDENT SUPERVISION AND DISMISSAL PRECAUTIONS**

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The school is responsible for the safety and adequate supervision of students while they are on school property during normal school hours or engaged in school-sponsored activities at other times. If any student must leave school grounds for any reason, precautions must be taken that the student is dismissed only for specific reasons and to an authorized person. The following is in keeping with this policy:

1. A student will be released from school early only on the basis of a validated telephone call, and/or a written note from the responsible parent or guardian.
2. No unauthorized person will be allowed to contact a student while s/he is under school supervision, unless it is absolutely necessary as determined by the Head of school.
3. No student will be released to persons unknown to the school (that is, persons not listed on school records as being responsible, either as parents, guardians, or officially "in loco parentis") without specific, written permission.

If these precautions seem unnecessarily formal, and may, in fact, at times cause some inconvenience to parents or guardians, it must be remembered that the safety and security of the students is the first concern.

## 10.0 Appendix B: Incident Report Form

Student's Name: \_\_\_\_\_

Sex: \_\_\_\_\_ Year Group: \_\_\_\_\_

Witnesses/Other children involved:

Witnesses/Other students Involved:

**CHECK APPROPRIATE SPACE INDICATING TYPE OF ABUSE BEING REPORTED:**

Physical violence

Bullying/racism/homophobia

Verbal abuse

Sexual Incident

Other (specify) \_\_\_\_\_

Briefly describe the nature and extent of incident. This must be a clear account of what happened use additional sheets if required:

Have the parents been contacted? \_\_\_\_\_ Yes \_\_\_\_\_ No

Reported by: \_\_\_\_\_ Date/Time reported: \_\_\_\_\_

Name & title of person reported to: \_\_\_\_\_

\_\_\_\_\_  
SLT Signature

\_\_\_\_\_  
Date

## 11.0 Appendix C: Incident Referral Flow Chart

For the incidents outlined below we must use the following flow chart

### Incident Type: The serious behavioural Incident

