



Satit Prasarnmit International Programme

SATIT PRASARNMIT INTERNATIONAL PROGRAMME

Behaviour Policy (Reviewed June 2020)

At Satit Prasarnmit International Programme (SPIP), we believe that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. Students must be accountable for their actions and must be responsible for conducting themselves properly in a manner which upholds the ethos of the school. As they mature into young adults they must learn to follow the guidelines contained within this document and then be able to explain any deviations within their behaviour. Consultations with the tutor teacher or the subject teachers will first be undertaken. At any time the school feels it appropriate, parents will be called in to be informed of the misdemeanours. Throughout this policy, the main goal of SPIP is to create an inclusive caring, learning environment to be enjoyed by all. Ensuring our students feel secure and in which staff and parents feel at ease.

We hope to achieve the desired behaviour outcomes by:

- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Creating an environment which encourages and reinforces good behaviour.
- Ensuring equality and fairness of treatment of all
- Encouraging consistency of response to both positive and negative behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- Promoting early intervention
- To encourage all parties involved in behavioural management to be key players in the process. This includes staff, management and parents.

Every student is unique and we need to not only acknowledge this but also celebrate it at SPIP. They bring with them a variety of behaviour patterns based on differences in home values, culture, religion and parenting skills. We must, therefore, work towards standards based on the basic principles of honesty, respect, consideration as well as responsibility.

Roles of all stakeholders at SPIP:



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It is not only students who have to be responsible, but responsibility also needs to be held within the key adults. These influences need to be nurtured and positively encouraged.

Their roles can be outlined as follows:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, religion, ability or disability.
- Show appreciation of the efforts and contributions of all.

In order to achieve the above, there are certain roles and responsibilities that are placed on adults. These include:

- The Head of Pastoral, Key Stage Coordinators, Heads of Department, subject teachers and class tutors will be responsible for the behavioural policy and implementation.
- All school staff members academic or administrative are responsible for ensuring that the policy is consistently applied and its procedures are followed.
- Mutual support amongst all staff in the implementation of the policy is essential. Staff members have a key role to play in advising Senior and Middle Management on the effectiveness of the policy and procedures and thus will help to review the policy from time to time.
- All teachers have the responsibility for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- Parents or guardians will be expected, encouraged and supported to take responsibility for the behaviour of the student both inside and outside the school.
- The school will encourage parents to work in partnership with the school to assist in maintaining high standards of the desired behaviour and will be actively encouraged to rise with the school and matters/issues arising from the operation of the policy document.
- Finally, students are also expected to take responsibility for their own behaviour and will be made fully aware of the school's policy, procedures and expectations.



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Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Application of the Policy

The procedures arising from this policy will be developed by the Head of Pastoral in consultation with the staff. The procedures will make clear to students what the expectations are of them at school, and how acceptable behaviour can be achieved. The procedures will be monitored by the Head of Pastoral and Key Stage Coordinators to ensure they are consistently and fairly applied. As a school we will endeavour to impress upon the students the importance of personal responsibility and that every member of the school has a responsibility towards the school and the whole community.

Guidelines:

Rules and expectations are worded positively to remind students what is expected of them. Where necessary, reasons are given especially when Health and Safety need to be understood.

School Rules	Class Rules
<ul style="list-style-type: none">• We are caring and thoughtful towards one another, ready to listen carefully and speak politely.• We walk about the school looking where we are going.• We use quiet voices inside the school building.• We take care of the building, shared areas, equipment and each other's work.• We do not use inappropriate language when we are at school.• We make sure that we are always wearing the correct uniform during school.	<ul style="list-style-type: none">• English Only• Listen and Respect Others• Be Prepared to Start• Complete all work to the best of your ability• Keep the room safe, tidy and pleasant.

Sanctions:

Sanctions are needed to respond to undesirable behaviour. The person delivering the sanction needs to make sure that the sanction chosen will be able to redefine the undesired behaviour.

When applying sanction the school needs to take into account such factors as past history of the misbehaviour, circumstances under which the behaviour occurred, the age and year group of the students as well as other factors which could be perceived as being relevant.



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Misbehaviour which represents breaches of the Code of Conduct is classified according to the levels of severity and those listed are examples of misbehaviour at each level.

Sanction can be divided into both positive and negative. SPIP runs a house-point system ([House Policy](#)) whereby students are rewarded for positive behaviour. This may include, but not only, any special academic, sporting or personal achievements that go beyond the normal expectations of the students.

Positive reinforcement is used for;

- Praising students when they see good behaviour
- To tell students clearly what is expected of them
- Students will remember what is being asked of them
- Rules are consistent, fair and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- Staff will regularly inform students' parents of exemplary behaviour as well as achievements
- When students have worked hard to support others, in or out of school, they will be commended. This can be done either on a report or at an assembly.

Contrary to the positive sanctions, students can also receive demerits on their House Points. These may be issued for minor infractions for specific related incidences.

Discipline Procedures

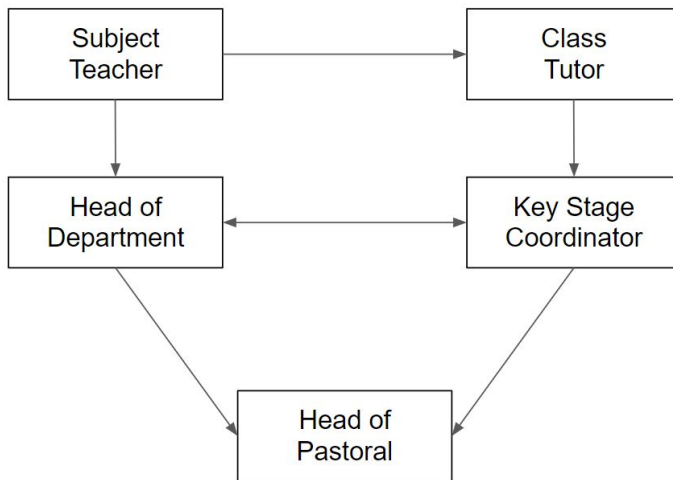
All unwarranted behaviour by students will be logged as demerits on Schoolbase under the student's name. These will be checked regularly by the Key Stage Coordinators.

Teachers will be required to mark it on Schoolbase indicating; and will have the opportunity if required to provide more information in the notes box. Furthermore, they must follow the reporting procedures below.

Figure 1.1 Reporting Behaviour



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Level 1 Demerits (Repeated)

Level 2 Demerits (Repeated)

- Subject Teacher informs Class Tutor.
- Subject Teacher informs Head of Department
- Class Tutor will inform Key Stage Coordinator if it consistent repeated across subjects.

Level 3 Demerits

Level 4 Demerits

- Report to Head of Department, Key Stage Coordinator & Class Tutor via Schoolbase email.

Level 5 Demerits

- Report incident directly to Head of Pastoral/Key Stage Coordinators Immediately via Schoolbase and through direct contact.

As illustrated in Figure 1.1 all Level 1 and 2 demerits are the responsibility of the subject teacher unless it is consistently repeated. Then follow the procedure below and use Figure 1.1 to assist you. Teachers have three levels of support.

1. Academic: Speak with their Head of Department (HOD) about behaviour, and how they can interject and support you.
2. Pastoral: Report repeated behaviour to student's Class Tutor who can speak with the student and report repeated offences to their Key Stage Coordinator.
3. Parental Contact: Parents via school email system and Schoolbase to request support from home.

Consistent bad behaviour will be recorded, and they will be confronted by HOD and Class Tutors. It will then be reported through the necessary Pastoral channels i.e. Key Stage Coordinator. Key Stage Coordinators can develop a holistic view of whether the behaviour is isolated to one subject or across each Department.

Figure 1.1 illustrates how a staff member should report repeated misbehaviour in class, but in the case of Level 3 and 4 demerits you must report the incident on Schoolbase, then send an email directly to the following staff members



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- Student's Class Tutor
- Head of Department
- Key Stage Coordinator

Figure 1.1 illustrates in the case of a Level 5 demerit you must report the incident on Schoolbase, and make immediate contact with the Pastoral Team; Head of Pastoral and Key Stage Coordinator.

All staff members at SPIP are responsible for the fair running of the Behavioural Policy. This system will regularly be monitored. Staff members not abiding by the policy will be subject to the [Staff Code of Conduct](#).

School Sanctions & Behaviour Monitoring

In-School Detention (ISD) Break and Lunchtime detentions:

Subject teacher/Class Tutor should when distributing level 1 and 2 demerits or 'minor' continued infringements must carry out lunch or break detentions for 10 – 35 minute detention. In the case of lunchtime, it should be no more than 35 minutes. This will allow the student to eat and use the restrooms.

If a staff member feels it is necessary for an instant after school detention to take place, it will be investigated by a member of the pastoral team, and a suitable punishment will be decided which reflects on the Demerit Level System.

Only members of the Pastoral Team or Senior Management Team are allowed to issue ISDs. This can only be done under extreme circumstances and must reflect the behaviour found in Level 3 & Level 4 demerit

Shadow Timetable:

Is a means of removing a student from your class due to inappropriate behaviour which is disrupting the learning of others in the class. Shadow timetable is arranged with another member of your department who can facilitate the student in another room whilst you carry on the lesson without the student. Please ensure that in the event of Shadow Timetable you provide the student work, and also once again inform the Class Tutor of your actions.

After School Detention (ASD):



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ASDs will run out of school time and will be an extension of the school day. There will be several levels to the demerits and depending on the level will dictate the degree of punishment.

- *Stage 1: First 5 Demerits – 30 minute detention on a Friday*
- *Stage 2: Second 10 Demerits – 45 minute detention on a Friday*
- *Stage 3: Third 15 Demerits – 1 Hour detention on a Friday & Behaviour Report*
- *Stage 4: Fourth 20 Demerits – 1 full academic day of internal isolation, Behaviour Report and a Parent consultation to discuss strategies for the student's behaviour.*

Detention will be entered into the student's file on the Schoolbase and their parents will be contacted. Key Stage Coordinator will use the Schoolbase email system to inform their parents at least 24 hours in advance. If a student is non-cooperative during detention or absent the following week the detention will be repeated and moved onto the stage above.

Daily Behaviour Report:

Where it is felt necessary to monitor a student's performance or behaviour over a period of time and during every lesson an electronic daily report will be issued. Students will be expected to report to a member of staff at the beginning of each day to monitor their behaviour and ensure the report is complete from the previous day. Behaviour Report is a way in which the school can monitor a student's behaviour for a fixed period of time.

Behaviour Reports will be issued upon the following actions;

- Stage 4: attain 15 demerits within a fixed period of time
- Stage 5: attain 20 demerits within a fixed period of time
- Issued if they receive;
 - Level 4 Demerit
 - Level 5 Demerit

Students will be assigned targets that they must meet during all lessons. At the beginning of each lesson, the student must remind teachers that they are on Behaviour Report. The teacher will then have to comment on the student's academic contribution and behaviour whilst in class and note whether the goals set for the student has been achieved. The teacher must do this at the end of each lesson with the student present. It must be a consultation between teacher and student. The following should be discussed;

- Student's targets and if they were achieved.



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- In the cases where targets have not been achieved the teacher should explain what improvements need to be made in the next lesson.
- Comment on a report completed in the presence of the student

Reports can be accessed at home by their parents and either depending on the stage the student will discuss their report with their Class Tutor, Key Stage Coordinator or the Head of Pastoral. This process will be monitored and only in consultation with the parents will the student be removed from the report if it is felt that their behaviour and/or academic progress has been satisfactory.

It must be noted that the daily report is not a negative sanction, but merely a way to monitor progress and the achievement of specific academic and/or behavioural targets, working towards a positive outcome.

Behaviour Report Procedures:

- Stage 1: Report to the Class Tutor who will be responsible for monitoring the student's behaviour.
- Stage 2: Report to the Head of Key Stage who will be responsible for monitoring the student's behaviour.
- Stage 3: Report to the Head of Pastoral who will be responsible for monitoring the student's behaviour.

Student's will remain report or removed depending on their behaviour. However, students can also be moved onto the next stage of report at any time, or at the end of the fixed term. This will be implemented if the following occurs.

- An improvement in behaviour
- Targets are not achieved
- Still receiving a high amount of demerits whilst on report

Persistent inappropriate behaviour whilst on report could result in *further sanctions*.

Alternatively when necessary or when there is a concern for a student raised by several staff members, a Student Concern Report or Behaviour Report can also be issued.

Each subject teacher as well as the class tutor will be asked to comment on the student's specific behaviour and academic progress. The comments will be analysed by the Head of Pastoral, Key Stage Coordinator and/or Head of Departments. If deemed necessary the students' parents will be called in for a meeting to discuss the issue. The student may be present at this meeting, however, it is not mandatory. After consultation with the parents



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and with their support a Daily Behaviour Report will be started or continue until an improvement is made by the student.

Subject Report:

Under necessary circumstances a student may also be placed on the Subject Report. This report is very similar to Daily Behaviour Report but shall only occur within a subject where the student's behaviour is having an impact on the teaching and learning of others in their class.

Students will have targets that are relevant to their personal behaviour whilst in that class. These targets will be agreed upon with the subject teacher, Head of Department and the Pastoral Team. The students must achieve those targets during that subject and failure to do so could result in *further sanctions*. Subject Report is a way to monitor appropriate behaviour and will be carried out by the Head of Department and subject teacher with guidance from the Pastoral Team.

Internal Isolation:

This Fourth Stage or a Level 5 Demerit is only to be taken into consideration in an extreme circumstance and reviewed by several staff to discuss whether the internal isolation is deemed as a necessary means of discipline by The Pastoral Team and Senior Management.

In this case a student is isolated under supervision for the entire school day, and provided with work to be completed for all subject teachers at the end of the day. They will accompany staff to lunch and will hand in all work to the Head of Pastoral by the end of the day. This level will only be carried out in extreme circumstances, and will be finalised and carried out by the Pastoral Team and Senior Management Team

Contact will be made with home in advance discussing the reason for the isolation. The isolation will be entered into the students file on Schoolbase system and the relevant points will be deducted from the students House in accordance with this policy

Demerits:

Demerits are recorded throughout for the whole academic year. However, here at SPIP it is believed that students need the opportunity to be able to start with a clean slate. So therefore a student's demerits do not follow them into the next term. All demerits will be set back to zero (0) at the beginning of a new term to give the student opportunity to start with the knowledge that will not be haunted by a previous infringement that took place several months ago.



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Demerits can be issued by all members of staff at SPIP for all the sanctions that fall into Level 1 & Level 2 and the members of staff **must** administer their own detentions during lunch time and break time after the repeating the '3 strike system' has been enforced or the infringement falls into the as a level 2 demerit category.

Parental support is important and, through Schoolbase and contact from Class Tutors, Subject Teachers and all other members parents will be to not only monitor but be well informed of actions and relevant punishment taken whilst their child is at school.

More serious offences must be dealt with in a more formal way:

- Always inform the following staff members; Head of Pastoral, Key Stage Coordinator and the student's Class Tutor.
- Log the incident using Schoolbase Daybook.
- Furthermore please identify the level of demerit.

All Demerits will be calculated and once a House has attained an accumulative set of 10 demerits, then that will be deducted from the House's overall points ([SPIP House Policy](#)).

There are certain levels of inappropriate behaviour. These can be broken up into FIVE different levels ranging from minor offences to the more extreme cases.

The table below lists the levels and the required action thereof:

Level 1 – Strike three system: two warnings then a demerit (any three of these action can be accumulative to one Level 1 Demerit)

Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Disrupting the class	Subject Teacher Class Teach Head of Department Members of SMT Administration Staff	Verbal warning (2) Follow Figure 1.1	Subject Teacher If necessary Class Tutor
Arrived Late			
Computer Code Issue			
Disrupting the class			
English Policy			
Misuse of Mobile Phone			
Off task in class			
Uniform Violation			
Unprepared for class			



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Level 2: Demerit, instant in school detentions (ISD) and if necessary shadow timetable (removed from the class)

Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Repeat offences of Level 1	Subject Teacher Class Tutor Head of Department Members of SMT Administration Staff	Follow Figure 1.1 Break-time Detention Lunch-time Detention Contact Parents	Subject Teacher If necessary Class Tutor Key Stage Coord' Head of Dept.
Arriving more than 5 minutes			
Damage to school property (Disruptive)			
Disrespecting another person			
Failure complete homework			
Failure to complete classwork			
Mistreating the opposite sex			
Plagiarising work			
Purposely littering			
Purposely missing flag raising			
Verbal harassment			
Writing inappropriate messages			

Level 3: Instant After School Detention (ASD) 45 minutes, inform Head of Pastoral, Key Stage Coordinator and Class Tutor via Schoolbase email system

Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Repeat offences of Level 2	Subject Teacher Class Tutor Head of Department Members of SMT Administration Staff	Follow Figure 1.1 ASD Contact Parents	SMT Key Stage Coord'
Leaving Campus			
Malicious damage to school property			
Not attending detention (In school 2nd time)			
Offensive or inappropriate drawings/images			
Purposely missing a class			
Swearing in any language			

Level 4: Instant after School Detention (ASD) for 1 hour, inform Head of Pastoral, Key Stage Coordinator and Class Tutor via Schoolbase email system.



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(In severe case parents will be asked to come for a meeting and their child will be placed on report)

Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Repeat offenses of Level 3	Subject Teacher Class Tutor Head of Department Members of SMT Administration Staff	Follow Figure 1.1 ASD Contact Parents	SMT Key Stage Coord'
Cheating in an examination or assessment			
Damage to school electronics			
Offensive behaviour towards staff			
Physical or emotional bullying			
Plagiarism in an assessment			
Possession of pornography			

Level 5: One or Two full academic days of internal isolation, inform Head of Pastoral, Key Stage Coordinator and Class Tutor via Schoolbase email system and direct contact.

Parents will be contacted via email. Deduction of 10 House points

(In severe case parents will be asked to come for a meeting and their child will be placed on report)

Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Repeat offenses of Level 4	Subject Teacher Class Tutor Head of Department Members of SMT Administration Staff	Follow Figure 1.1 ASD Contact Parents	SMT Key Stage Coord'
Threatening or causing grievous bodily harm to oneself or others			
Possession of a dangerous item			
Possession of alcohol			
Possession of cigarettes or smoking materials			
Possession of drugs			
Sexual harassment			

Further Sanctions in extreme breaches of the schools code of conduct



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There may be cases where it is felt that even after the student has completed their sanction and we feel that they have not shown sufficient movement towards a more positive behavioural pattern or there has been a case of severe infringement of the schools code of conduct. All the below interventions will be investigated by a selected panel of management.

In these cases a more serious intervention is necessary.

- 1) **Community Service.** The student undertakes a series of community tasks to be completed during the day. This is monitored by the Head of Pastoral, Head of Faculty or Head of Discipline.
- 2) **Temporary suspension from school.** This action will be undertaken when it seems as though the student has not been able to show any change in their behavioural development. This action could take place immediately after the infringement has occurred. Parental consultation will take place and the student will be removed from school for a defined period of time. This will be reviewed, decided and carried out by the Senior Management Team panel at SPIP.
- 3) In some cases where students need to reflect on their behaviour, the school will provide someone to counsel the student.
- 4) In exceptional cases, the Director of SPIP may ask the parents to withdraw the student from the school.

***Last updated August 2020 LHA**