

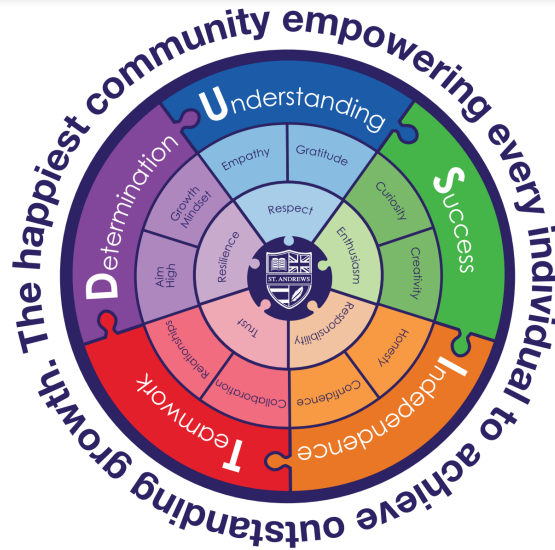


Behaviour Policy

Revised date: May 2022-2023

Approved by HoS: June 2023

Review Date: Aug 2025



Our Vision

At Dusit, the focus is on how children learn and the way our curriculum is delivered to meet all learning styles and abilities. The school prides itself on providing an exciting, engaging and challenging curriculum, which enables each individual student to make excellent progress and achieve their full potential.

Students are recognised as individuals at St. Andrews and are encouraged to challenge themselves in all areas of school life and to do their best.

At Dusit, we want each child in our care to be confident, happy and develop a real love of learning which they will carry with them through life.

Our Values

At St. Andrews Dusit, we believe it is not only important to provide a rigorous academic education but also one that is underpinned by the development of wider personal growth.

It is through our values and a balanced curriculum that opportunities, responsibilities and experiences promote the spiritual, moral, social, and cultural development of our students. These clear expectations on behaviour, promote good mental health and encourage the development of unique strengths and abilities, ensuring individuals, within the whole school community, flourish and become the best possible versions of themselves.

Purpose

This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all.

Background

We are required to ensure the safety and well-being of all our children and staff and take great pride in the behaviour and conduct of all our students. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

We share our policy for parents, students and staff. It can be found on the school website. We review our policy every two years.

Applicability

Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment. We also believe that this is what parents want from our school.

We have high standards and expectations for behaviour and work together with our parents, students and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

Should any child display severe emotional, behavioural and social difficulties, it is still our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

Staff work closely with the Special Educational Needs Coordinator (SENCO) and Designated Safeguarding Lead (DSL) and school counsellor to ensure we have a good understanding of the mental health support services available in our locality.

Definitions and scope

Statement of Behaviour Principles

Our school provides:

- A committed senior management team that sets a culture within the school that knows and values every student
- An effective strategic role for the Special Educational Needs Coordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND) and that there are clear referral procedures
- Continuous professional development for staff to clarify behaviour expectations and procedures
- A healthy school approach to promoting the health and wellbeing of all students in the school, through a diverse curriculum that includes physical activity, PSHE and a well maintained and adequate environment to meet the needs of all students

Procedures and responsibilities

Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways. Adults always make it clear that they are reflecting on the child’s behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied, the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will never be used in any circumstance. Parents will be involved at the earliest stage if problems are persisting or recurring.



Class teachers and assistants work with the students to create a class contract at the beginning of each year to set expectations on behaviour and the values of the school. Regular routines should be demonstrated and rehearsed in the first week, such as; lining up, moving through the school, entering shared spaces and packing up at the end of the day.

Expectations at Dusit

Determination	Understanding	Success	Independence	Teamwork
We try our best. We show a growth mindset. We try new things. We set goals to aim for.	We follow instructions. We listen respectfully. We treat everyone equally. We think about how others feel. We respect people and the environment.	We join in the learning. We focus on the task. We complete our work with care. We use feedback to make our work better.	We arrive on time. We are ready to learn. We wear the correct uniform. We play safely and responsibly.	We treat others with respect. We move calmly and quietly . We value others' ideas. We help each other.

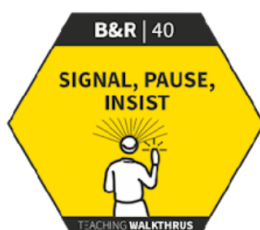
EYFS wording for DUSIT values

Determination	Understanding	Success	Independence	Teamwork
We try new things. We do our best and don't give up.	We listen. We follow instructions.	We take part in the learning. We find different ways to play.	We play safely. We are ready to learn. We try to do things by ourselves.	We help each other. We work and play together.

Primary Policy

Supporting and obtaining consistently high levels of encouraged behaviour is more likely when practices and vocabulary are used consistently through the school. It is important that teachers and students are familiar with the signals and cues given.

Gaining attention:



- Raise a hand and wait for students to stop talking and face the teacher in silence
- Clap - clap - clap, clap, clap: students should repeat the rhythm and then show they are ready to listen

Level	Encouraged Behaviour	Actions
1 1 House Point	Following instructions and rules Improved concentration Neat work Trying their best	Verbal praise/ comment in student's book
2 2 House Points	Continuous L1 behaviours Helping others in their class Showing resilience Improved and sustained concentration Neat and thoughtful work Being a good role model in class	Verbal praise/ move on to the Dusit wheel
3 3 HPs	Continuous L2 behaviours Helping others around the school Producing work above expectations Showing maturity and responsibility Being a good role model around the school	Verbal praise/ share in class/ message to parents
4 4 HPs	Continuous L3 behaviours Using self-regulation strategies Self reflecting to improve their work Being an excellent Dusit ambassador Supporting and leading others	Verbal praise/ message to parents/ assembly superstar certificate
5 5 HPs	More than two of any of the L3 and L4 behaviours	Verbal praise/ message to parents/ visit to HoS or DHoS

Recognising Encouraged Behaviour

- Praising the student directly
- Awarding house points - *suggested point system above*
- Contacting the parents

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- Display student's work
- Golden Time
- Post-it-praise - students can write a post-it for someone they have seen show the Dusit values
- Regular reflection time in class
- Giving a Superstar Certificate at assembly
- Bringing the student to see HoS/ DHoS

House Points

There are four houses at St. Andrews, each one named after a hill tribe of northern Thailand - Karen, Lahu, Akha and Yao. All members of the St. Andrews Dusit will be assigned to a 'house' and we are encouraged to play an active role in its success. The key aims are to:

- Promote personal development
- Encourage team spirit
- Assist the development of an increased sense of community and belonging
- Encourage inter-year group friendships
- Promote a healthy sense of competition
- Develop leadership skills

House points can be awarded by teachers, duty staff, and members of Administration to anyone demonstrating the Dusit values, using counters or signed IOU notes from school staff. Points are accumulated each week and shared during assembly by the House Captains. Team events, such as Sports Day, also use house points to acknowledge effective collaboration. At the end of each term, the leading house is awarded the cup, and the overall winner of each academic year retains the House Cup.

Unacceptable Behaviour

When dealing with unacceptable behaviour, it is important that:

- any discussion or action is undertaken as soon after the incident as possible
- students are made aware of why their behaviour was unacceptable
- the consequences are appropriate to the level of behaviour
- there is an opportunity for students to reflect on their behaviour
- behaviours of level 2 and above are added to CPOMS and assigned to the lead staff (see **bold** below)

Level	Unacceptable Behaviour	Actions
1	Not following an instruction Calling out Distracting someone in class Saying something unkind or in an unkind way Not trying to complete work	Class Teacher/ TA Warning/ Reflection
2	Continuous L1 behaviours Not following instructions Distracting others Not using equipment responsibly Saying or doing something unkind Avoiding work	Class Teacher/ TA Parents informed Warning/ Reflection/ Missed break

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3	Continuous L2 behaviours Hurting someone's feelings on purpose Damaging school property or equipment Using bad or inappropriate language Speaking aggressively or disrespectfully to peers Showing disrespect to an adult Touching someone inappropriately	Class Teacher + Phase Leader Parent meeting Warning/ Reflection/ Missed break/ behaviour plan
4	Continuous L3 behaviours Swearing Physical aggression intended to cause harm Behaviour that puts the safety of the student or others at risk Showing continued disrespect to an adult Inappropriate ICT use Bullying/ intimidation/ inciting violence towards their peers Harmful sexual behaviour - (see Traffic lights Harmful sexual behaviours)	Class Teacher + DHoS (or DSL) Parent meeting Behaviour plan/ loss of privileges (sports events/ trips etc)/ reflection and next steps
5	Repeated L4 behaviours Disregard of rules and procedures Threatening or harming an adult Substance abuse	Class Teacher + HoS (or DSL) Parent Meeting Internal/ external suspension or expulsion

Support and strategies to reinforce encouraged behaviour

Teachers and TAs can use the following strategies to resolve behaviour issues:

- redirecting attention using verbal prompts or signals
- changes in classroom organisation, seating, etc
- using different resources
- setting small and achievable targets
- short periods of supervised time for personal reflection
- acclaiming good behaviour when it is seen in class
- involving parents at an early stage to make an action plan together
- restorative conversations
- school counselling sessions to help students with social, mental or emotional health difficulties
- referral to educational psychology services/ family support or therapy

EYFS Policy

Our Early Years curriculum at Dusit supports the children's understanding of emotional intelligence, social skills and cognitive skills which will enable our children to learn appropriate behaviours and manage their behaviour to make appropriate choices.

Through different activities, structured and explorative play, and games, the children develop their self-confidence and self awareness and learn to:

- self regulate (manage their feelings and behaviour)
- understand and express their emotions effectively
- be empathetic towards others
- form positive, respectful relationships

Age appropriate expectations (based on Birth to 5 matters guidance)

Self regulation and social skills are learnt behaviours, therefore it is important that we adjust our expectations according to the ages and stages of the children.

Encouraged behaviours should be rewarded with an immediate positive interaction, such as praise. Other rewards, such as messages to parents, sharing in class, and visits to HoS or DHoS, can be used where appropriate depending on the action, age and the child's understanding of the reward.

Pre-nursery (24-36 months)

- Build relationships with key staff members but may show anxiety around unknown adults.
- Want to be autonomous and explore new situations.
- Has some understanding that other people have different perspectives, ideas and needs to theirs.
- May recognise that some actions can hurt, or harm, others and begin to stop themselves.
- Begins to cooperate (in favourable conditions).
- Gradually learns that actions have consequences, but the consequences are not always what they hoped for.
- Can feel overwhelmed by intense emotions.
- Experience of routines and understanding of boundaries grows.

KG (36-48 months)

- Shows increasing consideration of the needs of others and gradually more impulse control (in favourable conditions).
- Is more able to recognise the impact of their choices and behaviours / actions on others. They know that some actions and words can hurt others' feelings.
- Are more able to adapt their behaviour depending on different events, social situations, and changes in routine.
- Practise skills of assertion, negotiation and compromise
- Looks to a supportive adult for help in resolving conflict with peers
- Uses their experiences of adult behaviours to guide their social relationships and interactions.
- May exhibit increased fearfulness of things like the dark or monsters - may have nightmares.

Reception (48 - 60 months)

- Start understanding different points of view.
- Increasingly socially skilled - develop particular friendships, is flexible and cooperative, and will take steps to resolve conflicts with other children by negotiating and finding a compromise (sometimes requiring support).
- Is proactive in seeking support from a familiar adult and articulating their wants / needs.
- Understands how their actions impact other people and attempts to repair a relationship or situation where they have caused upset.
- More able to manage their feelings and tolerate situations in which their wishes cannot be met.
- Is aware of the behavioural expectations and sensitive to ideas of justice and fairness.

Unacceptable Behaviour

When dealing with unacceptable behaviour, it is helpful to view conflict as a potential learning opportunity.

It is important that:

- adults intervene and discuss with the children at the time of the incident.
- adults approach and intervene in a quiet and calm manner, always getting down to the child's level, and stopping any hurtful actions.
- children are encouraged to share their feelings and understanding about the events that have taken place.
- children are supported to make amends according to the circumstances and their stage of development.
- triggers which may have caused the behaviour are noted and monitored, in case of similar incidents in the future.
- behaviours of level 2 and above are added to CPOMS and assigned to the lead staff (see **bold** below)

Where possible, anticipate and diffuse difficult situations before disagreements arise, especially ones that the child might find hard to handle.

Level	Unacceptable Behaviour	Actions
1	Unwanted behaviours that do not harm themselves, others or property	Class Teacher/ TA Support child to make amends according to the circumstances and their stage of development.
2	Continuous L1 behaviours Hurting or harming themselves, others or property	Class Teacher/ TA Parents informed Support child to make amends according to the circumstances and their stage of development.
3	Continuous L2 behaviours	Class Teacher + Phase Leader (HoD + DSL) Parent meeting Support child to make amends according to the circumstances and their stage of development.

Support and strategies to reinforce encouraged behaviour

Teachers can use the following strategies to encourage positive behaviour in Early Years:

- Reward good behaviour with praise that is specific to the action.
- Encourage a sense of responsibility through encouraging the children to look after themselves, each other and the environment.
- Acknowledge feelings and emotions and talk to the children about how they are feeling as a regular activity during the school day.
- Anticipate and distract from unwanted actions, especially when known triggers occur.

Allegations of abuse against teachers and other staff









Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

Complaints procedure

If you are concerned with how a child is treated by any member of staff you should raise your concern, informally in the first instance, with the Head of School. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school's website). We also expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

Monitoring and evaluation

Behaviour incidents are recorded on the CPOMs system which is monitored by the DSL and Deputy Head of School. This allows for behaviour to be tracked over time and allows teachers to access information which may be relevant to specific incidents or students, and may have an impact on the actions or steps taken in dealing with them. From Year 3 and up, further information on student wellbeing and care is gathered annually using the Voice of the Student survey.

Related documentation	<ul style="list-style-type: none">  Anti-bullying policy 2019_2020.docx To be reviewed 23/24 Exclusion Policy 2018 To be reviewed 23/24  Copy of Safeguarding and child protection in Thailand.docx Under review - completed by Aug 2023 SEN Policy  Code of conduct 2022 Final.pdf  Acceptable Use of Information Technology Policy 2022 - 2023 Fina... awaiting new policy for Aug 2023 Complaint Procedure To be reviewed 23/34  Safe handling and search of students policy and procedures 2021 ...  Positive Behaviour, Positive Handling 2023.pptx
Useful links	<p>Early Years:</p> <ul style="list-style-type: none">  ABC Behavioural chart.docx <p>Primary: Weekly behaviour report example, Self reflection, Daily behaviour report example, Conflict resolution template</p> <p>Whole School:</p> <ul style="list-style-type: none">  Traffic lights Harmful sexual behaviours.pdf

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