



PC002

Behaviour Policy

Date Effective	22 September 2025
CLT Approval	September 2025
Review Date	August 2026
To be reviewed by	Deputy Head Secondary (Pastoral)
Reviewing Body	College Leadership Team

SAFEGUARDING

At BCBV safeguarding is at the heart of everything we do. We are committed to creating a safe, nurturing and inclusive environment where every pupil can thrive. We believe children develop best when they feel secure, and we expect everyone in our community to uphold this commitment to every pupil's safety, dignity, and wellbeing.

COLLEGE AIMS

This policy is one way in which the College meets the following College Aims:

- To bring together the best of British independent education, as exemplified by Brighton College UK, with a deep respect for and celebration of Thai culture and identity.
- At the heart of our ethos is an unshakeable belief in the transformative power of a Brighton College education: one that shapes character, raises aspirations, and inspires each child to become the very best version of themselves.



PURPOSE

The Policy focuses on:

A whole College approach to behaviour which is based on positive relationships, connections, consistency and restorative practice. Brighton College Bangkok Vibhavadi promotes high standards of behaviour from all pupils at all times and facilitates a behaviour for learning culture where high expectations of pupil behaviour maximise and enhance learning. Ensuring a behaviour for learning culture that promotes respect, through a fair and consistent restorative approach, is a vital part of keeping pupils safe. It builds trust within the community and helps our pupils understand that we listen to their views and support them to be the best versions of themselves.

Aims

- *Promote positive pupil well-being and happiness;*
- *Ensure optimum learning conditions within all classrooms;*
- *Provide a clear and transparent set of procedures that are easily understood by all members of the College community;*
- *Place an emphasis on positive behaviour and relationships between teachers and pupils;*
- *Encourage the use of clear, firm, polite and positive statements that communicate to pupils how they are expected to behave;*
- *Establish visible consistencies to support consistent expectations and promote positive behaviour;*
- *Ensure a fair and consistent application of positive recognition and reflection opportunities to help pupils understand and take ownership of their behaviour, whilst considering the needs of individuals; and*
- *Instill in pupils the importance of accepting responsibility for their own behaviour.*

1. Practice and Procedures

1.1 Encouraging Positive Behaviour

Brighton College Bangkok Vibhavadi staff focus on positive behaviour management, under-pinned by the Code of Conduct. Good behaviour is actively modelled by a caring and supportive professional body of staff, whose actions set the tone for discipline in the College and who strive to encourage and reward pupils regularly and openly. The celebration of achievements as a community forms an essential part of the policy.

Expectations regarding safety, respect and responsibilities will be shared with staff and pupils at the beginning of the school year and revisited when necessary. Staff establish routines and work on building positive relationships with pupils. Consistency and commitment to supporting pupils' understanding of what is permitted, prohibited and encouraged is the



responsibility of all staff. Teachers plan and deliver exciting, multi-sensory learning activities, which support high levels of pupil engagement, pupil ownership of learning and therefore support behaviour for learning: calm, safe and with fewer learning distractions from low-level disruption. Recognition is used explicitly to re-enforce and celebrate positive behaviour

Poor behaviour is dealt with constructively according to a clear range of hierarchical sanctions with a restorative approach and discussed between pupil, parents and teachers wherever possible. The sanctions used are part of a reflective process in which pupils take an active part and are encouraged to confront their actions, and find strategies to encourage all pupils to behave well. It goes without saying that we expect pupils, parents and teachers to take an equally active role in the encouragement and reinforcement of good behaviour.

Establishing positive, empathetic, nurturing and supportive relationships is essential to promoting positive pupil behaviour. This will be the bedrock for children to grow and become emotionally resilient independent learners, unafraid of mistakes and full of confidence and self-belief.

- *Taking time to actively listen.*
- *Encouraging reciprocal conversation.*
- *Ensuring concerns are recorded appropriately, shared promptly and regularly.*
- *Understanding pupil context and concerns the child may be facing.*
- *Creating strong links with parents to understand more fully a child's situation.*
- *Recognising when a child does not seem themselves and acting upon it.*

BCBV staff focus on positive behaviour management, underpinned by the Code of Conduct and our College values. Teachers provide high 'Quality First Teaching' to meet the needs of all learners. Different types of rewards are used to reinforce and celebrate positive behaviour. Pupils respond well to routine and consistency and can often feel an acute sense of injustice. As a consequence, 'fairness' plays a vital role; any system of rewards must be attainable by all pupils and achievable by most. Above all, good behaviour is promoted via the positive working relationship between pupils and staff, and the ethos of kindness and consideration that pervades everything that we do. Staff themselves model positive behaviour and their informal response to pupils everyday through their encouragement and praise is essential in reinforcing this ethos.

This is done through:

- *Modelling respect*
- *Meet and greet*
- *Regular praise and awarding House Points*
- *High expectations*
- *Using restorative language*
- *Enforce the basics*



Behaviour management is the responsibility of all staff and every member of staff acts as an equal point of authority at BCBV.

Class Teachers, Form Tutors and Subject Teachers should be dealing with low level behaviour issues in the classroom and around the College. When sanctions and reflections do not have the desired impact or a more serious incident occurs then Key Stage Managers/Heads of Year and/or Heads of Department must be consulted. If a parent needs to be consulted then the above mentioned staff should always first be informed and copied in on any correspondence. Where necessary the Key Stage Managers/Heads of Year and/or Heads of Department will inform the pastoral and/or academic leads and Safeguarding Team if applicable to ensure all relevant staff are aware of the issue and the correct procedures are followed.

1.2 The House System

There are four Houses: Chichester (yellow), Fenwick (blue), Hampden (red) and Ryle (green). When pupils begin school they are placed into one of these Houses and they remain in this House for the duration of their time at the school. Whenever possible, siblings are in the same House.

Each House has staff lead teachers, known as the Heads of House. The Prep Heads of House work with House Captains (Year 6 pupils) to ordinate events and share House Points in assemblies.

Throughout the course of the year there are numerous House competitions and events, including an annual House Day. House Points are awarded for contributions to these events and achievements in competitions. Some examples include: House Singing, Spelling Bee, Times Table Rock Stars battles, Sport Days, etc. Pupils may also be awarded Participation or Partnership Pelican Points for their individual contributions.

House Points are recorded using the Reward and Conduct Manager module on iSAMS.

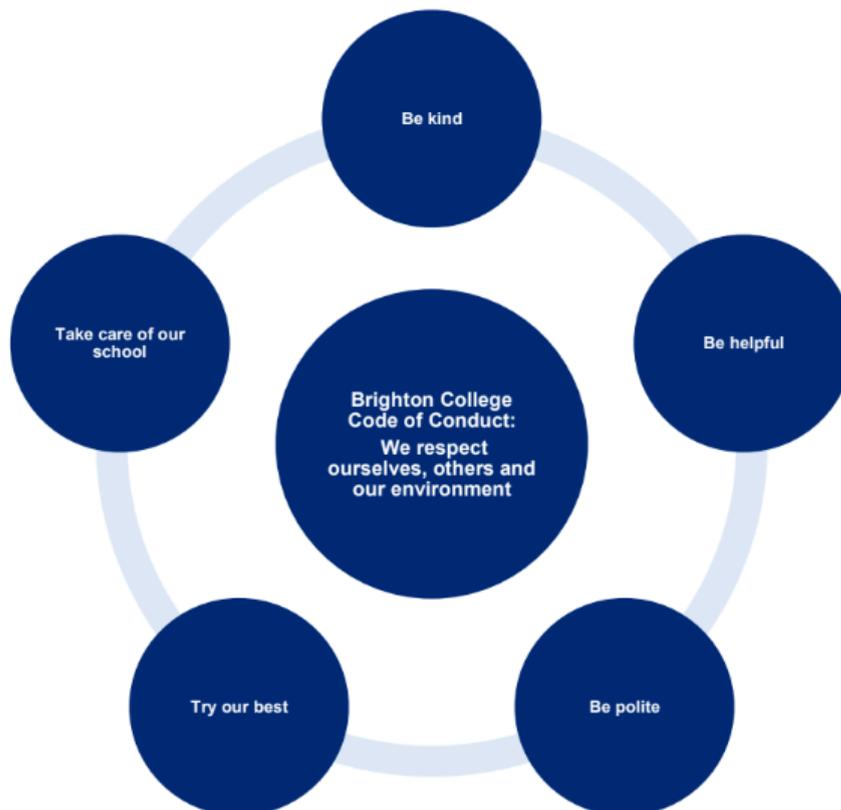
A record of overall House Points is shared in assemblies and displayed on the House board(s). The House Cup is awarded to the winning House at the end of the academic year, and for special House Events trophies are also awarded throughout the year.



2. BEHAVIOUR IN THE PREP SCHOOL

2.1 The Preparatory School Code of Conduct

All members of the Brighton College Bangkok Vibhavadi community, both staff and pupils, follow the Brighton College Code of Conduct:



The Brighton College Bangkok Vibhavadi Preparatory School Code of Conduct

The Brighton College Code of Conduct is:

- *Clearly displayed around the Preparatory School and in all Preparatory School classrooms;*
- *Continually made explicit to pupils when teachers give positive recognition;*
- *Continually made explicit to pupils when teachers give sanctions;*
- *Continually made explicit to pupils in the pastoral aspects of weekly assemblies and Flag announcements; and*
- *Used as the core Brighton College Bangkok values, when teachers plan and deliver Personal, Social, Health and Economic Education (PSHE) lessons, events and assemblies.*



2.2 Positive Recognition in the Preparatory School

Ongoing recognition for positive behaviour may include: verbal praise, stickers, stamps, notes and emails home; however, sweets or 'good behaviour' points (or similar) are not given to pupils.

The main formalised ways pupils can receive recognition for personal, social and academic development in the Preparatory School are: Pelican Pathway Award Certificates (Progress, Participation and Partnership), Head of Prep School Awards and Head Master's Awards.

2.3 Pelican Pathway

The Pelican Pathway is made up of seven core values and three distinct pillars of recognition; Progress, Participation & Partnership. Pupils are taught about the desired attributes of a Brighton College learner through classroom interactions with staff and peers, PSHE lessons, Flag announcements and assemblies. They learn how growth in these areas enables them to become well-rounded, confident individuals who make valuable contributions to school life and the wider community.



The Pelican Pathway

All staff, who work directly with pupils, encourage and acknowledge achievements that demonstrate the values of the Pelican Pathway.

In Early Years, pupils are gently introduced to the Pelican Pathway through characters and stories which teach them about each of our values. They learn what the values mean in an age-appropriate and creative way. They are rewarded with stickers when they show the values during their learning.



In Key Stage 1, pupils are awarded Pelican Points when they uphold any of the seven qualities we most value in our learning.

In Key Stage 2, Pelican Points are awarded by staff for *Progress* (for positive learning within the classroom resulting in strong academic progress); *Participation* (for contributions to CCAs, ECAs, school teams, performances and school events); and *Partnership* (for pastoral contributions such as pupil leadership roles and involvement with peers, staff and wider community projects).

Pelican Points are recorded using the Reward and Conduct Manager module on iSAMS.

Certificates, pins and crests spotlight pupils who have shown excellence in any area of the Pelican Pathway. At the end of each half term, pupils are awarded Pelican Pathway Certificates for exceptional examples of Progress, Participation and Partnership depending on the number of Pelican Points accumulated.

KS1	Pelican Pathway
Bronze Certificate	30 pts
Silver Certificate	70 pts
Gold Certificate	120 pts
Pin	180 pts
Crest	250 pts

KS2	Progress*	Participation	Partnership
Bronze Certificate	30 pts	30 pts	10 pts
Silver Certificate	70 pts	70 pts	30 pts
Gold Certificate	120 pts	120 pts	60 pts
Pin	180 pts	180 pts	100 pts
Crest	250 pts	250 pts	150 pts

*adapted

Records of pupils' achievements are used to support overall awards in the Preparatory School Prize Giving in Term 3.



2.4 Head of Prep School & Head Master's Awards

At the end of the school year there is a Prize Giving celebration. Two pupils are chosen from each year to receive the Head of Prep School and the Head Master's Award.

Head of Prep School Award	<ul style="list-style-type: none">● <i>Consistently high levels of effort and academic progress</i>● <i>Demonstrates the core values of a Brighton College pupil - see Pelican Pathway & Code of Conduct</i>● <i>Makes contributions to school life</i>
Head Master's Award	<ul style="list-style-type: none">● <i>Exceptionally high levels of effort and academic progress</i>● <i>Demonstrates the core values of a Brighton College pupil - see Code of Conduct</i>● <i>Makes extensive contributions to College life (e.g. CCAs, Pupil Leadership, Homework, etc.)</i>

2.5 Sanctions in the Preparatory School

Sanctions may be applied as part of the reflection process in instances where pupils do not adhere to the Code of Conduct and their behaviour is unsafe or disrespectful.

Sanctions are applied incrementally, based on the extent of the unwanted behaviours. Whenever practicable, the pupil should:

- *Have a clear understanding of the mistake they have made;*
- *Reduce the impact of their mistake (for instance, through an apology, cleaning up a messy area or completing work to a higher standard); and*
- *Have an opportunity to reflect on their mistake and consider a better response in the future.*

At no time should a child be belittled or treated with disrespect, even if they have made a significant mistake. This includes using a traffic light system or publicly recording a child's name or pictures in a way that may label the child as being bad or naughty. There must be no physical contact (except in line with the College's policy on restraint). No child should be sent out of the classroom unsupervised.

Instances of negative behaviour should be logged using the Reward and Conduct Manager module on ISAMS. These are named Prep Behaviour Point. Select the correct category (eg behaviour, unkindness etc) and add a brief description when recording the incident.

Key Stage Managers should inform the Assistant Head of Prep (Pastoral)/ Head of Prep School of any significant, repeated, dangerous or persistent unwanted behaviours.



If a pupil breaks the Code of Conduct, the following stages apply:

- *Stage 1* – Behaviour management within the classroom to include: a reminder of expected behaviours with reference to the Code of Conduct, a conversation with the pupil(s) away from the rest of the class, reflection time, movement within the room etc. Some behaviours may require a conversation with Key Stage Managers or the Assistant Head of Prep (Pastoral). A record of the behaviour and follow up actions may be noted on iSAMS/CPOMs depending on its severity.
- *Stage 2* – Significant or repeated behaviours are investigated by Key Stage Managers or the Assistant Head of Prep (Pastoral). These incidents are reported to parents/guardians initially by the class teacher and then, if the behaviours persist, by the Key Stage Manager or Assistant Head of Prep (Pastoral). Specific, proportionate sanctions, such as break or lunchtime reflections or removal of certain privileges, are implemented depending on the severity of the behaviour and the impact on others. A record of the behaviour and follow up actions must be noted on iSAMS/CPOMs. Special consideration is given to pupils with additional needs.
- *Stage 3* – Dangerous or persistent unwanted behaviours (where Stage 1 & 2 actions have already been applied) are escalated to the pupil(s) being referred to the Assistant Head (Pastoral) or the Head of Prep School. Parents/guardians are required to have a meeting to discuss the behaviour, sanctions and a support plan for the pupil(s).

Action points from Stage 3 vary according to each case. A case conference should involve relevant staff to identify the types of behaviour, significant and mitigating factors and propose action points. A record is kept to confirm next steps and assist the monitoring and reviewing process. The pupil's support plan involves liaison with parents/ guardians and may involve liaison with the SEN Department and/or the implementation of other behaviour strategies, such as the use of a BESD passport.

A decision to invite parents/ guardians into school must first go through Key Stage Managers and the Assistant Head of Prep (Pastoral)/ Head of Prep School accordingly.

A significant act of poor behaviour may lead to a fixed-term or permanent exclusion.



3. BEHAVIOUR IN THE SENIOR SCHOOL

3.1 Guiding principles

We are a caring community and, as such, our behaviour policy is designed to promote an environment in which all members of the community can work together in a supportive way. It aims to promote a school in which everyone feels happy, safe, secure, fairly treated and equally valued. Our behaviour policy does not aim to be punitive, nor is it primarily concerned with rule enforcement; it is a means of promoting good relationships so that people can work together with a common purpose.

- *All pupils are treated fairly and our behaviour policy is applied in a consistent manner.*
- *This policy aims to help children learn and develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the College community.*
- *This policy aims to promote good behaviour and develop an ethos of kindness and co-operation, rather than merely deter poor behaviour.*
- *As and when behavioural issues occur, they are dealt with in a caring and sympathetic manner with the aim of achieving an improvement in behaviour.*
- *Communication between all members of staff is vital; it is imperative that Head of Year and Form Tutors are kept abreast of all matters, both minor and major.*
- *The Deputy Head Pastoral and Head of Year are responsible for ensuring consistency.*
- *Serious and significant behaviour incidents are investigated thoroughly and consistently*

3.2 The Senior School Code of Conduct



The Senior School Code of Conduct



- Kindness and compassion; all members of the College are expected to show kindness and compassion towards others and themselves at all times.
- Honesty and integrity; all members of the College are expected to act honestly and with integrity in all matters and at all times.
- Responsibility and generosity; all members of the College are expected to act in the way they know to be responsible and correct at all times, irrespective of the letter of the College rules, and are expected to be generous of time, energy and spirit towards their fellow Brightonians.
- Aspiration and humility; all members of the College are expected to try their best in all areas of their school lives, be that academic, extra-curricular or social. Congratulations are to be offered freely and enthusiastically, but received with grace and humility.
- Respect and courtesy; all members of the College community treat others (and their property) as they would like to be treated themselves regardless of any differences, perceived or otherwise. They are all expected to be mindful of and support one another in achieving their individual ambitions and the ambitions of the wider community.

3.3 College Core Values

- *Curiosity*
- *Confidence*
- *Kindness*

3.4 Rewards for Positive Behaviour in the Senior School

The main formal rewards in the Senior Schools are: House Points, House Points Award Certificates, Core Value Certificates, Head of School Awards and Head Master's Awards.

3.5 House Points

Pupils who consistently model the Code of Conduct, as well as those who exhibit more general positive behaviour, attainment, achievement, progress and/or effort, are rewarded by teachers giving pupils House Points. House Points are categorised as:

- *Effort*
- *Participation*
- *Classwork*
- *Homework*
- *Curiosity*
- *Confidence*
- *Kindness*
- *Other*



In the Senior School, House Points are logged directly onto ISAMS by the class teacher. House Points are also accrued towards House Point Award Certificates (see Table below), which are awarded in assemblies:

House Points Total	Certificate
50	Bronze
100	Silver
200	Gold
300	Platinum

3.6 Curiosity/ Confidence/Kindness Certificate

These can be awarded to pupils who demonstrate our core values, either consistently over a period of time or significantly in a specific event. These are awarded by any teacher after first discussing with the appropriate Head of Year and/or the House Coordinator. When recorded on ISAMS, this will be worth 2 House Points. Pupils can also be awarded the points and certificates for participation in Wider Achievement in and out of school.

3.7 Head of Year Award

When pupils have made a significant contribution to their Key Stage and/or the College, they are awarded this certificate that recognises the extra time and effort they have given. Head of Year records this on ISAMS with pupils receiving this award earning 3 House points.

3.8 Head of School Award

Very high levels of behaviour, attainment, achievement, progress and/or effort, are rewarded by pupils being asked to showcase what they are being rewarded for to the Head or Deputy Head of School. Recommendations for this award are made by the relevant Head of Department or Head of Year. The Head of School will, as a result, write to the pupil's parents to inform them and congratulate the pupil. All Head of School Awards gain five House points and are logged by the Head or Deputy Head of School on ISAMS, and are included in the College newsletter.

3.9 Headmaster's Award

Truly exceptional behaviour, attainment, achievement, progress and/or effort, are rewarded by pupils receiving a Headmaster's Award. Recommendations for this award are made by the relevant Head of Department or Head of Year via the Head of School. The award involves the pupil presenting their achievements to the Head Master. If the pupil's achievement involves a piece of work, then a copy of that piece of work will be made and this copy will be held in the College Library. All Head Master's Awards gain ten House Points and are logged by the Head Master onto ISAMS, celebrated in assemblies, and featured in the college newsletter.



The following table is offered as guidance only, and staff should always use their professional judgement when deciding how many House Points to award. However, within a single lesson, we would not expect more than one HP to be awarded per pupil, except in exceptional circumstances.

Reward	House Points	Reason
House Points	1	<ul style="list-style-type: none">• Doing a good deed for a teacher• Exceptionally good manners• An excellent piece of work• An excellent effort
Core Value Certificate	2	<ul style="list-style-type: none">• Supporting another member of their community• An excellent piece of extended work• A sustained improvement in one subject area• Getting involved in something outside of their comfort zone• An act of consideration, kindness or helpfulness above that which one would normally expect of a pupil
Head of Year Certificate	3	<ul style="list-style-type: none">• A significant contribution to the Key Stage• An outstanding piece of extended work in a subject• A sustained and significant improvement in more than one subject area
Head of School Certificate	5	<ul style="list-style-type: none">• An outstanding act of consideration, kindness or helpfulness to others• Organising an event for the benefit of fellow pupils• An outstanding series of pieces of work• An exceptional improvement due to effort, resilience and/or determination
Headmaster Certificate	10	<ul style="list-style-type: none">• A truly exceptional act of consideration, kindness or helpfulness to others.• A truly exceptional piece of work• A truly exceptional improvement due to effort, resilience and / or determination• Overcoming significant obstacles to achieve an outstanding outcome



Pupils accrue House Points for both themselves and their House. Weekly totals are released to the pupils in assembly. At the end of each academic term, House Point totals are compiled and prizes/awards are given to the highest scoring individuals and House. If you award a Core Value Certificate - please inform the Deputy Head as this will ensure the pupil receives their certificate in the next assembly.

3.10 House ties

House ties are awarded to members of their House by the relevant Head of House as a visible recognition of their contribution to the House and wider College community. In order to qualify for their House tie, a pupil must first have accumulated at least 30 House Points in a term spread across all categories. However, the awarding of a House tie is not automatic and the final decision will rest with the relevant House Coordinator who must be convinced that they represent the values of their House and the College.

3.11 Sanctions in the Senior School

We are fortunate to have a very well-behaved pupil body, however, as with all schools it is necessary to have a transparent set of reflection opportunities to support the individual in maintaining personal standards and to protect the wider school community. The following is a brief guide to how warnings and these are used at Brighton College Bangkok Vibhavadi. The examples below are not designed to be an exhaustive list; teachers will use their professional judgement and may consult with the Heads of Year and the Deputy Head when deciding what level of reflection to use. All of the reflections used are constructive; they give a pupil the opportunity to reflect and improve their behaviour. However, if it is felt that they are not responding to a particular reflection there is the option of using the next level until it is felt that they are addressing their behaviour. In all cases other than those serious enough to justify permanent exclusion, pupils are given the opportunity to put incidences of poor behaviour behind them and move forward.

Pupils will always be given the opportunity to put forward their version of events before a sanction is imposed. Sanctions are also logged through ISAMs. Each sanction is awarded a negative number of points.

Whenever practicable, the pupil should:

- *Have a clear understanding of the mistake they have made;*
- *Reduce the impact of their mistake (for instance, through an apology, cleaning up or completing work to a higher standard);*
- *Have an opportunity to reflect on their mistake and consider a better response in the future.*



At no time should a pupil be belittled or treated with disrespect, even if they have made a significant mistake. There must be no physical contact (except in line with the College's policy on restraining). No pupil should be sent out of the classroom unsupervised even if this is just outside in the corridor.

In cases where a pupil continues to take part in behaviour that does not adhere to the Code of Conduct and affects other members of the College community, even after repeated sanctions have taken place, the pupil and their parent(s) can be called to a meeting with the Head of Year and the Deputy Head and/or Head of School where they may be placed on a contract. This is to

ensure that all parties involved are aware of the expectations and the possible consequences of not meeting them.

The College will endeavour to inform parents of behaviour concerns on the same day as their occurrence. Where this is not possible, the College will inform parents by the next working day, at the very latest. The College aims to contact parents via telephone in the first instance. The College will offer 'in-person' meetings to parents, which will be attended by the most relevant staff, depending on the nature of the incident. Staff in attendance may include, but may not be limited to:

- *Form Tutor*
- *Subject teacher*
- *Head of Year/Head of Department*
- *Deputy Head of Senior School*
- *Head of Senior School*
- *Headmaster*

3.12 Day to Day Practice

Within lessons, each teacher is responsible for ensuring appropriate behaviour management, in line with our Code of Conduct, values and this policy. Heads of Year will lead Tutors in the effective management of wider pastoral matters in the Senior School, particularly behaviour for pupils in their Years.

Heads of Departments and class teachers will assume initial responsibility for any inappropriate behaviour in lessons. They will follow the Senior School Behaviour Protocols in order to strive to solve the issue and rebuild positive behaviours.

As much as possible, Heads of Year should train and empower Form Tutors to feel comfortable in dealing with the majority of issues that occur for their tutees.



3.13 Class teacher response to poor behaviour in lessons

It is the College's intention for all teachers to foster positive relationships with all pupils. This is achieved through consistent, caring interactions, which encourage self-control and self-awareness in both pupils and teachers and that reflect the College's Code of Conduct. Within lessons, we aim to be clear and consistent in administering the following procedure when pupils display poor and/or disruptive behaviour:

- *Level 1* – Issue a verbal warning. A clear explanation of what the pupil has done to receive the warning, with a clear and, where practical, visible display of the pupil's name in the classroom. Explanation will be given of what will happen if the behaviour persists.
- *Level 2* – Issue a Behaviour Point. A clear explanation of what the pupil has done to receive the Behaviour Point, with a clear and, where practical, visible display of the pupil's name in the classroom. A clear explanation that the next incident of poor behaviour will result in a detention. The pupil will be separated for a brief one-to-one discussion, perhaps outside the classroom, outlining the issues arising and potential further consequences should changes not be made. The Behaviour Point is logged on ISAMs. Behaviour Points are categorised as:
 - *Poor Attitude*
 - *Lack of Effort*
 - *Missing equipment/kit*
 - *Late*
 - *Uniform issue*
 - *Homework issue*
 - *Behaviour issue*
 - *Unkindness*
 - *Other*
- *Level 3* - Issue a detention. Explain to the pupil exactly why they have been given a detention. The detention will be logged on ISAMs and be sat at lunchtime as soon as possible and on a day convenient for the member of staff (departments may wish to have a detention rota between the members of staff). In all detentions the member of staff on duty will ensure that each pupil completes a Behaviour Reflection Sheet. The incident will be logged on ISAMs, with sufficient detail as to the nature of the poor behaviour displayed by the pupil. An email will be sent to the parents of the pupil, detailing the behaviour displayed and the detention issued. Pupils will not be allowed to 'work off' the detention. Pupils should not be left outside a classroom, but some pupils with a "time out" pass issued by their Head of Year and may ask to calm down and/or reflect outside the room, but within sight of the teacher, for a brief period, with the permission of the teacher. If a pupil fails to attend a lunchtime detention issued by a teacher this



NB: A very serious incident, such as fighting, vandalism, racism, swearing at a teacher will result in an automatic detention, and possibly more, in consultation with SLT. The on-call member should be contacted immediately.

Heads of Year should receive email notifications of every detention that is issued to members of their Year groups. Heads of Year should encourage Form Tutors to have restorative, detailed discussions with their tutees about these incidents as soon as is convenient and timely. Heads of Year may also wish to speak with the pupil, but will allow the Form Tutor to be the first point of call.

3.14 Use of toilets

- *Teachers should use strategies to discourage the use of toilets during lessons*
- *Each teacher to use a lanyard system when a pupil is permitted to leave lesson to use the toilet*
- *Any reason to leave classroom should signed out by teacher-time/reason in the toilet log spreadsheet*
- *Use the closest toilet*
- *Teachers monitor toilets during 5 minute between lessons*

3.15 Expected school equipment - to be checked every Monday morning by Form Tutors

- Blue/black ballpoint pen
- Hb Pencil
- Eraser
- 30cm Ruler
- Pencil sharpener/pencil refills
- Subject exercise books
- Homework diary
- Casio Classwiz Calculator
- Android or Apple tablet

3.16 Uniform

Pupils should wear the correct school uniform at all times, except during sports activities when they will wear the appropriate kit. Even if a pupil has permission not to partake in a sports lesson, they should still bring their kit. In practical lessons, ties may be removed when instructed by the class teacher for Health and Safety reasons. School shoes must be smart, flat healed, black shoes. No pupils should wear make-up for school and nail varnish and extensions are not permitted. Pupils may wear one pair of stud or small hoop earrings but these must be removed for PE lessons. Hair should be tied off the face and non-natural hair colouring is not permitted. Blazers are for formal occasions, including weekly assemblies.

6th Form pupils should wear appropriate business attire.



3.17 Mobile phones, Smart watches and devices

Pupils should not wear Smart watches in College.

Pupils must turn off mobile phones on entering the College and then place them in their locker (or bag if they do not have a locker). Devices are only to be used in lessons as directed by the class teacher.

If a pupil's mobile goes off during the school day or they are found using them the member of staff should confiscate the phone and hand it over with the pupils name and tutor group to the Deputy Head Pastoral. If pupils have devices out at break and lunch please remind them of the expectations and ask them to put them away. In the first instance of using a mobile in school, the mobile is confiscated until the end of the school day, pupils must go to the Senior School office after afternoon registration (2.55pm) to retrieve it. In the second instance the parents will be contacted and the phone confiscated for 3 days when the parent will be required to collect it. Any further incidents will require a parent meeting and further sanctions.

6th Form pupils may use their mobile phones in the 6th Form Centre, however, this should be in an appropriate manner (eg using Social Media, playing games and watching TV shows are not appropriate). In College their mobiles should be on silent. Pupils may use mobile phones for educational purposes in lessons with permission from the class teacher.

3.18 On-Call

A member of the Behaviour and Sanctions team will be 'on-call' each lesson of every day. If a pupil presents a significant disturbance to learning and/or demonstrates extreme defiance or violence, the class teacher must message either the Head of Senior personal assistant or the member of staff 'on-call' at that time so that the pupil may be removed from the lesson. Pupils should be asked to wait outside the classroom but within sight of the teacher until they are removed.

Pupils removed from lessons through 'on-call' will automatically serve a Deputy Head detention between 3.00pm and 4.00pm on a Friday.

3.19 On-Call Rota

	1	2	3	Break	4	5	6	Lunch	8	9
Monday	LAN	LAN	CWI		TRY	EBI	LAN		LAN	TAB
Tuesday	LAN	LAN	LAN		NHA	NHA	NHA		EBI	LAN
Wednesday	NHA	NHA	TRY		TRY	NHA	TRY		NHA	NHA
Thursday	CWI	TAB	CWI		LTU	NHA	LTU		TRY	TRY
Friday	CWI	NHA	LAN		LAN	LAN	LAN		LAN	Assembly



3.20 Outside of lessons

Proper conduct around the College is vital in instilling in our pupils the values that we hope to foster. In particular, we monitor punctuality, conduct and uniform in our shared spaces. Heads of Year track pupil standards using the detention and warnings spreadsheet and ISAMs. Subject teachers should adhere to the following guidelines:

- *If a pupil is acting inappropriately inside the College buildings at free/transition times, such as wrestling, pushing, shouting, etc., a warning should be issued by the teacher witnessing it.*
- *If this becomes repeated behaviour for an identified pupil, the relevant Head of Year will take action.*
- *Failure to correct inappropriate behaviour immediately will result in the witnessing teacher issuing a detention.*
- *If a teacher deems a pupil's behaviour in the corridors to be extremely disruptive and/or anti-social, a teacher may immediately issue a detention, or request assistance from the relevant Head of Year.*
- *Where necessary, for example if a pupil expresses physical pain or discomfort, where there has been a potential head injury, or where the teacher/s notice signs of injury and pain, pupils will be evaluated by the College nursing team.*

Heads of Year will use their monitoring to gauge if a pupil's behaviour is limited to a subject area, or if there are wider and/or more general concerns. Pastoral interventions will be catered to the individual, based on their circumstances.

3.21 Recording: ISAMs

House Points and Behaviour Points are added by the relevant teacher on ISAMs. This can either be done via the drop down menu on the class register or via the Rewards and Conduct module. This allows staff to add HP/BP for multiple pupils at once or individual pupils. Staff should give the reason for awarding/issuing the point from the selected drop down menu. Optionally, the department can be added and a note with further details if necessary.

Detentions can be added via the Discipline module. There are Level 3 Lunchtime Detentions set every day from 13:00 - 13:20 (L3 LT Day). All teachers can set a L3 detention through the Discipline by adding the pupil on the date of their choice. The subject teacher should hold this detention and inform the pupil of the date and time. The Tutor and Head of Year should also be informed. If the pupil does not attend the detention the teacher must email the Deputy Head Pastoral and Head of Year so this matter can be escalated.

Level 4 and Level 5 detentions can only be set by the pastoral leads.



3.22 Tracking and Monitoring: ISAMs

It will be the collective responsibility of Pastoral Teams to track and monitor the various points given to members of each year group. Heads of Year will lead on using ISAMs to lead discussions on:

- *House Points totals, by pupil*
- *Detentions total, by pupil*
- *Average attendance for the year, by pupil, tutor group and year group*

All data sets should be shared with the tutor team each week, with agreed actions and interventions for each pupil discussed.

As part of Head of Year meetings with SLT, they will be expected to discuss the data in detail, describing how they are managing individual cases in the Year Groups. It is the Head of Year's responsibility to fully engage with the Form Tutor team in this process in order to distribute pastoral leadership, thus providing the very best care and experience for our pupils.

On the Rewards and Conduct module, if staff select the Reports tab they can run reports for year groups, Houses and Tutor groups. These can be done for all points or just House Points or Behaviour Points as desired.

If you select The 'Rewards and Conduct Statistics' report you will get a total number given in the specific date range. If you would like to see only Behaviour Points and any further notes from staff, select the 'Rewards Report' and then Senior Behaviour Points and the group of pupils you are interested in. Reports can be given as PDFs or excel spreadsheets.

3.23 Interventions based on report data

After each data set is published and shared following pupil reports, Form Tutors and Heads of Year should identify those pupils in their Houses who have concerning levels of effort. Investigation of which subjects are of particular concern and why:

- *Discussions with subject teachers regarding specific poor behaviours exhibited*
- *Lesson drop-ins to observe pupil behaviour*
- *Parental contact via telephone or email*
- *Form tutor/Head of Year meeting with parents*
- *Effort report for a set period of time with effort and/or attitude to learning being a key focus*
- *On-going discussions with the pupil*
- *Mentoring*

Based on other information that pastoral teams have regarding individual pupils, a decision may be taken to enact any of the interventions listed above. Conversations should take place between the relevant pastoral and academic staff in order to make this judgement.



3.24 Table of Procedures

Sanction	Example
Level 1 – Verbal Warning	First time displaying inappropriate behaviour such as: <ul style="list-style-type: none">• Lateness• Low-level disruption in or out of lesson• Speaking Thai outside of Thai lessons• Lack of respect towards another pupil or staff member• Incomplete homework
Level 2 – Behaviour Point	Repeating behaviour after a warning. Regarding homework, this does not need to be in the same lesson. If a pupil has been warned once regarding homework they will be issued a BP. Except in language lessons, if pupils are speaking languages other than English (without permission from teacher - eg to support another pupil)
Level 3 – Detention (parents must be notified)	Continuing with behaviour after a Behaviour Point is issued or a more serious inappropriate behaviour such as: <ul style="list-style-type: none">• Swearing• Unkind words• Forceful contact with another person• Misuse of a device• Deliberately deceiving or disobeying a teacher
Level 4 – Head of Year Detention (parents will be contacted by Head of Year to discuss)	3 detentions will automatically lead to an afterschool detention with a Head of Year, as will a missed Level 3 detention
Level 5 – Deputy Head Pastoral (parents will be asked to come into school for a formal meeting)	For more serious incidents or repeated inappropriate behaviour the Deputy Head will issue further sanctions including: <ul style="list-style-type: none">• Pupil monitoring reports• Internal withdrawal from lessons
Level 6 – Head of School (parents will be asked to come into school for a formal meeting)	For the most serious of incidents or continued issues after level 5, the Head of School will meet with parents and pupils may be placed on a contract and/or be issued with a suspension.



4. WHOLE COLLEGE GUIDANCE

All disciplinary matters are thoroughly investigated, but for any that may result in exclusion, it is particularly important that the process is fair and transparent.

4.1 Interviews with witnesses

All interviews with witnesses will be conducted in the presence of a member of the pastoral team or SLT who will make notes of the questions and responses, read them back to the witness and ask if they are correct. The date will be recorded.

4.2 Interviews with pupils under investigation

All interviews with pupils under investigation will be conducted in the presence of one other member of staff who will make notes of the questions and responses, read them back to the pupil and ask if they are correct. The date will be recorded. The pupil will always be given the opportunity to explain their side and also be encouraged to write a statement in their own words. They will then be informed of the next stages.

4.3 Review of Evidence

At this stage, the Head Master meets with the relevant Head of School/ DHP to review the evidence, consider the facts and conduct any further interviews if necessary. Once this has been done, a decision is made as to the appropriate disciplinary sanction. A decision to suspend is never taken lightly and should only take place if alternative measures have been considered and it is felt that the pupil has lost the right, temporarily or otherwise, to be a part of the community.

4.4 Meeting with parents and pupil regarding a suspension

Once a decision has been made, the Head Master or the Head of School will invite the parents for a meeting before the pupil is suspended, giving reasons for the suspension and the duration. In extreme cases, a pupil may be suspended pending a decision about a permanent exclusion. If this is the case, this is also explained at this stage. At the same time, the Head Master makes it clear to the parents that they can, if they wish, appeal against the decision and the appeals process is explained including their right to contact a member of the Board of Governors.



4.5 Return from Exclusion

Before returning from exclusion, the pupil and parents will be invited to a meeting to discuss any reflections and agree conditions of return. The pupil and parents will be asked to sign that they agree with these conditions. Pupils who fail to agree to these conditions will result in a failure to readmit which could lead to a permanent exclusion.

4.6 Permanent exclusion

Permanent exclusion is only ever a last resort and parents will always be given the option of withdrawing the pupil from the College beforehand. It will only be considered as an option if there is a genuine threat to the welfare and education of others in the community. Examples of behaviour that may warrant permanent exclusion might include possession and/ or supply of illegal drugs, physical violence, persistent bullying or identity-based harm, misconduct of a sexual nature, possession of firearms or other dangerous weapons, repeated failure to respond to other reflections.

Note that permanent exclusion is not straightforward under Ministry of Education guidelines and a case would have to be made involving members of the Board of Governors. However, it is hoped that, before this stage is reached, a mutual agreement to withdraw the pupil from the College community would be reached with the parents.

4.7 Involvement of local authorities

For certain extreme behaviours, the College has both a moral and legal obligation to refer the matter to the appropriate authorities irrespective of the parents' decision to withdraw the pupil from the College.

4.8 Pupils with Additional and/or Special Educational Needs

Like all pupils, pupils with special educational needs may display behaviours one can perceive to be disruptive or challenging. Sometimes, these behaviours are as a direct result of their special educational need and/or reasonable adjustments not being in place. It is important that we have clear and high behavioural expectations for all our pupils; it is also important that the behaviour policy is used flexibly for children with SEN in order to make reasonable adjustments to meet identified needs. If you have any queries about how to use the behaviour policy to support students with SEN, please contact the SENDCO or the Assistant/Deputy Head (Pastoral). If there is a student who is frequently displaying unusual or challenging behaviours, this should also be referred to the SENDCO in order to investigate any potential barriers to learning that the behaviours may be related to.



4.9 Pupils with EAL

Whilst the majority of our pupils are not first language English speakers, English is our common language and should be encouraged at all times (except in Thai and Mandarin lessons). However, some pupils do join us with extremely low levels of English and without being able to speak in their native tongue will struggle with social integration. In these cases, we need to support our pupils' well-being by allowing use of non-English conversations especially in their first term at the College. The Head of EAL will help identify those pupils who will need special consideration in this area.

4.10 The role of Parents

The College works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school. Clear guidelines about behaviour are included in the Parents Handbook. The College anticipates that parents will support their child's learning, and cooperate with the school. The College endeavours to build a supportive dialogue between the home and the school, and informs parents of any concerns about their child's welfare or behaviour. If the College has to use reasonable sanctions, parents should support the actions of the College. If parents have any concern about the way that their child has been treated, they should initially contact the Head of the School who will investigate and liaise with parents in the first instance. If the concern remains, parents should then speak to the Head Master.

4.11 Anti-bullying

The College aims to produce a safe and secure environment where all pupils can learn without anxiety, by making all those connected with the school aware of our opposition to bullying and by having consistent and robust approaches to behavioural management and specifically bullying. Please see the Anti-Bullying Policy for further details.

4.12 The Use of Reasonable Force

The College aims to produce a safe and secure environment and as such if a situation arises in which a pupil may cause harm to themselves or others, staff members may need to intervene to minimise the risk to those involved. This may include the physical restraint of a pupil. Any force used will be reasonable and proportionate to the circumstances.