



## Behaviour Policy (Junior School)

**Approval:** Full Board  
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**Level:** Public  
**Review Frequency:** Three years  
**This Policy Approval Dated:**

### 1. Introduction

- 1.1. Good behaviour empowers everyone to make the most of their time at Wellington College; it smooths the path to good relationships with others; it supports the development of self-confidence and maturity; it allows learning of all types to take place in a positive and friendly atmosphere.
- 1.2. In line with our Identity and Values, we set clear boundaries for acceptable and non-acceptable behaviour which are fair, clearly stated, and reinforced with kindness and firmness in equal measure; we recognise and reward good behaviour.
- 1.3. When promoting good behaviour, it is important to treat each child as an individual within the framework of the School Rules. Children of different ages and at different levels of development will respond to different strategies. Different strategies may be used according to circumstances.
- 1.4. All staff have a shared responsibility to promote, manage and encourage high standards of behaviour.
- 1.5. The principles of restorative practice influence our approach to behaviour management, such that, if misbehaviour leading to harm is encountered:
  - 1.5.1 Punishment is not uppermost in the mind of the teacher.
  - 1.5.2 Revenge is unacceptable – for either adults or children.
  - 1.5.3 The person/people who have caused harm and the person/people who have been harmed talk reflectively together about the incident of harm, guided by a teacher.
  - 1.5.4 Desired outcomes are:
    - 1.5.4.1 End of suffering for those who have been harmed
    - 1.5.4.2 No further harming (ie behaviour/attitude change) from the harmer.
  - 1.5.5 Restorative Practice holds that the best way to deal with a problem or incident is to bring those involved, and affected, together (if possible) to discuss what has happened and how people have been affected. The next task is to help people to take responsibility for their misdeeds or bad decisions and decide on a way in which the harm might be repaired.

### 2. The following are our basic **behaviour principles**.

- 2.1. We respect our own and other people's property.
- 2.2. We listen carefully, work hard and play well.



- 2.3. We treat others as we would like to be treated – always with kindness.
  - 2.4. We are honest but not hurtful.
  - 2.5. We are aware of others and use our manners.
  - 2.6. We aim always to be positive, constructive, motivated, kind and proactive.
  - 2.7. Our values of respect, courage, integrity, responsibility and kindness are at the heart of all aspects of our behaviour management and education in school.
3. **Good manners** are very important at our School. All children and adults are expected to **behave with respect and courtesy to others**. At lunchtimes, we ensure that good table manners are learned and used.

#### 4. School Rules

4.1 The following is a framework for the School's reasonable expectations of how every member of the School should behave. It is not exhaustive but its spirit is clear and the School expects all members of its community to subscribe to it.

- 4.1.1 Students are expected to behave with respect and courtesy at all times. They should move about the school **quietly and calmly**.
- 4.1.2 Students **must take care of the school buildings** and all school resources.
- 4.1.3 **Manners are very important**. Children should learn how to greet an adult and how to address each other **in a friendly and polite way**.
- 4.1.4 **Abuse, bullying, teasing and discrimination are not tolerated**. Further detail on these areas is contained in our Anti-Bullying and Pastoral Policies.
- 4.1.5 **Adults model, expect and enforce appropriate behaviour** among the students.
- 4.1.6 Students and adults are expected to apologise for any wrong action. Usually, a simple but sincere 'I'm sorry' is all that is needed. A letter of apology may sometimes be requested from a student.
- 4.1.7 **Students are expected to listen without interrupting when being spoken to by an adult** or another student. If a student wishes to ask or answer a question in a lesson, they must wait quietly until addressed, knowing that their view will be heard.
- 4.1.8 **All members of the school community should take pride in their work** and appearance, and respect their own and other people's property. Lending/borrowing with interest is not allowed and no form of swapping, buying and selling is permitted.
- 4.1.9 Students are expected to behave both in and out of school in such a way as to give the best possible example and impression of the school. This applies to the School Bus, to outings, trips, fixtures and all other circumstances.



**4.1.10 School uniform is compulsory and should be worn appropriately** and as intended. Students are encouraged to be proud of what it represents – being part of our community. Students should appear smart, clean, neat and tidy at all times; hair should be of an unsurprising colour, styled appropriately and tied back neatly if long enough. Jewellery is not permitted. Extra, non-uniform items of clothing are not permitted. Students should smell neither unwashed nor perfumed.

## **5 Creating Positive Environments and Relationships**

- 5.1 Our school aims to help children to learn how to make correct choices, developing trust in each other.
- 5.2 We know that the foundation of all excellence in behaviour is derived from building trusting relationships with those around us. This begins with the adults caring deeply about each child whom they teach, finding out about who they are and how this may support them in their learning.
- 5.3 At the beginning of every academic year, a class charter is written and agreed upon by all students and teachers in the class. This sets the foundation of all ongoing expectations for behaviour and can be revisited as frequently as required.
- 5.4 The greatest reward that is provided to students is a verbal reward – sharing with a child explicitly what it is that you are so proud of them for.
- 5.5 Regular and positive communication with parents is also vital in this – parents must know all of the wonderful things their child has achieved, supporting more difficult conversations to be productive when required.
- 5.6 House points are awarded by teachers for students showing excellence in our identity and values. They must be earned, awarded to children going above and beyond what is expected. In this way, they always hold great value. They are recorded on iSAMS with certificates being provided each term to students who have earned required levels of points.
- 5.7 Particular acts of kindness, good behaviour and conspicuous effort in learning are also recognised by class teachers in the Junior School, who award “Star of the Week” to one child in their class within Friday assemblies.

## **6 Consequences**

- 6.1 We will always seek to prevent any concerns from arising in our school, using our relationships and knowledge with children to intervene at the earliest possible time to prevent any harm happening.
- 6.2 Nevertheless, at times, children may make inappropriate choices that have been unpreventable. Our job as a school is to address these and support each individual



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to learn from their mistakes in a timely manner. As a result of this, we should have a happier, safer school community.

- 6.3 In our school, a restorative approach is always used to support children in understanding how to reflect, learn from then move on from mistakes or poor choices that have been made. The aim of the restorative conversation is for a child to develop empathy towards others who have been harmed by their actions, and think about how they are able to repair this harm.
- 6.4 Our emphasis is on developing a gradual understanding of right and wrong, as well as responsibility. We strive to work closely with parents to ensure consistency and sensitivity at all times.
- 6.5 Levels of consequence:

Level	Example of behaviour	Response	Who?
1	Low level behaviour - a thoughtless or careless action such as interrupting a teacher or not listening carefully.	Verbal reminder. It is very important to address low level concerns straight away.	ALTs Teachers Whoever witnesses it
2	An unkind/potentially dangerous choice has been made and/or a complaint has been made against the child by another child.  In the classroom, a child is behaving in a way that contravenes a class charter making it difficult for others to learn.  A child has not responded to gentle invitations to stop low level behaviour.	Restorative conversation which reflects on the impact of the choice a child has made. A way to make it better is decided in partnership with the child. The teacher expresses belief that the child has learned, can make better choices next time and assures them that a line has been drawn under the incident.	ALTs Teachers
3	A repeated incident where the restorative conversation seems to not have made an impact.  Behaviour that is unacceptable and contravenes school rules and expectations such as physical violence, the use of offensive language or serious name-calling.	Restorative conversation with a more serious consequence such as loss of some break time in order to finish work or write an apology letter, etc.  Note on ISAMS and a conversation/email to parents.	Class Teachers
4	A repeated or more serious incident than Level 3.	A meeting between Class Teacher and parents takes place.	Class Teachers
5	Despite Level 3 and 4 interventions, behaviour is repeated and shows no sign of improvement.	The matter is passed from the Class Teacher to the Deputy Head Teacher.	Deputy Head Teacher

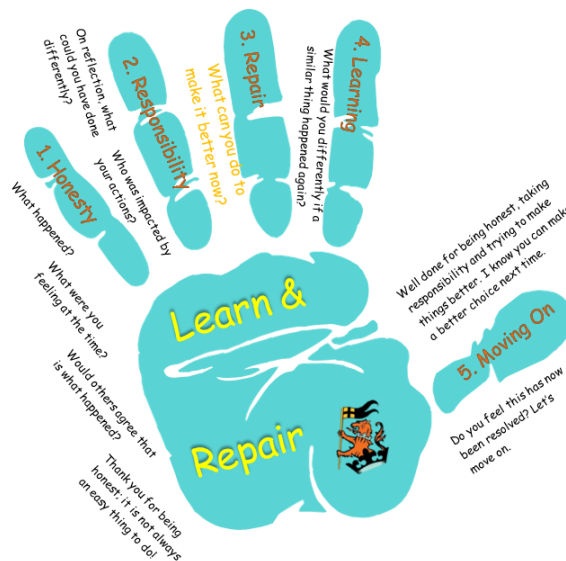


		The Deputy Head Teacher may choose to have a restorative conversation, explaining that the matter has been escalated, with the child, or meet with parents.	
6	Behaviour is showing no improvement or is deemed serious enough by the Deputy Head Teacher to escalate the matter to the Head Teacher.	Head Teacher is involved.	Head Teacher
7		Suspension.	Head Teacher
8		Exclusion.	Head Teacher

- 6.6 While levels of sanction and misdemeanour are outlined above, incidents are rarely black-and-white. Therefore, we ask parents for their support in this important area of school life. Any disciplinary steps are best taken as soon as possible after any necessary investigation has been completed following an offence.
- 6.7 Children are never punished physically or humiliated in any way. Occasionally, it may be necessary to restrain a child in an emergency in order to prevent injury or damage to property (see 9.1).

## 7 Restorative Approach

- 7.1 We use a restorative approach at all times in school when an incident has occurred.
- 7.2 This involves a conversation with all children who have been involved in the action that has caused a problem. For consistency, the ‘Learn and Repair’ model is used to support all conversations in the school of this nature.





## 8 School Uniform

- 8.1 Appropriate and correct school uniform is to be worn at all times (see 4.1.10, above) unless specific permission has been granted (e.g. recovering from an accident, a non-uniform day). Uniform must be named and labelled.
- 8.2 All school staff monitor and, if necessary, question the appearance of all children. If a child's uniform is incomplete or inappropriate the following steps are taken.
  - 8.2.1 If a child comes to school with incorrect or missing uniform then a chat with the child and/or parents or a polite note home should resolve the issue, which may be due to lost kit or a delay in obtaining an item of uniform.
  - 8.2.2 If the issue is not resolved, the Head of Junior School consults with the class teacher on the best course of action.
  - 8.2.3 If uniform is unnamed, parents may be contacted to resolve the issue.

## 9 Physical Restraint

- 9.1 Occasionally, for reasons of safety, a member (or members) of staff may need to restrain a student physically. This only occurs in an emergency to prevent personal injury (either to children or adults) or serious damage to property. Such incidents are documented and parents advised of the circumstances that led to restraint being applied. Staff always use the minimum level of force necessary.