



Behaviour Policy (Senior School)

Approval: Executive Board
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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 Values and identity, we give guidance regarding acceptable and non-acceptable behaviour, which is 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 student as an individual within the framework of the School Rules. Students 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 students.
 - 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 and bad decisions and decide on a way in which the harm might be repaired.

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

- 1.1. Respect your own and other people's property
- 1.2. Listen carefully and politely, do your best and play fair



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- 1.3. Treat others as you would like to be treated, or better
 - 1.4. Be honest but not hurtful
 - 1.5. Be aware of others and be well-mannered towards them
 - 1.6. Be positive, constructive, motivated, kind and proactive.
3. **Good manners** are very important. All students 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**
- 5.1 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.
 - 5.1.1 Students are expected to behave with respect and courtesy at all times. They should move about the school quietly and calmly. They should walk briskly, but not run, between lessons and always aim to arrive punctually. Students must not leave the campus without specific permission.
 - 5.1.2 Manners are very important: students should always allow an adult to pass before them at a doorway, etc. Students should learn how to greet an adult and how to address each other in a friendly and polite way.
 - 5.1.3 Neither students nor adults should direct anger or similar destructive or negative emotions at any individual or group.
 - 5.1.4 Abuse, bullying, teasing and discrimination are not tolerated. Adults model, expect and enforce appropriate behaviour among the students. Further detail on these areas is contained in our Anti-Bullying and Pastoral Policies.
 - 5.1.5 Students and adults are expected to apologise for any wrong action. Often, a simple but sincere 'I'm sorry' is all that is needed. A letter of apology may sometimes be requested from a student.
 - 5.1.6 Students are expected to listen without interrupting when being spoken to by an adult or another student.
 - 5.1.7 All members of the school community should take pride in their work and appearance, and respect their own and other people's property.
 - 5.1.8 Lending/borrowing with interest is not allowed and no form of swapping, buying and selling is permitted.
 - 5.1.9 Students must take care of the school buildings and all school resources.
 - 5.1.10 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.



5.1.11 School uniform is compulsory and should be worn appropriately and as intended. 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.

6 Rewards

- 6.1 Rewards form an integral part of the life of the school. We encourage the establishment of good teacher/student relationships and support for the School's values through a system of rewards: verbal praise and written feedback for good effort and work; reports to parents; reflection upon individual progress and achievement through the termly student development plans; public praise via School and House assemblies, prize giving (in Assemblies, and on Speech Days); and in class through the awarding of House Points.
- 6.2 House Points are given to students who show excellence in their work and/or behaviour. Students given House Points are celebrated by their tutor in the first instance. There is further congratulation of those who get significant numbers of House Points, for example in assembly.
- 6.3 House Points can be earned in class, Enrichment, extra-curricular activities or the House for
 - 6.3.1 Excellent achievement in a specific piece of work, activity or assignment;
 - 6.3.2 Showing great character or community spirit, such as resilience in an area of difficulty
 - 6.3.3 Teamwork
 - 6.3.4 Kindness to others
 - 6.3.5 Initiative
 - 6.3.6 Showing a high level of motivation or continued motivation over a long period.
- 6.4 Head of School's Commendation
 - 6.4.1 Commendation Certificates are awarded by the Head of Senior School for excellence in recognition of a particular piece of work or for consistent exemplary work throughout the term or year.
 - 6.4.2 They can also be awarded for significant improvement of motivation in a certain area, personifying the Wellington spirit.
 - 6.4.3 A Head of School's Commendation is worth 10 House Points.
- 6.5 House Points accumulate towards the annual Senior House Cup, awarded at the end of the school year at Final Assembly or Speech Day.



7 Sanctions

- 7.1 Inappropriate behaviour is addressed directly and in a timely manner. The purpose of a sanction is the modification of behaviour, which should lead to a happier, safer school community. Sanctions are never imposed in the service of revenge, either for staff or on behalf of other students. In the context of the development and maintenance of excellent, reflective relationships between staff, students and parents, the implementation of serious sanctions should be a rarity. Please also see staff guidance on Restorative Approaches.
- 7.2 Our emphasis is on developing a gradual understanding of right and wrong, as well as responsibility. We also work with parents to ensure consistency and sensitivity.
- 7.3 ‘Levels’ of sanction
- 7.3.1 **Level 1** – The most common sanction is a simple verbal reminder. This will typically be for an act of thoughtlessness or carelessness, such as shouting out.
- 7.3.2 **Level 2** – Loss of some break time. This will typically be when a verbal reminder has been ignored or a student’s behaviour breaks one of the Rules. The student is made aware of which Rule they have broken. The House Tutor records this sanction and the Head of School is made aware.
- 7.3.3 **Level 3** – Loss of a privilege or school responsibility. This is used when a student’s behaviour significantly transgresses the Rules (eg disobeying a teacher’s direct request, inappropriate language, intentional and/or persistent unkindness). The lost privilege may be the opportunity to represent the School or attend a specific activity. A student may also go on Daily Report to monitor their behaviour. This response is administered and recorded by the Head of School. Parents have been contacted at this stage by the House Tutor or the Head of School.
- 7.3.4 **Level 4** – used when a student’s behaviour is likely to cause suffering to another student or students (eg threats of violence, physical intimidation, persistent or aggressive foul or abusive language), or if there is a refusal to accept authority and modify behaviour. This sanction is administered by the Head of School. The nature of the punishment reflects the offence but examples include tidying duties, missing morning and lunchtime breaks for a sustained period, working in isolation for a day. In such cases, parents are invited to School to discuss the incident and surrounding issues with the House Tutor and the Head of School. The evidence and outcomes are recorded in the School’s Incident Log.
- 7.3.5 **Level 5** – Suspension (temporary exclusion).
- 7.3.6 **Level 6** – A Permanent Exclusion. This is not legally possible in Thailand.



7.4 Misdemeanour to sanction

Below are examples of likely sanction levels for common misdemeanours. Circumstances may require that teachers exercise judgement, however.	
Prep not handed in at the requested time	2
Talking in class when they should not be talking	1-2
Keeping hold of a mobile phone instead of handing it in	3
Late for a lesson without a good reason	1-2
Rudeness to visitors	2-3
Leaving rubbish around the school	1-2
Bullying	4-5
Using inappropriate language	1-3
Persistent untidiness of uniform	2
Refusing to make effort in class	2-3
Unkind words or behaviour	2-3
Losing control of their behaviour (eg losing their temper)	3-4
Accidentally breaking or damaging another student's property	2-3
Online insults, taunting etc of other students or adults	3-5

7.5 While levels of sanction and misdemeanour are outlined above, incidents are rarely black-and-white. Any disciplinary steps are best taken as soon as possible after any necessary investigation has been completed following an offence.

7.6 Students are never punished physically or humiliated in any way. Occasionally, it may be necessary to restrain a student in an emergency in order to prevent injury or damage to property (see 9.1).

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 (eg 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 students. If a student's uniform is incomplete or inappropriate, the following steps are taken.

8.2.1 If a student comes to school with incorrect or missing uniform then a chat with the student and/or parents 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 House Tutor consults with the Head of School on the best course of action.

8.2.3 If uniform is unnamed, parents may be contacted to resolve the issue.

9 Physical Restraint



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- 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 students 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.