



Behaviour Policy

Guidelines to support the development of respectful and caring students.

In this document we set out how we support the development of respectful and caring behaviours.

At HHIS we provide a calm and caring ethos to ensure that everyone feels valued, respected, safe and confident. Within this environment we teach our students how to develop the values encompassed in our 'I' statements to enable them to become socially, emotionally and intellectually secure, well-rounded and happy young people. We aim to develop intrinsic motivation for positive behaviour in the school rather than solely because of an outside, extrinsic incentive or reward.

Promoting Positive Behaviours

Teachers:

- exemplify all the behaviours we expect of the students in our care;
- set class expectations in collaboration with the students;
- make targets and expectations of the focus 'I' values explicit within the classroom;
- focus explicitly on the development of our 'I' values within the curriculum;
- recognise attainment and progress in terms of our 'I' values;
- counsel students on issues affecting their sense of well-being;
- confront behaviours that are not respectful or caring;
- consult with parents and/or headteacher if there are potential safe-guarding concerns;
- listen to concerns of parents and take action in response to those concerns;
- ensure all students have a 'voice' through their classes, the student councils and the opportunity to talk whenever they need support. There are also suggestion boxes and surveys to complete, so all ideas can be shared and contributed.

The Head of School:

- ensures there is a consistent approach to the setting of standards of behaviour and supports all staff in the implementation of the behaviour policy;
- reports to and meet with parents;
- models the HHIS caring and respectful behaviour expectations
- Implements the policy fairly and consistently.

Students: How do HHIS students promote positive behaviours?

These were agreed by Y3-13 in November 2023 and a summary was created by the Student Council in January 2024.

- We respect that everyone is unique and we are all individual
- We have a positive attitude and we always try our hardest
- We arrive to school and go to lessons on time
- We use feedback so we can improve our work
- We listen to each other and share our own ideas in group and class discussions
- We ask for help when we need it
- We learn from our mistakes and don't give up
- We take care of our school
- We show good manners and we are polite to others
- We make sure everyone is included and we always make new students feel welcome
- We share with each other. This includes the lego, the playground, the sports equipment, the Chromebooks and the IGCSE & IB Textbooks.
- We help our friends. We help each other. We help our community and we should feel inspired to raise awareness and money to help good causes.

Diversity, equity, inclusion, and anti-racism:

Inclusion is one of our core 'I' Values and is central to our philosophy and ethos. As a school with a rich and diverse community, diversity together with high levels of understanding and tolerance is celebrated. All community members are expected to demonstrate respect and appreciation for the diversity of others. Deliberate actions that do not meet this expectation are treated as serious misbehaviors.

Consequences of inappropriate behaviour

Teachers will always work to encourage students to take responsibility for their behaviour. They will listen to all those involved and encourage students to find a fair solution that both parties can agree to. Emphasis is always on what changes in behaviour are required and how they can be achieved. It is always the student's behaviour that is referred to and not the student themselves. In the application of any sanctions, the context, age and maturity of the students are taken into account.

We work with all students to help them be more independent and to relate appropriately to others. Those who have difficulties will be given support, through for example with further development in social communication skills or through counselling.

Bullying (see appendix 1 for definition) of any kind is never tolerated. Incidents are treated seriously and will always result in action being taken to support the victim. Such support could be with the class/homeroom teacher, the well-being coordinators or with other staff members.

Processes will be put in place to prevent the behaviour being repeated.

Behaviour outside of school

All HHIS students are expected to conduct themselves well outside of school. HHIS is responsible for ensuring all students feel safe and cared for while at school. Major and Serious/illegal behaviour incidents which occur outside of school times or off campus, which involve one or more HHIS students, may be subject to the same disciplinary consequences outlined in this policy.

A log of serious incidents of behaviour is maintained by the Headteacher in a secure folder on Google drive. This information is maintained until the student leaves the school.

Examples of Minor Misbehaviours:

- Refusal to follow directions of a staff member or responsible adult.
- Consuming food/drinks without permission, outside of designated times and spaces.
- Misuse of Electronic devices (not related to cyberbullying or consent issues).
- Repeatedly not completing learning activities

Interventions/Consequences for Minor Misbehaviour:

1. Teacher discussion with the student – this is communicated to class teacher / tutor as needed
2. Reflective thinking/conflict resolution during break or lunch time
3. Develop a plan with the student (goal setting, behaviour contract, etc)

Repeat Minor Misbehaviours

1. Same as minor misbehaviour, plus
2. Meet with Class Teacher/Tutor or Head of Department
3. Meet with the Phase Leader or Head of Secondary, as appropriate.
4. Parent contact

Examples of Major Misbehaviours:

- Repeated refusal to follow directions of staff members including teachers and support staff.
- Academic dishonesty.
- Willful destruction of property and/or stealing.
- Habitual neglect of responsibilities (e.g. attendance, homework, personal safety & safety of others)
- Fighting, harassment, intimidation, bullying, verbal/physical abuse.
- Cyber bullying of any kind.

Interventions/Consequences for Major Misbehaviours **may include:**

1. Same as Repeat Minor Misbehaviours, plus
2. Meet with Head Teacher
3. Possible in-school suspension
4. Possible out of school suspension up to 3 days.

Examples of Serious and/or Illegal Misbehaviours:

- Use, possession and/or trafficking of alcohol, drugs, or any controlled substance (see also our [Substance Misuse Policy](#)) including tobacco, e-cigarettes or vapes.
- Possession or use of weapons/firearms.
- Vicious physical assault.
- Serious breach of technology acceptable use policy
- Physical and/or psychological threats including sexual harassment.
- Identity-based abuse, language, or behaviour (Racism, sexism, gender and sexuality, etc.)
- Repeated major misbehaviours.

Interventions/Consequences for Serious and/or Illegal Misbehaviours:

1. Meeting with student/parent/school support team, and
2. Immediate out of school suspension
3. In line with Thai regulations, a written warning will be given to the parents or guardians to acknowledge and certify receipt of the disciplinary action that may result in the termination of a student's status.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Hurting themselves or others
- Causing disorder
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Appendix 1

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm unfairly directed at an individual, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites