



Hua Hin International School

Guidelines to support the development of respectful and caring students.

Updated: March 2021

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.

Promoting Positive Behaviours

Teachers:

- exemplify all the behaviours we expect of the students in our care;
- set class rules 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 effort 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 the emotional welfare of a child is of concern;
- listen to concerns of parents and take action in response to those concerns;
- ensure all students have a 'voice'.

The Headteacher:

- exemplifies all the behaviours we expect of the students in our care;
- ensures there is a consistent approach to the setting of standards of behaviour and supporting all staff in the implementation of the behaviour policy;
- reports to and meet with parents at all times;

- focuses on an 'I' value for blocks of time sets the expectations and consistently revisits the 'I' values. Concrete examples of progress within the 'I' value by the students is a regular focus of staff meetings.

Extrinsic Rewards

To reinforce exemplary attitudes to learning and behaviour we use:

- verbal feedback and praise;
- Celebration of children's learning with references to 'I' values on display through the school;
- Early Years and KS1 class may choose to develop extrinsic rewards to encourage positive behaviours.
- Home/school books in Early Years and KS1 share positive behaviours with parents.
- KS2 and KS3 share achievements through individual emails.

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.

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

Consequences of inappropriate behaviours include:

- ❖ A verbal warning or signal;
- ❖ A student may be asked to go to another teacher's room for time-out in order to reflect upon their behaviour and consider how it can be improved;
- ❖ Loss of free time. Students will be kept in at lunch times or break time.
- ❖ A Serious incidents (See appendix 2 for definition of serious incidents) will be brought to the attention of the headteacher and may result in the temporary exclusion of a student.
- ❖ Teachers and the Headteacher will communicate their concerns with parents at all times.
- ❖ Repeated serious incidences of inappropriate behaviour could lead to permanent exclusion.

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.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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

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.

Appendix 1

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

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, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Appendix 3 Definition of Serious Misbehaviour

Serious misbehaviour is defined as:

- Any form of bullying (see above)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)

- Deliberate damage to school property.
- Theft of other students' or the school's property
- Physical aggression
- Smoking
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- Possession of any prohibited items such as:
 - Knives or weapons
 - Alcohol or illegal substances