



BEHAVIOUR POLICY



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BEHAVIOUR POLICY

At Shrewsbury International School Phnom Penh (SISPP), our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where collaboration and partnership ensure the quality of learning is of the highest standard.

We recognise that each child is at a different social learning stage. Only through a consistent approach to teaching the skills and promoting self-regulation of behaviour will we achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Shrewsbury International School Phnom Penh. This behaviour policy refers mainly to the behaviours of pupils within school premises; the school reserves the right to discipline beyond the school gate, if appropriate.

The policy is designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Everyone in our school is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. Definitions

2.1. Misbehaviour

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Misbehaviour triggers a **Yellow Card**.

2.2. Serious misbehaviour

- Repeated breaches of the school rules;
- Any form of bullying;
- Physical assault;

- Online harassment or cyber bullying
- Vandalism;
- Theft;
- Fighting;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Serious misbehaviour triggers a **Red Card**.

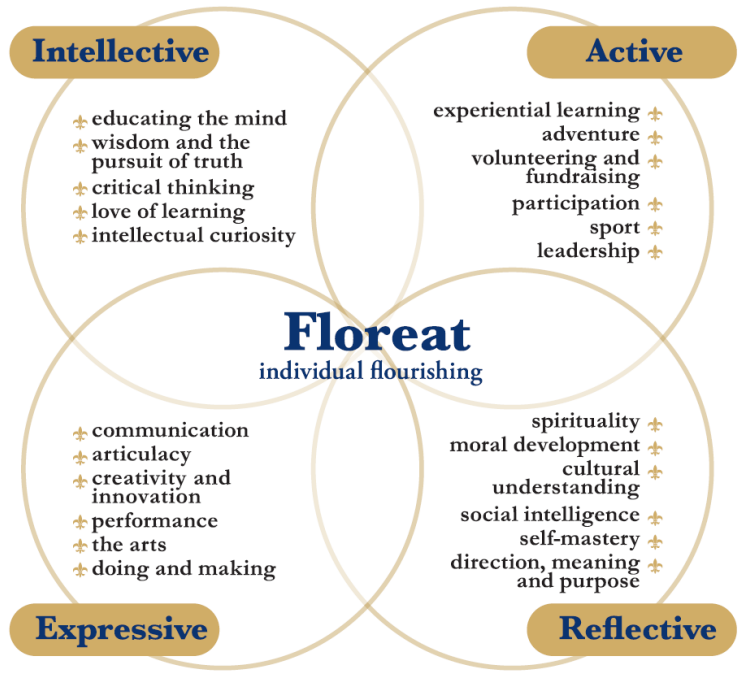


3. Our Mission, Ethos and Values

A Shrewsbury education will educate and empower each individual pupil to flourish in life and contribute positively to the world around them.

Our distinctive model focuses on whole-person education – Floreat - and offers deep learning in a challenging yet kind environment.

At Shrewsbury International School Phnom Penh we develop virtues and character strengths through practice and reflection, striving to create ‘**habits of excellence**’.



Our Values - The Shrewsbury Way

We actively encourage our pupils to develop a range of character strengths grouped around six core values – The Shrewsbury Way.



Wisdom

Intellectual curiosity: love of learning; articulacy; critical thinking; creativity; originality; open-mindedness; perspective.



Kindness

Compassion; generosity; emotional intelligence; listening; community spirit.



Courage

Commitment; effort; participation; persistence; enterprise; self-belief; confidence.



Integrity

Authenticity; roundedness; loyalty; honesty; leadership; social responsibility; service.



Self-mastery

Humility; acceptance; appreciation of equality and diversity; tolerance; forgiveness; carefulness; self-discipline.



Spirit

Humour; playfulness; appreciation of beauty and excellence; gratitude; wonder; hope; direction, purpose and meaning.



4. Code of Conduct

Our School Code of Conduct is regularly promoted in assemblies and displayed throughout. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

1. Be kind, helpful and polite to others.
2. Be respectful of others; their opinions, feelings and property.
3. Respect everyone's right to speak and to be heard.
4. Work quietly to avoid disturbing others.
5. Care for the school environment and those in it by being tidy, clean and organised.
6. Use materials and equipment wisely and safely.
7. Move around the school and grounds safely and sensibly.

5. Key Principles

5.1. Curriculum

Engaging children in learning is critical. A fundamental preventative measure is offering a well-planned and personalised curriculum that inspires all learners and ensuring that the curriculum consistently supports children's health and well-being. We use a wide range of strategies to increase pupil engagement, such as collaborative learning activities, promoting oracy in lessons and enabling children to shape and lead their learning.

5.2. Environment

The environment gives clear messages to children about the extent to which they and their efforts are valued. At SISPP, we have set expectations for our environment to ensure consistent practice.

Within the environment, children should be able to view the Code of Conduct and the school values, as both will act as a reminder of the expected standards.

5.3. Values

Kindness, courage, spirit, self-mastery, integrity, wisdom

Our values underpin our approach to behaviour. Conversations about behaviour with children and staff should always refer back to the values. We focus our communication on efforts and values shown as opposed to achievements.

5.4. Relationships

Positive relationships are key. Staff must be a constant presence around the school, between classes, during breaks in the school day, and at lunchtimes to ensure that children are using the school grounds respectfully and behaving

appropriately. This will also support the building of positive relationships outside the classroom.

When dealing with challenging behaviour, we keep relationships intact by focusing on the behaviour, not the child.

5.5. Consistency

Consistent adult behaviours will lead to pupils consistently displaying our expectations.

A truly sustainable, consistent approach comes from the determination of every staff member to hold firm. When learners feel treated and valued as individuals, they respect adults and accept their guidance.

We model consistency through:

- Language and response: referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Follow up: Ensuring 'certainty' at the classroom, leadership, and whole school level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

5.6. Motivation

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships with every pupil. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success, the less we need to reward it extrinsically. It becomes just the way that we do things. We value pupils' efforts in



demonstrating good behaviour and developing good relationships.

Ways in which we recognise positive behaviour include:

- Weekly certificates
- Phone calls home
- Sharing excellent learning with others
- Good news postcards
- Lunch with members of staff

Overusing stickers and rewards creates a 'reward economy' where children only do something for something. We want to encourage children to be motivated to learn and follow instructions and the rules because they know that is the right thing to do.

For a minority of children, they may need more incentive and support to self-regulate. In these circumstances, individual reward charts may be used with a focus on earning a reward for self-regulation when they face particular challenges.

5.7. De-escalation

De-escalation of inappropriate pupil behaviour by staff prevents low-level behaviours from escalating and becoming more serious. For most children, a gentle reminder or 'nudge' in the right direction is all needed.

When children are behaving in a way that is not appropriate, staff should use a range of strategies to support them so that the child can get back on track without giving attention to the negative behaviour.

At SISPP, we use a range of strategies, including:

- Re-direction
- Distraction
- Humour
- Non-verbal cues
- Remaining calm, consistent and fair
- Paying attention to the right behaviours

5.8. Language

We understand that common and consistent use of language around behaviour is essential in creating clear boundaries and learning to self-regulate.

Conversations around behaviour are conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices is a private conversation to protect the individual's dignity.

Our language promotes responsibility through developing a growth mindset approach, providing choices and understanding consequences.

5.9. Routines

At SISPP, we teach the behaviours we want to see and practise these regularly with the children so they are clear about the expectations of them.

Core routines at our school include:

- How we walk around school
- Movement during transition periods, e.g., carpet to tables, playground to classroom, etc.
- Whole school hand signal for regaining class/group attention

6. Roles and Responsibilities

6.1. Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the Principal and the Head of Primary and monitor the policy's effectiveness, holding the Principal to account for its implementation.

6.2. Principal and Senior Leadership Team

The Principal and the Senior Leadership Team must:

- Be a visible presence around the school.

- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage positive praise, phone calls/notes-home/certificates.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.
- Ensure that this policy, as written, does not discriminate on any grounds.

6.3. Staff

All school staff must:

- Smile and be welcoming to all.



- Deliberately and persistently catch children doing the right thing and praise them.
- Know their classes well but also develop positive relationships with all children.
- Use these relationships to create a safe and stimulating learning environment that inspires children's interests and learning.
- Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Be a positive role model through the school values and create an ethos of high expectations for all.
- Follow and implement this policy consistently.
- Maintain clear and consistent boundaries with all children. Some children will require individualised approaches due to underlying additional needs, and these will be determined in discussion with Senior Leadership.
- Actively build trust and rapport. Adults should listen respectfully to the pupil and judge how/when to respond.
- Use the language of social cognition and emotional self-regulation to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so.
- Implement the behaviour policy consistently.
- Model positive behaviour.
- Provide a personalised approach to the specific behavioural needs of pupils.
- Record behaviour incidents (see Appendix 3 for a behaviour log).

7. Behaviour Script

Conversations follow a script and behaviours are discussed as the behaviours they are, and not personal to the child.

7.1. Reminder

- I noticed you chose to...
- This is a reminder that we need to... (refer to class rule or value)
- At SISPP, we... (describe positive behaviour choice)
- Do you remember when you (give an example of previous positive behaviour) that is the behaviour

- The senior leadership team and SENCO will support staff in responding to behaviour incidents.

6.4. Pupils

All children must:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

6.5. Parents, Carers and Guardians

All parents, carers, and guardians must:

- Help their child understand appropriate behaviours, school values and expectations.
- Encourage independence and support children's progress and development, enabling positive self-image and pride in their achievements.
- Through positive relationships within the school community, support a safe environment that prepares and ensures that children are ready for learning every day.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

I expect from you. I know you can make the right choice. Thank you.

7.2. Warning

- I noticed you chose to... (describe behaviour)
- At SISPP, we... (describe positive behaviour choice. Link to school values)
- This is your first warning.
- Should you choose to (describe behaviour) you will need to... (refer to action to support behaviour: e.g. move to another table, complete learning at another time, go to the reflection area)
- Do you remember when you... (give an example of previous positive behaviour)? That is the behaviour I expect from you.
- I know you can make the right choice. Thank you.



7.3. Action

- You have chosen not to follow our rules/values... (describe) At SISPP, we... (describe positive behaviour)
- As a result, you will need to... (refer to action to support behaviour e.g. move to another table, complete learning at another time, go to the reflection area)

7.4. Repair Restorative Questions

- What happened?
- What were you feeling/thinking at the time?
- How do you feel now?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?

- If this happened again, how could you do things differently?

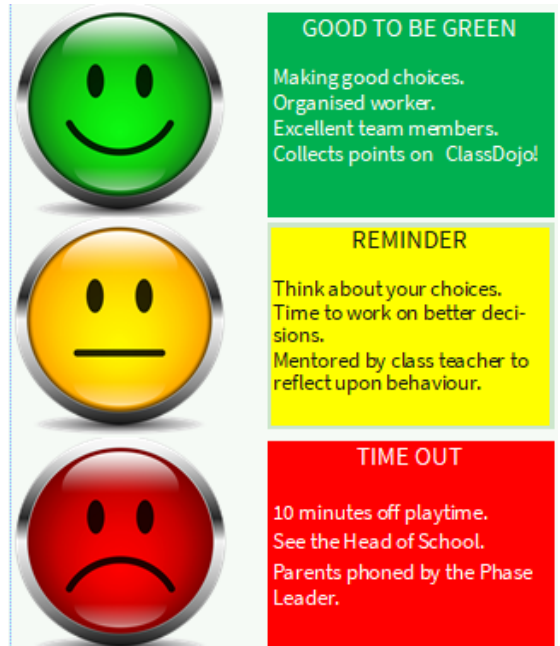
7.5. Additional Restorative Questions

- What was unusual about today's lesson?
- Why do you think things went wrong?
- What would make it easier for us to work together?
- What would make the next lesson go really well?
- Where do we go from here?
- What would the best version of yourself do next?
- Who could help us with the next steps?
- If you had the lesson again, what would you change?
- What do you need most right now?

8. Behaviour Management System

All classes use the 'Traffic Lights' behaviour chart.

1. All pupils begin the day on green (regardless of where they ended the previous day).
2. If a pupil has maintained green at the end of the day, they will be rewarded with ClassDojo points.
3. If a pupil misbehaves or acts in a way that is not safe, they will be moved down one-step for each incident.
4. A pupil moves back up the chart as soon as they show they are able to improve their behaviour during the session if they are still on amber.
5. If a pupil ends a session (break, lunch or end of the day) on red, they will lose 10 minutes from their break time. The class teacher's responsibility is to ensure these sanctions are carried out.
6. If no available break is left on the day, the minutes from the afternoon will be spent the following break time.
7. If pupils reach red twice a week, they'll get a Yellow Card. The third Yellow Card will automatically trigger a Red Card.
8. If a pupil receives a Red Card, they'll have to be internally excluded (working in a different classroom for a day).
9. The second Red Card is an external exclusion, and the child will have to work at home for 3 days.
10. If the child gets a third Red Card, he/she will be permanently excluded from the School.






8.1. The Yellow and Red Cards Triggers



WARNING
(possible reasons)

- Disobedience
- Disrespecting the school values
- Disruptive behaviour
- Leaving the group without permission
- Lying
- Making unacceptable comments
- Pushing
- Verbal abuse



OUT
(possible reasons)

- Bullying
- Damage
- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Racist abuse
- Theft
- Third Yellow Card
- Threatening behaviour against a pupil
- Threatening behaviour against an adult

9. Rewards and Sanctions

9.1. List of rewards

Positive behaviour will be rewarded with:

- >
- > School Values Ambassador status.
- > Merit marks - ClassDojo points.
- > Letters/ClassDojo messages or phone calls home to parents.
- > Special responsibilities/privileges.

9.2. List of sanctions

- > The school may use one or more of the following sanctions in response to unacceptable behaviour:
- > A verbal reprimand.

- > Expecting work to be completed at home, or break or lunchtime.
- > Detention at break or lunchtime.
- > Referring the pupil to a senior member of staff.
- > Letters or phone calls home to parents.

We may use the Intervention Room in response to severe or persistent breaches of this policy. Pupils may be sent to the Intervention Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the Intervention Room.

The Intervention Room is managed by the Pastoral Lead.

10. Bullying

The school will ensure that all incidents of bullying are met with a suitable response and never ignored.

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



10.1. Forms of Bullying

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ➤ Racial ➤ Faith-based ➤ Gendered (sexist) ➤ Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, 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

10.2. Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies and Global Perspectives lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out or a one-off argument. An annual 'Anti-bullying Week' is held to raise awareness further. E-safety is an integral part of the Curriculum, and information for parents is included in newsletters and on the School's ClassDojo page. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

10.3. Responding to Bullying

- All cases of alleged bullying should be reported to the Head of Primary.
- In any case of alleged bullying, either the Class teacher or Pastoral Lead should first establish the facts and build an accurate picture of events over time through speaking to the alleged perpetrator(s), the victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the Pastoral Lead should seek a restorative approach with the perpetrator(s) and victim(s) together.
- The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation.
- Both parties should be clear that repeating these behaviours will not be acceptable.

- All bullying incidents will be recorded.
- Parents of both parties will be informed.
- If the situation does not improve, the Head of Primary will meet with the parent(s) of the bullying child(ren) and agree on clear expectations and boundaries shared with the pupils involved.
- Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary.
- Any necessary action will be taken until the bullying has stopped.

10.4. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues, including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach-aches, headaches, and bedwetting.
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, absenteeism.

11. Off-Site Behaviour

Sanctions may be applied when a pupil misbehaves off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

12. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral the Pastoral Lead will be made.

Please refer to our Child Protection and Safeguarding Policy for more information.

13. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

15. Monitoring Arrangements

This behaviour policy will be reviewed by the Head of Primary and Disciplinary Committee annually. At each review, the policy will be approved by the Principal.



APPENDIX 1: BEHAVIOUR LOG

Incident details			
Date of incident		Time of incident	
Location / event			
Where did the incident occur?	<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground/field	<input type="checkbox"/> Toilet
	<input type="checkbox"/> Other (specify):		
Nature / type of incident			
<input type="checkbox"/> Extortion	<input type="checkbox"/> Written		
<input type="checkbox"/> Isolation – being ignored or left out	<input type="checkbox"/> Possessions – kit taken or damaged		
<input type="checkbox"/> Physical – being hit or hurt	<input type="checkbox"/> Forced into actions against will / hazing		
<input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening	<input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos		
<input type="checkbox"/> Spreading rumours	<input type="checkbox"/> Other (specify):		
Are there indications that the incident was motivated by any of these? <small>Tick all that apply</small>	<input type="checkbox"/> General appearance / demeanour	<input type="checkbox"/> Race / ethnic origin	
	<input type="checkbox"/> Disability / SEN	<input type="checkbox"/> Academic ability	
	<input type="checkbox"/> Gender / sexism	<input type="checkbox"/> Home circumstances	
	<input type="checkbox"/> Religion	<input type="checkbox"/> Sports ability	

Individuals involved				
#	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
* Gender: F – Female / M – Male				
* Role: V – Victim / R – Ringleader / A – Associate / B – Bystander				
Brief summary of incident(s)				



Action taken	
Include any sanctions, exclusions, parental involvement, or involvement with external agencies.	
Overall (include details if incident was referred on)	
With each individual involved (noted on page 1)	

Declaration	
Form completed by (print your name)	
Your signature	
Today's date	



APPENDIX 2: LETTERS TO PARENTS ABOUT PUPIL BEHAVIOUR

15.1. First Behaviour Letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

15.2. Second Behaviour Letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

15.3. Third Behaviour Letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Head of Primary, the Pastoral Leader/the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____