



# **Behaviour for Learning Policy**

*Updated July 2025*



## Centurion International School, Bangkok CISB Learner Support Policy - 2025-2025

### Purpose and Aim:

We believe every child can learn, grow and thrive in a safe, caring environment. Our approach to behaviour is:

- Values-driven: We treat students with respect; the way we resolve issues is as important as any consequence.
- Restorative: We focus on repairing relationships, not just punishing missteps.
- Age-appropriate: Interventions and expectations match students' social and emotional maturity.

Our core values guide everything we do. Students, staff and parents share responsibility for upholding them. Our core values are:

### EXCELLENCE

We work hard, sweat the small stuff, and show up as our best selves every day.

### COMMUNITY

We are part of #OneTeamOneFamily and always look out for each other.



### LEADERSHIP

We lead by example and model integrity, courage, and service at every turn.

### CREATIVITY

We embrace curiosity, imagine new possibilities, and turn ideas into action.

## **Responsibilities:**

The Dean of Students and Head of School are responsible for leading behaviour management at CISB. They will ensure the Behaviour Policy is implemented fairly and thoroughly.

At CISB, all staff take responsibility in managing the behaviour of students within the guidelines of this policy and aligned with the school's mission and core values.

### **1. Dean of Students**

- a. Establish this policy and keep it under regular review with collaboration and input from staff.
- b. Responsibly implement and oversee the Behaviour Policy and field any concerns from stakeholders (staff, leaders, parents) relating to it.
- c. Make the Behaviour Policy available and accessible to stakeholders (staff, leaders, parents) and ensure all leaders and staff have the proper training and support to utilize the policy.
- d. Ensure that resources and interventions are provided to support leaders and staff for behaviour management
- e. Direct the Internal and External detention process in response to Mid and High-Level behaviours.

### **2. Leadership Team**

- a. Proactively celebrate and recognise positive behaviour and behavioural improvements.
- b. Provide guidance and support to students and parents related to behavioural concerns.
- c. Participate in and, when appropriate, facilitate meetings with stakeholders related to behavioural concerns
- d. Ensure effective use of Learner Support Services, including making behaviour and counseling referrals.

### **3. All Staff**

- a. Ensure the Behaviour Policy is consistently and restoratively followed, understanding that the learning environment of the school community is a joint effort and cannot be successful without collaboration.
- b. Consistently celebrate and recognise positive behaviour.
- c. Be role models for appropriate behaviour and sustaining positive relationships.
- d. Liaise with the Dean of Students and other leaders where appropriate in relation to behaviour concerns and established processes.

### **4. Parents/Guardians/Carers**

- a. Take responsibility for the behaviour of their child both inside and outside school.

- b. Work in partnership with the school to reinforce positive relationships and address inappropriate behaviour.
- c. Attend meetings as requested by the school.
- d. Raise any issues arising from the implementation of the Behaviour Policy with the Dean of Students and Head of School directly.
- e. Positively support the school in cases of intervention, rewards and consequences with your child.

## 5. Students

- a. Embrace CISB's core values.
- b. Abide by the CISB Behaviour Policy.
- c. Take responsibility for their own behaviour and accept the consequences of their actions.
- d. Report incidents of bullying.

## Important Content

### 1. Reconising Positive Behavior

CISB students are intrinsically motivated to exhibit positive behaviour. Recognition is 'age appropriate' and delivered sensitively to consider the positive impact on the individual or group.

*Examples of ways to acknowledge positive behaviour:*

- Verbal praise
- Written feedback and/or stickers
- Consistent contact with parents/guardians
- House Points
- Recognition during events and assemblies (e.g. Student of the Week)
- End of Year Awards

### 2. Classroom Management

The following suggestions support a positive learning environment, will help minimize negative behaviours and can be adapted to students of any age:

<b>Meet and Greet</b>	<ul style="list-style-type: none"> <li>● Establish entry routines and expectations.</li> <li>● Smile and greet every student by name.</li> <li>● Be prepared to begin the lesson or activity as soon as students are settled.</li> <li>● Model giving eye contact and positive body language.</li> </ul>
<b>Classroom Agreements (Advisory Teachers)</b>	<ul style="list-style-type: none"> <li>● Work collaboratively with advisory (homeroom) students to develop classroom agreements for conduct and behaviour, and regularly refer back to them as needed.</li> <li>● Proactively praise students for following the set agreements.</li> </ul>

<b>Class Routines</b>	<ul style="list-style-type: none"> <li>● Seating assignments should take into consideration ability and social dynamics and be flexible; students should know where they are expected to sit and that it could change if needed.</li> <li>● Bags and personal items stowed away to avoid distraction.</li> <li>● Established plan for equipment and books</li> <li>● Participation expectations: responding to questions, asking questions, group work, etc.</li> <li>● Create tasks for students to assist with (equipment manager, class librarian, etc.) and rotate students to ensure everyone has the opportunity for a role.</li> <li>● Commit and ensure consistency with routines</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Post and explain intended learning objectives (e.g. SWBAT – Students will be able to... or “We/I can...”)</li> <li>● Instill confidence and create a sense of anticipation and excitement for the learning experience to come (e.g. with a strongly planned lesson hook)</li> </ul>
<b>Delivery Methods</b>	<ul style="list-style-type: none"> <li>● Create variety with rotation of group work, individual tasks, interactive tasks.</li> <li>● Create opportunities for student-led portions of lessons and/or activities.</li> </ul>
<b>Praise</b>	<ul style="list-style-type: none"> <li>● For every acknowledgement of negative behaviour, there should be at least three for positive behaviour.</li> <li>● Praise effort and achievement (notice the little things).</li> <li>● Praise publicly when appropriate.</li> <li>● Use positive language and vocabulary (e.g. “We are working silently right now, Alex. I need your voice to be turned off.”)</li> <li>● Use specific praise (e.g. “Thank you for being prepared to start class with all your materials on your desk, Arati. I see you’re ready to learn.”)</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>● Be consistent once classroom agreements have been set. <b>Follow through!</b></li> <li>● Be persistent, especially with students who need support the most.</li> <li>● Be approachable while maintaining professional boundaries.</li> <li>● Avoid emotional reactions or raising your voice.</li> <li>● Be conscientious about language.</li> <li>● Never physically discipline a student.</li> <li>● Always explain the “why” (for a consequence, for a reward... whatever the case may be—don’t assume students will remember or understand).</li> <li>● Be sure to utilize the school’s documentation tools for recording any behavioural incidents that happen in your class or duty areas. They exist to support YOU and to ensure families are always kept informed.</li> </ul>
<b>Adapt</b>	<ul style="list-style-type: none"> <li>● Expect the unexpected.</li> <li>● If it’s not working, pivot. Always have a Plan B and Plan C!</li> <li>● Read the Room! Recognise when the pace of the lesson is off or when student focus is diminishing. Readjust as needed. Don’t move on simply to fulfill <i>your</i> plan. (Student-centeredness)</li> <li>● Change or adjust the activity to reengage.</li> </ul>

### 3. Actions and Consequences

At CISB, we strive to be consistent in our response to positive and negative behaviours. Incidents of negative behaviour are resolved rationally and appropriately to ensure the safety and well-being of all students. The process and method in resolving an issue is of equal importance to the consequence.

*See Appendix: Actions and Consequences*

Our emphasis is on personal responsibility for the student’s own learning and behaviour. We encourage all students to demonstrate CISB’s core values. With that in mind, we have regulations that promote positive behaviour and conduct.

*See Appendix: General Conduct*

#### **4. Interventions and Restorative Practices**

A range of intervention options support our students in making positive behavioural choices. These are designed to develop social and emotional understanding and positive relationships. The level and sophistication of the intervention is appropriate to the student's behavioural needs.

*See Appendix: Behaviour Interventions*

Restorative Justice is a system which focuses on addressing issues through reconciliation of wrongdoers and those impacted by the wrongdoer's negative behaviour. Our staff adopts this approach when deescalating and resolving issues between students. All affected stakeholders have an opportunity to discuss how they have been impacted and how to move forward in a positive manner. Staff will facilitate meetings with all involved. The meeting or conference between all parties aims to 'right the wrongs' of the behaviour, and 'repair the damage' specifically focusing on:

- **RESPECT:** Listening to and learning to value others' perspectives and feelings
- **RESPONSIBILITY:** Taking responsibility for actions
- **REPAIR:** Developing the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** Working through a structured, supportive process that aims to solve the problem.

Restorative conferences should include a developmentally appropriate version of the following:

<b>To the wrongdoer(s)</b>	<b>To the victim</b>
<ul style="list-style-type: none"><li>● What happened?</li><li>● What were you thinking at the time?</li><li>● Who was affected?</li><li>● How do you feel now that you have heard the perspective of the other person/people involved?</li><li>● What can you do to fix the situation?</li></ul>	<ul style="list-style-type: none"><li>● What do you think happened? (from your perspective)</li><li>● What did you think/feel at the time?</li><li>● Other than yourself, who did it affect?</li><li>● What has been the most difficult thing for you to deal with?</li><li>● Are you happy with the resolution?</li></ul>

#### **5. Detention and Permanent Expulsion**

##### **a. Internal Detention**

Internal Detentions provide a high order intervention within the school. All Internal Detentions are managed by the Dean of Students or Head of School. During Internal Detentions, students attend their regularly scheduled core academic classes; however, they must be kept in the Student Success Center during lunch, recess, and extra-curricular activities (including after school activities) happening on the day of the scheduled Internal Detention.

Teachers are expected to set appropriate work to challenge the student during Internal Detentions to maximize learning and parents are always informed of an

Internal Detention. If negative behaviours persist beyond internal detentions, external detentions will be implemented.

Note: The duration of an Internal Detention is **one full school day**. As such, only the Dean of Students and Head of School have the authority to give Internal Detentions to students.

#### **b. External Detention**

External Detention is a high order consequence and is only used in extreme cases. The decision to apply an External Detention will be taken by the Dean of Students and Head of School collaboratively.

- When a decision has been made to give an External Detention, the parents/guardians will be contacted as quickly as possible, advised of this and offered an appointment with the Dean of Students, Head of School, and appropriate staff member. The student will be isolated internally until a parent/guardian can collect the student or until the end of the school day.
- The Dean of Students and Head of School will meet with the parent/guardian and go through the reasons for the External Detention and discuss any further course of action.
- The External Detention will be for a fixed time period and be the punishment for the offence. The student will not be given further punishments after returning to school. However, the student may be referred to the school guidance counsellor for follow up upon return.

#### **c. Permanent Expulsion**

Only the Head of School has the authority to make a decision to expel a student permanently.

- A Permanent Expulsion is used by the Head of School when all available interventions have failed.
- The Head of School has the right to permanently expel a student if a particular incident is of sufficient gravity (e.g. danger to others, extreme violence)
- The Head of School will notify the Thai Director and Board of Directors about a final expulsion decision.

### **6. Recording Incidences**

A central and comprehensive record of incidents allows staff to see patterns of behaviour and triggers appropriate intervention.

The following type of behaviour must be recorded:

- a. Where significant intervention, above and beyond normal classroom practice, has had to be taken.
- b. A high-level incident.
- c. A persistent pattern of inappropriate and/or negative behaviour

We maintain behaviour records for information and to guide further interventions. We do not intentionally create a punitive log for students to prejudice their place at the school. Disclosure of records will be made only in accordance with relevant data protection laws.

**Date of Last Review:** July 2025  
**Next Review:** July 2026



# **Behaviour for Learning Policy**

## **APPENDIX**



**Centurion International School, Bangkok**  
**APPENDIX 1: Actions and Consequences**

Parents or guardians are informed of all Mid and High-Level behaviour incidents.

All Mid and High-Level behaviour incidents are recorded in a central behavioural record.

All incidents of misbehaviour are considered within their own individual context. Consequences may be immediate or deferred but the emphasis is on certainty of the details of the incident rather than severity of consequence.

Actions and Consequences: A Graduated Approach

	<b>Example Actions</b> (not a definitive list)	<b>Discretionary consequences</b> (one or more from ...)	<b>Who</b>
<b>Positive Behaviours</b>	<ul style="list-style-type: none"> <li>● Exemplary behaviour and attitude demonstrating school values</li> <li>● Exemplary improvement in behaviour and interactions in and outside of class</li> <li>● Outstanding participation in extra-curricular activities</li> <li>● Outstanding commitment to student leadership</li> </ul>	<ul style="list-style-type: none"> <li>● Praise</li> <li>● Contact with parents</li> <li>● Department Rewards/Recognition</li> <li>● Certificates and Postcards</li> <li>● Referral to student leadership opportunities</li> <li>● Acknowledgement in assembly</li> <li>● Recognition at celebration events</li> </ul>	All Staff
<b>Low-Level Negative Behaviour</b>	<ul style="list-style-type: none"> <li>● Distracting others</li> <li>● Disrupting learning</li> <li>● Apathy with work</li> <li>● Inappropriate language (indirect)</li> <li>● Peer conflict</li> <li>● Failure to submit homework</li> </ul>	<p><u>Classroom Behaviour Management</u> (graduated process)</p> <ul style="list-style-type: none"> <li>● Reprimand</li> <li>● Warning</li> <li>● Significant Action (e.g. move seat/break detention)</li> <li>● Parental contact</li> <li>● Teacher led reflection (10-15 min at Break/Lunch)</li> <li>● ‘Restorative’ discussion/mediation</li> </ul>	All Staff

<b>Mid-Level Negative Behaviour</b>	<ul style="list-style-type: none"> <li>● Persistent failure to submit homework</li> <li>● Persistent lateness to class/lesson</li> <li>● Academic dishonesty (1<sup>st</sup> offence)</li> <li>● Bullying (Including cyber bullying or offensive comments on social networking sites)</li> <li>● Refusal to cooperate with staff</li> <li>● Persistent disruption to learning</li> <li>● Verbal abuse (directed to others)</li> <li>● Minor assault/fighting</li> <li>● Discriminatory language</li> </ul>	<ul style="list-style-type: none"> <li>● Additional Reflection Time (up to 1hr)</li> <li>● Isolation for individual lessons</li> <li>● Parental meeting</li> </ul>	Dean of Students
		<ul style="list-style-type: none"> <li>● Formal Restorative Justice conference</li> <li>● Email report to parents</li> <li>● Pastoral Support Programme/Meeting</li> </ul>	Dean of Students/ Head of School/ Guidance Counsellor
		<ul style="list-style-type: none"> <li>● Internal Detention</li> </ul>	Dean of Students
<b>High Level Negative Behaviour</b>	<ul style="list-style-type: none"> <li>● Persistent incidents of bullying</li> <li>● Persistent refusal to cooperate</li> <li>● Academic dishonesty (2<sup>nd</sup> offence or in public examinations)</li> <li>● Verbal abuse to staff</li> <li>● Offensive comments/actions towards staff on social media</li> <li>● Major criminal damage or theft</li> <li>● Major, premeditated or unprovoked assault</li> <li>● Smoking (or vaping)</li> <li>● Repeated discrimination</li> <li>● Possession, consumption or supply of illegal substances; or intoxication on site.</li> </ul>	<ul style="list-style-type: none"> <li>● Formal Warning</li> <li>● Final Warning</li> <li>● Internal Detention</li> <li>● External Detention</li> </ul> <ul style="list-style-type: none"> <li>● Permanent Expulsion</li> </ul>	Dean of Students  Head of School



**Centurion International School, Bangkok**  
**APPENDIX 2: General Conduct Out of Class**

All students should know the following rules for any unstructured time on campus:

- Listen to adults and follow their instructions immediately.
- Students should show care and consideration for others at all times.
- Students should not be a danger to themselves or others (e.g. **no play fighting**, no leaving campus without supervision from staff and consent from parents/guardian, etc.).
- School property should be used carefully and not be damaged.



## Centurion International School, Bangkok

### APPENDIX 3: Behaviour Interventions

#### Low-Level Negative Behaviour

*The classroom teacher is advised to take the following actions:*

- **Reprimand:** Discreet verbal/non verbal interaction. (e.g. Quiet word, hand/eye movement, repetition of expected behaviour, friendly warning, etc.)
- **Warning:** Use choice and consequence language (“If you continue to make this choice then the consequence will be....”)
- **Significant Action:** Decisive action to change learning experience for the student (e.g. – moving seats; issue short break/lunch reflection time; contact parents etc.)
- **Exit:** Rarely used, for dangerous or highly disruptive behaviour, or where a student’s wellbeing is at risk. The student is sent to a designated campus location to be met by the Dean of Students or other appropriate leader. Students are reconnected with the class teacher following their removal from the class. Further consequences may be applied.

#### Teacher Intervention

**It is important for teachers to authoritatively manage behaviour and not automatically defer to the Dean of Students.** Interventions to draw upon are as follows:

- Reprimand
- Warning
- Exit from class (*rarely used*)
- Reflection time – at lunch/break (25 min max)
- Reflection time - after school
- Contact parents/guardian
- Behaviour Report Card– to be sent home and signed by parents/guardian
- Parental meeting (with teacher and Dean of Students)

Staff should also seek support and guidance from the Dean of Students if issues cannot be satisfactorily resolved using teacher interventions.

#### Reflection Time

Reflection Time is an opportunity for the student to reflect upon the incident or issue that has arisen and gain an understanding of their role in the situation. The process is restorative rather than punitive and students are encouraged to have dialogue with the teacher, Dean of Students or Head of School to show an understanding of the issue and its impact on others.

The process is as follows:

- Initial discussion of the facts of the incident/issue
- Completion of written restorative reflection

- Discussion and agreement of an appropriate resolution.

The length of Reflection Time is determined by the person who facilitates it, however for mid to high level behavioural incidents/issues, it will be one (1) hour after school.

All Reflection Periods must consider the impact on extra-curricular or school activity commitment and must be negotiated with the other staff involved/impacted.

### **Use of Behaviour Report Cards**

Behaviour Report Cards are issued to monitor concerns regarding attitude and behaviour and reflect the core principles of the CISB Behaviour Policy. The Report Card records the behaviours and incidents involved and provides an opportunity for the student to collect evidence of improved behaviour or resolution of the incident.

Staff should sign the Behaviour Report Card each lesson. The Dean of Students will monitor the card daily or weekly where appropriate.

If the Report Card is not completed satisfactorily within a set period of time, the Dean of Students will meet parents and agree appropriate action.

### **Pastoral Support Programme (PSP)**

Our Pastoral Support Programme monitors the progress, behaviour and welfare of a student over a fixed timed period. This is put into place for students who are struggling behaviourally and socially and for whom other behaviour interventions have not been successful. The PSP is devised in collaboration with the Dean of Students, parents/guardian, Guidance Counselor, and the student. The time period for a PSP is dependent upon the needs identified in each individual case.

The PSP involves designated staff working with the student and the parents/guardians to:

- Define those aspects of the student's progress, behaviour and welfare that need improvement.
- Set targets that will help to change inappropriate behaviour patterns and improve social skills.
- Provide the necessary support and advice to enable the student to be successful.
- Monitor progress against these targets and modify them as appropriate.
- Acknowledge and celebrate success.

The student is monitored for the duration of the PSP by an appropriate method, (e.g. Behaviour Report Card, scheduled weekly meetings with the Guidance Counselor, Anecdotal progress emails/LINE messages to parents, etc.)

The expectation is that parents/guardians will attend three (3) meetings: once at the start to plan the programme, once halfway through the fixed time period to provide an interim review, and once at the end of the PSP to fully evaluate progress

The following data will be used to judge success of PSP:

- Progress recorded against PSP targets
- Number of behaviour incidents during PSP time period
- Student Reflections
- Notes and report from Guidance Counselor, Dean of Students, and/or Learner Support Team

The outcomes of PSPs are confidential and only shared with appropriate stakeholders (parents/guardian, staff who teach the student, etc.).