



PRIMARY BEHAVIOUR POLICY

Introduction

The British School Kuala Lumpur believes that positive behaviour is an essential condition for effective learning and teaching. We believe in fostering an atmosphere of mutual respect, where students take responsibility for their behaviour and learn from their mistakes.

Aims

At BSKL we aim to create an environment which is safe, friendly and fair.

We will do this by:

- Promoting positive relationships
- Promoting kindness, integrity, respect and emotional resilience
- Ensuring that behaviour is managed consistently and that rewards and consequences are applied fairly
- Promoting peaceful and sensitive resolution of conflict
- Helping pupils to reflect on their behaviour choices

Expectations

Clear expectations ensure that pupils feel safe and secure. Staff take time to discuss behaviour expectations with students and refer to the rules when giving rewards or consequences.

Our School Rules:

- We are kind
- We try our best
- We are respectful
- We walk sensibly around school
- We take pride in our presentation
- We take care of our relationships

Roles and Responsibilities

Overall responsibility for maintaining positive discipline throughout the school lies with the Head of Primary. The Head of Primary and Deputy Head of Primary (Pastoral) monitor standards of behaviour and support staff in responding to and resolving behaviour concerns.

Academic Staff

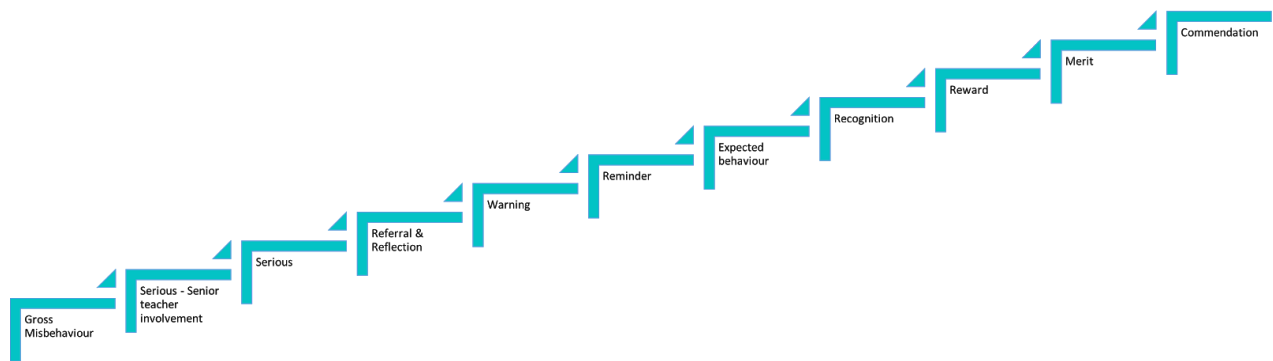
All academic staff are responsible for upholding high expectations in relation to behaviour.



Rewards and Consequences

Our school rules represent the behaviour that we expect to observe in our students, we recognise that on occasion, some students will fail to meet expectations and that many students will display behaviour that exceeds expectations.

The scale below categorises very negative behaviour through to highly positive behaviour.



Rewards

At the British School Kuala Lumpur School we use praise and rewards to encourage and recognise positive behaviour choices.

Praise

Adults should actively seek opportunities to recognise when students display positive behaviour. Stickers may be awarded as a way of helping younger children to remember this form of praise.

Marble Rewards

Each class has a marble reward chart. Marbles can be given by any adult in school as a **class** reward for positive behaviour. This could include working together well, following school rules or using character strengths to positively impact the school community.

The class should receive a reward when they reach 100, 200, 300, 400 and 500 marbles. The rewards should start small (approx 15 mins long) and then get longer and more exciting as the total mounts. Time allocated to marble rewards should not exceed two hours. **Marbles should not be taken away**, only given.



Behaviour Policy

House System

All pupils and staff belong to one of four Houses. We believe this encourages positive relationships, connections beyond the classroom and a sense of belonging.

House names are as follows:

Vikings (yellow), Romans (blue), Normans (red), Saxons (green)

On entry to the school each child will be allocated a House. Members of the same family will be placed in the same House.

House Captains and House Representatives are elected at the beginning of the academic year. House points are given for academic effort and achievement. **They should not be taken away from students once rewarded**

House points are collected cumulatively throughout the year. House point certificates are awarded as follows:

**25 - Bronze, 50 - Silver, 75 - Pearl, 100 - Gold, 125 - Ruby, 150 - Sapphire, 175 - Emerald
200 - Platinum, 250-Diamond**

House points totals are collected each half-term. The House Cup is awarded at each end of term assembly.

Consequences

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of this policy.

The role of class teachers is vital in maintaining a consistent approach to behaviour management. Colleagues should inform each other of all matters, positive and negative, concerning children in their class. **This does not apply to confidential child protection concerns.**

Physical contact:

The use of corporal punishment or physical discipline is not acceptable at our school. Staff and visitors should avoid unnecessary physical contact with students.

Adults who work with children are responsible for their actions and behaviour. They should avoid any conduct which would lead any reasonable person to question their motivation and intentions.



Behaviour Policy

Consequences - Staged Approach

<p>Stage 1</p> <ul style="list-style-type: none"> - Talking when an adult is addressing the class - Failure to follow instructions - Running or shouting in the corridor - Minor disagreement with another student - Mild inappropriate language ie: shut up - Lack of care in presentation (uniform) 	<p>Reminder (cloud in EYFS / KS1)</p> <ul style="list-style-type: none"> ● Adult must explain / highlight the rule that has been broken. ● No further action (if student responds to advice)
<p>Stage 2</p> <ul style="list-style-type: none"> - Failure to follow advice at stage 1 - Intentional unkind behaviour ie: excluding - Swearing with intent to cause offence - Mildly inappropriate use of iPad - Aggressive disagreement with another student 	<p>Warning (stormy cloud in EYFS / KS1)</p> <ul style="list-style-type: none"> ● Adult has a short discussion to highlight the rule that has been broken. ● Adult explains what needs to improve. ● Student may be moved within the classroom (if learning is being disrupted). ● Student may have a few minutes on the time out bench if the behaviour occurs during break / lunch time. ● Specialist staff will inform class teachers of behaviour that has reached this stage
<p>Stage 3</p> <ul style="list-style-type: none"> - Failure to follow advice at stage 2 - Defiant, disruptive behaviour ie: refusal to complete a task or follow instructions - Intentionally hurting another student (minor) - Causing injury or damage due to careless behaviour ie running in the corridor 	<p>Reflection and Referral - (lightning)</p> <ul style="list-style-type: none"> ● Adult refers to the rule that has been broken ● Minutes off next playtime or golden time may be lost - student should be registered for reflection room if relevant. ● Reflection form will be completed (should the student attend reflection room) ● Restorative work will be supported as appropriate ● Head of Year will be notified - through year group meeting ● Parents may be involved at this stage (by teacher or year leader). ● Restorative work will be supported as appropriate
<p>Stage 4</p> <ul style="list-style-type: none"> - Student has regular reflection room referrals - Repetitive low level disruption - Intentionally hurting another student (causing minor injury) - Intentionally damaging property of others - Significant inappropriate use of technology - Spitting 	<p>Serious</p> <ul style="list-style-type: none"> ● Child may be sent to work in another classroom. The child should have work to complete. ● Incident form may be required ● Head of Year to meet with student ● Head of Year to inform DoP (Pastoral) ● Restorative work will be supported as appropriate ● Parents will be involved at this stage (by teacher and year leader).



Behaviour Policy

<p>Stage 5</p> <ul style="list-style-type: none"> • Failure to respond to focused behaviour support or advice (frequent disruptive / defiant behaviour) • Intentionally hurting another student (causing significant injury) • Bullying (allegation) • Hitting out at a member of staff • Intentionally missing lessons (while on site) • Significant destruction of school property • Theft 	<p>Serious - Senior Staff Involvement</p> <ul style="list-style-type: none"> • Student to meet with DHoP or HoP. • Incident report may be required • Parents will be involved • Closer monitoring may be arranged (a daily report) • Internal suspension may be considered • All allegations of bullying will be thoroughly investigated) • Restorative work will be supported as appropriate
<p>Stage 6</p> <ul style="list-style-type: none"> • Persistent defiant / disruptive behaviour • Violent behaviour • Possession of dangerous / harmful substances or items • Racism • Bullying (proven, sustained, targeted) 	<p>Gross Misbehaviour</p> <ul style="list-style-type: none"> • Student to meet with HoP. • Incident report will be required • Restorative work will be supported as appropriate • Parents will meet with HoP or Principal • Temporary suspension / temporary exclusion will be considered • Permanent exclusion may be considered <p>Incidents at this stage will be dealt with on an individual case basis, once an investigation is complete.</p>

Pupils with additional needs

Pupils with special educational needs may require a different approach or a different form of support in managing their behaviour. Teachers should set suitable and achievable targets in terms of their behaviour which should be considered with the individual needs of the child in mind. The learning support department can offer guidance in specific cases.

Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that the student is fully included in educational experiences and that the learning of their peers is not impeded.