

Positive Behaviour - Secondary

School Policy - Life

June 2017



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EDUCATION

Be Ambitious

Introduction

The British School Kuala Lumpur is an international school that follows the English National Curriculum. The children are from many different nationalities and speak a variety of languages. Many children speak English as a second or third language. The school practises positive behaviour management. This policy is based upon a set of classroom agreements, designed to promote effective learning (see pupil code of conduct). Teachers will reinforce learning through praise and positive reward systems. A sanctions policy will discourage behaviour which is disruptive to learning.

Aims

1. The broad aim of the Positive Behaviour Policy is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruption free environment. We believe that rewarding positive behaviour is more powerful than negativity in achieving an encouraging response. This means that there is greater emphasis on rewards rather than sanctions or punishments: although sometimes sanctions are necessary.
2. We recognise that the school has a critical role to play in developing self-discipline in pupils. We aim to establish acceptable patterns of behaviour and to encourage pupils to develop a sense of responsibility, self-respect, and a respect for other people, property and the environment.

Appropriate Behaviour

Appropriate behaviour is any behaviour which encourages and maintains the good order and conduct of the school. Positive behaviour ensures children feel safe, celebrated, secure and welcome as a member of our school community and the wider community.

Overall responsibility for maintaining positive discipline throughout the school lies with the Headteacher and the Head of Secondary. The Headteacher and Head of Secondary will monitor and take action to maintain high levels of positive discipline at all times.

The Role of the Subject Teacher and Form Tutor

The concept of promoting positive behaviour should be based upon an empowering approach, which nurtures a culture of self-discipline among children, rather than behaviour which is tailored to please adults. An atmosphere of cooperation and mutual respect should be created as part of the philosophy of the school. The Secondary School (staff and pupils) will agree a code of conduct. All adults, through their interactions with children, should use communication strategies which foster co-operation, respect, tolerance and encouragement.

The Class Teacher and Form Tutor's example is key in developing and nurturing supportive, caring, positive and interpersonal relationships with pupils. Both have a responsibility to:

1. Have high expectations of the children at all times.
2. Adopt appropriate teaching strategies to enable all pupils to achieve their potential.

3. Match the curriculum to the abilities, aptitudes and needs of the child: this will reduce boredom and promote positive behaviour.
4. Ensure that there is a high level of supervision at all times.
5. Implement the Reward/Sanction system in a fair and consistent manner.
6. Keep an electronic (Kompanion) record of all incidents, alerting key staff and parents where necessary.
7. Keep an electronic (Kompanion) record of all positive commendations and achievements.
8. Identify early behaviour difficulties exhibited by pupils; seek support from the Form Tutor, Head of Year and the Pastoral Deputy Head and, if necessary, outside agencies and follow agreed procedure.
9. Liaise with colleagues to seek/give advice and try to establish the cause of any inappropriate behaviour.
10. Foster a mutually respectful relationship with pupils and staff

The Role of the Parents

Parents are the prime educators of their children. Behaviour demonstrated at home influences our young learners the most. It is in the home that respect for others and the basis of self-discipline is acquired. Parents are partners in the education of their children and foster positive behaviour by:

- Making children aware of appropriate behaviour.
- Encouraging independence and self-discipline.
- Showing an interest in everything their child does at school.
- Supporting the school in the implementation of this policy.
- Being aware of school rules, expectations and sanctions.
- To maintain maintaining regular communication with the school.

The Role of the Pupil

Our pupils are expected to:

- To do their best.
- Come to school prepared and ready to engage in the learning process.
- Accept responsibility for their own learning where age appropriate.
- Respect the rights of teachers to teach, and of children to learn.
- Attend punctually and in correct uniform with homework completed and all necessary equipment for their lessons.
- Deal with conflict in an appropriately non-aggressive manner.
- Respond positively to correction and advice.
- Treat peers and adults with respect.
- Respect the school environment and the property of others.
- Adhere to school rules.
- Consider the effects of their actions on others.

Rewards

Outstanding academic work or an excellent approach to learning will be publicly recognised: weekly assembly is the venue for awarding attainment and effort prizes resulting from progress reviews and examination results. Each week an award is made to the 'Student of the Week' from each year group (student who has accumulated most commendations). Speech Day prizes include accolades for academic, sporting, extra-curricular merit and for contribution to School life.

Central to our rewards system, as a daily occurrence, teachers award Commendations for attitude to learning and for achievement in academic work, extra-curricular activities or for a positive contribution to school life. The Commendation is stamped into students' planners and entered onto the student record (in *Kompanion*). It is important to realise that all pupils can acquire Commendations, regardless of ability.

Commendations for academic effort or achievement count toward an overall the Giles Duley House Cup, to be awarded at the end of the school year.

Sanctions

1. All staff have a responsibility for maintaining discipline in school. It is important that we all have high expectations of pupils in work and in behaviour, and that we reinforce these at all times. Teachers and the Head of Secondary share a common understanding and high but realistic expectations of young children. We understand that children make errors of judgment as they experience new roles in their social groups, and that they experience the same pressures and anxieties as adults when faced with new or unfamiliar situations. As adults it is our job to guide children to make the right choices for themselves and others. We accept errors, help create understanding, forgive and set an excellent example through fairness and equality.
2. Tutors should inform each other of all matters, positive and negative, concerning members of their Form as far as this is deemed appropriate. If a colleague is unsure whether or not to pass on some information (for example, if they feel the information should remain confidential) they **MUST** seek guidance from the Pastoral Deputy Head. All referrals will be logged by the Form Teacher in *Kompanion*. **No individual teacher should promise a child confidentiality, or take the decision to keep any information to themselves. This is as much to protect the teacher and the child.**
3. The following steps should be taken when pupils who do not complete work to deadline:
 1. *Pupils should be given a 24 – 48 hour extension, with the 'incomplete work' logged in *Kompanion*. In all cases, subject teachers should endeavour to find out why the work was incomplete and offer support if necessary.*
 2. *If the pupil fails to meet this extended deadline they can be placed in APT (supervised by teachers and Heads of Department): the subject teacher should alert the tutor and add the APT to *Kompanion*. If the APT is held outside of school hours, The member of staff holding the APT should email parents to inform them of the reason for the sanction.*
 3. *If the same pupil is consistently missing deadlines it is not necessary to revert to stage (1). They may be placed straight into APT.*
 4. *Pupils who regularly do not complete work to deadline or a standard of which they are capable may be referred to the Head of Year or Deputy Head, who may decide that an after school or Friday afternoon detention is an appropriate sanction.*

4. The subject teacher's judgement is key in establishing whether repeated instances of incomplete work are a behavioural or a learning issue. Pupils should not be sanctioned for a lack of understanding or if they have genuine organisational difficulties - they must be offered support.
5. Pupils should not be placed into APT for non-work related issues. Pupils who behave poorly in other ways will be given a detention to be supervised by the class teacher/Head of Department/Tutor/Year Head. The same steps for notification to tutor/parents as for APT should be followed, with all sanctions and correspondence recorded in Kompanion. Repeated or very serious instances of misbehaviour should be referred to the Deputy Head who will agree an appropriate sanction. The Deputy Head may seek advice from the Head of Secondary.
6. The most effective way of dealing with all disciplinary situations, work-related or otherwise, is for the teacher concerned to take action immediately. Further sanctions should only be used in serious incidents or when other steps have not worked.
7. In order to convey our high expectations, assemblies, PSHE and other teaching opportunities take place during the year to help children understand and learn about respecting themselves and others.
8. Staff must not 'label' the pupil' but instead refer to their behaviour e.g. "Tom, taking that toy was poor behaviour". Research has shown that in this way the child's self-esteem can remain intact allowing and learning can continue unaffected.
9. Tutors will keep Heads of Year informed, who will in turn inform the Pastoral Deputy Head and Head of Secondary, of patterns of poor behaviour.
10. Only in cases of repeated serious misbehaviour and failure to improve after meeting(s) between parents, teacher and Pastoral Deputy Head/Headteacher will temporary suspension be considered. In the case of gross misbehaviour the Headteacher can authorise an immediate suspension pending a discussion of the matter with the parents. Expulsion will only be considered in an extreme case.
11. Examples of serious misbehaviour:
 - Racism
 - Verbal /physical abuse of adults and children
 - Theft
 - Damage to property
 - Any behaviour which poses serious danger to the pupil or othersExamples of gross misbehaviour:
 - Assault on a teacher or pupil
 - Serious Theft
 - Serious Damage to property
 - Serious bullying (including alienation and intimidation)Possible sanctions for gross misbehaviour:
 - Internal suspension
 - External suspension
 - Expulsion

It is recognised that serious/gross misbehaviour is often the result of the child being emotionally disturbed. Where there is a need for a child to be assessed in relation to specific behavioural problems, the school should endeavour to raise concerns with parents sensitively and to give families as much support as possible. All sanctions are considered by the teacher and before they are implemented the teacher must consider specific individual needs, personal circumstance, disabilities and individual educational needs. The British School Kuala Lumpur recognises the child as an individual and whereas some classroom rules that seem second nature to some, could be considered challenging for others. As a staff we aim to recognise this among our learners and take this into consideration when instigating sanctions. A child whose concentration levels are of continued concern may be referred to the Learning Support department for observation. At this time the Head of Year/Head of Secondary/SLT would be informed.

Mobile phone use

The school recognises that personal communication through mobile technologies is an accepted part of everyday life and that such technologies need to be used appropriately. BSKL accepts that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety.

Parents/carers are requested that in cases of emergency, the school reception should be contacted and they can ensure their child is reached in a relevant and appropriate way.

Acceptable use

Mobile phones must be switched off and kept out of sight during classroom lessons and while moving between lessons. In addition:

- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- Unless permission is granted, mobile phones should not be used to make calls, send SMS/Whatsapp messages, surf the internet, take photos or use any other application during school lessons, assemblies, in the school canteen or Common rooms, Library or reading room. Mobile phones are not to be used whilst walking around the school.
- Mobile phones must not disrupt classroom lessons with ring tones, music or beeping. They should be turned off during lesson times.
- In emergencies students should only use their mobile phone if permission is granted by a teacher. They must do so in an agreed quiet area.

Cyber bullying

- Using mobile phones to bully and threaten other students is unacceptable. Cyber bullying will not be tolerated. If the use of technology humiliates, embarrasses or causes offence it is unacceptable regardless of whether 'consent' was given.
- Mobile phones are not to be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the school.

Sanctions

- Upon infringement of this policy the mobile phone may be confiscated by the teacher and kept in a secure place. The student will be able to collect the mobile phone at the end of the school day and a record will be made of the incident on Kompanion alerting the relevant Head of Year and tutor.

- Should there be more than one disruption to lessons caused by a mobile phone, the responsible student will face sanctions as issued by the teacher, Head of Department (if in more than one lesson in the same subject area) or Head of Year (if across different lessons).
- Further infringements may result in parents/carers being asked to collect the phone from school or in more serious instances a ban on bringing a mobile phone to school. All sanctions in these cases will be as decided by the relevant Head of Year and/or members of SLT.
- Repeated or more serious infringements will be dealt with under the normal guidance in the secondary positive behaviour policy.
- All infringements and sanction must be recorded on Kompanion alerting the relevant Head of Year and tutor where appropriate.

Monitoring and Review

1. The Head of Secondary is responsible for the overall monitoring of behaviour. The Head teacher monitors the general level of behaviour and the standards of respect toward peers on the playground.
2. Subject teachers monitor the behaviour among their class and deal with issues arising. Any trends or continued behaviours should be reported to the Head of Department/Form Tutor/Head of Year/Head of Secondary/SLT.
3. This policy is monitored by the Head of Secondary/Headteacher/SLT and staff and will be reviewed every two years, or before if necessary.