



<u>Positive Behaviour Policy</u>	
Type of policy:	Secondary
Extent of Policy:	Secondary
Produced / Last Reviewed:	June 2022
Produced by:	Deputy Head Pastoral (K Humphrey)
Review by:	K Humphrey
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Cycle:	Every two years
Approved by:	HoS
Signed:	



We are all responsible for preserving the learning environment and safeguarding our community. It is everyone's responsibility to ensure our students feel safe and empowered to succeed, and we will intervene if this is not the case.

Introduction

The is an international school that broadly follows the English National Curriculum, within an international context. 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 founded on Malaysian and British principles and values: democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs. It is also based on our own values, and so applies to all members of our community. It is designed to promote a safe and effective learning environment for all students and staff.

Teachers will reinforce learning through praise and positive reward systems. A sanctions policy will discourage behaviour which is disruptive to learning, and secure the safety of our pupils.

This policy applies to all school related activities, locations and contexts, including break and lunchtime, buses and during off site school events and all trips.

Values:

At BSKL, we expect all members of our community to strive, promote and behave in a manner demonstrating the following values:

- to be ambitious
- to be resilient
- to act with integrity
- to be kind
- to take risks with our learning



Aims of this policy

1. The broad aim of this 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 disruption free, safe 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 respect for other people, property and the environment and embody our school values.

It is essential for parents and the school to work in partnership so that the values encouraged by home and school are mutually reinforced. The following outlines the key expectations we have of students:

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 Principal and the Head of Secondary. The Principal 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 to this behaviour policy. All adults, through their interactions with children, should use communication strategies which foster our school values. Shouting is not an acceptable form of discipline at BSKL; sarcasm is not appropriate in a school context.

The Role of the Parent

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 supporting the school in the implementation of this policy.



The Role of the Pupil

Our pupils are expected to uphold the BSKL values:

Be Ambitious

- We are ambitious for ourselves and responsible for achieving the highest possible learning outcomes.
- We are ambitious for our peers, we encourage and support each other to achieve the very best.
- We are ambitious for our community and the environment around us; showing pride, respect and responsibility at all times.

Be Kind

- We show kindness to ourselves and others by upholding the BSKL values.
- We show kindness to our community by looking out for the needs of others, respecting and accepting different beliefs and cultures, while ensuring we are a community where everyone is valued.
- We treat our environment with kindness; making an active effort to be environmentally friendly and look after our surroundings.

Be Resilient

- We are resilient with our learning and actively seek out opportunities to learn from others and ask for guidance. We embrace setbacks and accept that this is an opportunity for growth.
- We show resilience through accepting and celebrating new challenges for ourselves and our peers, maintaining a positive mindset and a willingness to try new things.
- We embody resilience within our community by getting involved in the wider school life and participating in events beyond our social groups.

Take Risks

- We take risks in our learning by stepping out of our comfort zone to try new things.
- We show perseverance when faced with a difficult task and embrace the challenge that comes with this.
- We celebrate our peers who demonstrate bravery and we are not afraid to ask for support.

Act With Integrity

- We are honest, strive to do the right thing and take responsibility for our actions.
- We respect our school and community and wear our uniform with pride.
- We understand that we are ambassadors for BSKL and maintain the good reputation of our school.



Rewards

Pupils who demonstrate our BSKL values will be publicly recognised: weekly assembly is the venue for awarding the BSKL Values certificates. Alongside this will be the 'Tutee of the Week' award which is presented by the tutor to the tutee who has accumulated most commendations that week. Yearly 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 displaying the school values, 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 iSAMs). It is important to realise that all pupils can acquire Commendations, regardless of ability.

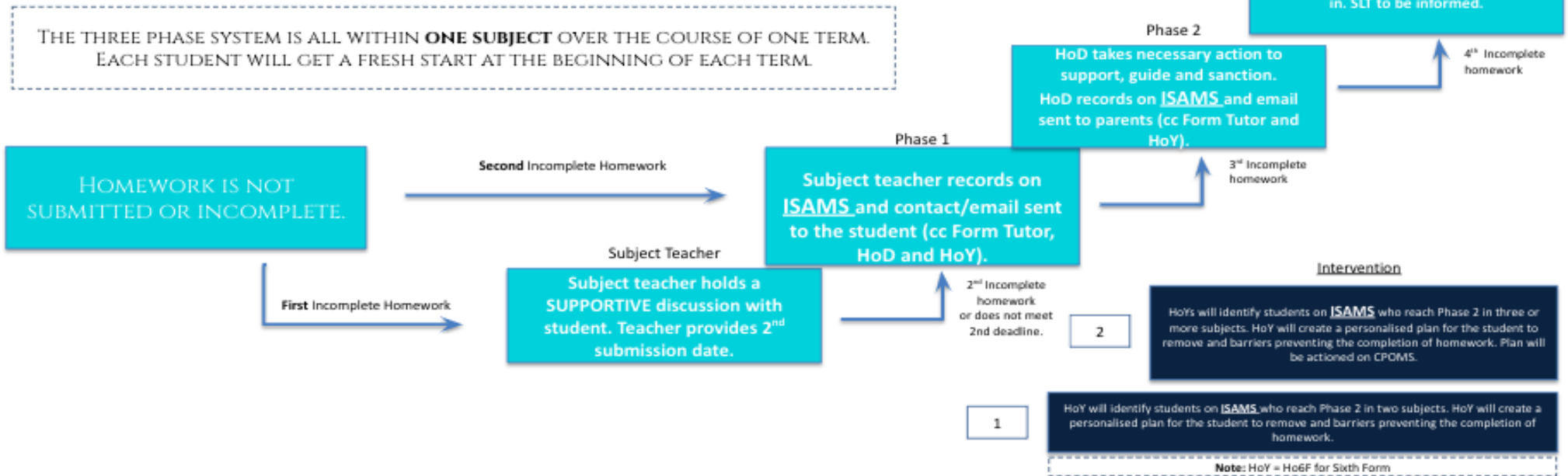
Commendations count toward an overall total for the Giles Duley House Cup, to be awarded at the end of the school year.

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 judgement 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. However, serious and/or gross conduct or any behaviour which may put any of our community at risk will not be tolerated. The school reserves the right to exclude pupils who act in ways which impacts the safety, learning and reputation of our school. (see appendix 1)
3. 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 Deputy Head Pastoral. All referrals will be logged by the Form Tutor in CPOMS. **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.**
4. All staff must refer to the section below on 'sanctions' and appendix 1 below before issuing sanctions.



BSKL HOMEWORK SUPPORT POLICY



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.



Dealing with Instances of Misbehaviour ([see appendix 1](#))

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.

In order to convey our high expectations, assemblies, My World and other teaching opportunities take place during the year to help children understand and learn about respecting themselves and others.

Staff and parents must not 'label' the pupils 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 learning to continue unaffected.

Tutors will keep Heads of Year informed, who will in turn inform the Deputy Head Pastoral and Head of Secondary, of patterns of poor behaviour.

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 between 7.30-3.10.

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, Library and Wellbeing 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 and left in the student's locker.
- 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.
- 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 ISAMS, 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 Deputy Head Pastoral.
- Repeated or more serious infringements will be dealt with under the normal guidance in the secondary positive behaviour policy.
- All infringements and sanctions must be recorded on ISAMS, alerting the relevant Head of Year and tutor where appropriate.

Cyber Bullying

- Using mobile phones or other technology 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.

Investigating Incidents

In all instances, the Head of Year (HoY), in consultation with the Deputy Head Pastoral, will conduct a thorough review and present the case to Head of Secondary. In order to ensure a consistent approach, we follow our ***Student Incident Procedure*** put in place for Pastoral Leaders.

Applying Sanctions

Each case will be reviewed carefully; there are always many factors to consider when issuing sanctions. The examples below are guidelines. The Head of Secondary and Deputy Head Pastoral will consult and may vary sanctions or actions depending on individual needs and circumstances.



Appendix 1
Misconduct and Sanctions

At BSKL, we operate a gradual and staged approach to sanctions.

Level	Definition	Examples	Staff Responsible	Sanction That May be Applied	Action to be Taken
Level 1 Low Level	<i>Low level, disruptive behaviour in one subject or in any other area or context (eg trips, toilets, corridor). Any behaviour which impacts the teacher's ability to teach or a child's ability to learn.</i>	<ul style="list-style-type: none">● Anti social behaviour● Talking over each other.● not listening, answering back/ 'talk back' to an adult.● not following classroom code of conduct.● isolated name calling or being unkind.● Failure to wear school uniform● Disrespect of self, others, the environment, school property, other's property	The teacher or trip leader.	Verbal warning	Teacher/ trip leader issues warning: <ul style="list-style-type: none">- takes necessary action to support, guide and sanction (in conjunction with HoD)- Informs parents- Record on iSAMs- Copy tutor, HoY, HoD
		Repetition of the above	The teacher or trip leader.	lunch time detention	Teacher/ trip leader issues detention: <ul style="list-style-type: none">- takes necessary action to support, guide and sanction (in conjunction with HoD)- Informs parents- Record on iSAMs- Copy tutor, HoY, HoD



<p>Level 2 Persistent Low Level</p>	<p>Low level but persistent / repeated misbehaviour in one or more subjects or in any other area or context (eg trips, toilets, corridor); repeated examples of anti social behaviour; lack of improvement</p>	<ul style="list-style-type: none"> ● Continually disrupting learning ● Swearing ● Lack of respect to staff, students and the environment. ● Failure to improve and to adhere to school rules and values ● Continually violating uniform code. 	<p>Relevant middle leader (e.g Head of Year, Head of Department,)</p>	<p>Sanction delivered by HoY</p>	<p>Teacher to report to HoY who:</p> <ul style="list-style-type: none"> - Record on CPOMS - Inform DHP & HoS - Meet with parents - Letter/ email to parents with support plan/ agreement and strategies agreed
<p>Level 3 Serious misconduct OR Lack of progress of Level 2</p>	<p>Persistent, regular disruptive behaviour: <i>Lack of progress and no response to strategies used by the school to improve behaviour; failure to abide with Behaviour Support Plan; repeated examples of low level & serious misbehaviour which demonstrates a lack of progress and improvement despite strategies and support offered to student</i></p> <p>Isolated incident(s) of serious misbehaviour: <i>misconduct which directly and negatively impacts</i></p>	<ul style="list-style-type: none"> - Bullying (including cyber bullying) - Fighting - Misuse of social media; online bullying - Continuous disruption of learning in lessons - Racism/ Verbal /physical abuse of adults and children - Sexual assessment/ abuse - Theft - Damage to property - intimidation (verbal or physical) of any members of our community, in any context (class, online, 	<p>Deputy Head Pastoral Head of School Principal</p>	<p>Internal isolation or External suspension</p>	<p>Teacher to report to HoS/ DHP:</p> <ul style="list-style-type: none"> - Record on CPOMS - Inform DHP & HoS - HoS to agree sanction with Principal from list in column 3 - HoS meets with parents - DHP/HoS to compose a Behaviour Support Plan to be agreed and signed by pupil and parent before returning to school. - Letter/ email to parents with support plan/ agreement and strategies agreed



	<i>the safety and learning of our students and staff.; misconduct or incident(s) which directly contradict our <u>values</u> and this policy.</i>	toilets, corridor, break time etc) - Any behaviour which poses serious danger to the pupil or others			
Level 4 Gross or 3 Incidents of serious misconduct	Misbehaviour which violates school policy and places members of our community at risk. Bringing, distributing and taking illegal substances including: alcohol, drugs, smoking.	Repeated and persistent examples of, or isolated incident, of: - 3 or more instances of serious misbehaviour on record or failure to successfully abide by Behaviour Support Plan - Assault on a teacher or pupil - Serious theft - Serious damage to property - Serious bullying (including alienation and intimidation) - Substance abuse (on site, or evidenced off site) - Serious and continued misuse of social media	Head of Secondary Principal	Expulsion	Teacher reports to HoS HoS/ Principal take action Meet with parents

The definitions and examples above are not exhaustive. The Principal reserves the right to apply sanctions as deemed necessary.



Safeguarding and children at risk

Children's safeguarding remains a driving force for all of our actions. This policy should be read in conjunction with our Safeguarding Policy.

Confidentiality is paramount for incidents. This applies to parents and staff. The School does track, monitor and keep accurate and up to date records.

We may be asked to present this record to other schools or universities or when writing references.

The counsellor, the Principal, the Nurse and the Deputy Head pastoral are the Designated Safeguarding Leads and will be consulted as necessary before any action is taken for relevant pupils.

Special Educational Needs

The Head of Inclusion will be consulted when making decisions about pupils with special educational needs.

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 staff and before they are implemented the teacher must consider specific individual needs, 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 or the counsellor coordinator for observation. At this time the Head of Year/Head of Secondary/SLT would be informed. **However, whilst all personal circumstances will be taken into consideration, Level 4 (and repeated incidents of Level 3) may still result in the school applying the sanctions stated in appendix 1, if it is deemed that the safety of our pupils is at serious risk, or that there is no evidence of improvement.**

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 annually, or before if necessary.

Review Date: As necessary and as incidents occur, otherwise June 2024