

Tenby International School Setia EcoHill Behaviour Policy

Policy	Behaviour Policy			
Approval Date:	August 2024	Next review:	August 2026	
Review Cycle:	1 Year			
Scope	Whole Group	☐	Whole School	☒
	International Primary	☐	National Primary	☐
	International Secondary	☐	National Secondary	☐
Ownership:	SLT Designated Safeguarding Lead	Approved by:	SLT	

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A. PURPOSE

The purpose of this policy is to set out the approach to student behaviour and exclusions and to develop practices and policies that promote good behaviour of all students attending Tenby International School Setia Ecohill (TISSEH). This policy also sets the overall approach for dealing with issues such as drugs, bullying, screening and searching of students and the use of reasonable force by relevant staff.

B. SCOPE

This policy is **mandatory** for TISSEH

C. KEY POLICY PRINCIPLES

- The School will promote and teach good behaviour, self-discipline and respect.
- The School will have effective reward and sanction structures in place.
- The School will treat students fairly, with dignity and respect.
- Effective procedures for fixed-term and permanent exclusion will be included as potential sanctions when dealing with students who have committed serious and/or repeated misconduct.
- Sanctions for poor behaviour shall include breaches of the Anti-Bullying and Acceptable Use policies (and associated policy documents).
- Effective procedures for dealing with malicious accusations against staff and appropriate sanctions will be put in place.
- Appropriate support will be provided for students who breach the behaviour policy in a way which gives staff reason to believe there may be an underlying safeguarding reason. In such cases, the matter will be referred to the DSL at the School, in line the School's Safeguarding Policy and procedures.
- Where behavioural issues relate to bullying (including cyber-bullying), regard shall be had to the Anti-Bullying Policy.
- The School will set out restrictions on the use of social media, in line with the Student ICT Acceptable Use Policy and behavioural sanctions will include breaches of that policy.
- Schools will set a zero-tolerance policy standard on the use or handling of drugs in respect of all School and School related activities whether on or off site.

- To the extent that this accords with the applicable laws and regulations of Malaysia, to provide for the power of relevant staff to use reasonable force or make other physical contact in order to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.
- To provide, in accordance with all applicable laws and regulations, for relevant staff to have the right in certain circumstances to search students and to confiscate any prohibited item found as a result of a search. Where this is provided for clear procedures should be set out to manage the risks to relevant staff and students.
- Policies will take account of whether it is appropriate to extend the scope of the behaviour policy to activities outside the school day and off school premises in certain specified circumstances.

D. CROSS REFERRED POLICIES

This Policy should be read alongside the following:

- Anti-Bullying Policy
- Crisis Management and Business Continuity Policy
- Student ICT Acceptable Use Policy
- Safeguarding and Student Protection Policy
- SEND Policy
- Class Dojo Policy

E. AIMS AND OBJECTIVES

1. It is a primary aim of TISSEH that every member of the school community feels valued and that each person is treated fairly and with respect. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure
2. Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn in an international context. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

3. The school expects every member of the school community to behave in a considerate way towards others.
4. Treat everyone with care and respect. We look after one another, embrace similarities and differences and promote the well-being of each other.
5. At TISSEH we aim to provide a safe environment where students feel confident to talk about their concerns and where students feel confident to take risks in their learning.

F. EXPECTATIONS

1. All members of staff are entitled to expect appropriate behaviour from students. They have the right to encourage positive social behaviour and are entitled to expect the support of the Head of School, Head of Department and/or Key Stage Coordinator. They are entitled to expect the support of parents in their efforts.
2. TISSEH expects students to listen carefully to instructions in lessons.
3. TISSEH expects students to try their best in all activities.
4. The safety of the students is paramount in all situations. If a student's behaviour endangers the safety of others, the member of staff will stop the activity and prevent the student from taking part for the rest of that session.

G. SCHOOL CODE OF CONDUCT

1. To help meet parents', student's and teachers' expectations, there are rules which we believe are perfectly reasonable and should have the support of all parents. This is the **Code of Conduct** (found in school handbooks), and they have been drawn up following discussion with students in class and through consultation with the School Council.

Based on this code of conduct the Primary School classes will create a Class Charter with the children at the beginning of each academic year, this should be revisited on a regular basis to encourage exemplary behaviour

H. REWARDS

- a. We praise and reward students for good behaviour in a variety of ways:
 - i. Teachers congratulate students.
 - ii. In Secondary teachers award students house points under four categories: attainment, attitude to learning, community and co-curricular.
 - iii. In Primary teachers award house points/Class Dojo points according to the Class Dojo Policy

I. SANCTIONS

- b. The school employs several sanctions to enforce the School Code of Conduct and ensure a safe and positive learning environment. TISSEH applies the sanctions appropriately to each individual situation. The School uses sanctions to show that disruption to teaching and learning is not tolerated and also to deter students from breaking the rules repeatedly.
- c. Students whose behavior is deemed as inappropriate will be sent to the Heads of Schools and parents may be informed.
- d. The school does not tolerate bullying of any kind, if an act of bullying or intimidation has taken place, TISSEH will act immediately to stop any further occurrences of such behaviour. The School will do everything in its power to ensure that all students attend school free from fear. All incidents will be investigated and recorded; sanctions will be administered according to the severity of the misbehaviour.

J. INDIVIDUAL BEHAVIOUR PLANS

Some students, a small minority, may not respond to sanctions and for these it may be necessary to set up *Individual Behaviour Plans* which would be regularly reviewed (half-termly on average).

K. MEMBERS OF STAFF

- a. It is the responsibility of all staff to ensure that the School Code of Conduct is adhered to, and that students behave in a responsible manner.
- b. The staff have high expectations of the students regarding behaviour; through appropriately challenging differentiation, they strive to ensure that all students work and behave to the best of their ability.

- c. Staff treat students fairly and with respect and understanding, where necessary the individual schools' (Primary or Secondary) systems of rewards and sanctions is used consistently.
- d. If a student's behaviour is causing concern, the member of staff must **seek advice** from Key Stage Coordinators /HoD/HoS.

K. THE ROLE OF THE HEAD OF SCHOOL

- a. It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to the Principal, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all students in the school.
- b. The Head of School supports the staff by implementing the policy, setting the standards of behaviour, and by supporting staff in their implementation of the policy. Training is made available for those who require it.
- c. The Head of School keeps records of all reported serious incidents of misbehaviour. All incidents of bullying are recorded.
- d. The Head of School is responsible for excluding students.

L. THE ROLE OF PARENTS

- a. The School collaborates actively with parents, in order to ensure that students receive consistent messages about how to behave at home and at school.
- b. TISSEH sets out the school expectations in the Schools Handbooks and parents are required to read them and support them.
- c. Parents are required to support their child's learning, and to cooperate with the School, as set out in the Code of Conduct. TISSEH tries to build a supportive dialogue between the home and the School, and inform parents immediately if there are concerns about their child's welfare or behaviour.

APPENDIX 1:

Primary

1. The class teachers should discuss the Code of Conduct with their class at the beginning of the school year and identify clear and consistent expectations of behaviour, thus creating an individualised yet homogenous behaviour structure. In this way, every student in the school knows the standard of behaviour that we expect.

2. Expected Behaviours include but are not limited to:

- Remaining in seat at all times unless instructed otherwise
- Hands up for requests (toilet, to drink water, to take equipment etc)
- Lining up quickly and quietly

3. Unacceptable Behaviours include but are not limited to:

- Shouting out,
- Tapping
- Drawing on whiteboards
- Speaking out of turn
- Other low level disruptive behaviour

4. Play times: It is expected that students ask staff on duty to visit the toilet; students should NOT be inside the building unsupervised. Members of staff will be on duty, as set out in the primary duty rota. Any issues should be reported to the Key Stage Leaders.

5. Lunch times: Students are required to eat politely and to show good manners, and that follow the code of conduct/ Class Charter. Students who make poor choices over lunchtime will be subject to a system of sanctions as follows:

- i. Verbal warning
- ii. Stand with member of staff on duty
- iii. No improvement or a serious incident of disobedience or violence the student will be sent immediately to Head of Primary's office

REWARDS & CONSEQUENCES

Students praised and rewarded for good behaviour in a variety of ways:

- Teachers congratulate students.
- Teachers give students Class Dojo Points, according to the Class Dojo/House Point Policy
- Golden Time may be awarded during Circle Time

Each Classroom In EY, KS1 and Lower KS2, including Y5, will have a sun, a cloud, a rain cloud, a lightening cloud, a rainbow, and star Behaviour Display with the Class Charter

The children's name will start the day off the display and be added as follows:

Name on Sun- for hard work or displaying Learner Attribute (Getting better)

Name on rainbow- for further 'Getting Better'

Name on star- for excellent "Getting Better" and commendation sent to parents on Class Dojo

For initial verbal warning- no further action required

Name on the dark grey cloud- verbal warnings (repeated bad behaviour)

Name on the rain cloud- (repeated bad behaviour and/or significant misdemeanour) remain in the classroom at playtime/ with counsellor and parent contacted via Class Dojo

Name on the Lightening Cloud- (serious issues only) Head of Primary informed to decide on sanction (blue or green form)

APPENDIX 2:
TENBY INTERNATIONAL SCHOOL- SECONDARY POSITIVE BEHAVIOUR
PROCEDURES

Rewards

1. We encourage, acknowledge and reward students for positive behaviour in a variety of ways:
 - Teachers verbally congratulate students
 - Write positive comments or use the House System to communicate their praise.
 - Members of staff give students House points under 4 categories; **Attainment, Attitude to Learning, Extra-Curricular and Wider School Community.**
 - In KS3 & 4 students work towards three main certificates: Bronze, Silver and Gold and for an exceptional number of House points earned.
 - Additional awards presented at termly prizegiving's include Subject awards, Tutee's of the term, Head Teacher Awards etc.
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2. Students collect House points throughout the three terms to accrue points for their given House: Dragon, Falcons, Phoenix and Tigers. The Houses compete to achieve the most points over the three terms and throughout the academic year. The school provides a range of opportunities for students to compete for their House and earn points that contribute towards individual acknowledgement/reward and House performance.
3. The school will celebrate House performance in the Newsletter and on TIS SEC Facebook and Class Dojo feed at the end of each half and whole term. The total House points earned will be counted and combined with TIS Primary.
4. The school will celebrate individual achievement during Whole School, Year and House assemblies. HoD will be responsible for providing information on achievement for appropriate assemblies.

SANCTIONS

1. The school employs a number of strategies to maintain an effective environment both inside and outside the classroom. Teachers and staff are to use their discretion and apply each strategy appropriately to individual situations. Students who are unable to work within the School's expected behaviour guidelines will face sanctions that are appropriate to the situation.
2. The school must ensure that all behaviours are handled with consistency and respect. The HoS will ensure that all members of TIS Secondary are familiar with the rewards and detention system.
3. Students who wilfully hurt others or damage property will be sent straight to the Key Stage Leader. The incident will be investigated and logged on Engage. Parents will be informed and there may be a consequence which results in an exclusion. There may be a charge for damage. Each situation will be dealt with as an individual case and be down to the discretion of the Head of School.

THE ROLE OF THE TEACHER

1. It is the responsibility of class teachers to ensure that the school's attitude to learning and rules are applied in their classes and that their classes behave in a positive manner during lesson time. Teachers should promote engagement in lessons and learning through use of positive language.
2. If a student's behaviour is repeatedly causing concern they must seek advice from the HoD. All serious and repeated incidents must be logged on the Engage Portal.

THE ROLE OF THE HEAD OF DEPARTMENT

- a. The Head of Department keeps records of all reported serious incidents of misbehaviour. All incidents of bullying are recorded.
- b. To support students and teachers where classroom behaviour for learning is not at expected levels.
- c. To liaise with parents about students' attitude to learning and attendance where there are concerns.
- d. To coordinate the celebration of students' successes within their year group.

THE ROLE OF PARENTS

- a. TISSEH expects parents to support their child's learning and to cooperate with the school. The School tries to build a supportive dialogue between the home and the School, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Similarly, parents should inform staff of any concerns.
- b. Parents should ensure students come to school equipped and prepared to learn, wearing the correct school uniform.
- c. To monitor their child's behaviour in school, parents are expected to read their student's planner on a weekly basis and communicate with staff about any issues that have occurred.

VERSION HISTORY

Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy approved by SLT and school HR manager then published	Tracy Huxtable	15-8-2024
1.1	Policy approved by SLT and school HR manager then published	SLT	15-08-2024