



**Matrix Global Schools**

**Positive Behaviour Policy**

**Secondary**

### Introduction

MGS is an international and private school that follows the English National Curriculum and the Malaysian 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 MGS 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 students. We aim to establish acceptable patterns of behaviour and to encourage students 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 Principal and the Head of Schools. The Principal and Head of Schools will monitor and take action to maintain high levels of positive discipline at all times.

### The Role of the Subject Teacher and Class Teacher/ Homeroom 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 Schools (staff and students) will agree to the MGS 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 Homeroom Tutor's example is key in developing and nurturing supportive, caring, positive and interpersonal relationships with students. Both have a responsibility to:

1. Have high expectations of the children at all times.

2. Adopt appropriate teaching strategies to enable all students 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 (Engage) record of all incidents, alerting key staff and parents where necessary.
7. Keep an electronic (Engage) record of all positive commendations and achievements.
8. Identify early behaviour difficulties exhibited by students; 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 students 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 regular communication with the school.

### **The Role of the Student**

Our students 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. 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. House Points are given and the commendation is highlighted into students' planners and entered onto the student record (in Engage). It is important to realise that all students can acquire commendations, regardless of ability.

All House points and commendations for academic, sporting and community effort or achievement are tallied and contribute to the annual House Trophy, 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 students in work and in behaviour, and that we reinforce these at all times. Teachers and the Head of Schools 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/ Year Group 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 Head. All referrals will be logged by the Form Teacher/ Homeroom Tutor in Engage. **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 students who do not complete work to deadline:
  - (1) *Students should be given a 24 – 48 hour extension, with the 'incomplete work' logged in Engage. In all cases, subject teachers should endeavour to find out why the work was incomplete and offer support if necessary.*
  - (2) *If the student fails to meet this extended deadline they can be placed in Subject Detentions(SD) (supervised by teachers and Heads of Department): the subject teacher should alert the tutor and add the SD to Engage. If the SD is held outside of school hours, the member of staff holding the SD should email parents to inform them of the reason for the sanction.*
  - (3) *If the same student is consistently missing deadlines it is not necessary to revert to stage (1). They may be placed straight into SD.*
  - (4) *Students who regularly do not complete work to deadline or a standard of which they are capable may be referred to the Head of School or Assistant/ Deputy Head of Secondary, 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. Students should not be sanctioned for a lack of understanding or if they have genuine organisational difficulties - they must be offered support.
5. Students should not be placed into SD for non-work related issues. Students who behave poorly in other ways will be given a detention to be supervised by the class teacher/ Head of Department/ Tutor/ Assistant/ Deputy) Head. The same steps for notification to tutor/ parents as for SD should be followed, with all sanctions and correspondence recorded in

Engage. Repeated or very serious instances of misbehaviour should be referred to the KSC/ Head of Secondary who will agree an appropriate sanction. The KSC/ Head of Secondary may seek advice from the Head of School.

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 student' but instead refer to their behaviour e.g. "John, 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 KSC informed, who will in turn inform the Pastoral 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 Head/ HoSs & the Principal will temporary suspension be considered. In the case of gross misbehaviour the Principal 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 student or others
12. Examples of gross misbehaviour:
  - Assault on a teacher or student
  - Serious Theft
  - Serious Damage to property
  - Serious bullying (including alienation and intimidation)
13. 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. MGS 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 AENCO/ Learning Champion/ Counsellor/ KSCs for observation. At this time the KSC/ 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. MGS 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 Receptionist should be contacted and they can ensure their child is reached in a relevant and appropriate way.

### **Acceptable use**

Mobile phones must be in silent mode 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 cafeteria, 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 put in silent mode during lesson times.
- Students should only use their mobile phone if permission is granted by a teacher. They must do so in an agreed quiet area, supervised by the approving teacher.

### **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 Engage alerting the relevant KSC/ Head of Secondary 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 KSC/ Head of Secondary (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 HoSs/ KSC/ Head of Secondary 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 Engage alerting the relevant KSC/ Head of Secondary and tutor where appropriate.

### Monitoring and Review

1. The Principal, together with the Pastoral Heads/ HoSs/ KSC/ Head of Secondary is responsible for the overall monitoring of behaviour. The staff on duty monitors the general level of behaviour and the standards of respect toward peers during Break and Lunch times and in the areas of duty.
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/ KSC/ Head of Secondary/ SLT.
3. This policy is monitored by the Principal/ HoSs/ Heads of Pastoral/ KSCs/ Head of Secondary/ SLT and staff and will be reviewed every two years, or before if necessary.

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