



Matrix Global Schools

Positive Behaviour Policy Primary

POSITIVE BEHAVIOUR POLICY - MGS PRIMARY

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

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. As its name implies, the Positive Behaviour Policy is directed towards adopting a positive approach to the question of discipline in our schools. We believe that positive reinforcement and rewarding appropriate behaviour is more powerful than negativity and achieves an encouraging response. This means that there is greater emphasis on rewards rather than sanctions or punishments.

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.

At MGS we follow the Golden Rules, which are displayed in every classroom and referred to when discussing behaviour with students:

The Golden Rules are:

- Be kind
- Be gentle
- Be honest
- Respect the property of others
- Be a good listener
- Work hard

Overall responsibility for maintaining positive discipline throughout the school lies with the Head of School (HoS). The HoS and primary school leadership team (PSLT) will monitor and take action to maintain high levels of positive discipline at all times.

The Role of the Class Teacher

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 co-operation and mutual respect should be created as part of the philosophy of the school. Classrooms will agree a set of positive behaviours that should be

adhered to. All adults throughout their interactions with children should use communication strategies, which foster co-operation, respect, tolerance and encouragement.

The class teacher's example is key in developing and nurturing supportive, caring, positive and interpersonal relationships with students. Class teachers have a responsibility to:

- Endeavour to match the curriculum to the abilities, aptitudes and needs of the child thus encouraging children to achieve success and promoting positive behaviour.
- Ensure that there is a high level of supervision at all times
- Implement the Reward/ Sanction scheme in a fair and consistent manner
- Display the Golden Rules in the classroom and follow them
- Keep a written record of all incidents of serious or gross misconduct
- Have high expectations of the children at all times.
- Identify early behaviour difficulties exhibited by students; seek support from colleagues, Headteacher and if necessary outside agencies and follow agreed procedure.
- Liaise with colleagues to seek/ give advice and try to establish the cause of the behaviour.
- Foster a mutually respectful relationship with students and staff
- Adopt appropriate teaching strategies to enable all students to achieve their potential.

Overall responsibility for maintaining positive discipline throughout the schools lies with the Principal who will monitor and take action to maintain high levels of positive discipline at all times.

The Role of the Parents

Parents are the prime educators of their children. It is behaviours demonstrated at home that influence 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 and sanctions.
- Maintaining 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 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 property of others.
- Adhere to school rules.
- Consider the effects of their actions on others.

Rewards

Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. At MGS an approach is adopted that utilises encouragement in conjunction with praise. Classes can also operate in-class reward systems.

At the Primary corridor, a House Points chart is on display. House Points can be given by any adult in school as a reward for good behaviour and/ or following the golden rules. This could include displaying good manners, healthy eating, being a kind friend, holding the door for an adult etc. House Points cannot be taken away, only given. The House Points are then deposited in the House Point Collection Boxes located on the Ground Floor lobbies of MIS1 and MPS.

All students and staff at MGS belong to a House. The House names are as follows: Da Vinci (blue), Einstein (yellow), Gandhi (green) and Newton (red)

On entry to the school each child will be allocated a House and members of the same family placed in the same House. As a school we seek a balance of male and female students in each House. Each teacher will be assigned to be responsible for a House to support the emphasis of the importance of the House system. House points are given to each child individually for academic achievement (a good piece of work, or an interesting answer etc.). House points are collected cumulatively throughout the year.

Children are only competing against themselves, so any child can receive a House point regardless of ability. House points are accumulated and a House Cup is awarded at the end of year assembly and collected by the House captains.

Sanctions

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 school rules at all times. Teachers/ KSCs and the HoSs share a common understanding and high but realistic expectations of young children. We understand that young children make errors of judgment as they try out new roles in their social groups, young children experience the same pressures and anxieties as older people do when faced with new or unfamiliar situations. As adults it is our job to proactively teach, guide and help young children to make the right choices for themselves and others. We accept errors, help create understanding, forgive and set an excellent example of fairness and equality.

The role of the Class Teachers is vital and colleagues should inform each other of all matters, positive and negative, concerning members of their classes as far as this is deemed appropriate. Some matters must and should be confidential to protect the privacy of the child. All referrals will be logged by the Class teacher. Class teachers should follow the School sanctions guide which clearly depicts the process of what sanctions are deemed necessary and which routes to follow. (See appendix 1)

In order to convey our high expectations, assemblies, class circle time, story times and other planned teaching opportunities take place during the year to help children understand and learn about respecting themselves and others.

Staff do not 'label the child' but they refer to unwanted behaviours i.e. "John, taking that toy was poor behaviour". Research has shown that in this way the child's self-esteem can remain intact allowing genuine learning to take place without damage to the ego by a loss of face.

If a student continually misbehaves and is unresponsive to the positive approach taken by staff the student's name may move down the sanctions board. In the case of a more serious misbehaviour a student may be sent immediately to KSC/ PSLT/ HoS.

Only in cases of repeated serious misbehaviour and failure to improve after meeting(s) between parents, teacher and HoS will temporary suspension be considered. In the case of gross

misbehaviour the HoSs/ Principal can authorise an immediate suspension pending a discussion of the matter with the parents. Expulsion may only be considered in an extreme case.

Examples of serious misbehaviour

- Serious bullying – (including alienation and intimidation)
- Racism
- Verbal /physical abuse of adults and children
- Theft
- Damage to property
- Any behaviour which poses serious danger to the student or others

Examples of gross misbehaviour

- Assault on a teacher or student
- Serious Theft
- Serious Damage to property

Repeated Gross misbehaviour

- 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 being followed through the teacher must consider specific individual needs, personal situation, 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.

Playground accident/ injury

- Adult/ student ratios in the playground is aimed at 1:20 plus, with staff trained to circulate and/ or monitor specific pieces of equipment. Equipment is carefully chosen as age appropriate and children know how to use the spaces and equipment safely.
- More serious accidents are logged by the school nurse. This would in turn flag up a Health and safety check.
- Any accident that occurs in the classroom or inside the school will be relayed to the class teacher if they did not witness it.
- If a child receives any kind of bump to the head/ face/ neck of any sort, regardless of severity, they will be taken to the nurse and their parents will be personally informed by the nurse or the class teacher that day. The nurse will check with the class teacher to agree who will contact the parent.
- Any accident that requires a doctor/ hospital visit will have an immediate phone call to the parents. If a parent is unavailable, the child will be accompanied to the clinic/ hospital by the school nurse and one other supervising adult. Parents will be informed of any treatment/ medication their child receives. In the event of a parent being unable to give consent, the school nurse and HoSs/ Principal will give consent on their behalf.
- Any accident resulting in a cut will be seen by the nurse.
- Class teachers will judge more minor injuries on whether they warrant a visit to the nurse or parents being informed. All head or facial injuries are reported to parents.

Injury resulting from another child including a fight/ physical argument:

- Procedures for the injured child/ children will follow the above stipulations.
- Children fighting will be given time out/ time to calm down and to talk about what happened. Any child who has been physically aggressive will be asked to think about what they could have done instead of reacting physically (tell a teacher, move away from the problem). It will be explained to the child calmly what the result is of their actions. If

appropriate, the children will be given separate places to calm down and think about their actions. Class teachers/ KSCs will judge whether the incident warrants informing parents.

- Any 'Time out' must be supervised and must be in an environment that is calm and quiet for the child to think about what has happened. The supervising adult will explain again at the end of the 'time out' why it happened and explain how a 'time out' can be avoided in the future.
- The class teacher will judge whether the incident needs to be referred to the KSC/ HoS/ PSLT. If in doubt, refer it up.

Theft

- Taking other children's or the school's belongings can be caused by feelings of powerlessness or jealousy. It is not always seen as serious by a young child. Taking objects home in a pocket should be handled with understanding and sensitivity but firmness, with objects being returned to school.
- The parents will be informed of any child who is repeatedly stealing from other children/ the school. This is to be dealt with sensitively as most parents may feel embarrassment at their child being a 'thief'.
- The class teacher will explain to the child why stealing is wrong and ask them to think about how they would feel if something was stolen from them.
- Persistent stealing will be reported to the KSC/ HoS/ PSLT

Verbal unkindness/bullying: (also refer to the anti-bullying policy)

- Staff model respect for others by never making unkind or sarcastic comments about others in front of children or within their hearing.
- Children will be encouraged to tell an adult about any verbal unkindness that they hear.
- Praise will be given to children who report this bad behaviour and support to be given to the victims of it.
- Depending on the nature of the unkindness, the class teacher may deem it appropriate to involve both sets of parents. However, the child will not be named to the other set of parents.
- Assemblies will focus on being kind to those around us.
- Severe cases to be referred to the KSC/ HoS/ PSLT

Running/ shouting inside the school:

- Children will be helped to walk in line and use quiet voices around school.
- Positive reinforcement will be given to those children walking sensibly in line and keeping to the left on staircases.
- Children running or shouting inside the school will be given a warning to stop this behaviour. It will be explained to them that it is dangerous to run inside because we may hurt others or ourselves, and that other children are working so we must not shout and disturb them.

Difficulty with focus in lessons:

- Staff will plan and allow opportunities for interesting and varied sessions, which have age appropriate expectations, with all students supported or challenged to ensure a high level of engagement.
- However, if a child is unable to focus on their task after an initial 'settling in period' for the class some strategies to use could be;
 - Seat the child away from others who may distract them
 - Seat the child near the Teaching Assistant, if possible
 - Positive rewards and behaviour management to encourage longer concentration.
 - Use of a sand timer/ stopwatch to help children see how long they must focus for.
 - Use of stickers or a chart to help children see how they are performing
 - Targets provided by the teacher for the older child to aim for.
- A child whose concentration levels are of continued concern may be referred to the AENCO for an observation. At this time the KSC/ HoS/ PSLT would be informed.

Students with special educational needs

Students with special educational needs may need a different type 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 these students are properly included in their educational experiences, opportunities provided and that the learning of their peers is not impeded.

Monitoring and Review

The Head of Primary is responsible for the overall monitoring of behaviour. The Head of Primary/ KSCs and PSLT monitor the general level of behaviour and the standards of respect toward peers on the playground.

Class teachers monitor the behaviour among their class and deal with issues arising. Any trends or continued behaviours should be reported to the KSCs/ HoS/ PSLT.

This policy is monitored by the Principal, HoSs/ Pastoral Heads/ KSCs/ PSLT and staff and will be reviewed every two years, or before if necessary.

Draft: June 2017 (KML)

Appendix 1 – Sanctions Scale

Proposal:

Key Stage 1 & 2

A 4 tier sanction board is on display in all classrooms. (T1 grey clouds, T2 white clouds, T3 sunny, T4 Rainbow) (T1 submarine, T2 automobile, T3 aeroplane, T4 space ship)

Class teachers are able to design their own sanctions board linked to the class topic or interests of the children as this can be motivational for the students.

All children start on tier 3 and this can move up/ down depending on their behaviour.

The whole class will get an additional House Point for each student when the whole class is on tier 3 and above at the end of the day.

At any stage children have the chance to improve their behaviour and move back up the sanction board thus giving them the opportunity to learn from their mistakes.

Sanctions – Procedures

Level 1 Spoken warning	No further action provided that learning is not disturbed again today. Class teacher reinforces the Golden Rule that has been broken.
Level 2 A second spoken warning	A warning that your behaviour has again disrupted learning, you are in danger of being moved down on the sanctions board. The class teacher has a short discussion about the Golden Rule that has been broken and explains what you need to do to improve.
Level 3 A third spoken warning This step may continue until you are at the bottom of the sanctions board.	For the benefit of the others you must work in isolation within your room until your teacher feels you are able to work without causing disruption and your name is moved down the sanctions board. The class teacher has a longer discussion about the Golden Rule that has been broken and explains what you need to do to improve.
Level 4 Any further warnings which leave you at the bottom of the sanctions board.	You will need to take a short break in another class or for older children you may miss some of your break time. You should take a reading book or some incomplete work with you and think of ways you could have avoided this sanction. Any loss of break time will be supervised. You will need to discuss your behaviour with the KSC. Parents may be called at this stage.
Level 5	If no improvement is seen then a further discussion may be needed with a KSC, member of PSLT or HoS. Parents will be called and a face to face meeting held if appropriate. Child may be placed on a positive behaviour plan.
Level 6	Persistent inappropriate behaviour will need to be discussed with the HoS and KSC. Parents will be called in to discuss their child's behaviour. Incidents of serious behavioural issues e.g. fighting, racism, bullying must be recorded on a student incident statement and logged with KSC/ PSLT. These will be dealt with on an individual case basis once investigations have been carried out.

Approved on : July 2017

Approved by : AC Members

To be reviewed on : July 2019

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