



Policy	Tenby Schools Penang – Behaviour Policy			
Completion Date:	April 2023	Next review:	April 2025	
Last Approval Date:	April 2023			
Review Cycle:	24 months			
Scope	Whole Group	<input type="checkbox"/>	Whole School	<input checked="" type="checkbox"/>
	International Primary	<input type="checkbox"/>	National Primary	<input type="checkbox"/>
	International Secondary	<input type="checkbox"/>	National Secondary	<input type="checkbox"/>
Ownership:	Head of School		Approved by:	SLT



1. Introduction

Our Vision

A United World at Peace - Through Education

Our Mission

- To enable whole community to:
 - achieve their full potential for academic excellence and achievements in sports and the arts
 - develop the values of compassion, responsibility, and integrity
 - become effective communicators, creative thinkers, and independent learners
- To encourage the values of cultural diversity and acceptance of others different from oneself
- To promote the values of democracy, equality before the law and respect for The Universal Declaration of Human Rights
- To promote international understanding for a peaceful world

Our Core Values

1. Education matters, it is central to all that we do
2. International mindedness
3. Lifelong learning
4. Respect
5. Sensitivity to cultural diversity
6. Effective communication

2. Aims and Objectives of this Policy

All teachers are free to teach & All students are free to learn

The most effective teaching and learning takes place in a well-managed environment, one that is calm, happy, and safe for all students. Behaviour is fundamentally a matter of raising student self-esteem and developing respect for others including adults. All adults in the community have a responsibility to foster relationships that promote this. The behaviour policy will focus on positive behaviour, which supports learning and promotes, celebrates and rewards achievement. The behaviour policy must be implemented consistently by all members of Tenby Schools' community - staff, students and parents.



Aims

- To inform and provide guidance to staff, students, parents/carers and the community on the ways in which the school works to provide a well-managed, calm, happy and safe environment for effective learning teaching.
- To promote consistency and continuity of effective classroom practice and positive behaviour around the school site.
- To create an ethos that facilitates student achievement

Objectives

- A firm understanding of and regard for equal opportunities. A recognition that everyone has a right to fair and consistent treatment irrespective of class, culture, disability, gender, race, and sexual orientation. At the same time realising that there may be a need for a specific response in some circumstances.
- To provide a secure and stimulating environment so that each student will experience success.
- To create a learning environment which is characterised by:
 - The positive quality of working relationships based on mutual regard
 - An emphasis on achievement in which positive attitudes are rewarded
 - Respect for the school's environment
 - A curriculum that is accessible to all
- To empower students to establish and maintain patterns of behaviour which support their own learning.

Rewards and Sanctions

Any breaches of discipline should be dealt with in an appropriate manner as shown in the section on sanctions. However, improvements in behaviour and standards of work are much more likely to occur when recognition is given for what is good rather than simply applying sanctions when things are wrong. If children feel good about being at school, are proud to be students at Tenby and value and generally enjoy their lessons, then they are likely to behave well. If they feel a lack of respect and care, are demotivated and genuinely dislike being Tenby students, then they are likely to struggle to behave positively

Rewards and Recognition

The following list of rewards is not exhaustive. It is important that no opportunity is lost to reward and acknowledge appropriate behaviour and to give praise to groups and individuals when it is merited.

- Use of praise and encouragement in lessons and around the school
- Supportive and constructive marking and report writing
- Recognition during assemblies, in class/ tutor-time and through newsletters to parents
- Display of students' work
- Use of school house point system

- Attendance rewards/certificates
- Positive comments in Student Planner for parents to see
- Letters of praise / postcards home to parents

Merits and Rewards Systems

The system has been designed for students to gain merits (in the form of House Points) in different areas and wide interests. House points can now be awarded in areas beyond classroom learning. Each merit is rewarded both individually and towards the House Competition that runs throughout the year.

Responsibilities

Creating opportunities for students to have greater responsibility is another way in which we can foster pupils' positive self-image. It also provides a means by which we can recognise and reward skills, aptitudes and personal qualities as well as develop a sense of responsibility and leadership amongst students.

Opportunities for greater responsibility will need to be related to the age of the student but even the youngest can be given appropriate responsibilities.

Some of the School and individual opportunities for responsibility include the following:

- Head Students of the TSPLC (Student Leadership Council)
- Deputy Head Students of the TSPLC
- Members of the TSPLC Executive Committee – Treasurer and Secretary
- Leaders and Sub-leaders of the TSPLC sub-groups – Media, Eco, Events, Charity, Sport, and Community.
- Buddies
- Class monitors and prefects (National School)
- Student Ambassadors - assisting at Open Days and leading school tours
- House Captains
- Meeting and greeting visitors to the school
- Leading at assemblies
- Sports Leaders

Roles and Responsibilities

All staff at TSP will:

1. Treat students fairly and consistently using the school's rewards and sanctions
2. Expect high standards of work and behaviour
3. Praise and reward good work and behaviour
4. Challenge unacceptable behaviour and lateness
5. Arrive at lessons on time
6. Speak and behave appropriately in front of students at all times.

Subject Teachers will:

1. Seek to establish positive working relationships with the student they teach.
2. Promote positive behaviour in their classrooms and follow up incidents.
3. Plan and deliver lessons which meet the needs of all students.



4. Provide meaningful regular feedback in line with the Learning Policy.
5. Use a range of appropriate strategies when dealing with students.
6. Create and maintain a stimulating environment in which student achievement is celebrated.
7. Lead by example by arriving on time and fully prepared.
8. Welcome and dismiss students in an orderly manner to maintain safety in the corridor.
9. Enlist the support of the HOD/HOF when dealing with classroom issues.
10. Liaise with the HOD/HOF regarding possible contact with parent/carer.
11. Liaise with appropriate support staff to agree classroom expectations.
12. Promote respectful behaviour between students
13. Challenge discriminating language and incidents of racist, sexist, or homophobic behaviour.
14. Log incidents on information management system.
15. Will have seating plan for all their lessons. These will be made available for cover lessons.
16. Will leave appropriate cover work which is structured to facilitate good behavior.

Heads of Department & Heads of Faculty will:

1. Support teachers in their professional development as classroom teachers.
2. Monitor and share good practice through regular observation and feedback.
3. Support teachers in their department/faculty in managing behaviour and following up incidents.
4. Oversee and record departmental rewards and sanctions. HODs/HOFs will monitor incidents recorded on our information management system (Engage Daybook) by teachers in their teams, record any action they take, and pass on to the relevant Pastoral Coordinator.
5. Liaise with Pastoral Coordinators regarding contact with parent/carer and report back to subject teacher with ways to proceed.
6. Will inform Pastoral Coordinator of students placed on report.
7. Offer advice and where possible observe lessons where teachers are having problems with students.

Tutors will:

1. Establish a routine in agreement with their Pastoral Coordinator for the constructive use of registration time.
2. Seek to establish a positive working relationship with students in their tutor group.
3. Promote and encourage good standards of behaviour (paying attention to the induction of new students).
4. Monitor and liaise with subject teachers on the academic achievements of their students.
5. Work closely with the Pastoral Coordinator to reward good behaviour.
6. Liaise with the Pastoral Coordinator regarding contact with parent/carer.
7. Lead by example by arriving on time and fully prepared.



8. Record, monitor and follow up on attendance, punctuality and personal organisation issues for example equipment, uniform and use of planners
9. Enlist the support of the Pastoral team when dealing with behavioural issues in tutor times.
10. Tutors will use planners to regularly communicate with parents/carers and sign the planner each week (in schools where planners are used)

Support Staff will:

1. Work in partnership with the classroom teacher.
2. Be fair and consistent in their dealings with students.
3. Praise and reward students for helpful behaviour.
4. Challenge inappropriate behaviour.
5. Refer students to teaching staff as appropriate.

Pastoral Coordinators will:

1. Work closely with their tutor team to monitor achievement and attainment across the section.
2. Take action to deal with persistent student behaviour that prevents learning across the curriculum.
3. Co-ordinate the celebration of student achievement.
4. Co-ordinate the gathering of information on individual students to identify patterns of behaviour and organise appropriate action.
5. Write, implement, and review pastoral support plans where they are deemed necessary.
6. Liaise and correspond with parents/carers.
7. Support tutors in the management of behaviour in tutor times and PSHE lessons.
8. Co-ordinate the involvement of outside agencies.
9. Liaise with the Senior Leadership Team.
10. Support staff in dealing with serious incidents occurring outside the classroom.

SLT will:

1. Provide essential support and supervision for all staff and students.
2. Ensure that the aims of the school are being implemented consistently throughout the key stage.
3. Deal with individual situations in an individual manner, taking advice where appropriate.
4. Monitor and advise Pastoral and Faculty/Department Teams in the implementation of agreed procedures.
5. Liaise and advise the Head regarding behavioural issues within the school.
6. Be aware of current legal procedures and keep staff informed.
7. Support with parental meetings and student referrals.
8. SLT will support Pastoral Coordinators in managing student behaviour reports.



The Heads of School will:

1. Balance the needs of the individual with that of the school community.
2. Sustain and enhance the school ethos through contacts in the corridor, classroom, assemblies and outside the formal curriculum.
3. Praise and recognise achievement in establishing a positive learning environment.
4. Review all serious sanctions imposed and authorise suspensions following a detailed review of each case.
5. Model good behaviour management practice around the school and support all staff in managing behaviour.

The Principal will:

1. Receive regular reports regarding student behaviour and seek to recognise achievement.
2. Ensure consistency between all schools.
3. Make recommendations for permanent expulsion or suspension from school to the School Board if he deems the circumstances warrant it.
4. Work with the school to meet parents of students at risk of expulsion.

Discipline Code:

The discipline code is intended to provide a clear framework within the behaviour policy to ensure common understanding and promote the importance of positive behaviour. The vast majority of students will never be placed on the discipline code. However, for students who struggle to address low level behaviour concerns, despite intervention and support, the code can provide a clear overview of consequences.

Student Sanctions

In cases where action needs to be taken to reinforce our expectations for good student work and behaviour all members of staff must follow individual school protocols on dealing with behaviour issues. It is important that all issues are recorded in the daybook to ensure reports and patterns can be monitored.

Classroom Incidents

Classrooms incidents should be dealt with by following the protocols established in individual schools. See appendix for more details.

Serious Incidents in the Classroom

Serious incidents that need the student removed from the room will need the assistance of the HOD/HOF, relevant Pastoral Coordinator, or a member of SLT. The incident will then be dealt with in line with the school policy. SLT and Pastoral Coordinators will be available on their Hand phones (numbers will be circulated regularly to all staff), staff can send a reliable student to get support from the school Office who will then track down a member of SLT.



Incidents in Social Areas of the School

All members of staff have a collegiate responsibility to ensure that students always behave appropriately around the school.

Inappropriate language or conduct should always be challenged by staff on the scene.

Serious incidents e.g. fights, theft and vandalism must be reported to a Pastoral Coordinator or member of SLT followed by a written report, via the Daybook on Engage. These incidents will then be processed accordingly.

If, as a member of staff, you witness an incident which is against school rules you have an obligation to intervene. That could mean, for example, physically breaking up a fight, however if a member of staff feels physically unable to stop it themselves then they must get help to do so. *Please refer to our physical intervention policy for more specific guidance in this regard.*

Internal Suspension

Internal Suspension can be used for students who have seriously disrupted learning; they are at risk of being involved in a serious incident or as part of an investigation into a serious incident. This is a short-term sanction and is an alternative to an External Suspension. Students will spend time in the School Office working quietly, supervised by staff. This will normally include break and lunchtime. Students can only be placed in Internal Exclusion by the Head of School and with the agreement of the Campus Principal

External Suspension

External Suspension can be used for students who have seriously disrupted learning or been involved in a serious incident. This is a serious sanction and will stay on the student's file and included in any school reference. Students will spend the length of their Suspension in the care of their parents/carers. Student can only be placed on an External Exclusion by the Head of School with the agreement of the Campus Principal.

- Work must be provided for the suspended student.
- The student concerned, and their parent/carer must attend a meeting following the end of the suspension in order to reinforce the school's expectations prior to allowing the student to return to school.
- The Senior Leadership Team may refuse to readmit a student on the grounds that the parent/carers do not co-operate in a meeting with the school staff following a suspension.
- If a student is repeatedly suspended from school, this could lead to permanent expulsion from school.

The length of the suspension will reflect the nature of the incident or incidents and the previous behavioural history of the student concerned.

Students will not be permitted to be on the school premises during their suspension or attend any school event, on or offsite.



Expulsion

Expulsion is only considered when it is felt the nature of an incident is of such seriousness that there is no other course of action suitable e.g., dealing drugs, causing fires, use of a weapon in school. It may also be used when it is felt that the school has done everything it can to support a student's behaviour over a long period of time and that the student fails to improve or comply with the schools' expectations.

- Only the Campus Principal can expel a student.
- Before any expulsion takes place a meeting with colleagues who have worked closely with the student is held to consider the decision.
- All expulsions will have the right of appeal and be ultimately sanctioned by the School Board.

Appendices:

[TIPS Climate for Learning](#)

[TISS Climate for Learning](#)

[STPS Climate for Learning](#)

[STSS Climate for Learning](#)



Disciplinary Code of Practice

Date..... has now been placed at Stage

This will be reviewed after a period to be advised and parents will be informed of the outcome.

Signed.....

Stage 1	Parents notified of disciplinary incidents by Head of Year / Senior Leader. Tutor to take prime responsibility for monitoring/guidance. Parents invited to meet / communicate to discuss problems and strategies.
Stage 2	Serious disciplinary incident or continued/general problem. Parents contacted by Head of Year / Senior Leader. Pupil placed on formal Tutor report. Referral to SLT line manager. Parental meeting requested.
Stage 3	Very serious incident or persistent problems, Assistant Headteacher contacts parents and places pupil on report to them. Parental meeting organised. Pupil likely to be involved in a series of detentions and/or internal exclusions from some lessons.
Stage 4	Extremely serious incident or failure to respond to above. Head of School contacts parents and places pupil on report to them. Parental meeting organised. Pupil likely to be involved in a school exclusion and/or extended repeated exclusions from lessons. Parents warned of risk to pupil's place within school.
Stage 5	Repeated extremely serious incidents and/or failure to respond to above. Head of School contacts parents and organises meeting. Pupil placed on report to Head of School and/or Principal. Alternative strategies to be employed might include long term alteration of timetable, Pastoral Support Plan, extended internal exclusion, or extended fixed term exclusion. Parents given final warning of Permanent exclusion.
Stage 6	Permanent Exclusion from School. Parents informed by Campus Principal Case reviewed by ISP Regional Director.

Notes

- i. At every stage our approach will be preventative and remedial, striving to motivate/engage the pupil in positive behaviour. The pupil will have the opportunity to contribute to the review.
- ii. Referral to SENCO, counsellor will be organized where necessary.
- iii. Students do not necessarily pass through each stage in turn. For serious incidents a student may jump several stages and in exceptional circumstances move directly to stage 6.
- iv. As soon as there is clear, consistent and sustained evidence of behaviour improvement, there will be a review meeting organised by the Head of Year with the intent of moving students down the code. Parents will be informed of all such reviews.