



Policy	Tenby International Primary School Behaviour Policy			
Review Date:	January 2024	Next review:	January 2025	
Review Cycle:	12 months			
Scope	Whole Group	<input type="checkbox"/>	Whole School	<input type="checkbox"/>
	International Primary	✓	National Primary	<input type="checkbox"/>
	International Secondary	<input type="checkbox"/>	National Secondary	<input type="checkbox"/>
Ownership:	Head of TIPS		Approved by:	Campus Principal

TENBY SCHOOLS SETIA ECO GARDENS

Tenby Southern Sdn. Bhd. (149336 -W)
 No.7, Jalan Laman Setia Utama, Taman Persiaran Laman
 Setia, Setia Eco Gardens, 81550 Gelang Patah, Johor
 Bahru, Johor, Malaysia
 tel: +607-558 8812 fax: +607-558 8823

www.tenby.edu.my/setia-eco-gardens/





Rationale

At Tenby Setia Eco Gardens International Primary School (TIPS) we seek to provide an education which achieves excellence and continues to nurture the mutual values, confidence and skills of students, and wider community as an International school to meet the emerging opportunities of the 21st century.

**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.

Aims

- To ensure all staff work to provide a well-managed, calm, happy and safe environment for effective learning and 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 and well-being.

Objectives

- A firm understanding of and regard for equal opportunities. Recognition that each individual 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. Appropriate challenge and differentiation (grouping, individual interventions, resources), ensuring individual needs are catered for and met and as a result students of all abilities make appropriate progress.

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.

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grows
confidence
Where

- Respect for the school's environment.
- A curriculum that is accessible to all.
- To empower students to establish and maintain patterns of behavior which support their own learning.

Roles and Responsibilities

All staff are expected to:

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

SLT will: (Head of Primary & Deputy Head of Primary)

- Provide essential support and supervision for all staff and students and ensure that the aims of the school are being implemented consistently throughout the EYFS, Key Stage 1 & Key Stage 2.
- Deal with individual situations in an individual manner, taking advice where appropriate.
- Liaise and advise the Principal regarding behavioural issues within the school.
- Be aware of current legal procedures and keep staff informed.
- Organise parental meetings and student referrals to outside agencies if required.
- Head of Primary will assist managing a student's behaviour report.

The Principal will:

- Receive regular reports regarding student behaviour and seek to recognise achievement.
- Ensure consistency between all schools.
- Make recommendations for permanent expulsion from school if he/she deems the circumstances warrant it.
- Work with Head of Primary to meet parents of students at risk of expulsion.

The Parents will:

- Co-operate with the school and highlight any concern that affects the student's behaviour
- Seek support from outside agencies at the schools request
- Work with the school to ensure strategies are most effective
- Build a strong, respectful relationship with staff in the school to ensure students behave in the expected manner.

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Student Rewards

We believe in a holistic, inclusive approach to rewarding positive behaviour, rewards include;

- House Points/ Class Dojo Points
- Certificates of achievement for Bronze, Silver & Gold
- Weekly Star of the Week to promote our IPC Learning Goals attributes
- Tenby Terrific Tickets to reward outstanding work or behaviour
- Regular praise and celebration of achievement

Student Sanctions

We believe in a holistic, inclusive approach to encouraging positive behaviour, sanctions include;

- Verbal reminders of the required expectations
- Reflection time to think about the consequences of the undesired behaviour
- Help students develop conflict resolution skills and strategies to remain calm
- Contacting parents if the undesired behaviour continues after previous steps fail
- Meeting with the parents to discuss strategies to use at both home and school
- A behaviour report card, tailored to the individual needs of the student
- Additional meeting(s) with the Head of Primary to discuss success/further strategies

IPC Learner Profile Skills

Adaptable Communicator Collaborator Empathetic
Ethical Resilient Respectful

TIPS

Working together to create honest respectful and caring students who are equipped with the skills needed for the 21st century.



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