



Policy	SST Behaviour Policy		
Review Date:	April 2025	Next review:	April 2026
Review Cycle:	12 months		
Scope	Whole Group	<input type="checkbox"/>	Whole School <input type="checkbox"/>
	International Primary	<input type="checkbox"/>	National Primary ✓
	International Secondary	<input type="checkbox"/>	National Secondary ✓
Ownership:	Head of School	Approved by:	Campus Principal
Review	Deputy Head of School Head of Department Coordinator		

TENBY SCHOOLS SETIA ECO GARDENS

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grows
confidence
Where

Below the text 'Where' are five colored dots arranged horizontally: pink, blue, orange, purple, and green.

Rationale

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.

1. Aims

- 1.1 School Board on the ways in which the school works to provide a well managed, calm, happy and safe environment for effective learning and teaching.
- 1.2 To promote consistency and continuity of effective classroom practice and positive behaviour around the school site.
- 1.3 To create an ethos that facilitates student achievement.

2. Objectives

- 2.1 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.
- 2.2 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.
- 2.3 To create a learning environment which is characterised by:
 - 2.3.1 The positive quality of working relationships based on mutual regard.
 - 2.3.2 An emphasis on achievement in which positive attitudes are rewarded

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2.3.3 Respect for the school's environment.

2.3.4 A curriculum that is accessible to all.

2.4 To empower students to establish and maintain patterns of behavior which support their own learning.

3. Roles and Responsibilities

3.1 All staff are expected to:

3.1.1 Treat students fairly and consistently using the school's rewards and sanctions

3.1.2 Expect high standards of work and behaviour

3.1.3 Praise and reward good work and behaviour

3.1.4 Challenge unacceptable behaviour and lateness

3.1.5 Arrive at lessons on time

3.1.6 Speak and behave appropriately in front of students at all times.

3.2 Subject Teachers will:

3.2.1 Seek to establish positive working relationships with the student they teach.

3.2.2 Promote positive behaviour in their classrooms and follow up incidents.

3.2.3 Plan and deliver lessons, which meet the needs of all students.

3.2.4 Provide meaningful regular feedback in line with their Departmental Marking Policy.

3.2.5 Use a range of appropriate strategies when dealing with students.

3.2.6 Create and maintain a stimulating environment in which student achievement is celebrated.

3.2.7 Lead by example by arriving on time and fully prepared.

3.2.8 Welcome and dismiss students in an orderly manner to maintain safety in the corridor.

3.2.9 Enlist the support of the HOD (Head of Department) School Co-ordinators and SLT (Senior Leadership Team) when dealing with classroom issues

3.2.10 Liaise with the HOD/ School Co-coordinators and SLT regarding possible contact with parent/carer.

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- 3.2.11 Liaise with appropriate support staff to agree classroom expectations.
- 3.2.12 Promote respectful behaviour between students.
- 3.2.13 Challenge discriminating language and incidents of racist, sexist or homophobic behaviour.
- 3.2.14 Log such incidents on referral or incident sheets.
- 3.2.15 Will have seating plan for all their lessons. These will be made available for cover lessons.
- 3.2.16 Will leave appropriate cover work which is structured to facilitate good behavior

3.3 Heads of Department & School Co-coordinators will:

- 3.3.1 Support teachers in their professional development as classroom teachers.
- 3.3.2 Monitor and share good practice through regular observation and feedback.
- 3.3.3 Support teachers in their department/faculty in managing behaviour and following up incidents.
- 3.3.4 Oversee and record departmental rewards and sanctions. HODs/) School Co-ordinators will keep a copy of any Referral of Incident/Concern sheet, record any action they take themselves, and pass on to the relevant SLT member.
- 3.3.5 Liaise with SLT member regarding contact with parent/carer and report back to subject teacher with ways to proceed.
- 3.3.6 Will inform SLT member of students placed on Second Stage Report.
- 3.3.7 Offer advice and where possible observe lessons where teachers are having particular problems with students.

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3.4 Tutors will:

- 3.4.1 Establish a routine in agreement with their relevant Coordinator/SLT for the constructive use of registration time.
- 3.4.2 Seek to establish a positive working relationship with students in their tutor groups.
- 3.4.3 Promote and encourage good standards of behaviour (paying attention to the induction of new students).
- 3.4.4 Monitor and liaise with subject teachers the academic achievements of their students.
- 3.4.5 Liaise with the SLT regarding contact with parent/carer.
- 3.4.6 Lead by example by arriving on time and fully prepared.
- 3.4.7 Record, monitor and follow up attendance, punctuality and personal organisation issues e.g. equipment, uniform and use of planners
- 3.4.8 Enlist the support of the Pastoral team when dealing with behavioural issues in tutor times.
- 3.4.9 Tutors will use planners to regularly communicate with parents /carers and sign the planner each week.

3.5 Support Staff will:

- 3.5.1 Work in partnership with the classroom teacher.
- 3.5.2 Be fair and consistent in their dealings with students.
- 3.5.3 Praise and reward students for helpful behaviour.
- 3.5.4 Challenge inappropriate behaviour.
- 3.5.5 Refer students to teaching staff as appropriate.

3.6 School Coordinators/SLT will:

- 3.6.1 Work closely with their tutor team to monitor achievement and attainment across the section.
- 3.6.2 Take action with persistent student behaviour that prevents learning across the curriculum.
- 3.6.3 Co-ordinate the celebration of student achievement.
- 3.6.4 Co-ordinate the gathering of information on individual students to identify patterns of behaviour and organise appropriate action.
- 3.6.5 Write, implement and review pastoral support plans where they are deemed necessary.
- 3.6.6 Liaise and correspond with parent/carer.

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- 3.6.7 Support tutors in the management of behavior in tutor times and Citizenship Lessons.
- 3.6.8 Co-ordinate the involvement of outside agencies.
- 3.6.9 Support staff in dealing with serious incidents occurring outside the classroom.

3.7 SLT will:

- 3.7.1 Provide essential support and supervision for all staff and students.
- 3.7.2 Ensure that the aims of the school are being implemented consistently throughout the key stage.
- 3.7.3 Deal with individual situations in an individual manner, taking advice where appropriate.
- 3.7.4 Monitor and advise Department Teams in the implementation of agreed procedures.
- 3.7.5 Liaise and advise the Head regarding behavioural issues within the school.
- 3.7.6 Be aware of current legal procedures and keep staff informed.
- 3.7.7 Support with parental meetings and student referrals.
- 3.7.8 SLT will support the School Coordinator/Head of Primary in managing student behaviour reports.

3.8 The Principal will:

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

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3.9 Student Sanctions

In cases where action needs to be taken to reinforce our expectations for good student work and behaviour, as specified in the 'Schools Expectations of Students', all members of staff must follow the School Policy.

Classroom Incidents

The class teacher should initially deal with any problem by:

- 3.9.1 Giving a student a verbal warning and request said student to comply with the 'Schools Expectations of Students'.
- 3.9.2 Placing student in detention. Where the detention is to last more than 20 minutes parents/carers must be given 24 hours written notification by writing in the student's planner the date and reason for detention or using the school detention pro-forma. (may use [Student Reflection Template](#))
- 3.9.3 Placing a student who fails to respond on First Stage (Subject Report) Report with targets for improvement and a letter sent home to parent/carer. A report form should be completed detailing the reasons for placing the student on first stage report and HOD/Secondary Coordinator/Head of Primary informed.
- 3.9.4 If the problem continues and the student fails to achieve the targets on three occasions the matter should be referred to the HOD/ Head of Primary/Secondary Coordinator

4. The HOD/ Head of Primary/Secondary Coordinator could deal with a referred student in the following ways:

- 4.1 Placing the student on Second Stage Report with targets for improvement and a letter sent home to parent/carer. The Pastoral Coordinator (Principal at this point) must also be informed so they can monitor the student's behaviour across the school.
- 4.2 Telephone contact with parent/carer or asking the family to come in for a meeting.
- 4.3 Placing student in detention.
- 4.4 Withdrawal from the lesson and placed into an alternative classroom within the Department/Faculty.
- 4.5 A three-way meeting with student, teacher and HOD/Head of Primary/Secondary Coordinator to discuss the problem and ways of rectifying it.

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5. If a student achieves the targets, the report process could be ended in consultation with the subject teacher and informal monitoring should take place. If, however, the problem continues and a student fails to achieve the targets on three occasions the parent/carer should be invited into school to discuss the student's progress. The HOD/ Head of Primary/Secondary Coordinator should inform the Principal and if the problems persist the HOD/ Head of Primary/Secondary Coordinator should seek support from the Principal who will then decide on the intervention needed for the student:

5.1 Informing the parent/carer of the seriousness of the situation.

5.2 Placing the student on Final Stage Report with targets and a contract for improvement.

If a student achieves the targets set the report process will end after consultation with the HOD/ Head of Primary/Secondary Coordinator and Subject Teacher.

If the behaviour continues, the Principal will consider the following options: a class move, suspension or withdraw from the subject.

If the Principal concludes that none of the above is effective she will present the evidence to the Board and request expulsion

6. Tutor Reports

6.1 A student may be placed on tutor report for one or more of the following:

- 6.1.1 Concerns expressed in a number of subject areas (via daybook/incident referrals or discussion).
- 6.1.2 Concerns about bullying anti-social behaviour etc...
- 6.1.3 Truancy.
- 6.1.4 Frequent lateness (to school or lessons).

Failure to achieve the targets set on the tutor report could lead to: Contact with home, appropriate sanction such as the setting of detentions or placed on report.

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7. Detentions During and After School

- 7.1 It is reasonable for a teacher to detain a student at break or lunchtime for 5-10 minutes and at the end of the student's school day (including their personal CCA time) for up to a maximum of 20 minutes in order to reprimand or talk about appropriate conduct within a lesson.
- 7.2 However no student may be detained for longer than 20 minutes after school without a parent/carer being given 24 hours notice. Either a note in the planner or an official detention slip must be sent to the parent/carer.
- 7.3 Teachers can set a detention for up to one hour after school provided parent/carers have been informed. If a student does not turn up the teacher setting the detention should re issue a detention and call home. If a student fails to turn up a second time then a HOD detention should be issued, a student not turning up for this detention should then be placed in a Whole School Detention. Departments may organise a second stage detention procedure, run on a regular evening by members of the department for students who have failed to attend detention set by the subject teacher. A member of the department with non-contact time at the end of the day may collect the students from the end of their last lesson on the day and escort them to the detention.
- 7.4 The SLT Team will run a weekly detention session for students who persistently infringe the schools code of behaviour. Referral to this detention can be made through the Head of Primary/Secondary Coordinator who will then seek agreement with their SLT line manager.
- 7.5 Students should be engaged in a purposeful activity during the detention. The writing of lines or copying from textbooks is not considered to be appropriate.
- 7.6 Remember whole class detentions should not be given. If you need to keep a whole class behind, due to a serious incident, you must notify a member of SLT.

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8. 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 External Suspension. Students will spend time in the School Office working quietly, supervised by Staff. This will normally include break and lunchtime. Their behaviour and work is documented and recorded in their file. Students can only be placed in Internal Exclusion by SLT and with the agreement of the Principal.

9. Serious Incidents in the Classroom

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

10. Incidents in Social Areas of the School

All members of staff have a collegiate responsibility to ensure that students behave appropriately at all times 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 member of SLT followed by a detailed written report. These incidents will then be processed accordingly. If as a member of staff, you witness an incident which is against school rules you have a moral, professional and legal obligation to intervene. That could mean, for example, physically breaking up a fight, however if a member of staff felt physically unable to stop it themselves then they must get help to do so.

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11. Suspension

11.1 Suspension can be used for students who have seriously disrupted learning or involved in a serious incident. This is a serious sanction and will stay on the students file and included in any school reference. Students will spend the length of their Suspension in the care of their parents/carers.

11.1.1 Only the Principal can suspend a student from school.

11.1.2 Work may be provided for the suspended student.

11.1.3 The Principal may refuse to readmit a student on the grounds that the parent/carers do not co-operate in meeting with the school staff following a suspension.

11.1.4 If a student is repeatedly suspended from school, this could lead to expulsion from school.

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

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

12. Expulsion

12.1 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.

12.1.1 Only the Principal can expel a student following agreement with the Board

12.1.2 Before any expulsion takes place a meeting with colleagues who have worked closely with the student is held to consider the decision.

12.1.3 All expulsions will have the right of appeal and be ultimately sanctioned by the School Board.

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13. Summary of sanctions:

Verbal warning issued by the member of Staff

Increasing
severity or
continuation
of behaviour



- Name on board or in your planner
- Student stays behind at break or lunch
- Detention issued by the Class Teacher/1st Stage Subject Report issued
- 2nd Stage Subject Report issued by HOD/SLT and or Whole
- School Detention
- SLT/ Report
- Internal Suspension
- External Suspension
- Expulsion

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