Behaviour Policy

XCL Education Malaysia

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Purpose

This policy and procedure aims to:

1. Uphold the School's commitment to a safe and happy environment for learning, this includes:
    - Correcting inappropriate behaviour of students;
    - Reinforcing positive behaviour of students and celebration of success;
    - Arrangement for ensuring that students make the correct behaviour choices as part of their development;
    - Taking time to listen to students;
    - Use of language that supports positive behaviour choices rather than judgmental language;
2. Outline the School's approach to the management of student behaviour
3. Commit resources and maintain support to the management of student behaviour

Scope

This policy applies to all Students when they are in the school and also in some circumstances when they are out of the school and during half term and holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of public, or which brings the school into disrepute.

Legislative Context

- Education Act 1996
- Child Act 2001
- United Nations Universal Declaration of Human Rights https://www.un.org/en/universal-declaration-human-rights/
- UN's Convention on the Rights of the Child https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

Policy Statement

The School is committed to secure behaviour and consequence guidelines that are intended to create consistency across the school and its decisions, while allowing common sense to determine the appropriate consequences for an action. As a school, one of our staff's responsibilities is to help students make good behaviour choices as part of their holistic character and learning development. We accomplish this by reinforcing the positive behaviours, but also by correcting behaviours that are not appropriate in a way that maintains dignity and allows for additional opportunities to "get it right".

Positive behaviour is expected of XCL Education Malaysia (XCL MY) students at all times on and off campus. Although, we are restricted from investigating incidents that occur off campus, both physical and virtual, where they impact on the welfare and learning of others and the reputation of the school, we will endeavor to investigate and apply this policy in a fair and proportionate manner. The following is a statement of student rights and responsibilities:

- Every student has a right to a relevant education
- Every student has a responsibility to:
  - take materials to class
  - complete and turn in work on time and give every task their best effort
- Every student has a right to be safe and secure in the school community
- Every student has a responsibility to respect the security of others and deal with conflict in an appropriate manner
- Every student has a right to expect reasonable and socially responsible behaviour from others
- Every student has a responsibility to treat themselves and others with respect by speaking and acting in a socially responsible manner
- Every student has a right to a positive learning environment
- Every student has a responsibility to follow class rules by:
  - being seated by the time class starts
  - listening attentively and following directions
  - giving others an opportunity to learn
  - remaining in class until dismissed by the teacher
  - moving through the buildings in an orderly manner
- Every student has a right to be part of a school of which they can be proud
- Every student has a responsibility to respect the reputation of others and a right to be heard
  Every student has a responsibility to take pride in the school by helping maintain the campus, the buildings, and all materials and equipment.

The 'Behavior Policy and Procedure' is intended to create consistency across the school and throughout the school day, including riding the school bus, while allowing common sense to determine the appropriate consequences for an action.

Confidentiality and Privacy

For behaviour issues around safeguarding and confidentiality, refer to the School Safeguarding Policy.

Supporting Documents

- Safeguarding Policy
- Anti-Bullying Policy
- Learning & Teaching Policy
- Home School Agreement (Parents and Students Handbook)

Responsibility

All teaching staff that work at XCL MY including co-curricular instructors/ coaches and peripatetic music teachers.

Promulgation

The Behaviour Policy & Procedure will be communicated throughout the School community in the form of:

1. An announcement notice via briefings and email;
2. Distribution of policy via e-mail to all staff to whom this may apply;
3. Inclusion on the school website and parent portal (where applicable) to ensure parents also know of the policy.

Implementation

The Behaviour Policy and Procedure will be implemented throughout the school via:

1. Through briefings and email;
2. Staff induction sessions;
3. Training sessions

Procedure

Rewards: We believe that rewards can be more effective than punishment in motivating pupils. It is the school policy to recognise, acknowledge and reward individual achievements by pupils. The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work;
- Good or outstanding pieces of work;
- Effort in class or for homework;
- Outstanding effort or achievement in extra-curricular activities;
- Service to the school or local community.

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationships between teachers and pupils. We may reward pupils in the following ways:

- praise by staff
- personalised letters to parents
- celebration assemblies involving parents
- special privileges
- super stars
- house-points/prizes
- certificates

The tariff and process for awarding these rewards will be determined at key stage or school section level and materials including posters for display in classrooms will be reviewed and shared each year, so that there is consistency across classrooms, as well as an age-appropriate application.

Sanctions: The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil. We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. Sanctions include:

- Entry of negative behaviour event in students' behaviour record
- Restorative conversations
- Withdrawal of privileges and/or responsibilities

- Breaktime detentions
- Repetition of work
- Referral to senior staff
- Warning letter to parents
- Monitoring report
- Green/Amber/Red behaviour report
- After-school detentions
- Internal Exclusion
- Fixed term exclusion
- Permanent exclusion

The tariff and process for applying these sanctions will be determined at key stage or school section level and materials including posters for display in classrooms will be reviewed and shared each year, so that there is consistency across classrooms, as well as an age-appropriate application. In all cases of misconduct, including those outside of the school, the Senior Leader responsible for Behaviour/Principal will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public. Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's Safeguarding and Child Protection Policy will be followed.

Exclusions: Refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

Searching pupils: School staff can search pupils with the Principal's consent for any item which is prohibited by the school rules. Searches must be conducted by a member of staff who is the same gender as the child and witnessed by another member of the teaching staff, preferably a Senior Leader. Prohibited items are:

- knives and weapons or instruments which have been adapted to cause harm
- Alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Use of reasonable force: All school staff have the power to use reasonable force to prevent pupils:

- committing an offence;
- injuring themselves or others;
- damaging property; and
- to maintain good order and discipline in the classroom.

When restraint is used by staff, this is recorded in writing and the parents of the pupil will be informed. Force is never used as a form of punishment.

Malicious allegations against staff: Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal/Head of School will take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Bullying: If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-Bullying Policy will be followed.

Physical violence: All physical violence between students will result in proportionate sanction and sometimes exclusion will be used (internal, fixed-term external or permanent). GIM has zero tolerance to physical violence.

Discrimination: All members of the school community will be treated respectfully regardless of gender, ethnicity and abilities. Sexual harassment is not acceptable. If any person feels harassed he/she should report it to any school authority for counsel and action.

Public Displays of Affection: Public displays of affection, such as prolonged hugging and kissing, are not allowed on campus.

Mobile Phones: Mobile phones are not to be used during the school day without express permission from the teacher or member of the Extended Leadership Team. Using the mobile phone is also not allowed to contact parents. Students should speak to staff if they need to contact parents. Staff hearing or seeing a mobile phone in use during class hours will confiscate it and turn it into the Head of School from whom it can be collected by the student after school. In repeated offences (three or more in one semester), the phone will have to be retrieved by the parents. If a mobile phone is at school, it should be on silent and secured in a locker, bag or backpack. XCL MY will not take responsibility for replacing these item(s) if lost or stolen.

Academic Integrity/Honesty: Trustworthiness is an important value at XCL MY as students are expected to demonstrate trustworthiness both inside and outside the classroom. Academic integrity is an embodiment of this value. Academic integrity is fundamental to the process of learning and students are expected to hold themselves responsible for the highest standards of personal integrity. Students must adhere to the rules prohibiting academic dishonesty and to resist peer pressure to violate these high standards of integrity. Students must all share the responsibility for creating and maintaining an atmosphere of honesty and integrity at GIM. A student who violates the academic integrity standards of this school is one who engages in any act, or attempted act, designed to give unfair advantage to him/herself or someone else. Violations of academic integrity include, but are not limited to, the following:

a. Cheating:

- Using any visual, oral, or electronic aid or assistance on an assessment without the teacher's permission; aids includes calculators, cell phones, notes, computer files, the internet, etc.
- Allowing another person to do your work. This includes parents, tutors, siblings or another students.
- Working with other students on any assignments without teacher's permission.
- Copying from another student or allowing someone else to copy from your work

b. Plagiarism:

- Submitting an assignment claiming to be the student's original work, which has wholly or partly been created by another person.
- Presenting work, ideas, representations, or words of another person without customary and proper citation of sources.
- Submitting a paper, examination, or assignment that contains data or conclusions which, upon

questioning, the student cannot explain, support, or demonstrate direct knowledge.

- Using photographs or other digital media without practicing fair use.
- Paraphrasing of others' work which contains specific information or ideas which is not properly cited.

c. Academic Misconduct:

- Stealing, reproducing, and circulating any information about tests and quizzes.
- Stealing, destroying, defacing or hiding library materials with the purpose of keeping them from others.
- Inappropriately accessing, or attempting to access, students' academic records.

d. Fabrication/Falsification:

- Making up information and presenting it as facts.
- Listing sources in a bibliography not used in an academic assignment.
- Inventing data or source information.

e. Obtaining an Unfair Advantage:

- Retaining, possessing, using or giving away exam materials without the teacher's permission.
- Intentionally interfering with another student's work.
- Doing anything with the purpose of creating or obtaining an unfair academic advantage over other students' work.
- Stealing, changing, or destroying another student's work.

f. Helping Others Be Dishonest or Being an Accessory to Academic Dishonesty:

- Helping others to do any of the things mentioned above.
- Allowing other students to copy from their papers during any type of assessment.
- Providing information about test questions before an examination.
- Intentionally or knowingly helping, or attempting to help, another to commit any act of academic dishonesty.

g. Changing Documents and Permission Slips:

- Changing any school documents concerning grades, date of submission of an assignment, etc.
- Forging anyone's signature or giving any false information of any kind including permission. This includes both teacher and parent signatures.
- Changing a graded assignment after it has been returned to the student, and then submitting the work for re-grading, in an attempt to claim instructor error

h. Looking at or Tampering with any Official School Documents:

- Viewing or altering school computer records.
- Modifying or deleting files from the assignments or transfer folder without permission.
- Modifying computer programs or systems.
- Interfering with the use or availability of computer systems or information

Consequences: Any violation or suspicion of violation will be reported to the respective Key Stage Leader and the Head of Primary or Head of Secondary for immediate action and parent notification. There are two classifications of consequences that may be imposed for an academic integrity violation: Academic and Administrative. Academic consequences are those actions related to the coursework and/or grades, which will remain a fair and judicious prerogative of the teacher. Administrative consequences concern the continuation

of student status at GIM and are determined by the Senior Leadership Team. The imposition of either an academic or administrative consequence will not preclude the additional imposition of the other. If repeated, a student may be asked to withdraw from school membership.

Examination boards may also impose their own sanctions on the student, if a student has been found to have violated their own regulations, which can exclude disqualification from one or all examinations. It is the duty of the school, as a licensed centre to report all examination malpractice and to accept and apply the sanctions that the examination boards apply to a student who has committed such malpractice. Any appeal or objection to such a sanction must be directed to the examination board.

Partnership with parents/carers: Parents/carers are expected to sign up to the home-school agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively. Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour. Parents do not have the right to withhold permission for sanctions and are expected to co-operate with the school to ensure that pupils can complete these, learn from the experience and continue with their school life. A child's place at the school may be subject to review if this support is not provided.

Arrangements for monitoring, evaluation and review: The Principal will evaluate the impact of this Policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term;
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour;
- number of detentions and analysis of behaviour;
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the student council, pupils, staff and parents on the effectiveness of the Policy.