SRI KDU
International School
SUBANG JAYA

SECONDARY SCHOOL
HANDBOOK
AY2025-2026

Sri KDU International School, Subang Jaya

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Secondary School Handbook

Introduction

Welcome to Sri KDU International School, Subang Jaya

Dear Parents/Guardians,

On behalf of the staff and school, it is our honour and privilege to welcome you to Sri KDU International School, Subang Jaya.

At Sri KDU, it is our mission to develop lifelong learners who engage in meaningful learning experiences that build compassion, resilience and understanding of their role in our ever-changing global community.

Our vision is to provide exceptional quality education to our international community.

Sri KDU International School, Subang Jaya is built around the SRI KDU Promises:

- ✓ Top Academic Outcomes
- ✓ Future Proof Preparation
- ✓ Holistic Character Development
- ✓ Welfare and Safeguarding
- ✓ Continuous Improvement

We are delighted to have your child join our community. We are confident that we will foster your child's growth and empower them to fulfil their potential while developing a love of learning and heightened aspiration to succeed.

We would like to take this opportunity to briefly introduce our teaching philosophy.

We believe strongly, that in the right environment, where students are respected and encouraged, they are capable of extraordinary achievements.

We believe students are only successful when they are safe and happy and nurture this throughout the school.

Children must be more than their academic achievements and we fundamentally believe in encouraging a diverse range of interests and building upon leadership skills as well as academic excellence.

We recognise the importance of the partnership between home and school, and we are committed to ensuring that this partnership is nurtured.

Our team encourages all to know we operate an open-door policy where students, staff and parents know that their options matter; we are a community working towards the same goal; giving your child the very best education possible.

On behalf of the teaching staff, we look forward to meeting and welcoming our new and returning families and students.

Overview of Sri KDU International School, Subang Jaya

Sri KDU, Subang Jaya is an inclusive 3 to 18-year-old education facility in its sixth year of operation. We are growing sustainably both horizontally and vertically and extended our programme to include A-Levels. We believe a school should be at the heart of a community and recognise it takes many contributors, working in the same direction to ensure the best for a child.

Our Vision

Building Future Leaders since 2003

Our Philosophy

Our school aims to develop our students by giving them the tools and skills to:

- ✓ Approach life with solid values
- ✓ Succeed when opportunity arises and prevail in times of adversity
- ✓ Connect with others
- ✓ Grow up happy and healthy

We are aware that every child at our school has unique talents and temperaments. We meet students where they are; they progress further as a result. We exist to serve the educational needs of the families living in our community and we are most successful when we personalize learning and provide memorable experiences for students and their families.

Instead of having students of different abilities racing toward the same finish line, we encourage them to excel as individuals or in groups by applying themselves diligently, stretching their abilities, and doing well in whatever they undertake. This creates an environment where students celebrate each other's achievements, respect differences among classmates, help each other learn and find meaning and joy in learning.

Our students are talented and come with high expectations; our programmes challenge, excite, motivate, and inspire high standards.

We support our philosophy through:

- ✓ A caring, safe, fair and inspiring learning environment for all.
- ✓ A developmental, student-centred approach to learning offering support and appropriate challenges.
- ✓ A comprehensive curriculum aimed at the acquisition of critical content, transferable skills, and enduring understandings.
- ✓ The development of independent and collaborative learning skills and self-regulation.
- ✓ We nurture a strong sense of self-esteem, personal integrity, and respect.

The success of our programme is based on:

- ✓ A culture of caring fused with a culture of high achievement.
- ✓ Teamwork including collaboration with parents (parent engagement).
- ✓ Passionate, engaged teachers committed to personalizing learning.
- ✓ Generating and using good student data to inform interventions.
- ✓ Student engagement, commitment, and motivation.
- ✓ A rich and engaging formal and informal curriculum provides for choice and personalization of learning.
- ✓ Continuous learning – Professional Development (for parents too!)

SRI KDU Promises

SRI KDU Promises:

- ✓ Top Academic Outcomes
- ✓ Future Proof Preparation
- ✓ Holistic Character Development
- ✓ Welfare and Safeguarding
- ✓ Continuous Improvement

Below are how we interpret these in our context:

Cambridge International Curriculum

The Secondary curriculum is based on the Cambridge International curriculum and a range of international standards and benchmarks, with a focus on deep understandings and transferable skills.

Key Stage 3 – KS3 (Years 7-9)

At Sri KDU International School, Subang Jaya, we offer an enhanced British curriculum which aims to offer a diverse range of subjects to encourage breadth of learning. All students in the secondary school participate in the subjects listed below. Only the Language pathway offers students a choice in KS3 where students must take two of the languages on offer; however, Malaysian students must participate in Bahasa Malaysia, which includes Morale studies. Muslim students must also take Islamic studies during their language learning time and some form times. Subjects include:

English, Mathematics, Science, History, Geography, PE, Art, Music, Bahasa Malaysia, Mandarin, French, Computing and Life skills: Future Proof, Future Leaders

Students who require additional English support will be required to miss several language learning opportunities to ensure English is at the standard we require for mainstream participation. This is detailed later on in our English Language Learning Academy (ELLA)

Key Stage 4 – KS4 (Years 10 & 11)

We offer the World's most popular international qualification for students 14-16 years old; **Cambridge IGCSEs.** We tailor-make our timetable year on year to build a curriculum based on the demands of our IGCSE cohort. Students must take English, Mathematics, Science and one Language option, which take the form of the following pathways:

English Option	First Language English and Literature	First Language English	Second Language English			
Science Option	Separate Sciences	Coordinated Sciences Extended	Coordinated Sciences Core			
Maths Option	Additional Mathematics	Mathematics				

Language Option	BM (1st)	BM (MFL)	French (MFL)	Mandarin (1st)	Mandarin (2nd)	Mandarin (MFL)

Students have the opportunity to select 3 of the following elective subjects:

History, Geography, Business Studies, Economics, Accounting, PE, Art, Drama, Music and Computer Science and ICT.

This means students take between 7-11 IGCSEs. We only allow private candidates (for papers the school has not directly taught students) from students who are enrolled. We do not advocate/allow early participation unless this leads to and is continued by further study.

Key Stage 5 – KS5 (A Level – Years 12 & 13)

Our A Level programme was launched in the academic year 2020-2021.

We offer a variety of subjects based on our students' needs and interests. In the current academic year, we are offering:

Geography, History, Economics, Business Studies, Accounting, Psychology, Maths, Chemistry, Biology, Physics, Computer Science, Art, Drama, Music, English Language and Literature.

The Cambridge Learner Profile

The Cambridge programme aims to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

We adopt these ATTITUDES to our learning:

The Cambridge Learner profile underpins our House points and rewards system detailed below.

House points and Reward System

The aim of the House Point Reward System is to encourage, promote and reward students who exceed expectations within and outside of our school. Teachers reward students by awarding house points for a variety of positive behaviours and actions taken within the Sri KDU community. The design of the House Point Reward System is to provide equal opportunities for all students to be celebrated and recognised for a variety of different reasons and events. The structuring of the reward system has been designed to allow growing recognition and awarding for students to exceed expectations through incentives such as certificates, badges, trophies, and fun privileges within the school.

MyLeader Awards

As part of our Cambridge Learner Profile, the MyLeader Programme has been designed to challenge our students to attain higher standards of achievement and to promote a wider range of co-curricular interests. We believe that by rewarding and promoting this excellence will allow students to engage in their community and develop their passions and interests

outside the classroom as part of our promises. We can attest to the development of student Leadership, Enterprise, Digital Proficiency, Arts & Creativity, as well as encouraging Empathy and Resilience in our students. Certification of MyLeader through Bronze, Silver, and Gold allows students to strive and excel in areas outside of the classroom, and to be celebrated throughout the community.

English Language Learning Academy (ELLA)

The English Language Learning Academy (ELLA) provides a range of support and intervention to help non-native English speakers achieve proficiency in English, enabling them to fully access and participate in mainstream classes. Based on individual needs, ELLA students may receive support both within and outside the regular learning environment.

To ensure appropriate support and readiness for transition into the mainstream classroom, screening and ongoing diagnostic assessments are conducted throughout the year. The ELLA department, in collaboration with other subject teachers, makes the final decision regarding a student's readiness to exit ELLA and join mainstream classes.

The ELLA curriculum is aligned with the mainstream curriculum but is tailored to meet the needs of students who are still mastering the basics of listening, speaking, reading, and writing in English. ELLA specialists also provide support for mainstream subjects by reviewing class assignments, offering additional explanations, and reinforcing concepts and subject-specific terminology.

Fast Track Policy - Languages

To provide an opportunity for students who are proficient in more than one language to achieve IGCSE qualifications in both languages, our school has instituted a Fast Track Policy. This policy aims to support and guide eligible students through the process of obtaining two language IGCSEs in a structured and efficient manner.

Eligibility

The Fast Track Policy is applicable to students who meet the following criteria:

- ✓ Proficiency in the languages at the end of Year 9.
- ✓ Predicted to achieve grades A* to B in their language assessments.
- ✓ Policy Overview

Year 10 IGCSE Exam: Students who wish to obtain two language IGCSEs may take the first IGCSE exam at the end of Year 10. The school will provide the necessary preparation and support to ensure the student is ready for this examination. This is inclusive of CCA which will be mandatory for students.

Year 11 IGCSE Exam: Upon completion of the first language IGCSE, students will then join the classes for their second language of choice. The school will again offer comprehensive preparation and support for the second IGCSE exam, which the student will take at the end of Year 11. This is inclusive of CCA which will be mandatory for students.

Our teachers, with their extensive knowledge of the students' capabilities, proficiency, and abilities, will recommend the Fast Track route to those who would significantly benefit from this opportunity. It is important to note that this recommendation will be based on the students' demonstrated proficiency and the likelihood of achieving high grades (A* to B).

Admissions and Enrolment

Admissions

All prospective students must be approved by the Head of School, ahead of enrolment. This decision is based on the school's ability to meet the educational needs of the student. We endeavour to accommodate reading, learning and behaviour challenges of all levels.

Once enrolment is confirmed, our Registrar appoints students to a year group, according to their date of birth. In some instances, whereby (for instance) the school and/or the family have doubts concerning a child's placement, a decision may be made based on academic records and recommendations, in addition to diagnostic screening measures to inform of student readiness. This is done at the leadership's discretion only.

Class placement

Advocating a heterogeneous community, we believe strongly in the importance of well-balanced student groupings, in which everybody benefits from a diversity of backgrounds, experiences and thinking skills. Fundamentally, this is what makes us such a special community. In this way, each class should be representative of the whole year group and can be held accountable to the same high standards and expectations.

When considering class placement, we adopt a holistic approach, taking into account the social, emotional, physical and academic needs of each child. Our overriding value is to create balanced groups of students who will work effectively together. We request your trust and support, to maintain the integrity of this process, by acknowledging that we cannot accommodate placement requests, based on personal preference.

Whilst we acknowledge and celebrate the diverse experiences and expertise of our teaching staff, parents/guardians can be confident that all teachers maintain equally high standards and collaborate regularly to ensure similar learning opportunities and experiences for all students.

Withdrawing from School

All notices of withdrawal must be made to the Registrar, in writing. The school requires a minimum of one term's notification of withdrawal as per the terms and conditions of your contract.

Parents are responsible for completing and returning a Student Clearance Form. In the event of outstanding books, fees or fines, the school will not release records nor issue a Transfer Certificate.

Families who wish to collect their children's records in person may do so. However, we require prior notice of your intentions and ample time must be afforded to assemble records. This process may be delayed at the end of the year, due to the scoring of final assessments or exams. In which case, transcripts and/or records can be delivered directly to the new school or to parents/guardians. Withdrawing families should leave a forwarding address if one is known.

The School Day

Timetable/Scheduling

Sri KDU, Subang Jaya Secondary School follows a five-day, six-period timetable. The lesson duration on a regular day is 60 minutes.

Friday Early Release

We operate an early release on Fridays and therefore deliver 4 sessions.

Secondary School Hours

School Day (excluding Friday)	7:35am	3:00pm
Friday School day	7:35am	1:00pm
After school activities (excluding Friday)	3:00pm	4:00pm

Lessons commence for all year groups at 8:00 am and the dismissal time from lessons is 3:00 pm. Co-curricular activities run from 3:00 - 4:00 pm Monday-Thursday and must be signed up for using our Parent Engage App. Outside of normal school hours, in cases where students are not enrolled in scheduled Co-Curricular Activities, the school cannot supervise students so we request that students are collected at 3pm promptly.

Form time

In each year group, students are allocated to a class called their Form Group. Each form group is allocated two Form Teachers, who provides a consistent source of adult contact and support, throughout each academic year. At Sri KDU, Subang Jaya, form groups promote a heightened sense of belonging and community for all students.

Each form teacher meets with their form group class daily, at a scheduled time in the morning during registration. The form teacher is the primary advisor and advocate to the students in their class. In addition to providing a caring, inclusive environment, some primary roles of the form teacher include monitoring the academic, social and emotional progress of students, encouraging student participation in our MyLeader programme, Future Proof: Future Leaders and House Activities. They also serve as a liaison between the school and home.

As a parent, your first point of contact for non-academic information with the school should be your child's form teacher. It is essential to your child's development that you maintain a collaborative relationship with their form teacher.

As we continue to develop as a school, we would like to begin the school day with a positive and productive beginning. We encourage all students to arrive promptly for registration to get the full benefit of our school's values and promises.

Daily Form Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Equipment Check	Reading day (non-academic)	Taskmaster Activity	MYLEADER	Weekly Reflection

House Point Check	Daily Notices	Daily Notices	Daily Notices	World Quiz Day
Tutee of the week				Daily Notices
Notices for the week				

Attendance

Our Policy

A good attendance record and participation in learning activities are essential to student development and success. Full attendance is important because the experiences that occur in the classroom cannot be replicated. Sri KDU International School, Subang Jaya teachers can best support learning when students meet this fundamental expectation, and so, all students are expected to be at school on time, attend every class and meet their commitments to co-curricular activities. The MOE dictate that International Students have a 80% attendance rate for visa renewals.

Pre-Arranged Absences

We understand that illness and injury can occur during the school year and this could result in students having to take time away from school. Any sick leave of three days or more should include a medical certificate; the absence of a medical certificate will result in the time away from school being recorded as unauthorised.

Aside from illness and family emergencies, parents/guardians are required to submit requests for authorized absence. Authorized absences may be approved upon careful consideration based on the student's attendance record, together with appropriate justification for leave. When these guidelines are not followed student absences will be listed as unauthorised and can impact upon the student's graduation to the subsequent grade level.

Absences may also be recorded for in school events such as Assessments or pre-arranged events and activities.

Unauthorised Absence and Lateness

All unauthorized absences and late arrival to school and/or class will be recorded and monitored. Our school works with families to ensure regular attendance. Where attendance falls below expected standards, students may not be permitted to graduate to the next year.

Illness During School Hours

If a student is too ill to be in class, he/she requires a written permission slip from the teacher or a staff member to go to the school clinic. Student visits to the clinic are documented, to monitor potential trends and patterns. A student must not phone home directly; rather, the nurse will call the parent or guardian, on the student's behalf. The student will remain in the nurse's care until otherwise informed by the clinic staff and/or parents.

Appointments

Where possible, we request that all appointments be scheduled outside of school hours. A student who needs to be excused during school hours must have prior consent from parents/guardians, which must be communicated from a registered parental phone number or email address. Where approval is granted for early release, the student will collect a permission slip from the Secondary School reception to present to their teacher at the arranged leave time. When leaving, the student will then sign out at the reception desk to collect their exit slip.

Missed Work or Tests

If a student is absent, he/she is responsible for making arrangements with his/her teachers, preferably well in advance of his/her return to school, to make up the missed work or tests.

Should a student miss a CAT4, GL PASS Assessment, End of Term Assessment or End of Year assessment then the Key Stage Leader(s) will make arrangements for said student to sit their assessments during a designated hour set by the Head of Secondary in case of medical or other emergencies.

Student Drop-off & Pick-up

Late Arrival/Early Pick-Up

For health and safety reasons, students arriving to school after 8:00 am must sign in at reception, so that their attendance may be recorded. Where you anticipate the late arrival of your child to school, we request that you call the school or email your child's form teacher to let them know.

If students need to leave school before 3:00 pm (or 1:00 pm on a Friday), parents must communicate in advance with their child's form teacher.

Late Pick-Up

At the end of the school day, staff are regularly engaged in their professional development, facilitating extracurricular provision for students or undertaking planning and assessment of teaching and learning. For this reason, we request that students be collected promptly so that they are not unsupervised on the school premises. We advise students to take CCAs on days their siblings are involved in a CCA to help facilitate pick-up.

Students Leaving School Unaccompanied by an Adult

At the end of the school day, we allow students to leave the building independently if they have been permitted by their parent/guardian. By allowing this, parents/guardians are authorising and accepting the risks associated with students leaving the school premises unaccompanied. However, please be aware that we will not allow students to renter the premises again without their parent/guardian accompanying them.

Collecting Younger Siblings

If you wish to arrange for your Secondary School-age child to collect a younger sibling (in years 5 or 6 only), we request that you make this clear in your email correspondence to our Head of Primary (david.w@srikdu.edu.my).

Uniform (dress code)

At Sri KDU, Subang Jaya, we believe that a school uniform promotes a unified community and improves school spirit. A school uniform is required in all SRI KDU Schools. Clothing and accessories that conflict with the school policy are not permitted.

We highly discourage students bringing valuable items, such as expensive earrings, rings, or watches. If students do so, the school will not be held liable for any loss or damage. Students are to come to school with all-black shoes or trainers. Off colour trainers are only permitted during PE sessions or sporting events. A plain (No writing or branding) navy blue or black woollen jumper/cardigan or plain sweatshirt may be worn with the below uniform.

| Spread Collar White Blouse (Boy) | Long Pant (Boy) | Mandarin Collar White Blouse (Girl) | Skirt (Girl) | Muslimah Blouse (Girl) | Muslimah Skirt (Girl) |

Personal Presentation:

During school hours and when representing the school outside school hours, the following guidelines apply:

- ✓ Students are NOT allowed to wear any make-up.
- ✓ Students (girls and boys) should have hair off the face so that students can be clearly seen. Students may be asked to tie there hair back if it covers their face and interferes with their learning such as for safety in Science and Physical Education lessons.
- ✓ Students with pierced ears may wear one pair of studs or small hooped rings (a little finger should not be able to pass through the loop).
- ✓ Students are NOT allowed to dye their hair any unnatural colours.
- ✓ Body piercings and jewellery must be removed for PE and Swimming lessons.
- ✓ No visible tattoos.
- ✓ Students are not allowed to wear nail polish. Natural colours are permitted.
- ✓ No unnatural eye-coloured lenses.

Students should check with the Head of Secondary, or Assistant Head for Behaviour and Welfare if they seek clarification on the above guidelines.

Physical Education (PE) Uniform

- ✓ House-coloured PE shirt
- ✓ Black PE shorts or tracksuit bottoms
- ✓ Swimsuit
- ✓ Sports trainers with non-marking soles and heels

PE T-Shirt (Unisex)

Alternate Dress Code

On occasion, we may announce an alternate dress code (e.g. International Day or 'Wear it Pink' for Breast Cancer Awareness). Students are required to dress in a manner that respects the local culture and causes no offence to others. The following guidelines will apply at all times for non-uniform/dress-up days:

- ✓ No spaghetti strap tops (or similar), which expose the shoulders and/or clavicle.
- ✓ No figure-hugging clothing
- ✓ No exposed torso.
- ✓ No offensive logos or expressions on clothing.
- ✓ No open footwear such as flip-flops (Unless authorised for medical reasons).
- ✓ No revealing tops.
- ✓ No short shorts – shorts must be close to the knee.
- ✓ No Hoodies.

Break Periods

For health and safety reasons, students are only permitted in supervised areas of the school during break and lunch periods. Restrictions are variable and may be applied at any time, in accordance with the availability of physical and human resources, as well as the current climate. Students should only be in classrooms when accompanied by a member of staff, who has requested/approved the students' attendance - e.g. to attend a meeting, activity or club. Behaviour expectations, during break periods, are consistent with those set out in the Code of Conduct. Irresponsible and/or inappropriate behaviours will be reprimanded accordingly.

Healthy Eating

We are an advocate for healthy living, and we encourage our community to exhibit lifestyle habits that promote holistic wellbeing. Our dietary choices and hydration significantly impact our energy levels, focus and mood throughout the day. As such, students are encouraged to consume a healthy lunch and snacks, comprising natural, whole foods, which provide balanced and sustained energy release (in contrast to processed, high-sugar products, which cause fluctuations in energy, focus and mood).

- Secondary School students have access to the canteen, but may bring a 'packed lunch'.
- Food and drink are to be consumed in designated areas of the school only.
- Drinking water is the only liquid permitted in classrooms.
- Carbonated drinks, chewing gum and sweets/candy are not permitted at school.
- Excluding A-Level students and staff, caffeinated drinks are not permitted at school.
- Students must not order 'outside food' to be delivered to the school unless it is pre-approved and coordinated by a member of staff.

General Information

Lost and Found

Personal items found in the school are collected and kept in the reception area. Parents are encouraged to label all items, especially water bottles and lunch boxes and to check the Lost and Found frequently. Unattended schoolbooks will be stored in the library, anything of value, such as a mobile phone or a laptop will be stored by the parent relations officer. At the end of each term, all lost and found items are donated to charity.

Assessments

Sri KDU International School, Subang Jaya, assessment beliefs and practices provide a positive, continuous and supportive mechanism that promotes and improves student learning and achievement, guides instruction and practice, and evaluates progress as well as instructional effectiveness.

We utilise CAT4 data (tests are taken on entry to the school, in year 7, year 9 and year 10) to work out a yearly target grade. We then utilise this to assess whether our students are making the progress we would expect. Progress tests are completed at the end of each academic year in English, Maths and Science for years 7-9.

In addition, we utilise the GL PASS assessment which tries to gauge Pupil Attitudes to Self and School. We use the data from PASS to understand the individual needs of students in order to cater to their learning styles.

Further details on CAT4 and GL PASS can be found on our website.

Report Cards

Students in the Secondary School receive two progress reports during the academic year and one written report. Students are measured against the progress they are expected to attain as opposed to against others in the same year group. Students and parents/guardians are encouraged to regularly monitor progress and attainment and there should therefore never be any surprises on a report card issued.

Parent-Teacher Meetings

Parents and subject teachers will meet to discuss their child's progress regularly along with the progress reports and written reports. Further information can be found at Parent/Guardian Communication Involvement

Academic Honesty

All students are required to produce work that is of their own doing. Students are expected to give credit to ideas, language, or thoughts which are not their own. To take ideas, writing, or thoughts from someone else and pass them off as one's own work is plagiarism. This is a violation of academic honesty and can occur with print or non-printed sources, such as the Internet. Further details can be found in our Acceptable Technology Use section.

Sometimes, students get confused about the difference between cheating and collaboration. Students are allowed, at times, to work with other students on an assignment but are expected to work alone at other times. At all times, a student is individually accountable for producing assessments of learning. If a student is unsure about the expectations, he/she should ask the

teacher. Students are expected to demonstrate integrity at all times. Further details can be found in our Code of Conduct - Expectations section.

Extended Learning

Students in both the Primary and Secondary School phases are set homework to support extended learning opportunities. Homework is viewed as an essential element of school learning and failure to complete it may impede student progress; particularly where the work is aligned with assessments. Where students repeatedly fall short of homework expectations, the school will plan and implement appropriate intervention strategies to support student progress.

Students are expected to complete homework independently (unless otherwise stated), thoroughly and consistently, in accordance with deadlines and school policies. Homework will be posted on TEAMS and failure to complete this will be recorded in Engage.

Computer and/or printer failure is not an acceptable excuse for late or non-submission of work. Students are encouraged to develop essential skills that foster success in life after school. Meeting deadlines is a crucial skill, which transcends academics and enables us to achieve personal goals. The practice of meeting deadlines promotes heightened responsibility and accountability. Students are also responsible to their team members when engaged in group work. If a student is absent, he/she must communicate with his/her group members and ensure that any obligations to them are fulfilled. A homework timetable will be shared with the school timetable and will be honoured by teachers. Students are encouraged to have a specific medium to note their Homework for the day and the school provides a Homework Journal for purchase at our school bookstore.

Microsoft TEAMS

Microsoft TEAMS the curriculum platform of choice in the Secondary School. It is used by teachers and staff to assign academic work and assessments, notify students of upcoming assessments, and to communicate with students in general. Classwork, homework and assessment details are uploaded either on TEAMS itself or on Microsoft OneNote which can be accessed through TEAMS.

House System

Every member of the school community, including staff and students are part of an academic house. This is a system which promotes a sense of community and shared purpose.

Students are awarded house points as part of the Cambridge learner profile. Students are also encouraged to involve themselves with opportunities in form time to earn house points and in whole school events which are organised termly. Students are rewarded for earning house points with shields: bronze, silver and gold. These are awarded as a recognition of achievement and form a part of our MyLeader Award system.

Celebrating success

Students will be celebrated for collating house points as well as for showing care and excellence as part of the SRI KDU Promises. Nominations will be made by the staff for these awards which will be made in assembly and shared in the weekly newsletter. We will also celebrate out-of-school success if and when this is shared with us.

Co-Curricular Activities

At Sri KDU, Subang Jaya, students have opportunities to develop their interests and abilities. In this manner, students become associated with students who share the same interests, fostering camaraderie, along with an increased sense of purpose, belonging and well-being.

The school offers a wide range of co-curricular activities (CCAs) outside of curriculum hours. The programs offered vary seasonally, and from year to year, according to supply and demand. Some activities incur a fee, whilst most school-provided activities are offered within the school framework at no extra charge. The success of each CCA depends very much on the enthusiasm and commitment of students and their parents/guardians. Students are encouraged to attend at least one activity per term. This is particularly applicable to students in the Secondary School, where time is credited towards the MyLeader award.

Building on our promises we also offer several planned trips throughout the school year.

Educational Field Trips

To support our holistic development aims, subject-area field trips for Secondary School students are planned, these trips are aligned to curriculum content and provide extended learning opportunities in relation to academic assessments. Where possible, educational field trips will be scheduled to take place during the school day, therefore students are expected to attend.

While field trips may incur an additional cost, based on the nature of the trip, the school endeavours to maintain reasonable costs for all trips.

Residential Trips

Residential trips are open to all Secondary School students. Residential trips offer students opportunities to engage in educational and team-building experiences outside their normal school environment. Trips are offered globally, regionally and locally. Every effort is made to ensure a healthy variety of opportunities, which cater to the interests, expectations and budgets of all families.

All students are encouraged to participate in residential trips. Students not involved will continue their learning in a collapsed timetable depending on the number of students not involved. Students should still attend school at all times. Absences during the week will be counted against the student's attendance record. See Unauthorised Lateness and Absence

Bus Travel

School Transport Services offers a paid bus service to some areas of KL, for families. Parents should contact the school support at support@srikdu.edu.my if they wish to inquire about the service.

Student conduct on bus service

Vehicular transport carries a degree of risk. Students who use the school bus, either regularly or occasionally, must adhere to the Code of Conduct and observe the following rules, in order to avoid any further/unnecessary risk to themselves and others:

- Demonstrate respect for the driver, the conductor and other passengers
- Promptly take a seat and remain seated, with a fastened seat belt, for the duration of the journey
- Avoid loud, disruptive interactions and/or engaging in horseplay, which may cause distraction to the driver
- Keep the buses clean, tidy and free of litter
- Refrain from eating or drinking on the bus

School Transport is considered a part of our school community and consequences for misconduct on buses are as follows:

Bus Code Violation	Possible Consequences May include…
1st Incident	• Verbal Warning by Form Teacher
2nd Incident	• Lunchtime detention • Parent/Guardian contacted - informed of further consequences
3rd Incident	• After school detention on Thursday or Friday
4th Incident	• 1 day in-school isolation • Parent/Guardian meeting and student removed from the school bus for 10 days
Further Incidents	• At the Head of School's discretion - actions such as school suspension; removal from bus service permanently or further actions may be taken.

Communication

ENGAGE

Sri KDU Subang Jaya started using Engage as their school management system in August 2022. Parents/guardians are encouraged to access this regularly to check on their child's academic progress and contact teachers as soon as they feel that there is a need. We encourage families to utilise Engage and to access support materials that may be directed to them.

In case of queries or concerns and to familiarise yourself with the platform we offer workshops coordinated by the school. Students and parents/guardians are encouraged to contact school support at support@srikdu.edu.my

Home/School Partnership

Outstanding student outcomes are achieved through effective, collaborative partnerships between the school and its families. Sri KDU Subang Jaya endeavours to forge those partnerships by providing students and their families with timely and relevant information, so that they may remain informed participants in school life and learning with us.

SRI KDU Subang Jaya Communication with Parents/Guardians

It is essential that the school has a record of your current contact information. If you are unsure that this is the case, please contact the School Admissions Team or the School Registrar. Additionally, you can update your contact information in Engage via the parent portal.

The school communicates with parents/guardians and the community in several ways:

Engage

Engage is our primary first point of contact with parents at all times and can be logged on through our Parent Portal or the Engage School Parent App to view messages. Notifications will also be sent to parents' email addresses when a message has been sent.

We will also conduct online PTM meetings through our Engage system and parents can see all documentation, house points, awards, incidents and reports on this platform.

Email

Email is still a common form of communication between the school and its families. Teachers and administrative staff will use email to disseminate general information, requests for meetings and share documentation. Parents are encouraged to note the email addresses of key personnel such as your child's form teacher.

All email addresses have the domain **@srikdu.edu.my** and begin with the member of staff's first name and initial surname. For example, Ms Sundas Rahman (Head of A-Levels) sundas.r@srikdu.edu.my

Phone

On some occasions, it may be more appropriate for us to contact families by phone; particularly, where we are required to share urgent, complex and/or sensitive information. We

call, for example, if you're your child is not at school, and we are expecting them to be. This is to check on your child's welfare.

In Writing

In most cases, documentation (e.g. notifications relating to rewards and conduct are automatically shared via the Engage platform.) At times, official documentation may be delivered to you in physical form, via your child. Typically, in such circumstances, the school will also forward a digital copy directly to you, for reference.

Newsletters

We have a whole-school (Primary and Secondary) newsletter which is sent out each week. Through this medium, we endeavour to keep our community informed regarding recent and upcoming news and events. This is distributed digitally. The weekly newsletter is contributed to by a student editorial group which allows a student voice in our community.

Parent/Guardian Communication Involvement

Change of Contact Details

The School Registrar, the School Office and the School Nurse should always have details of your address, email, telephone number and mobile phone number(s). We also request a phone number of a friend who can be contacted in case of an emergency. At the beginning of the school year, families will be asked to confirm that the details registered in Engage are current and accurate, thereafter it is an expectation that families will keep the school informed of any changes throughout the year.

Complaint Procedures for Parents and Legal Guardians

We advocate open lines of communication, between school and home, in order to foster the level of collaboration required to support accelerated student development. If a family wishes to log a concern or complaint with a teacher, we request that they observe the procedures outlined in the Contacting the School section.

Please be informed that any complaint or concern raised directly to the Head of School will typically be referred back to the relevant member of staff unless the Head of School deems it appropriate to personally deal with the matter. In all cases, the school and its staff will endeavour to resolve concerns and complaints swiftly and professionally. Relevant staff will keep anecdotal records of concerns and complaints, as they are received and addressed.

Extended Parent Absences

At home, children should always be under the care of a parent or adult carer. We understand that, in some circumstances, parents/guardians may need to spend time away from home. In such cases, we encourage families to arrange suitable adult care and provide formal notification (signed by parents/guardians, as the primary caregivers) to the school, along with care arrangements and anticipated timeframes. The accuracy of this information is vital to ensure that we can communicate efficiently from all areas of the school, under all circumstances. If your contact details change, it is your responsibility to update the school via the Engage parent portal.

Parent Teacher Meetings (PTMs)

Parents/guardians are invited to attend online and in person conferences during the school year, which provide opportunities to connect with subject teachers and discuss all aspects of student progress and attainment. Conferences happen at key points for each year group and typically follow a reporting period, which will be used to form the basis of most discussions. However, you are not limited to getting in touch with your child's form/subject teacher only during PTMs. If you wish to schedule an appointment online or face-to-face, please reach out.

Contacting the School

To ensure appropriate and timely responses to queries and concerns from families, we request that students and parents/guardians consider who they should contact:

Academic issues/concerns

When questions arise, regarding academic outcomes, the subject teacher should always be the first point of contact. Following this, Key Stage Leaders should be the next contact point followed by the Assistant Heads. If required, the Head of Secondary School should then be contacted for further follow-up.

Pastoral issues/concerns

When information is required, relating to student well-being, attendance, absence, uniform, etc., the first point of contact should always be the form teacher followed by our Assistant Head of Secondary for Behaviour and Welfare, and finally the Head of Secondary School.

Any queries, concerns or issues that cannot be appropriately managed by the above personnel may be forwarded to the Head of School, as appropriate. We request that families do not overlook the initial points of contact, to ensure that information can be received, disseminated and responded to efficiently and professionally.

All Key Secondary School emails are listed below:

Key Senior Leaders and Extended Leadership for Secondary School		
Principal (Head of School)	Mrs Cassie Fleming	cassie.s@srikdu.edu.my
Vice Principal/ Head of Primary	Mr David Wilcock	david.w@srikdu.edu.my
Head of Secondary School	Ms Maryam Jazayeri	maryam.j@srikdu.edu.my
Assistant Head of Secondary for Behaviour and Welfare	Ms Clare Lama	clare.j@srikdu.edu.my
Assistant Head of Secondary for progress and assessment	Mr Mehdi Mousavi	mehdi.m@srikdu.edu.my
Head of Pre-University and Future Pathways/ Head of A Levels	Ms Sundas Rahman	sundas.r@srikdu.edu.my
Head of Key Stage 4	Mr Travis Butler	Travis.b@srikdu.edu.my
Head of Key Stage 3	Mr Oli Marecar	Oli.m@srikdu.edu.my

Head of Department		
Mathematics	Mr Hasan Brown	hasan.b@srikdu.edu.my
Science	Mrs Christine Willis	tine.w@srikdu.edu.my
English (including ELL)	Mr Matthew	matthew.j@srikdu.edu.my

Humanities (Geography and History)	Ms Joann Luruthusamy	joan.l@srikdu.edu.my
Computing & Commerce	Mr Mehdi Mousavi	mehdi.m@srikdu.edu.my
Mandarin and French	Ms Jennie Joubert Da Gama	jennie.j@srikdu.edu.my
Bahasa Malay and Islamic studies	Mr Mohd Afiq Ismail	afiq.i@srikdu.edu.my
PE and Sport	Ms Claire Wilkie	claire.w@srikdu.edu.my
The Arts (Music Art and Drama)	Mrs Ann Peters	ann.p@srikdu.edu.my

Pastoral Leaders		
Special Education Needs Coordinator (SENCo)	Ms Jennifer McDermott	jennifer.f@srikdu.edu.my
Special Education Needs Coordinator (SENCo)/ School Counsellor	Ms Shahiraa Sahul Hamid	shahiraa.s@srikdu.edu.my

Student Voice

Student Representation & Leadership

We invest considerably in the development of our student leaders. We have an established and growing variety of opportunities for students to seek out opportunities and take on additional responsibilities throughout the school. In this way, students are encouraged to engage with the community in a variety of ways; fostering a happier and more supportive environment for everybody. Some of our more formal student leadership opportunities are outlined below.

Student Council

The student council serve as the conduit between the student body and the school, they are the student voice with a view to improving the school experience for all. The student council are responsible for establishing, coordinating and facilitating initiatives, activities and events to service the school and the school community. In partnership with staff and administration, the student council have created eligibility requirements for student representatives. Students from years 7-11 are eligible to serve on the student council. Prospective candidates must prepare a speech to give to their year group. The school will listen and vote for their candidate. All members of the council convey exceptional values and commitment to the betterment of their community. Selection for the council is an esteemed privilege, with extensive opportunities to develop leadership skills.

Prefect Council

The school prefects are students placed in leadership roles where they are required to show respect towards teachers and pupils. This is very important as they act as role models and must help maintain an organized yet friendly atmosphere. They must work with teachers to create cooperation, peace, discipline and unity amongst the students as part of their roles and responsibilities. For this role, students in years 9 and 10 are encouraged to apply. Once they are selected and go through the training and probation period, they will keep their title until they graduate. Note that this is if they continuously carry out their responsibilities and duties respectfully and rigorously.

House Council

The House System is central to the secondary school community. Throughout the whole school, students are divided into four house teams and engage in a variety of initiatives, activities and events, in order to collect points for their team. These are organised by our House coordinator. Students from years 7-11 are eligible to campaign for the role of House Captain. Prospective candidates self-nominate and campaign for the votes of their peers, according to the campaign guidelines, set out by the Secondary House Coordinator. Once elected, House Captains work in partnership with Heads of House (teachers) to coordinate, promote and lead on a variety of community initiatives, activities and events. House Captains serve as role models to their peers, promoting school spirit and inclusivity.

Executive Council

Newly established, students from all three of our formal Leadership and representation bodies will meet with members of the Senior Leadership Team twice a term to discuss matters of the Student Voice and to ensure that all students are able to participate and enjoy our school.

Student Support

At Sri KDU International School, Subang Jaya we firmly believe in "No Child left Behind" and engage in several holistic initiatives and programmes to assist students and teachers to ensure that students develop and learn at the right level. Student support is available at various levels and in a variety of forms. For instance, students may receive support from:

- Student peers (e.g. friends and/or student leaders)
- Subject Teachers
- Form Teachers
- Our Student Counsellor and Special Education and Needs Coordinator
- Assistant head of Secondary for Behaviour and Welfare
- Assistant Head of Secondary for Progress and Assessment
- Head of Secondary

Students who need special support for Language may be put in our English Language Learning Academy (ELLA) before joining the school fully. This ensures that all of our students are able to benefit from the diverse teaching methodologies and strategies employed by our educators and team.

Specialist Student Support

Support for Special needs and Physical Disabilities

Sri KDU International School, Subang Jaya, is dedicated to providing an inclusive environment to all children who have a range of needs. We employ a combination of tried and tested strategies to support classroom teachers with an emphasis on high quality, inclusive teaching for all. Learning is personalised to meet the individual needs of students and differentiated to support students with additional needs. These strategies follow best practice and are informed by specialists in their fields, such as Speech and Language Therapists, Educational Psychologists, and Specialist Teachers.

Our School believes that diversity should be valued, respected and supported within the Sri KDU community. We recognise that needs can arise from learning difficulties or disabilities that impact a child's or young person's ability to access standard educational facilities or keep pace with their peers. At Sri KDU International, we provide an inclusive environment to our students. We do our utmost to ensure that students with additional needs are catered for in the best possible way which stimulates and enables them to reach their individual potential, and fosters independence and friendship in our school.

Guidance and Counselling Services

As a school, we strive to cultivate an appreciation of the worth and dignity of self and others. Our Secondary School Counselling Programme supports this goal by helping to create an environment that fosters growth and development for our students.

Counselling in school aims to to provide emotional support for students facing psychosocial challenges, such as stress, anxiety, depressive symptoms, self-esteem, peer relationships and adjustment issues. By addressing these challenges and developing appropriate coping strategies, students develop self-awareness, fostering resilience and emotional well-being. This, in turn, supports their academic performance and helps them reach their full potential. Career counselling is also offered to students to support them in making post-secondary education decisions.

Our counselling program provides teachers with valuable insights into the students they are responsible for. By equipping teachers with the knowledge to identify and address students' emotional and psychosocial needs, we enhance the overall learning environment.

Parents are a crucial part of our counselling program. Parents will provide consent for their children to receive counselling support and input from parents on their child is very valuable. While maintaining confidentiality, parents are updated on their child's progress and when relevant, strategies on how parents can support their children at home are shared. By fostering this comprehensive support system, we aim to create a nurturing and effective educational environment for all.

In summary, our Secondary School Counselling Programme is dedicated to supporting students' emotional and psychosocial well-being, which is fundamental to their academic success and personal growth. Through collaboration with teachers and parents, we create a robust support network that enables our students to thrive.

Acceptable Technology Use

The Code of Conduct applies to the Acceptable Technology Use Agreement, just as it does to all other facets of school life. All students have access to the school network and the Internet, intended for educational and administrative purposes. This is a privilege, which may be removed if warranted. Technology resources are to be used in accordance with the Acceptable Technology Use Policy and all users are required to comply with its regulations. Non-compliance may result in loss of privileges and disciplinary action.

The following guidelines apply to the use of all technology and provide an outline to help users understand appropriate use.

Ethical Conduct

It is the responsibility of all users:

- To recognize and honour the intellectual property of others.
- To restrict the use of technology resources to the mission of the school; the use of computer systems for personal use unrelated to the mission of the school or for private gain is prohibited.
- To help maintain the integrity of the school network and equipment; deliberate tampering or experimentation is not allowed. It is a violation to modify and/or copy any protected system files, system folders or control panel files without prior approval of the Network administrator or Head of Infrastructure.
- School-related files are the only files to be saved in your folder.
- Storing commercial software, music, and/or games or hidden files in your folder is not permitted.
- Playing commercial/online games is not permitted.
- Deliberately attempting to disrupt network performance or interfering with the work of another user will violate the Code of Conduct.

Internet/World Wide Web Usage

Internet access is available to all students and teachers at Sri KDU International School, Subang Jaya. We believe these communication links offer vast, diverse and unique resources to both students and staff and their availability outweighs any possible access to information that is not consistent with the educational goals of our school. We have systems in place to block inappropriate sites. If any student or staff member finds that there is access to any inappropriate sites, they are expected to report this immediately to their teacher, the network administrator, and/or the Head of Infrastructure.

Online Code of Conduct

As a student at Sri KDU International School, Subang Jaya, I acknowledge that:

- Internet access is a privilege, which may be removed.
- Use of VPNs is prohibited.
- I must respect the use of copyrighted materials.
- I must respect the rights and privacy of others.
- I must not share my password.
- E-mail is allowed on my school account during school hours only in connection with a classroom assignment.

- Downloading of unauthorised programs is not permitted.
- Compromising the security of the school in any manner is unacceptable.
- I am prohibited from accessing unauthorised content (including, but not limited to):
  - Adult material
  - Hateful or discriminatory material
  - Non-educational gaming
  - Social media platforms

Bring Your Own Device

The Secondary School operates a BYOD (Bring Your Own Device) laptop policy and students are reminded that it is both their right and their responsibility to use their devices as learning tools only. Students are educated about digital citizenship and safeguarding to navigate digital platforms responsibly and safely.

Parents are encouraged to ensure appropriate insurances are obtained for personal devices, in case of unforeseen circumstances. A school is a dynamic place and genuine accidents do occur.

Mobile Phones and Electronic Tablet Devices

Students do not require a mobile phone, smartphone or tablet device (e.g. iPad) for educational purposes. In the Secondary School, the BYOD policy relates to a laptop, which is for educational use only. Should families insist on their children carrying a mobile phone (or other aforementioned device) for use outside of school hours, then they should be stored safely in student lockers for the duration of the school day. Students are not permitted to use mobile phones during the school day unless explicitly approved by a staff member. At all times, it is the responsibility of students to safeguard their possessions and the school takes no responsibility for any loss or damage. In cases where personal devices are deemed to cause disruption or distraction to learning, the device may be temporarily confiscated and may be collected at the end of the day.

AI Policy

Sri KDU International School, Subang Jaya is committed to the responsible and ethical use of Artificial Intelligence (AI) technologies by students and staff. This will ensure that AI is utilised in a way that supports educational development, respect individual privacy, and aligns with the school's values and promises. AI uses in the classroom include:

- Supporting Learning: AI-powered tools can personalize learning experiences by adapting to individual needs and learning styles. This might involve using adaptive learning platforms that adjust difficulty levels based on student performance, or utilizing AI-powered tutors for targeted practice in specific subjects such as our Renaissance Readers.

- Enhancing Research: Digital tools can empower students to become more effective researchers. This could involve using AI-powered search engines that filter information based on credibility, or utilizing translation software to explore resources in different languages.

- Promoting Collaboration: Digital platforms can facilitate communication and teamwork among students. This might involve using online collaboration tools for group projects, or utilizing educational apps that allow students to create multimedia presentations together.

- Developing Digital Literacy: Responsible use of technology equips students with essential digital literacy skills. This includes learning how to evaluate online information critically, understanding how to use technology safely and securely, and practicing good digital citizenship.

SRI KDU prohibits the use of technology for any activity that disrupts the learning environment, violates academic integrity, or poses a safety risk. Here are some specific examples:

- Academic Dishonesty: Using AI to generate essays, complete assignments, or translate content without proper understanding and attribution constitutes cheating.
- Misinformation and Bias: AI tools can perpetuate bias or generate misleading information. Uncritical use of AI-powered search engines or research tools without proper fact-checking is unacceptable.
- Cyberbullying and Harassment: Technology should not be used to bully or harass others. This includes using AI to create deepfakes or manipulate content to target individuals.
- Privacy Violations: Students should not use technology to access or share personal information about others without their consent. This applies to using AI tools that collect or analyze student data.
- Security Threats: Using technology for unauthorized access to school systems or downloading malicious software is strictly prohibited.

By following these guidelines, students and educators can ensure that technology serves as a valuable tool for learning and fosters a positive and respectful school environment.

Health, Safety and Security

Fire Alarm

The campus buildings are fitted, throughout, with a fire alarm system. Periodically, throughout the year, fire drills will take place in order to familiarise the community with emergency evacuation procedures. The following points should be adhered to in the event of a fire alarm:

1. When the alarm is sounded, all students, visitors and staff exit the building immediately in an orderly fashion, using the designated exits.
2. Upon exiting the building, students, visitors and staff should report to their designated assembly point, where attendance will be taken. The assembly point for Secondary School students is outside of the main entrance, by the road.
3. Everybody should remain calm, orderly and quiet whilst observing rules and directions that are communicated.

Lockdown

In some emergency situations, it may not be advisable, or even feasible, to evacuate. The school engages in lockdown simulation drills to prepare for such situations. The lockdown procedure is signalled through music being played over the loudspeaker system.

1. Students, visitors and staff remain in the room that they are in or (if in transition) swiftly move into the nearest lockable room.
2. Lock the room, remain silent and follow the instructions of the nearest member of staff.
3. Remain in the lockdown area until instructed by a member of staff.

Medical Services

We advocate a proactive (vs. reactive) approach to health and wellbeing. As such, we aim to educate students on the benefits of purposefully practised routines, comprising a healthy balance of studies, family and social time, personal interests, physical activity and quality sleep. Where necessary, the school clinic supports student wellbeing in several ways. The responsibilities of clinic staff include:

- Administering first aid.
- Treating minor ailments.
- Health education.
- Maintaining student health records.
- Updating vaccinations and medical information.
- Operating in accordance with the Malaysian Health Authority.

School Nurse

A registered nurse is on duty during school hours and throughout the afternoon CCA period (8:00 am – 4:00 pm). The nurse is available to assist students who become ill or injured during the school day. Parents are asked to complete the medical forms sent home at the beginning of the year and to keep the nurse informed of medical problems that might affect the student at school or have a bearing on his/her academic progress. Should a student become ill, the school will attempt to contact his/her family.

The following completed forms are kept on file to enable us to care for your child effectively. These forms must be completed and returned to the admissions team before your child starts school:

1. Health Information Form
2. Medical Consent Form
3. Immunization Record – a copy is required

Medication

If at all possible, we request that students avoid bringing medication to school. Where it is necessary for a child to take any kind of medication at school, a completed consent form must be provided by the student's parent/guardian, to be filed at the school clinic. The medication will be kept and dispensed by the nurse. We request that any medication be clearly labelled with the student's name and class, along with the medication's name, dosage and recommended timings.

Student Illness and Injury

If a student experiences any form of diarrhoea or vomiting, they must not attend school for 48 hours from their most recent episode.

Students suffering from a fever may not return to school until they have been fever-free, without the aid of medication, for 24 hours.

Following surgery, injury or trauma sustained by students, a care plan should be formulated between the family and school, comprising appropriate risk assessment and extended provision, where applicable.

Occasionally, external advice regarding a student's return to school may conflict with the school's recommendations. At all times, the school nurse is the final arbiter and, where necessary, discussion will be held with the Head of School, in order to support the student's safe return to school.

Food Allergies

Parents/guardians must inform the school of any known allergies that students may have. We request that any foods brought into school, for sharing, be free from nuts and/or nut products, as several students may experience severe allergic reactions to them. In case of contamination, the school nurse is trained to administer Epi-pens to students who have been prescribed.

Anti-Bullying Policy

Sri KDU International School, Subang Jaya Anti-Bullying Policy is based on the ingrained belief that every member of the community is equal in dignity and worth. Everyone must be allowed to learn, work and grow in an environment that is free from bullying and harassment. Each of us not only has the right to feel safe and to be treated with respect, but we also bear the responsibility to ensure the respectful treatment of others. Bystanders must not allow bullying to persist, and students who witness or experience bullying are expected to report bullying.

Policy Statement

Bullying will not be tolerated on school grounds, at school-related activities or in any other circumstances (e.g. online) that have a negative impact on the school climate.

Consequences for Bullying Behaviour

When a bullying report is made, the Assistant Head of Secondary for Behaviour and Welfare will liaise with the Form Teacher, Key Stage Leader(s), and/or Head of School, to investigate and contact the parents of involved students. Consequences are at the discretion of the team, in consultation with the Head of School, with the process involving:

1. Meeting(s) with Form Teacher, Key Stage Leader(s), Assistant Head of Behaviour & Welfare, and/or Head of Secondary School. Other members of staff, such as the School Counsellor, may also be consulted for additional support.
2. Investigation into bullying incident.
3. Outcome of investigation and consequences actioned.
4. Restorative conversation and measures, such as detention.
5. Internal or external suspension in certain circumstances.
6. Expulsion.

Code of Conduct Infractions & Suggested Control Interventions

Empirical research advocates a collaborative approach to student well-being and development. Code of Conduct infractions are communicated to parents/guardians via our online portal, Engage. This is immediately available to families. Engage is an important mechanism, which facilitates timely communication and collaboration between a family and the school, with a view to supporting student development.

Where the school develops worthy concern for student behaviour, parents will be contacted via Engage, telephone or face to face meetings. Where a pattern of negative behaviour ensues, parents will be invited to meet, discuss and agree on appropriate support measures, to promote student progress. Depending on the level of behaviour incidences, this will be led by either the Form Teacher, Key Stage Leaders, Assistant Head for Behaviour and Welfare, or Head of Secondary.

Behaviour Expectations

Level 1 Behaviour	Suggested Interventions
Typically engaged by classroom teacher, duty teacher or form teacher	

Secondary School Handbook

Examples of Behaviour	← Verbal warning, outlining concerns, intervention strategies and consequences, in case of further non-compliance.
- Chewing, eating and/or drinking in unauthorized areas. - Disrupting the learning of others. - Disruptive bus behaviour. - Dress Code Violation (Uniform). - Incompletion of work/missed assessment deadline. - Littering. - Missing lesson equipment. - Non-compliance to instructions. - Public displays of affection. - Tardiness/lateness to class. - Unauthorized mobile phone use. - Unauthorized use of elevators/restricted areas.	← Alter seating plan and/or working groups. ← Confiscation of device. ← Time-out. ← Loss of personal time to complete tasks and/or reflect on choices. ← Student(s) to make verbal or written apology. ← Record on Engage.

Level 2 Behaviour	**Suggested Interventions**
Typically managed by the Form Teacher, or HOD/or Subject Head	
Examples of Behaviour - Repeated Level 1 infractions. - Disrespectful behaviour. - Inappropriate conduct during break/transition periods. - Inappropriate use of language (swearing/cursing). - Inappropriate use of technology. - Loss of temper	← Contact parents to discuss/agree concerns, intervention strategies and consequences. ← Agree an action plan, outlining steps to avoid further infractions e.g. 20 minute detention. ← Loss of personal time to complete tasks and/or reflect on choices.

Level 3 Behaviour	**Suggested Interventions**
Typically managed by HODs, Key Stage Leaders, or Assistant Head of Behaviour and Welfare	
Examples of Behaviour - Repeated Level 1/2 infractions. - Damaging school property via carelessness. - Derogatory comments or gestures that imply racial, sexist or religious stereotyping. - Direct defiance to faculty or staff request. - Inappropriate use of language towards faculty or staff. - Leaving campus without authorisation/skipping school - Low level violence; not resulting in an injury. - Threatening or intimidating behaviour. - Truancy – unauthorised absence from class. - Unauthorised sale of items in school.	← Meet with parents to discuss/agree concerns, intervention strategies and consequences. ← Loss of personal time after school e.g. 1 hour detention after school. ← Temporary loss of privileges. ← Form Teacher Behaviour Report Card or Key Stage Leader Behaviour Report Card to monitor overall behaviour.

Level 4 Behaviour	**Suggested Interventions**
Typically managed by Key Stage Leaders, Assistant Head of Behaviour and Welfare, of Head of Secondary	
Examples of Behaviour	← Meet with parents to discuss/agree concerns, intervention strategies,

• Repeated Level 1/2/3 infractions. • Bullying of a severe nature • Fighting. • Moderate violence - resulting in minor injury. • Plagiarism/academic dishonesty. • Theft. • Persistent misbehaviour on school bus • Vandalism of personal items belonging to others. • Vandalism of the school environment and/or its contents.	involvement of external agencies and consequences. ← In-school isolation (half/full day). ← Bus travel exclusion. ← Key Stage Behaviour Report Card or Assistant Head for Behaviour and Welfare to monitor overall behaviour.

Level 5 Behaviour	Suggested Control Interventions
Typically managed by Head of Secondary or Head of School	
Examples of Behaviour • Repeated Level 1/2/3/4 infractions. • Flagrant actions that threaten the health, safety and/or wellbeing of others. • Altering/tampering with school records, tests, etc. • Possession of weapons of any kind. • Premeditated attack on another person. • The possession, use, sale or distribution of tobacco, alcohol, and/or drugs (prescription or otherwise) on school property, school transportation and/or at school sanctioned events. • Violation of school guidelines that endangers the reputation of the school or other students.	← Meet with parents to discuss/agree concerns, intervention strategies, involvement of external agencies and consequences. ← Removal from school grounds, followed by a 're-admittance interview' (including parents) at the point of return to school. ← Fixed term exclusion. ← Explore alternative education options.

Please note that:

1. The school reserves the right to instruct a student to open and empty their locker at any time.
2. The school reserves the right to instruct a student to empty their pockets and or bags at any time.
   a) In the case of a student refusing to do so, parents will be called into school and bags and pockets will then be searched.
   b) The student will not be permitted to attend classes until searches have taken place.
3. Any repeat offences could result in suspension or expulsion.

Behaviour Reports & Other Restorative Behavioural Practices

When a student exhibits a pattern of behaviour(s), which may impede learning and/or which does not align with the Code of Conduct, a behaviour report may be issued. The actions stated within the report card are usually established in conference with the concerned student, encouraging accountability against their targets. The student is responsible for submitting the report card to the teacher at the beginning of each class to receive personalised feedback against the report targets.

At the end of each school day, students on report are responsible for:

1. Reporting to an assigned member of staff for a brief review of the school day.
2. Taking the report card home to be discussed with and signed by a parent/guardian.

At the end of the reporting period, progress is evaluated and a decision is made regarding the next steps, in conference with the student and (where appropriate) their parents/guardians.

A report card may be issued at various levels, depending on the circumstances:

Form Teacher Behaviour Report Card	Green
Key Stage Leaders Behaviour Report Card	Amber
Assistant Head Behaviour Report Card	Red

Supported Reflection

Supported Reflection is a time for students to explore and implement focused reflection and restoration practices. As per the guidance of the school, students may be expected to engage with Supported Reflection, for an allotted time, in response to isolated incidents and/or recurring patterns of behaviour that conflict with the Code of Conduct. Typically, students engaged in the Supported Reflection would not take their break or lunch along with other students but would be released for breaks at alternative times.

Suspension

Where the school deems it appropriate, a period of external suspension may be administered. Where a student is suspended, they are not permitted to attend school for the duration of their suspension, including any school-endorsed activities, such as CCAs, field trips, events and/or competitions.

Code of Conduct - Expectations

Compliance with the Code of Conduct is a fundamental agreement upon enrolment at Sri KDU International School Subang Jaya. Members of the community are expected to conduct themselves in a manner that positively credits our school at all times, both on and off campus.

Integrity means being principled in all that we do, it comprises both thoughts and actions and is demonstrated by our behaviour exhibiting truth, honesty, justice and respect for self and others. We model this behaviour through academics, sportsmanship, co-curricular involvement and interpersonal relationships. Being responsible is a key component of the Cambridge Learner Profile.

Culture of Responsibility

As a member of the Sri KDU International School Subang Jaya community, I acknowledge my role in creating a culture of responsibility. I will strive to treat all members of the community and visitors in a fair and respectful manner and will endeavour to resolve conflicts constructively, both on and off campus.

As a student, I will endeavour to:

- Follow established rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, co-curricular activities, and for engagement in the academic process.
- Come to school prepared, appropriately dressed, on time and ready to learn.
- Complete my work on time and seek extra help where needed.
- Prioritize my activities in such a way that academic success and co-curricular involvement can be well integrated.
- Communicate closely and regularly with my teachers, in order to achieve academic success.
- Manage personal commitments by recognizing where involvement may impact others and by using respectful and timely communication to act responsibly.
- Respect the physical grounds, property, staff, students and wider community as well as its values.

As a member of staff and administration, I will endeavour to:

- Support the school and be proactive in implementing the Code of Conduct.
- Make my expectations of students clear at the beginning of the year and follow them through consistently.
- Monitor daily progress, academic honesty and attendance in class.
- Collaborate with colleagues to support the success of all students.
- Maintain effective dialogue and collaboration with teaching and learning specialists, parents and students to promote academic achievement. This also includes councillors where appropriate.
- Promote and take responsibility for the safety and security of school grounds, property, staff and students, as well as its values.

As a parent, I will endeavour to:

- Ensure my child's daily attendance in all classroom and related experiences, recognizing that frequent absences and persistent lates are detrimental to their academic success.
- Help my child to be appropriately dressed and prepared for school.
- Report my child's absences or late arrival to the school.
- Teach my child organizational skills (i.e. packing his/her bag, having the right equipment every day, using their locker, etc.)
- Help my child prioritize his/her academic requirements and activities and emphasize the importance of respect and good citizenship.
- Communicate directly with teachers to build a partnership that will support my child's learning.
- Support the school in implementing the Code of Conduct.
- Help my child integrate his/her academic and CCA experiences while maintaining their wellbeing.
- Ensure safe, timely collection and transport arrangements to safeguard my child and avoid idle waiting time after school and/or co-curricular activities.
- Be respectful of other drivers on campus, and the traffic control personnel during pick-up/drop-off times.
- Respect parking areas by parking only in designated areas and adhere to the campus parking/traffic rules.
- Respect the drive-through policy in school and not drop off my child(ren) in the car park. This is highly dangerous and is not allowed at Sri KDY International School, Subang Jaya.

Code of Conduct Agreement

Conduct Expectations

Compliance with the Code of Conduct is a fundamental agreement upon enrolment at Sri KDU International School, Subang Jaya. Parents/guardians are expected to thoroughly review and uphold the Code of Conduct with their children.

We expect that, as an underlying standard, all members of the school community will show respect for, and adhere to, the public laws in force in our region. In addition, all members of the community are expected to conduct themselves at all times, both on and off campus, in a manner that positively credits the school that they represent.

The Code of Conduct is in effect at all times that a student is within the jurisdiction or under the responsibility of Sri KDU International School, Subang Jaya whether during school hours and on school property, or in transit to or from school for school-authorised activities, or when participating in school-authorised activities or events.

As part of our continuing effort to ensure the educational and emotional well-being of our student body, the statements of assumptions, goals and policies are a reflection of our belief that clearly defined expectations, applied fairly and consistently, help students to become responsible individuals.

Integrity at Sri KDU International School, Subang Jaya

Integrity means being principled in all that we do. It comprises both thoughts and actions and is demonstrated by behaviour exhibiting truth, honesty, justice and respect for self and others. We model this behaviour through academics, sportsmanship, co-curricular involvement and interpersonal relationships.

Culture of Responsibility

As a member of the Sri KDU International School, Subang Jaya community, I acknowledge my role in creating a culture of responsibility. I will strive to treat all members of the community and visitors in a fair and respectful manner and will endeavour to resolve conflicts constructively, both on and off campus.

As a student, I will endeavour to:

- Abide by the Code of Conduct, follow established rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, and co-curricular activities, and for engagement in the academic process.
- Come to school prepared, appropriately dressed, on time and ready to learn.
- Complete my work on time and seek extra help where needed.
- Prioritise my activities in such a way that academic success and co-curricular involvement can be well integrated.
- Communicate closely and regularly with teachers, in order to achieve academic success.
- Manage personal commitments by recognising where involvement may impact others and by using respectful and timely communication to act responsibly.
- Respect the physical grounds, property, staff, students and the wider community, as well as its values.

Environmental Responsibility

- Students are responsible for keeping the school clean and orderly. This includes using their lockers to store their bags and keeping common areas clear of their belongings.
- Students are responsible for their belongings, for labelling clothing and checking the 'Lost & Found'.
- Students are responsible for respecting a 'clean air' environment, by avoiding unnecessary use of fragrances in the form of body sprays, etc.
- Students are responsible for respecting our nut-sensitive environment and refrain from bringing nuts to school.
- Students are encouraged to bring a healthy, litter-less lunch, snacks and a reusable water bottle to school.

Parent/Guardian Code of Conduct

I.   Purpose

The philosophy of Sri KDU International School, Subang Jaya is to focus on developing a love of learning while guiding and challenging every student through all stages of their development. The school is dedicated to the education of students in a safe and caring community, which fosters the development of character, courage, creativity and a passion for learning. The school promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, guardians, teachers and staff members have the right to be safe and feel safe within the school community. With this basic right comes the responsibility to contribute positively to a progressive school climate.

The standards of behaviour embodied in this Parent Code of Conduct apply to parents and guardians, who are an integral part of the school community - whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that might impact the school climate. These standards should be embodied in all correspondence with the school, including written and verbal communication.

II.   The Role of Parents and Guardians

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of the school and its faculty in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfil their role when they:

- Show an active interest in their child's school work and progress.
- Collaborate with the school through regular and appropriate communication.
- Help their child be properly dressed and well prepared for school.
- Ensure that their child attends school regularly and on time.
- Promptly report to the school their child's absence or late arrival.
- Show that they are familiar with the Code of Conduct and school rules.
- Lead by example, ensuring safe drop-off and pick-up practices, whilst conveying respect for traffic and traffic control personnel on school property.
- Encourage and assist their child in adhering to the Code of Conduct.
- Assist in addressing disciplinary issues involving their child.

III.   Standards of Behaviour

Central to the Parent Code of Conduct is the understanding that each member of the school community will uphold the same high standards. A willingness to accept responsibility for one's actions and conduct is fundamental to the Parent Code of Conduct.

Parents/guardians, like other members of the school community, must:

- Respect all members of the school community; especially school employees.
- Support the efforts of school employees to maintain a safe and respectful learning environment.

- Respect the need of others to work in an environment that is conducive to learning and teaching.
- Demonstrate honesty and integrity at all times.
- Treat others with dignity and respect at all times, especially when there is disagreement.
- Respect the rights of others and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability.
- Show proper care and regard for school property and the property of others.
- Take appropriate measures to help those in need.
- Resolve conflict peacefully.

Examples of inappropriate behaviour include, but are not limited to:

- Exhibiting disrespect towards members of the school community; especially school employees.
- Exhibiting conduct that may be damaging to the virtues and moral tone of the school, or the physical or mental well-being of others.
- Bullying, intimidating or threatening a member of the school community.
- Uttering a threat to inflict serious (bodily) harm on a member of the school community.
- Harassment of any kind.

IV. Sanctions

1. Within three days of an incident, the parent must commit to a meeting with Senior Administrators. The purpose of the meeting will be to establish an agreed plan for resolution and repair.
2. Refusal of the parent to meet or agree on a plan for resolution and repair may result in the de-registration of the parent's child, or a decision not to re-register that student for the following year.

Progressive Discipline

At Sri KDU, we employ a progressive approach to discipline, following a continuum of interventions to address and promote positive student behaviour. At our discretion, we may skip any step in any progressive discipline process, depending on the nature of the behaviour. In addition to any specific consequences set out elsewhere in this document, a student found in violation of any part of the Code of Conduct may be required to:

- Meet in conference with his/her parents, Form Teacher, School Counsellor, Head of Keystage, Assistant Head of Secondary for Behaviour and Welfare and/or Head of Secondary School, as appropriate.
- Provide restitution as appropriate.

Disciplinary action may include:

- Loss of position, personal time and/or privileges.
- Time spent in supported reflection - before school; after school; half day or full day.
- Suspension from school.
- Expulsion.

Any infraction of the Code of Conduct falls within the jurisdiction of the Head of School. Since no two infractions will be identical, each case will be dealt with individually.

Supported Reflection

Supported reflection is the time in which a student is supervised as they complete reflection activities, discussions or conversations based on their actions, incidents that they have been involved in or decisions that they have made.

Leadership Eligibility

A student who has been disciplined for a serious breach of the Code of Conduct and who wishes to stand for a leadership position will have their record reviewed by the Assistant Head for Behaviour and Welfare and/or, the Head of Secondary. The administration will decide whether the student has demonstrated suitable character and behaviour and whether they are a suitable role model for the community.

If a student in a leadership position (current or pending) is disciplined for a serious breach of the Code of Conduct, his/her leadership position may be removed. All final decisions rest with the Head of School.

Navigating Relational Conflict & Bullying

Sri KDU International School, Subang Jaya promotes healthy relationships and places great emphasis on students' ability to successfully and independently navigate their relationships at school, and beyond. When relational conflict causes undue distress, students are invited to seek support from caring adults in the school community. When the school receives concerns or reports of difficulties and/or conflict between individuals or groups of students, repair and restoration will be supported in the following ways:

1. When a student identifies a **single issue of relational conflict**, a teacher, counsellor or administrator will:

   - Actively listen in a non-judgmental manner, focusing initially on details of the situation, recording these appropriately in line with our behaviour policy.
   - Support the student to explore possible alternative perceptions about the event.
   - Validate the student's emotional response to the situation.
   - Avoid taking over and problem-solving for the student, as this can convey the message that he/she is unable to manage the conflict themselves.
   - Support and encourage the student to determine an appropriate solution.
   - Offer an opportunity to follow up with the student, regarding the outcome of the solution, and encourage the student to consult with their Form Teacher and/or School Counsellor.

2. When a student identifies **subsequent issues of relational conflict**, a teacher, counsellor or administrator will:

   - Seek further information about the situation from others involved. This could include individual meetings with student(s), and consultation with the School Counsellor, staff and parents/guardians.
   - Review options for relationship resolution with the student. These options will include meeting with identified students and the respective School Counsellor and/or Form

Teacher; a restorative meeting with identified students, facilitated by the School Counsellor; or other forms of mediated resolution.

- Devise a documented action plan with the student.
- Arrange a time to follow up with the student, regarding the outcome of the action plan.

3. When a student **identifies persistent or extreme issues of relational conflict**, a teacher, counsellor or administrator will collect a statement from the student. In addition, the school will:

- Investigate the report, intervene as an advocate/ally for the student(s) and contact the parents of the involved students.
- Involve students, parents, the Pastoral Team and administration staff to collaborate with and support students to identify alternatives and promote growth by accepting responsibility for their actions.
- Establish consequences and/or external support needs, as necessary.

SRI KDU INTERNATIONAL SCHOOL, SUBANG JAYA PARENT & STUDENT CONTRACT

At Sri KDU Subang Jaya, we recognize that a collaborative partnership between school and home is a cornerstone of success in a child's educational journey. Respectfully, we ask parents to support this partnership by completing and returning this Parent Contract to Reception.

As a parent, I will endeavour to:

- Ensure my child's daily attendance in all classroom and related experiences, recognising that frequent absences and persistent lates are detrimental to their academic success.
- Help my child to be appropriately dressed and prepared for school following all school rules and Codes of Conduct.
- Report my child's absences or late arrival to the school.
- Help my child to prioritise his/her academic requirements.
- Teach my child to respect and the importance of good citizenship.
- Communicate directly with staff to build a partnership that will support my child's learning.
- Support the school in implementing the Code of Conduct.
- Help my child to integrate his/her academic and co-curricular experiences while maintaining well-being.
- Ensure safe, timely collection and transport arrangements to safeguard my child and avoid idle waiting time after school and/or co-curricular activities.
- Be respectful of other drivers on campus and of the traffic control personnel during pick-up/drop-off.
- Respect parking areas by parking only in designated areas and adhering to the campus parking/traffic rules.
- Respect school rules by NOT dropping off my child in the car park – not leaving my child to walk through the car park alone.

Upon signing, I agree to:

- Read the Secondary School Handbook, in full.
- Read, accept and uphold the Code of Conduct.
- Read, accept and uphold the Acceptable Technology Guidelines.

Parent/Guardian of:	Year:
Name:	
Signed:	
Date:	

As a student, I will endeavour to:

- Abide by the Code of Conduct, follow established rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, advisories and co-curriculars, and for engagement in the academic process.
- Come to school prepared, appropriately dressed, on time and ready to learn.
- Complete my work on time and seek extra help where needed.
- Prioritise my activities in such a way that academic success and co-curricular involvement can be well integrated.
- Communicate closely and regularly with teachers, in order to achieve academic success.
- Manage personal commitments by recognising where involvement may impact others and by using respectful and timely communication to act responsibly.
- Respect the physical grounds, property, staff, students and wider community of Sri KDU, as well as its promises.

Acceptable Technology Use Agreement

All students have access to the school network and the Internet, intended for educational and administrative purposes. This is a privilege, which may be removed if warranted. Technology resources are to be used in accordance with the Acceptable Technology Use Policy and all users are required to comply with its regulations. Non-compliance may result in loss of privileges and disciplinary action.

As a student, I acknowledge that:

- Internet access is a privilege, which may be removed.
- Use of VPNs is prohibited.
- I must respect the use of copyrighted materials.
- I must respect the rights and privacy of others.
- E-mail is allowed during school hours only in connection with a classroom assignment.
- Downloading of unauthorized programs is not permitted.
- Compromising the security of the school in any manner is unacceptable.
- I must respect the values and ethics of Malaysian culture.
- Students are prohibited from accessing unauthorized content (including, but not limited to):
    - Adult material
    - Hateful or discriminatory material
    - Non-educational gaming
    - Social media platforms

Student Name:	Year:
Signed:	
Date:	