



SRI KDU
International
School
SUBANG JAYA



PRIMARY SCHOOL
HANDBOOK

AY 2025 - 2026



Sri KDU International School, Subang Jaya

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Introduction

Welcome to Sri KDU International School, Subang Jaya

Welcome to Sri KDU International Subang Jaya Primary

Dear Parents,

On behalf of our community, it is my privilege to welcome you to Sri KDU International Subang Jaya.

We are a proud member of XCL Education and that comes with the commitment that all our children and their families will benefit from the following promises:



TOP ACADEMIC OUTCOMES

with high quality teachers, stringent group-wide standards, nurturing school culture, and access to world-class academic opportunities.



FUTURE-PROOF PREPARATION

with continuous innovation and updates to teaching methods and technology, ensuring students are equipped with the drive and tools to succeed.



HOLISTIC CHARACTER DEVELOPMENT

by embedding key elements of growth mindset, resilience, interpersonal skills, leadership, self-motivation, and stewardship across all student activities.



SAFETY AND SAFEGUARDING

through audited standards, policies, processes, training and an ingrained culture of student safety.



CONTINUOUS IMPROVEMENT

using the Kaizen philosophy of methodically measuring outcomes, collecting parent/ student feedback, and being accountable for action and improvements.

At Sri KDU we promote a love of learning by helping students and their families to feel empowered to fulfil potential, both academic and holistic.

Our aim is to ensure children are **safe, happy, and successful**. By providing a safe environment where each child is valued and respected, children feel happier and fully engaged with school life. With the foundations of safety and happiness, children have a desire to learn and participate in the range of opportunities that SRI KDU offers. As a British international school in Malaysia, we aim for our students to be more than high level academic achievers. Our complementary and diverse range of leadership opportunities, extra-curricular activities and participation in national and international sports and events, nurture the skills and values needed to be caring, successful global citizens and future leaders.

We are a collaborative learning community working towards giving all our students the very best educational experience possible. We therefore advocate an 'open door' policy where teachers, students and parents can communicate freely and positively, with the onus on improving our school for all our stakeholders. On behalf of the leadership team, we look forward to meeting you in person and welcoming you to our community.

Best regards,

Mr. David Wilcock

Vice Principal and Head of Primary

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:

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

Below are how we interpret these in our context:

Early Years Curriculum

The Early Years curriculum is based on Early Years Foundation Stage Statutory Framework for England and the seven early learning goals

Primary Curriculum

The Primary curriculum is based on both the National Curriculum for England and the Cambridge International Curriculum, whilst also incorporating a unique inquiry-based approach to learning for the international school context, with a focus on deep understandings and transferable skills.

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 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



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.

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 class time to earn house points and in whole school events which are organised termly. Students are rewarded for earning house points with



certificate shields bronze, silver and gold. These are awarded as a recognition of achievement and form a part of our ROBINS programme.

Engagement and Learner Profile

The classroom ethos creates responsible, engaged, confident, innovative and reflective learners – characteristics of the Cambridge Learner Profile – who enjoy being absorbed by the challenge of their learning and who thrive in an atmosphere of respect and cooperation. Learning in our school should be fun, active, varied, collaborative and responsive to student questions, needs and interests.

Classes in EYFS and Years 1 to 3 will have their own Learning Support Assistant and other year groups share Learning Support Assistants.

We have small numbers of children with additional needs, and we employ a Primary School Special Educational Needs Coordinator, who works alongside class teachers, to ensure that appropriate support is provided.

Most of our students speak English as their first language, or a close second language and many children are bi or trilingual. English is the medium of conversation in the building, and all are expected to always converse in this language. Learners are developing their ability to speak in public through many opportunities including leading assemblies, presenting speeches, poetry recitals and drama lessons.

Students can expect a variety of activities and learning strategies in their lessons and enjoy being challenged. They are empowered to know the next steps in their learning and actively seek these out. Lessons should have appropriate scaffolding to ensure multiple opportunities for students to ask questions and develop their knowledge, skills and understanding.

Most lessons start with a review of previous learning. Highly engaging lessons follow where modelling and scaffolding of learning steps is paramount to ensure rapid progress is made by all. Teachers teach targeted groups alongside the Learning Support Assistant whilst a diverse range of resources are provided to ensure all students can develop independent learning skills when needed.

Promoting Leadership – Learn to Lead

As an XCL member, our primary school runs a leadership program known as 'The Robin Awards' or 'Robins'. The Robins are linked to XCL 'Leader' attributes and run from Years 1 to 6 (EYFS have Early Learning Goals). Each term focuses on 'Leader' attributes and these objectives are integrated into our curriculum units.

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.

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, considering 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 Primary School Day

Timetable/scheduling

We follow a five day, six period timetable in Years 1 to 6 (except Friday); Early Years has a more flexible school day as the children do not generally learn in blocked separate subjects as older years do (although there is a published timetable). Note that Friday is a shorter day. Early Years parents also have the option to finish at 1pm Monday to Friday, but this must be on a half term by half term basis rather than a flexible arrangement and agreed with the Head of Primary and the Head of EYFS at the start of each half term.

School Hours

Time	Primary: Monday to Thursday	Time	Primary: Friday
7:45	Arrival	7:45	Arrival
8:00	Lesson 1	8:00	Lesson 1
9:00	Break	9:00	Break
9:30	Lesson 2	9:30	Lesson 2
10:30	Lesson 3	10:30	Lesson 3
11:30	Lunch	11:30	Lunch
12:20	Lesson 4	12:20	Assembly
12:50	Lesson 5	13:00	End of Day
13:50	Snack Time	13:00	CCA Start
14:00	Lesson 6	14:00	CCA End
15:00	End of Day		
15:00	CCA Start		
16:00	CCA End		

Lessons start for all year groups in the school at 8:00am. Dismissal time is 3:00pm from lessons for children to be available for collection at 3:00pm (1pm on Fridays). Co-curricular activities run 3:00-4:00pm Monday-Thursday and 1:00-2:00pm on a Friday. We also offer 'Academies' for high-interest sports and these run from 5.30 to 6.30 each day. CCA's are offered twice per week by all academic staff.

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 Vircle 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 or at the appropriate time if the student has a CCA or as per the Friday schedule above. To ensure all students are safely supervised, students not picked up on time may go to the holding room until they can be picked up. Please note this holding service is chargeable, and parents will be invoiced from the 3rd late pick up onward each term. i.e. at the start of each new term, parents will only be charged from the 3rd late pick up onwards.

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. Please note that the MOE dictate that International Students have an 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 unauthorised absences and late arrival to school and/or class will be recorded and monitored. As above, this also applies to late pick-ups. 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

Should a student miss a CAT4, GL PASS Assessment, End of Term Assessment or End of Year assessment then the class teacher will make arrangements for said student to sit their assessments during a designated time that does not impact on other studies.

Student Drop-off & Pick-up

Drop Off

Primary parents can either park in the car park and bring their children to the designated area for school entry (this is recommended for EYFS and Year 1 students) or use the Primary car drop off area inside the school grounds. Note that the outside drop off is for secondary students and siblings of secondary students only. A reminder that 7.35 to 7.55 is the drop off time.

Pick up

Primary parents pick up from the car park area. Please wait behind the yellow fences for staff to bring your child to you. Staff will only release the child to the designated adult when sighting them.

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

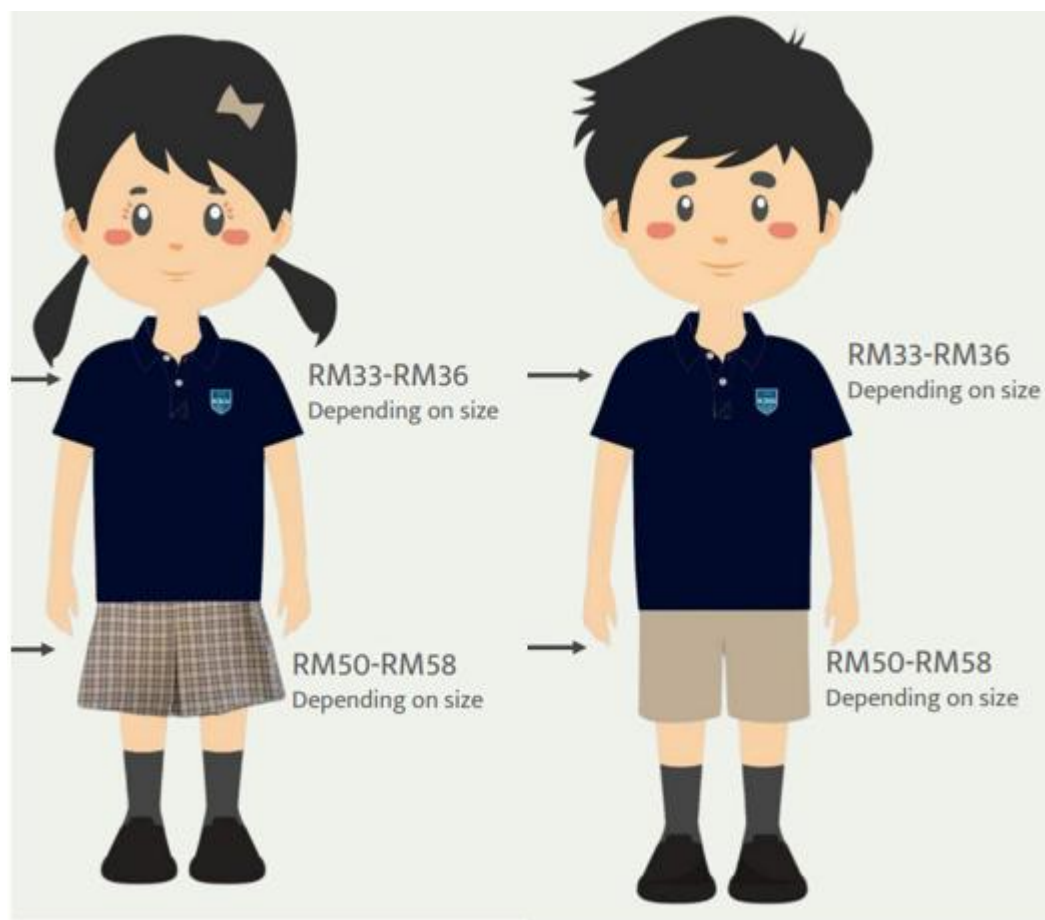
At the end of the school day, staff are regularly engaged in their professional development, facilitating extracurricular provision for students or undertaking planning and assessment of teaching and learning. For this reason, we request that students be collected promptly so that they are not unsupervised on the school premises. We advise students to take CCAs on days their siblings are involved in a CCA to help facilitate pick-up. As mentioned above, to ensure all students are safely supervised, students not picked up on time may go to the holding room, the 'Tigers' Den' until they can be picked up. Please note this holding service is chargeable, and parents will be invoiced from the 3rd late pick up onward each term. i.e. at the start of each new term, parents will only be charged from the 3rd late pick up onwards.

Students Leaving School with an Adult

At the end of the school day, all students must be picked up by a parent/guardian/authorised adult. To ensure all students are safe any changes to the usual pick-up arrangement should be timely communicated with the class teacher.

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)

Uniform (dress code details)

Shoes or trainers should be all black, plain grey, black or white socks should be worn.

PE – House shirt (Dragon=Green; Tulpar=Blue; Phoenix=Red; Griffin=Yellow) black shorts, black or white socks, sports shoes of any colour is allowed.

Hair ties should be plain and match the school colours – white, grey, black or beige.

No jewellery should be worn apart from watches and plain earring studs.

If there is a need to wear an item for cultural, religious or personal reasons, please contact Mr. Wilcock – david.w@srikdu.edu.my

Healthy Eating

Deli Schools are our lunch provider, and lunches can be purchased via meal plans or student vircle cards that are topped up via the Vircle app. Children may also bring their own packed lunch, but no deliveries of food are allowed.

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. Note that highly processed foods that contain sugar cause fluctuations in mood, energy and focus.

- 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.
- Parents should not bring food for snacks and lunches to the school during the school day unless the child has forgotten to bring. Please note that in the event of a child forgetting lunch, the school will always provide food for snacks and lunch.
- Students or parents must not order 'outside food' to be delivered to the school.
- Primary students are not permitted to use the vending machines in school hours.

Lost and found

Personal items found in the school are collected and kept in the canteen area for students to check daily. Smaller items may also be found on the table by the main entrance. 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.

Feedback and Assessment

Formative Assessment

We use formative assessment as a means to share progress and next steps with children, parents and other teachers. This may be in the form of written or verbal feedback, mini-assessments, presentations etc. Importantly, the focus is on guiding students at their own level and personalizing the learning as much as we possibly can. We also making use of our Seesaw leaning platform, which allows us to track student progress in particular areas and give instant feedback to students and families via the app.

Summative Assessment

Although formative assessment is more productive in terms of helping students to progress, schools still make use of summative assessments as part of our process of checking where students are in their learning journey and benchmarking ourselves internationally in a competitive educational environment. In addition to mini-unit assessments, end of term assessments and unit showcases, students will take the GL Progress Tests – an international assessment that allows us to analyse progress data from both internal and external sources and compare ourselves with other schools.

Reporting

We hold three parent-teacher conferences per year, one target setting meeting and one 'Meet the Teacher'. In addition, we offer parents the chance to meet teachers at other times throughout the year via our 'Open Door' policy. Written reports are sent home each term via the Engage system and the focus of the parent-teacher conferences is around the content of the reports.

The Seesaw app is used across primary school, and you will be sent an email invitation to access the app by the class teacher in the first week of school. This enables families to both see some of the learning that is taking place within the classroom and give feedback. Our Seesaw app allows teachers to access real-time assessments, where updates to student progress can be completed within lessons. It also enables a clear insight into where students might need support and what is being done to offer interventions that enable children to learn at their own pace.

Progress and Challenge

- Expectations are consistently high: all students should be making expected, or better than expected progress in comparison to comparative data.
- Tasks are purposeful and appropriately challenging and take account of different students' needs and abilities and to stretch and support learning.
- High quality questioning is skilfully used to assess understanding, give feedback and prompt learners to think more deeply about key concepts. It helps the children to improve and move learning on to eventual mastery.
- Teachers will plan to consider gaps and misconceptions in student learning and which students find certain objectives challenging.

All teachers have the highest expectations of what students can and will achieve. Teachers clearly and repeatedly remind students of these expectations.

Teachers demonstrate excellent relationships with students establishing clear routines and boundaries that focus and shape learning behaviours. Teachers communicate this to students by highlighting the demonstration of positive behaviours by students, encouraging other students to do the same. Teachers follow the guidelines of our positive behaviour policy to ensure students can focus on learning. This includes the understanding that there are restorative steps to support students before any sanctions are applied.

“A teacher’s job is not to make work easy. It is to make it difficult.” John Hattie

Teachers use their knowledge of their students to plan purposeful activities that motivate students to show determination and resilience when challenged. Teachers should challenge **all** students, regardless of their starting point.

Autonomy and Independence

- We believe that the end point of education should be to develop students who are independent, lifelong learners, equipped with critical thinking and problem-solving skills that can be applied to their lives in the future.
- We ensure that learners use and build upon various thinking strategies to build both intellectual curiosity and resilience. Students are taught to question and understand themselves as learners.
- We promote high order thinking by including a range of learning tasks that promote different levels of ‘thinking’. For example, information retrieval (recalling a known fact) is a low-level task. However, justifying a point of view, analysing the strengths or weaknesses of a design or using known facts to predict a potential outcome – these are higher order tasks.

Home Learning

We are very conscious of the long day children spend at school and the need for students to do CCA’s, play, rest and have quality family time. The emphasis for home learning is on reading each day and using our online platforms to support students in their own personalised learning journey rather than generic homework that does not meet individual needs.

Parent Engagement Programme

Parents/guardians are invited to attend parent meetings multiple times during the school year. These meetings provide opportunities to connect with teachers and discuss all aspects of student progress and attainment. Meetings 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. We also have Target Setting Meetings that highlight what parents can do to support their child in their learning journey. As aforementioned, it should also be noted that we have an ‘open door’ policy and welcome all parents to arrange meetings with teachers outside of the designated times should they wish to discuss their child’s needs or progress.

We also engage with parents in a variety of ways, including Friday Coffee Mornings, Curriculum Workshops, Parent Forums and the Parent Teacher Association events. Curriculum workshops allow parents to get an insight into teaching and learning methods in core subjects and how parents can support their children at home. Furthermore, our Seesaw App allows regular ‘windows’ into the classroom as we visually share your child’s learning and invite your response.

Staff are highly visible around campus and personally hand over children to families at the end of the day so that there is regular contact between home and school. School leaders are always present at coffee mornings, pick up and drop off and are happy to answer queries at any time. We are happy to receive any constructive feedback as we want our school community to have the same goal - to fulfil our Mission of having ‘safe, happy and successful’ students.

Students will be celebrated for showing innovation, being kind and caring, showing character, for academic excellence and for exceptional progress – all related to 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

updates. Parents of the recipients are invited into school for the assembly. We will also celebrate out-of-school success in our Special Recognition Assemblies that parents also can attend.

Complaints Procedures for Parents and Legal Guardians

We advocate open lines of communication between school and home, 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 our Complaints policy. In the first instance, any issue regarding your child should be referred to their class teacher and if not resolved, the following communication channel should be observed; Assistant Head of your child's Key Stage – Deputy Head – Head of Primary. Please be informed that any complaint or concern raised directly to the Head of School will typically be referred to the relevant member of staff unless the Head of School deems it appropriate to personally deal with the matter. In any case, the school and its staff will endeavour to resolve concerns and complaints in a swift and professional manner. Relevant staff will keep anecdotal records of concerns and complaints, as they are received and addressed.

Educational Field Trips

To support our holistic development aims, we aim to provide regular educational trips outside of the school learning environment. These trips are aligned to curriculum content and provide extended learning opportunities. The vast majority of the educational field trips will be scheduled to take place during the school day, and therefore all students are expected to attend. While field trips incur an additional cost, the school endeavors to maintain reasonable costing for all trips.

Residential Trips

Residential trips offer students opportunities to engage in educational experiences outside their normal school environment. A residential trip will be offered to Year 6 within Malaysia. There are also a number of overseas sporting trips available each year. Every effort is made to ensure a healthy variety of opportunities, which cater to the interests, expectations and budget of all families. We encourage all students to participate in residential trips.

Co-Curricular Activities (CCA's)

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.

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

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, 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 will be dealt with in the first and second instance by the bus company. A third misconduct or issue will be referred to the school and both the bus company and the school reserve the right to then withdraw transport access for a set period of time.

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. Engage

Engage is always our first point of contact with parents 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.

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.

Contact Information

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:

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.

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 both weekly updates and 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.

Change of Contact Details

The School Registrar, the School Office and the School Nurse should always have details of your current 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.

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.

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:

When questions arise regarding academic or pastoral outcomes, the class teacher should always be the first point of contact. Following this, Assistant Heads should be the next contact point followed by the Deputy Head. If required, the Head of Primary School should then be contacted for further follow-up.

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 Primary School emails are listed below:

Key Senior Leaders and Extended Leadership for Primary 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
Deputy Head of Primary School	Ms Marianne Konhaeuser (Taylor)	m.konhaeuser@srikdu.edu.my
Deputy Head of Primary School	Mr Simon Greenhalgh	simon.g@srikdu.edu.my
Assistant Head of EYFS/Year 1	Ms Jade Rodwell	jrodwell@srikdu.edu.my
Assistant Head of Year 2/3	Mrs Sheena Nathan	sheena.v@srikdu.edu.my
Assistant Head of Year 4/5/6	Ms Hayley Martin	hayley.m@srikdu.edu.my

Languages	Miss Abirami	a.venkataramani@srikdu.edu.my
PE and Sport	Ms Matthew Street	matthew.s@srikdu.edu.my
The Arts (Music Art and Drama)	Mrs Ann Peters	ann.p@srikdu.edu.my

Student Voice

Student Representation & Leadership

We invest considerably in the development of our student leaders. We have a student council, our ROBINS programme and house captains, all designed at giving our young people the opportunity to lead with a voice. We also conduct student surveys in curriculum subjects to get student feedback on what supports them best with their learning.

Student Council

The student council help support primary school initiatives and development. The council representatives are from each year group 1-6 and therefore bring a range of student ideas and opinions to the meetings. These ideas and opinions are valued, a good example being the change in the length of the student lunch times for next year, based on student voice.

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)
- Teachers
- Specialist Teachers
- The Safeguarding Team
- Our Student Counsellor and Special Education and Needs Coordinator
- Assistant Heads
- Head of Primary

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 believe every teacher is an ‘Inclusion Teacher’. We therefore 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.

Counselling Services

Counselling in the Primary school aims to provide emotional support for students facing psychosocial challenges, such as stress, anxiety, 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.

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.

Technology Use

We are rightly aware that educational research highlights that the use of technology must be balanced with the need for younger children to use hands on practical materials, fine motor skills, gross motor skills, listening and speaking skills, and handwriting skills for complete learning development in the Primary Years. Therefore, we have a balanced curriculum that encourages a multi-disciplinary approach to learning.

Microsoft TEAMS

Microsoft TEAMS is the curriculum platform of choice for Year 5 and Year 6 as this prepares the students for 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. For years 1-4, the Seesaw app is used as this supports younger students most effectively.

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. Technology resources are to be used in accordance with the Acceptable Technology Use Policy and all users are required to comply with its regulations. Our Bring Your Own Device (BYOD) programme for Years 1-6 means that young children are permitted to use iPads and computers in school lesson time with supervision, but this must have a clear learning benefit and must be carefully scaffolded and monitored. Devices should not be used outside of school hours, for example, break times, lunch times and whilst waiting for pick up, unless under strict supervision. We have systems in place to block inappropriate sites through the school's firewall but also expect parents to always support safe internet use. It is highly recommended that parents purchase iPads without the Sim card option as this is potentially a way of circumnavigating the firewall system.

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 understand that:

- Internet access is a privilege, which may be removed.
- Use of VPNs or SIM cards to access online material 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 apps is not permitted.
- Compromising the security of the school in any manner is unacceptable.
- I am not allowed to access unauthorised content (including, but not limited to):
 - Adult material
 - Hateful or discriminatory material
 - Non-educational gaming
 - Social media platforms

Bring Your Own Device

The Primary 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.

In cases where iPads 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.

**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/Smart Watches

Students do not require a mobile phone or smartphone or smartwatch for educational purposes.

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 Integrated Studies.
- 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.
- Promoting Collaboration: Digital platforms can facilitate communication and teamwork among students. This might involve using online collaboration tools for group projects or using 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 sound 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 content without proper understanding.
- **Misinformation and Bias:** Uncritical use of AI-powered search engines or research tools without proper fact-checking.
- **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 analyse 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 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 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 24 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, 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.

Behaviour

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 will liaise with the Class Teacher, Deputy Head 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 Class Teacher, Assistant Head, and/or Head of Primary 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.
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 Class Teacher, Assistant Heads, or Head of Primary.

Behaviour Expectations and Actions

Level 1 Behaviour	Suggested Interventions
Typically engaged by classroom teacher, duty teacher or learning support assistant	
Examples of Behaviour <ul style="list-style-type: none"> • Talking over classmates or whilst the teacher is speaking. • -Not paying attention during lessons. • -Failure to complete classwork to an appropriate standard. • -Not completing sufficient work in class 	<ul style="list-style-type: none"> • Restorative conversation with the class teacher or teacher witness to behaviour. • Verbal warning, outlining concerns, intervention strategies and consequences, in case of further non-compliance.

<ul style="list-style-type: none"> • -Failure to bring the correct books and/or equipment to lessons. • -Running on the corridor/canteen • -Arriving late to class • -Talking persistently in class or in an assembly • -Loitering in the bathroom area during lessons • -Teasing and taunting others 	<ul style="list-style-type: none"> • Alter seating plan and/or working groups. • Confiscation of device. • Time-out in another classroom • Loss of personal time to complete tasks and/or reflect on choices. • Student(s) to make verbal or written apology. • Record on Engage.
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Level 2 Behaviour	Suggested Interventions
Typically managed by the Class Teacher / Assistant Head	
<u>Examples of Behaviour</u> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Contact parents to discuss/agree concerns, intervention strategies and consequences. • Parents and teacher meeting to agree on a behavioural action plan, outlining steps to avoid further infractions • Loss of personal time to complete tasks and/or reflect on choices. • Device confiscation or temporary block on access to school server

Level 3 Behaviour	Suggested Interventions
Typically managed by Assistant Heads/Deputy Head	
<u>Examples of Behaviour</u> <ul style="list-style-type: none"> • Repeated Level 1/2 infractions. • Breach of behaviour plan. • 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 students or staff. • Low level violence; not resulting in an injury. • Threatening or intimidating behaviour. • Unauthorised sale of items in school. 	Level 3: <ul style="list-style-type: none"> • Missing of playtimes (Key Stage 1 students) • Exclusion from any kind of school trips, teams or CCA's if deemed appropriate by the Primary Leadership Team • Face to face meeting with parents with Deputy Head to adapt behaviour plan.

Level 4 Behaviour	Suggested Interventions
Typically managed by Deputy Head/Head of Primary	

<p><u>Examples of Behaviour</u></p> <ul style="list-style-type: none"> • Repeated Level 1/2/3 infractions. • Bullying of a severe nature • Fighting. • Moderate violence - resulting in minor injury. • Theft. • Vandalism of personal items belonging to others. • Vandalism of the school environment and/or its contents. 	<p>Level 4: Incident form completed, parents meet with the Head of Primary to discuss Internal exclusion.</p> <p>←</p>
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Level 5/6 Behaviour	Suggested Control Interventions
Typically managed by Principal/XCL Board	
<p><u>Examples of Behaviour</u></p> <ul style="list-style-type: none"> • 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. <p>Level 6:</p> <ul style="list-style-type: none"> • Repeated behaviours stated above or: • Students selling items which are illegal in Malaysia for a child to buy e.g. cigarettes • -Behaviours classed as “criminal” outside college including use and/or distribution of alcohol, weapons, pornography, drugs, serious physical assault • Any behaviour that puts other students at serious risk. 	<p>← Level 5: External (fixed term) exclusion and Incident form completed, and parents meet with the Head of Primary/Principal to discuss/agree concerns, intervention strategies, involvement of external agencies and consequences.</p> <p>← Removal from school grounds, followed by a ‘re-admittance interview’ (including parents) at the point of return to school.</p> <p>← Fixed term exclusion.</p> <p>← Explore alternative education options.</p> <p>Level 6: Permanent exclusion</p>

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 action plan may be issued. The actions stated within the behaviour plan are usually established in conference with the concerned student and their parents.

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

1. Reporting to the class teacher or Assistant Head for a brief review of the school day.
2. Taking the action plan 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.

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 respectful and cooperative manner that positively always credits our school, 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 learning.
- Come to school ready to learn.
- Complete my work on time and ask for extra help where needed.
- Balance my learning and CCA activities so I can succeed.
- Work with my teachers, in order to achieve success.
- Respect my property, the school's property and the property of others
- Respect the values and cultures of all the other students in the school

Staff will endeavour to:

- Support the school and be proactive in implementing the Code of Conduct.
- Make 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 KDU 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 always conduct themselves respectfully, both on and off campus, in a manner that positively credits the school that they represent.

The Code of Conduct is always in effect so 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 reflect 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.

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. 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 schoolwork 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, late arrival or late pick up.
- 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.
- Always demonstrate honesty and integrity.
- 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.
- Vilifying or abusing officials or organisers of sporting or artistic events.
- 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 Leaders. 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, Class Teacher, School Counsellor, Assistant Heads, Deputy Head or Head of Primary.

Disciplinary action may include:

- Being placed on a behaviour plan
- Loss of privileges, including the right to attend trips or sporting events
- Time spent in supported reflection - before school; after school; half day or full day.
- Internal exclusion
- 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.

Restorative Practice

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 Class teacher or Assistant Head.
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 Assistant Head and Class 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, 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 KDU International School, Subang Jaya.

Upon signing, I agree to:

- Read the Primary 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:

- Abide by the Code of Conduct.
- Follow rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, co-curricular activities, and for engagement in learning.
- Come to school ready to learn.
- Complete my work on time and ask for extra help where needed.
- Balance my learning and CCA activities so I can succeed.
- Work with my teachers, to achieve success.
- Respect my property, the school's property and the property of others
- Respect the values and cultures of all the other students in the school

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 understand that:

- Internet access is a privilege, which may be removed.
- Use of VPNs or SIM cards to access online material 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 apps is not permitted.
- Compromising the security of the school in any manner is unacceptable.
- I am not allowed to access unauthorised content (including, but not limited to):
 - Adult material
 - Hateful or discriminatory material
 - Non-educational gaming
 - Social media platforms

Student Name:	Year:
Signed:	
Date:	

The Primary Leadership Team.