



HKCA Po Leung Kuk School

保良局建造商會學校

Behaviour for Learning Policy

(Updated 03.08.22)

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Guiding Statements

Vision

Our students will become creative, critical thinkers who are internationally minded lifelong learners

Mission

We will:

- Provide a transdisciplinary, challenging learning environment in a happy, safe and caring school.
- Develop our students' confidence and desire to inquire, in order to expand their knowledge, skills and understanding.
- Nurture individual interests, strengths and abilities.
- Foster an inclusive language atmosphere where English, Chinese and other mother-tongue languages are valued and respected.

Ethos, Our Values and Aims

Ethos

HKCA Po Leung Kuk School strives to create a happy, safe and caring school environment by nurturing individual interests, strengths and abilities. We support the development of values and resulting behaviours that enable them to respect and embrace differences in cultures, opinions and perspectives. We empower our students to become reflective, critical, creative thinkers who care for others and the environment and take action to make the world a better place. When implementing this policy, we take into account individual student needs. Where individual student behaviour cannot be addressed through this policy, advice from the Pedagogical Leadership Team (PLT) will be sought to help develop individual behaviour management plans.

Our Values

Love, Respect, Diligence & Integrity

Building on its 70 years of experience in providing quality education services, Po Leung Kuk has established its first 'international' school running not just a non-local curriculum, but offering a genuine cross-cultural experience. Our values create a landscape where students will reach out to and interact with the local community, experiencing society through participation in a wide range of social service projects at Po Leung Kuk's many service units. Po Leung Kuk operates the school in a not-for-profit manner, ensuring that all revenue generated is used for the benefit of the students.

Aims

- To create a positive school environment where high quality teaching and learning can take place.
- To ensure high expectations for behaviour across the school.
- To ensure behaviour management tools, systems, rights and responsibilities are widely understood.
- To support children to become self-regulating, self-managing and responsible for their own behaviour.
- To promote self-confidence, self-discipline and positive relationships.
- To promote the understanding and need for respecting diversity and individuality.
- To build the foundations for students to understand their responsibilities as members of the global community.
- To ensure consistency of response to both positive and unacceptable behaviour.

Main Responsibilities

All members of our school community are responsible for ensuring that consistency in behavioural expectations are maintained.

Staff Responsibilities

- Supporting a safe, secure and harmonious environment for students and staff.
- Ensuring this policy is communicated to all school community members.
- Ensuring the consistent and fair implementation of this policy across the school.
- Ensuring all members are aware of the Behaviour for Learning Policy procedures.
- Ensuring clear communication between parents, teachers and students.
- The PLT will support staff and students in the implementation of this policy.
- Modelling the *IB Learner Profile Attributes* in school.
- Establishing and implementing essential agreements across the school.
- Implementing school-wide programs and merit systems to reinforce positive behaviour.
- Demonstrating respect for people, property, and time (PPT).

Family (Parent/Guardian) Responsibilities

- HKCA PLK School seeks a partnership with parents to support learning through consistent messages about acceptable behaviour.
- Supporting the school in the implementation of this policy.
- Reading and applying behaviours set out in the Parent Student Handbook.
- Communicating openly and honestly with teachers and staff about student behaviour.
- Letting teachers know of any issues that may be affecting their child's behaviour – the more we understand about what may be happening for our students outside of school, the more we can support them.
- Demonstrating respect for people, property, and time.
- Parents should support the school where reasonable sanctions have been used to correct a student's behaviour. If parents have a concern, they should contact the Homeroom Teacher in the first instance. If the concern remains, they can email a member of the PLT.

Student Responsibilities

- Students should take responsibility for their behaviour and treat others with respect.
- Demonstrating respect for people, property, and time.
- Personifying the *IB Learner Profile Attributes* in school.
- Establishing and implementing essential agreements across all areas of the school.
- Embracing school-wide programs and merit systems that reinforce positive behaviour.

At HKCA Po Leung Kuk School we respect people, property and time. This is achieved through the provision of a supportive environment, free from fear, abuse, insult, intimidation and threat.

We believe there are 3 core rights for every individual in our community:

- The right to teach.
- The right to be treated with respect and dignity.
- The right to learn.

Student Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
<p><i>You have the right to feel safe and secure at school.</i></p> <p>This means that the school will do its very best to provide a safe school environment, including classrooms, equipment and essential agreements to ensure your safety and sense of well-being. You have the right to be treated respectfully by other students and staff.</p>	<p><i>You have a responsibility to make our school a safe and friendly place.</i></p> <p>This means you:</p> <ul style="list-style-type: none"> ● are friendly, respectful and caring towards all other students and staff. ● use equipment carefully. ● follow school essential agreements.
<p><i>You have the right to quality education at our school.</i></p> <p>This means you are able to learn and perform at the best of your ability. The Inquiry programme will help you explore, inquire, and demonstrate your understanding of being an internationally minded lifelong learner.</p>	<p><i>You have a responsibility to work to the best of your ability.</i></p> <p>This means you:</p> <ul style="list-style-type: none"> ● need to be mindful of demonstrating the IB Approaches to Learning and Learner Profile Attributes. ● put forth your best effort in all activities.
<p><i>You have the right to learn in an affirming and supportive space.</i></p> <p>This means that everyone works to respect people, property, and time. You should feel comfortable and empowered in seeking help, support, and understanding.</p>	<p><i>You have a responsibility to help and support others.</i></p> <p>This means you:</p> <ul style="list-style-type: none"> ● stay focused on your work and support others to get on with theirs. ● you will respect your own property/time and the property/time of others.
<p><i>You have the right to your own opinions, beliefs, and values.</i></p> <p>This means that you may express your point of view appropriately. Your personal, religious and cultural beliefs and values are respected.</p>	<p><i>You have a responsibility to respect the opinions, beliefs and values of others.</i></p> <p>This means you:</p> <ul style="list-style-type: none"> ● show respect for others' beliefs and values. ● show empathy and learn to understand/accept other perspectives.

<p><i>You have the right to share your side of the story.</i></p> <p>This means you will be given the opportunity to share what happened, share your experiences, and express your emotions. You will be listened to with a calm, unbiased perspective.</p>	<p><i>You have a responsibility to share the truth.</i></p> <p>This means you:</p> <ul style="list-style-type: none"> ● are principled by answering “what happened” type of questions honestly, so that the issue can be resolved effectively.
<p><i>You have the right to be yourself.</i></p> <p>This means you will be treated fairly and respectfully by all because you are you!</p>	<p><i>You have a responsibility to accept others.</i></p> <p>This means that you:</p> <ul style="list-style-type: none"> ● are friendly and respectful to others. ● will report any big issues that make you feel unhappy or uncomfortable.
<p><i>You have the right to take action.</i></p> <p>This means you will be given the opportunity to be a problem solver in multiple contexts.</p>	<p><i>You have a responsibility to find a solution to a problem.</i></p> <p>This means that you:</p> <ul style="list-style-type: none"> ● independently use your IB skills in real world situations. ● seek help where needed. ● are fair and just.

Responsibilities Around Our School

Values	All Areas	Transition	Classrooms	Hall	Library	Toilets	Playground/ Terrace
Love Respect Diligence Integrity	<p>Follow the rules of Respect: PPT</p> <p>Follow essential agreements in shared areas</p> <p>Use appropriate voice, gestures and body language</p> <p>Treat others with kindness and respect</p>	<p>Be respectful of others' learning while walking and waiting in the corridors</p> <p>Use appropriate voice, gestures and body language</p>	<p>Follow essential agreements during lesson time</p>	<p>Follow essential agreements in the hall</p> <p>Be respectful during performances</p> <p>Embrace the opportunity to share your learning</p> <p>Be encouraging to all performers and show thoughtful appreciation</p>	<p>Follow essential agreements in the library</p> <p>Use indoor voices</p> <p>Respect books</p>	<p>Allow for privacy of others and yourself</p> <p>Be mindful of personal space</p> <p>Be mindful of using the resources available; water use, toilet paper, paper towels in consideration for the environment</p>	<p>Follow essential agreements on the playground/terrace</p> <p>Be inclusive by inviting others to join games</p> <p>Respect rules for fair play and plan for when rules are broken</p>
IB Approaches to Learning Skills (ATLs): Communication Self-management Social Thinking Research	<p>Show Learner Profile attributes in action</p> <p>When in conflict, try to make positive choices to solve problems first, then report to a duty teacher for BIGGER problems</p> <p>Have a growth mindset and embrace challenges</p> <p>Be an active and open-minded learner</p> <p>Be reflective by sharing your ideas and listening to others</p>	<p>Be principled when moving between classrooms and return straight to class after recess</p> <p>Ask permission to leave the classroom to ensure your location is known by the adult supervising</p>	<p>Be prepared, and ready to learn with the right equipment</p> <p>Take ownership of your learning</p> <p>Try a variety of strategies to be a problem solver</p> <p>Self-advocate and know when to ask for help</p>	<p>Take pride in sharing your learning</p> <p>Show whole-body listening</p> <p>Clap politely to celebrate others' efforts</p> <p>Be mindful of each other's personal space and move around safely</p> <p>Follow instructions of activity leaders & teachers</p>	<p>Return borrowed books on time</p> <p>Tidy up before you leave</p> <p>Use thoughtful communication and research skills</p>	<p>Clean up after yourself (flush the toilet)</p> <p>Always wash your hands with soap</p> <p>Always dry your hands</p> <p>Return to class promptly and safely</p> <p>Use paper products and water appropriately</p>	<p>Respond reasonably to various and surprising situations</p> <p>Be a risk-taker and play new games with new friends</p> <p>Take turns, share equipment and return when finished</p> <p>Change rules to allow for all to play</p> <p>Use water, tools and resources appropriately</p>

Values	All Areas	Transition	Classrooms	Hall	Library	Toilets	Playground/ Terrace
	<p>Be mindful of personal space</p> <p>Obtain permission to use other people's property</p> <p>Use time effectively</p>						
<p>Health & Safety:</p> <p>A safe environment for all</p>	<p>Move in a safe and orderly way in the school environment - being aware of your surroundings</p> <p>Play in a caring, sensible manner and be mindful of safety</p> <p>Use all resources and equipment safely and respectfully</p> <p>Speak to a teacher if feeling unsafe, hurt or sick</p> <p>Communicate any dangerous situations to a teacher immediately</p>	<p>Make sure you are moving around the school safely i.e. walking in corridors and stairwells</p> <p>Carry resources and equipment carefully</p> <p>Walk on the left side of the stairs (follow the arrows)</p>	<p>Only enter a classroom when a teacher is present</p> <p>Ask for permission before leaving the classroom</p> <p>Do not play with the door locks / block emergency exits</p>	<p>During recess the hall is a space for calm, quiet activities</p> <p>Enter and exit the hall in a safe, orderly manner</p> <p>No food or drink in the hall (exception for some activities)</p> <p>Ask for permission before entering the stage area, using the piano or ICT equipment</p>	<p>Only enter the library when a teacher is present</p> <p>Take care when moving furniture</p>	<p>Use the toilet in an appropriate way</p> <p>Try to go to the toilet at appropriate times (i.e. homeroom time, snack and lunch time) rather than lesson time</p> <p>Stay safe by avoiding wetting floor areas and walking carefully</p> <p>Use best hygiene practices(i.e. wash your hands)</p>	<p>Tidy up after recess</p> <p>Put any rubbish that you see in the bin.</p> <p>Play in approved areas supervised by teachers</p> <p>Eat in a designated places, and remain sitting until you are finished</p>

Values	All Areas	Transition	Classrooms	Hall	Library	Toilets	Playground/ Terrace
Digital Citizenship	<p>Be mindful of holding and carrying ICT equipment in a safe and secure manner by keeping them in their protective cases when not in use.</p> <p>Keep sensitive information private.</p> <p>Don't interact with strangers online.</p> <p>Know laws that protect you, your privacy and your rights.</p> <p>Engage in appropriate online behaviour. Cyber bullying will not be tolerated, report it to a teacher immediately if you become aware of it (See school Anti-bully Policy)</p> <p>Only download information or click on links from approved safe websites/resources.</p> <p>Ask permission from your teacher if you are not sure about a safe resource.</p>						

Behaviour Definitions and Responses

Behaviour Definitions		
Positive Behaviour	Inappropriate Behaviour	Unacceptable Behaviour
<p>Is defined as being respectful, responsible and supportive of the rights of ourselves and others, and conducive to learning.</p> <p>This is clearly identified in our Vision and Mission, IB PYP Learner Profile Attributes and our HKCA PLK Values.</p> <p>Examples of this include, but are not limited to:</p>	<p>Is defined as behaviour that is not appropriate for the school setting. It may be annoying, disruptive, unsafe or impolite and is identified as making poor choices.</p> <p>Examples of this include, but are not limited to:</p>	<p>Is defined as acting in a manner that threatens the safety or wellbeing of a student, member of staff or other person through:</p> <p>Examples of this include, but are not limited to:</p>
<ul style="list-style-type: none"> ● Treat others with kindness and respect at all times ● Be a risk-taker and participate in progress ● Pursue your personal best no matter who you work with ● Reflect on the reasons for the things you say and do ● It takes great strength to be sensible; do the right thing because it is the best thing to do 	<ul style="list-style-type: none"> ● Rough play ● Behaviours that are disrupting the learning of others ● Unintentional swearing ● Not following adult instructions ● Encouraging others to do the wrong thing ● Single harassment incidents ● Not participating ● Not attempting to do your best 	<ul style="list-style-type: none"> ● Repeated inappropriate behaviour choices ● Repeated harassment ● Intentional swearing ● Physical violence ● Threatening behaviour ● Sexual harassment ● Racism ● LGBTQ+ intolerance ● Illegal behaviour ● Any form of bullying as outlined in the Anti-Bullying Policy
<p>These behaviours impact the rights of all students to learn and teachers to teach.</p>		
<p>Repeated 'Inappropriate Behaviour' choices is seen as persistent misconduct and is subsequently treated as 'Unacceptable Behaviour'. Unacceptable behaviour could lead to suspension or expulsion.</p>		

School Responses to Behaviour

Positive Behaviour

Positive behaviour is recognised in a variety of ways and may vary from class to class. We have a number of whole school strategies that support individual, class and whole school positive behaviours.

Whole School

School Values (Love, Respect, Diligence, Integrity)
 Sportsmanship Award
 Class Awards
 School Events
 Weekly blogs
 Learner Profile
 Approaches to Learning skills

Classroom

Positive behaviour may be recognised in a variety of ways including, but is not limited to:
 Verbal/non-verbal praise
 Class rewards
 Special class or recess activities
 Positivity charts

Inappropriate Behaviour

Consequences of inappropriate behaviour will be dealt with on an individual basis

Common Areas

Where possible logical responses will be used by any member staff, these may include, but are not limited to:

- Restorative conversations between students led by a member of staff
- Transitioning with support
- Community service
- Demonstrating appropriate behaviour
- Opportunities to reflect on behaviour
- Apologising
 PLT meetings with student and family
- Conversations with Homeroom teacher and relevant staff members

Classroom

Each class will have variations based on the following process:

1. Reminder: stated positively identifying the correct behaviour
2. Appropriate Action Taken: depending on the nature of the incident, grade level of the student etc.

Appropriate actions may include, but are not limited to:

- Goal setting
- Preventative strategies & teacher redirection
- Breaks/calming activities
- Differentiated activities
- Restorative conversations
- Apologising
- Family contacted
- PLT meetings with student

UNACCEPTABLE BEHAVIOUR

All cases of unacceptable behaviour will be dealt with on an individual basis.

Procedures do not necessarily follow in a linear pattern but are taken on a case by case basis, age appropriate and determined by the PLT. Ongoing communication between all parties involved is expected and supported.

This may include any or a combination of the following processes, but is not limited to:

- Alternative designated play areas
- Behaviour reflection plans
- Reflective opportunities
- Student/family/ teacher meetings
- Family and PLT meeting
- Restorative conferencing
- Internal/external suspensions
- Expulsion
- Involvement of HK Social and Welfare Department / external support agencies
- Involvement of the School Management Committee

Promoting Expected Behaviour

High standards of behaviour are expected and encouraged. All staff are responsible for creating a positive school culture where children are free to take risks within boundaries of the essential agreements.

We can encourage expected behaviour by ensuring that children:

- Are actively involved in creating essential agreements and promoting expected behaviour.
- Are learning in a secure and supportive environment.
- Have an understanding of their rights and responsibilities.
- Understand the expectations for behaviour and consequences of their choices.
- Are given engaging, relevant, significant, challenging learning engagements that keep them motivated.
- Are given regular, positive feedback and encouragement.
- Are encouraged to discuss their feelings and opinions.

Expected behaviour is further promoted as follows:

Essential agreements

In our PYP school, every class and every team creates essential agreements at the start of the academic year which set the tone for collaboration and teamwork. These must compliment the school's core values and should be written in a positive manner, avoiding 'Do not...' statements. For example, 'We will only walk in the classroom' instead of 'Do not run'. These agreements are then displayed across the school and are referred to and adjusted throughout the year.

Grade 6 Leadership Structure

Grade 6 students will have opportunities to support and model expected behaviours and be involved in wider-school matters where appropriate.

Buddy Systems, classes and open playgrounds

To further promote a community culture, when possible, students are given numerous opportunities to interact and form relationships with children of other ages and grades across the school.

Class Rewards Systems

Teachers may use various class rewards systems where positive behaviour is acknowledged and rewarded. This could be visually displayed and should be developmentally appropriate. Students can expect that they will be given positive feedback about their individual behaviour.

Mindfulness Practices

Within school time to promote self-awareness and regulation of emotions.

Weekly Circles and Social Thinking Programmes

Promote positive relationships and address specific needs of individuals.

Anti-Bullying Campaigns

Students are encouraged to take leadership roles in organising anti-bullying awareness activities for other students to participate in throughout the school year.

Playground and Safe Zones

Common areas that provide opportunities for students to model expected behaviour outside of the classroom. These zones include the Playground, Terrace, Hall, Learning Support Room, Library.

Merit Award Schemes

Purpose:

- To empower students to be responsible members of the school community.
- Responsible for their own actions.
- Recognize positive actions by students.

In practice, this will be decided collaboratively by students and teachers, and may include but is not limited to:

- Regular celebration moments where IB certificates (Learner Profile/ATL), Action, Bucket Filling, birthdays, etc. are shared and recognised.
- Marks of greatness (e.g. Class Dojo, sticker chart, bucket filling, i.e. when students fill a whole box of marks of greatness stickers, dojos and buckets, the students decide on rewards).
- Students can be empowered to participate in various school initiatives that provide leadership opportunities.

Stages of Intervention Procedures

Stages of Intervention		Examples of Behaviour
Stage 1	<p>Interventions focused around content, process, product and environment can include the below, but is not limited to:</p> <ul style="list-style-type: none"> • Redirection • Positive reinforcement - focus attention on the desired behaviour by giving positive feedback • Adjust seating arrangements - student stays close to teacher if not able to control own behaviour • Differentiated tasks / processes 	<p><u>Behaviour Indicators</u></p> <ul style="list-style-type: none"> • Being disrespectful • Low-level disruption • Not paying attention <p>As further outlined in 'Inappropriate Behaviour' above.</p>
Stage 2	<p>If a student continues inappropriate behaviour, they will be given a respectful verbal warning with a clear positive expectation: the student will be given clear choices and the next stage explained.</p> <p>If behaviour continues, students will be given time to reflect and explore ways to make better choices in the future.</p>	<p><u>Behaviour Indicators</u></p> <p>Repeated / ongoing behaviours as above but not limited to:</p> <ul style="list-style-type: none"> • Aggressive behaviour • Name calling • Play fighting • Touching/taking other people's belongings without permission' • Not following essential agreements <p>As further outlined in 'Inappropriate Behaviour' above.</p>
Stage 3	<p>If the student still does not exhibit acceptable behaviours:</p> <p>Consequences can include, but are not limited to:</p> <ul style="list-style-type: none"> • The student will be sent to another supervised classroom/area with assigned work (Could be Learning Support Coordinator's room) • Write an apology note • Read a related book • Loss of privileges • Reflection diary etc. <p>Common Areas:</p> <ul style="list-style-type: none"> • Students are given an opportunity for reflection in designated spaces. They are tasked to consider their choices, observe/identify positive behaviours being demonstrated by others and think about actions they can take to restore relationships and demonstrate expected behaviours if relevant. 	<p><u>Behaviour Indicators</u></p> <p>Repeated / ongoing behaviours as above but not limited to:</p> <ul style="list-style-type: none"> • Teasing • Inappropriate language • Bullying <p>As further outlined in 'Inappropriate Behaviour' above.</p>

	<p>In all cases: A short written description of behaviour may be sent home, (e.g. in school diary), and families will need to reply as confirmation of acknowledgement.</p> <ul style="list-style-type: none"> • The situation may be discussed with a PLT member and / or with a colleague. Any communication with families will be copied to the class teacher, PLT member and other relevant personnel. • A meeting between the Teacher and Family may be requested. • A record of this correspondence & meeting minutes will be kept in the student's folder on the Team Drive. 			
<p>Stage 4</p>	<p>Students may meet with a member of the PLT.</p> <p>At this stage, the student may be asked to reflect on their behaviour and choices. PLT may contact families and decide on next steps to support students.</p>	<p>As further outlined in 'Inappropriate Behaviour' and 'Unacceptable Behaviour' above.</p>		
<p>Stage 5</p>	<p>If in 'Inappropriate Behaviour' and 'Unacceptable Behaviour' continues, further action may be taken but is not limited to those listed below.</p> <p>Families will be required to meet with relevant PLT members, teachers and students and will discuss intervention strategies and targets for school and how this could be supported at home.</p> <table border="1" data-bbox="260 1272 1046 2056"> <tr> <td data-bbox="260 1272 654 2056"> <p>Non-physical violence</p> <ul style="list-style-type: none"> • Homeroom teacher to communicate with a PLT member about next steps to be taken (depending on the situation) • Consequences can include but are not limited to: • Student to work independently for a period of time (with adult supervision) • Student to read a book about the related incident and </td> <td data-bbox="654 1272 1046 2056"> <p>In cases of serious physical violence to themselves or others, a student goes directly to stage 4/5/6.</p> <ul style="list-style-type: none"> • PLT member may investigate with individuals or groups of students. • PLT member may notify families of students involved. <p>Consequences can include, but are not limited to:</p> <ul style="list-style-type: none"> • Student to work independently for a period of time (with adult supervision) </td> </tr> </table>	<p>Non-physical violence</p> <ul style="list-style-type: none"> • Homeroom teacher to communicate with a PLT member about next steps to be taken (depending on the situation) • Consequences can include but are not limited to: • Student to work independently for a period of time (with adult supervision) • Student to read a book about the related incident and 	<p>In cases of serious physical violence to themselves or others, a student goes directly to stage 4/5/6.</p> <ul style="list-style-type: none"> • PLT member may investigate with individuals or groups of students. • PLT member may notify families of students involved. <p>Consequences can include, but are not limited to:</p> <ul style="list-style-type: none"> • Student to work independently for a period of time (with adult supervision) 	<p><u>Behaviour Indicators</u> Repeated / ongoing behaviours as above but not limited to:</p> <ul style="list-style-type: none"> • Aggressive behaviour • Serious verbal abuse • Extreme disrespect • Absconding (<i>avoiding consequences given</i>) • Severe inappropriate language • Unsafe use of equipment / environment that puts self / others in serious danger • Misuse of ICT or social media • Fighting • Defiance towards any staff • Vandalism • Theft • Repeated disruptive behaviours • Racial / Homophobic intolerance <p>As further outlined in 'Unacceptable Behaviour'</p>
<p>Non-physical violence</p> <ul style="list-style-type: none"> • Homeroom teacher to communicate with a PLT member about next steps to be taken (depending on the situation) • Consequences can include but are not limited to: • Student to work independently for a period of time (with adult supervision) • Student to read a book about the related incident and 	<p>In cases of serious physical violence to themselves or others, a student goes directly to stage 4/5/6.</p> <ul style="list-style-type: none"> • PLT member may investigate with individuals or groups of students. • PLT member may notify families of students involved. <p>Consequences can include, but are not limited to:</p> <ul style="list-style-type: none"> • Student to work independently for a period of time (with adult supervision) 			

	<p>write a book report/ create a presentation to share with the class</p> <ul style="list-style-type: none"> • Student to attend Positive Behaviour Sessions (Counselling) • Student to record observations about play on a whiteboard or shadows a duty teacher on the playground • Begin a Behaviour Plan or Reflection Diary including weekly reflective sessions with PLT/ Learning Support Coordinator/ appropriate member of staff • Decide consequences together with the student 	<ul style="list-style-type: none"> • Send the student home • Suspension • Expulsion 	
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Communication can include one or more of the following, but is not limited to:

- Phone call or email to parents.
- Inform families about the situation when picking up the student.
- Incident to be recorded by the member of staff and added to the student's folder on the Team Drive and/or Managebac.
- Consult the homeroom team and/or teachers involved about actions to be taken.
- Email sent to families after the meeting including summary of discussion and actions to be taken by the person leading the situation.

Stage 6	<p>Suspension and/or exclusion from school may be implemented if behaviour is not reformed, or the behaviour is deemed of a serious nature, (e.g.. affecting other's rights at the school, safety of the student and others, etc). A meeting will be held with families as soon as possible once a decision has been made. Individual student needs will always be taken into account along with many other considerations. Upon return to school, a further meeting may be held with the family and student if the student resumes normal lessons.</p>
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FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER STAGES AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND OR BEGIN THE EXPULSION PROCESS IF ACTS OF INAPPROPRIATE or UNACCEPTABLE BEHAVIOUR ENDANGERS THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS IN THE SCHOOL COMMUNITY.

School Communication

Families may receive communication relating to behaviour via their school diary, phone or email/Managebac.

School Diary

Main tool of daily communication with parents. Notes or reminders may be written here for parents and students. Managed by homeroom teachers.

Email

Main tool of serious or important communication with all community members.

Managebac

Any notes pertaining to inappropriate/unacceptable behaviour written in the school diary/email may also be included in the 'Behaviour' section of a student's profile on the school's learning management system, (LMS), Managebac and/or student's folder on the Team Drive. Further incidents and details may be added in addition to notes written in diaries/emails. Parents will be notified via email when these are uploaded. Behaviour notes are visible for parents and can be found via the student's profile on Managebac.

Review Process

The School disseminates this policy document to staff at the beginning of each academic year and is available to all members of the school community via the school website.

Policy Review

The School establishes a review committee to collaboratively evaluate and review this policy document on a bi-annual basis.

This policy was last reviewed on: 3rd August 2022.

References

- Learning diversity and inclusion in IB programmes. IBO 2016
- What is an IB education? IBO 2015.
- Meeting student learning diversity in the classroom. IBO 2013
- South Coogee Public School Behaviour Policy
- <http://blog.whoosreading.org/classroom-internet-safety-policy/>
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