



# MARLBOROUGH COLLEGE MALAYSIA

## *BEHAVIOUR , REWARDS AND SANCTIONS POLICY*

### **Introduction**

This policy outlines the management of behaviour in Marlborough College Malaysia Preparatory School. The implementation of this policy is the responsibility of all the teaching staff. It will be reviewed annually.

This policy should be read in conjunction with the College's Child Protection Policy.

### **Compassion, Companionship and Conversation**

These three words (The 3C's) are at the heart of everything which happens in Marlborough College Malaysia Preparatory School and should be evident in everything we do.

### **Aim**

It is a primary aim of Marlborough College Malaysia Preparatory School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

- Marlborough College Malaysia Preparatory School has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce them. It is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. **Staff, parents and pupils are encouraged to talk regularly so that any misunderstandings or disagreements can be dealt with from a position of trust.** This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The College expects every member of the school community to behave in a considerate way towards others.
- We aim to treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The College rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Rewards and punishments**

We praise and reward children for good behaviour in a variety of ways:

- Beaks congratulate children
- Beaks give children house points
- Beaks give children stickers
- Headmaster's awards
- Merit awards
- Golden Leaf and 'Tree of Praise'
- Golden Lunch
- Golden Time
- Positions of Responsibility (Pengawas, House Captain, Sports Captain etc)

The school acknowledges all the efforts and achievements of children, both in and out of school and awards are made in assemblies.

The College employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately in each individual situation. **Corporal punishment is not used** at Marlborough College Malaysia Preparatory School under any circumstances. Staff may on occasion be forced to physically restrain a pupil where, in their opinion, the pupil's safety, or that of another pupil is at risk. This should involve the use of the minimum amount of force to achieve the desired effect.

### **Dealing with inappropriate behaviour (in order)**

- **Verbal warning**
- **Second warning (name written on board)**
- **Referral of child to Section Head or Deputy Head Pastoral**
- **Demerit**
- **Lunchtime detention with Section Head (parents contacted)**
- **Detention with Deputy Head (Pastoral)**
- **Headmaster's Detention**
- **Internal suspension**
- **External exclusion**
- **Full exclusion**

For minor misdemeanours children will receive a Demerit. This is recorded and an accumulation of three within a half term will result in a lunchtime detention.

It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is:

***'You Own Your Own Behaviour.'***

If however the behaviour is deemed totally unacceptable eg, hitting another pupil or use of foul language a lunchtime detention may be awarded immediately with the Head of Section. The parents will be informed by the Form Tutor.

**On occasion a Cool off time in class may be appropriate.**

A 5 minute 'cool off to rethink' in the classroom, but away from the other children. Beaks may wish to give the child a timer, or ask them to rejoin the lesson when they feel ready. If the poor behaviour continues the pupil may be sent to the Section Head or Deputy Head (Pastoral).

### **Behaviour outside of the classroom**

Inappropriate behaviour outside of the classroom is dealt with by the beak on duty and reported to the Form Tutor. A record of this may be kept on a Pastoral Note on iSAMS. Consistent poor behaviour may result in a child being put on a 'Playground Report'. The child carries the report card with them and gives it to the beak on duty as soon as they arrive in the playground or on the playing field. The child must then remain in sight of that beak for the entire break/lunch time. At the end of break/lunch the beak will sign or write an appropriate comment on the report card and return it to the child. The child will then take it to the Head of Section to be signed at the end of the day. If a child's behaviour constantly causes problems at break/lunchtime then they may be removed from the playground situation.

### **The Involvement of Parents**

If the child finds themselves regularly de-merited or in detention for inappropriate behaviour then the parents will be informed by email before being invited into school to discuss their child's behaviour with the form tutor. A Head of Section Report Card may then be introduced. The child will have their card signed and marked by the beak after each lesson and the Head of Section and parents will sign the card each night. If after 2 weeks of using the behaviour card the child's behaviour has improved then they will be taken off the card. If however there is no significant improvement in the child's behaviour they will be referred to the Deputy Head (Pastoral).

### **Positive Reinforcement**

The Report Card may also be used for positive reinforcement of a child's behaviour. In this case targets will be used on the card to give the pupil an incentive as their behaviour improves.

## **Exclusion**

If a child's behaviour shows no improvement after the available options to the school have been exhausted and all other procedures followed, then the parents will be invited to attend a meeting with Senior Prep staff where the pupil will be considered for an **internal suspension**.

A child will also receive a fixed term exclusion (internal or external) if the incident in the opinion of the Head of Preparatory and the Master is serious enough for the child to be immediately excluded without prior strategies being employed.

## **Recording, Monitoring and Evaluating Behaviour**

Incidents of disruptive behaviour are recorded using the procedures outlined. These records can be used to inform the child or children involved in such incidents, other colleagues, parents / carers and other interested parties of an individual's poor behaviour when necessary. All notes should be entered on the pastoral note system on iSAMS and monitored by the Head of Section, Housemaster/Housemistress (where appropriate) and relevant Form Tutor.

The Form Tutor discusses the school rules with each class at the beginning of the Autumn term during **Form Time**. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and **displayed on the wall of the classroom**. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the Form Tutor discusses these with the whole class during 'circle time' or form time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Please see Anti-Bullying Policy)

## **The role of the Form Tutor and Specialist Beak**

It is the responsibility of the Form Tutor and Specialist Beak to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The beaks in our school have high expectations of the children in terms of behaviour, and they will ensure that all children work to the best of their ability.

The beak treats each child fairly and enforces the classroom code consistently. The beak treats all children in their class with respect and understanding.

If a child misbehaves repeatedly, the class or specialist beak keeps a record of all such incidents. In the first instance, the Form Tutor deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the form tutor seeks help and advice from the Head of Section.

The Form Tutor reports to parents about the progress of each child in their class, in line with the whole school policy. The form tutor may also contact a parent if there are concerns about the behaviour of a child and invite them in to the school to discuss.

### **The role of the Housemaster/Housemistress**

As the Housemaster and Housemistress are 'in loco parentis' they will receive information which is sent to parents and will also be informed of possible problems at an early stage so that they can intervene in the boarding house in an effort to bring about a positive change.

### **The role of the Section Head**

It is the role of the Section Head to maintain a positive attitude within their section. This will involve encouragement of pupils on a daily basis and recognition of good behaviour with praise and also with awards at Section Assemblies. The Section Head will also take referrals from other members of staff and Form Tutors when it is felt appropriate. They will have overall responsibility for the conduct of pupils in their section.

### **The role of the Deputy Head (Pastoral)**

It is the responsibility of the Deputy Head to implement the school behaviour policy and support staff where appropriate. He/she will intervene when it is felt that other avenues have been pursued to their full extent without success. Under normal circumstances the Deputy Head (Pastoral) will also be the Designated Safeguarding Lead and as such will have responsibility for the health, safety and wellbeing of all Prep pupils.

## **The role of the Head**

It is the responsibility of the Head, to oversee the implementation of the school behaviour policy consistently throughout the school, and to report to the Master, when requested, on the effectiveness of this policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing this policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head keeps records of all reported serious incidents of misbehaviour.

The Head and the Master have joint responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head or the Master may permanently exclude a child.

## **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

A copy of the School Rules can be found in the New Parent's Handbook and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Terms and Conditions on the Admissions form. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Form Tutor. If the concern remains, they should contact the Head of Section or the Deputy Head (Pastoral). If these discussions cannot resolve the problem, then they should contact the Head.

## **Monitoring**

The whole school SMT monitors the effectiveness of this policy on a regular basis.

The College keeps a variety of records of incidents of misbehaviour. The form tutor records minor classroom incidents. The Head records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: details of all incidents are recorded using iSAMS.

Tig Mooney  
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