



**MISY | Mandalay**

Myanmar International School Yangon (Mandalay Campus)

# Myanmar International School of Yangon (Mandalay Campus)

## Behaviour for Learning Policy

**Approved by:** Nu Nu Aye (BOD)

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**Last reviewed on:** June 2024

**Next review due by:** December 2026



Cambridge International School

## **Rationale**

We wish to promote a safe and caring environment for all in school, where positive behaviour is encouraged and rewarded, so that effective learning and teaching can flourish and the children have every opportunity to participate, to achieve and to raise attainment.

## **Aims**

- To clarify a code of behaviour and the range of rewards and sanctions available to staff in order to support and encourage students' good behaviour
- To develop students' sense of self-discipline and understanding of responsibility for their own actions
- To promote and develop a culture of raising self-esteem, respect for others and positive relationships throughout the school
- To provide a supportive structure in order to maximise opportunities for effective learning and teaching to take place

## **Teaching and learning**

Positive relationships are vital for successful learning and teaching in school. Therefore, staff are expected to be as constructive as possible by setting a positive example for our students. We do this by:

- teaching the children what good behaviour looks like;
- teaching and reinforcing the benefits of good behaviour;
- setting and maintaining a calm, secure environment in class;
- using good classroom management;
- using PSHE/circle time lessons to air, share and resolve issues.

## **Classroom management**

Teachers discuss with their students:

- At the beginning of the school year, students, facilitated by the teacher, develop a set of class expectations/ class essential agreements.
- the agreements should be phrased in a positive manner (rather than 'don't hit or kick' could be rephrased as 'be caring and kind to others').
- agreements should be displayed in the classroom and students must sign to show they are aware and in agreement.
- discuss what good behaviour around the school looks like (walking in corridors, picking up litter etc).
- discuss what will happen if students choose to engage in unacceptable behaviour. (Emphasise that they are making a choice).
- create expectations together on how to work as a group.

## **Raising and sharing behaviour issues in the classroom**

In all classes, children are supported in raising and sharing social, behavioural and friendship issues:

- a friendship/bullying topic is studied during PSHE at the start of each year;
- anti-bullying week (Whole school);
- the above includes playground games and behaviour;
- issues are shared in weekly circle times/class meetings/PSHE lessons;
- class agreements are clearly displayed in each classroom

## **Staff expectations**

- lead by example and be a role model.
- be regular in attendance and ensure punctuality.
- manage classroom behaviour by applying class agreements in a fair, consistent and caring manner.
- teach and provide work at an appropriate level and ensure that all students have the opportunity to work to their full potential.
- encourage and praise good work habits by recognising, supporting and rewarding good behaviour.
- ensure that all students enter and leave classrooms in an orderly manner.
- never leave the class unattended unnecessarily.
- ensure that the child is heard without interruption at the appropriate time.
- do not act upon the information until all areas of the investigation have been explored.

## **Student expectations**

- arrive at school on time and get to class on time.
- come to school equipped to work, appropriately dressed in school uniform, with stationary and the necessary books for the day.
- prepare sensibly for lessons on arrival in class.
- wait for an adult to be present before entering class.
- take care of their own, the school's and others' equipment.
- listen to the teachers' lessons and instructions and follow them accordingly.
- show respect for the teachers and other members of the class by not disrupting or interrupting the work of others.
- follow school and class agreements and behave in a safe manner.

## **Behavioural consequences in the primary section**

All teachers will have their own classroom incentive plans, for encouraging and rewarding appropriate behaviour. Children have a choice when deciding on their behaviour. Teachers will initially use low key responses to curb unwanted behaviour. If students continue to display unacceptable behaviour, in both the classroom or playground, the following will apply.

**Note: In more serious behavioural incidents the primary leadership team will start at the consequence level they deem appropriate.**

### **Level 1**

1. Non-verbal reminder
2. Verbal reminder of expectations of behaviour and agreements (refer to classroom agreement)
3. Verbal reminder with choice of consequences
  - Praise for choosing to behave
  - Class Dojo communication to parents takes place to notify positive improvements and minor concerns

### **Level 2**

Internal exclusion (Period of time spent in 'different' classroom. Class teacher must provide work).

- Incident sheet written and head of primary to be informed
- Reflection sheet reviewed
- Record of exclusion must be made on ManageBac
- Parents must be informed
- Student placed on a weekly behaviour report form to track behaviour during lessons

### **Level 3**

Second Internal exclusion (Period of time spent in 'different' classroom. Class teacher must provide work).

- Incident sheet written and any previous incident sheets reviewed by head of primary
- Parents must be informed by the head of primary
- Head of primary conduct a behaviour observation
- Continue on weekly behaviour report form. If no improvement move to level 4

### **Level 4**

A student intervention committee will be convened including teacher, TA, head of primary and EAI/SEN representative if appropriate. Evidence and information gathering will commence to investigate triggers for behaviour and an action plan will be created. Parents will be invited to school to discuss and sign the action plan. The action plan will be monitored and reviewed by the committee.

If the negative behaviour persists, if there is no improvement in behaviour, the head of school will be informed and a decision made about the suitability of the school for the student.

### **Behavioural consequences in the secondary section**

All teachers will have their own classroom incentive plans, for encouraging and rewarding appropriate behaviour. Children have a choice when deciding on their behaviour. Teachers will initially use low key interventions to address unwanted behaviour. If students continue to display unacceptable behaviour, the following consequences will apply.

In more serious behavioural incidents the head of secondary will start at the consequence level they deem appropriate.

### **Level 1 – Classroom teacher detention**

1. Non-verbal reminder
2. Verbal reminder of expectations of behaviour and agreements (refer to classroom agreement);
3. Verbal reminder with choice of consequences
  - Praise for choosing to behave
  - Sanction - 5/10 minutes of lunch to be missed – the teacher to assign an appropriate sanction.

### **Level 2 – Head of secondary detention**

If the behaviour persists then the student/s will be asked to attend a detention given by the Head of Secondary. The head of secondary will assign an activity relating to the behaviour.

### **Level 3 - Reflection workshop**

If the behaviour continues the student/s will be required to attend a reflection workshop with the head of secondary. The student's tutor, in consultation with the teacher that has raised the concern, will create a series of targets and issue the student a report card to be signed in all lessons. This will allow us to monitor the student's behaviour over a longer period of time. Parents/Guardians are expected to sign the report card daily, keeping them informed of the issues as they arise and the progress of the student.

### **Level 4 – Internal exclusion**

If the behaviour continues then the student/s will be expected to attend an internal exclusion (a period of between 1 and 3 days spent with the head of secondary). Class teachers must provide

suitable work for an internal exclusion.

- Reflection sheet and report card reviewed
- Record of exclusion must be made
- Parents/guardians must be informed
- If targets are set then the parents/guardians will need to attend a meeting to sign in agreement of the targets

### **Level 5 – External exclusion**

If the behaviour continues then there will be an external exclusion. Class teachers must provide suitable work.

- The student/s will be required to report daily to the school to return assignments and collect new work, at a time specified by the head of secondary.
- A student intervention committee will be convened including the head of secondary, the student's tutor, involved teachers and EAL/SEN representatives where appropriate. Evidence and information will be collected to investigate the triggers for the behaviour and an action plan will be created. Parents will be invited to school to discuss and sign the action plan. The action plan will be monitored and periodically reviewed by the committee.

If the negative behaviour persists and there is no improvement in behaviour, the head of school will be informed and recommendations on the suitability of the school for the student to the board of directors. The board of directors will make any final decision about the enrolment of a student.

### **Serious behavioural incidence**

Major incidents, some of which are listed below, could lead to direct dismissal. Please note that this list is not exhaustive and that there are other actions that could lead to direct dismissal.

- serious physical or mental harm to others;
- deliberate harm to property;
- stealing;
- leaving the school premises without permission;
- serious bullying issues including cyber bullying;
- racism, sexism, homophobia and/or religious intolerance;
- smoking any tobacco products or e-cigarettes;
- possession or consumption of alcohol or drugs;
- possession of an offensive weapon.

### **Linked documents:**

Staff handbook

Parent and student handbook