



**STONYHURST**  
INTERNATIONAL SCHOOL  
PENANG

## 2024-2025 School Behaviour Policy

Name of Policy:	School Behaviour Policy
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Revised by:	Senior Leadership Team
Approved by:	Deputy Principal, Principal
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By whom:	Deputy Principal/Principal
Location(s) where Policy can be found:	Whole School Drive / Policies

## **Policy Aims:**

### **The aims of this policy are:**

- To enable the Senior Leadership Team to maintain order and good discipline in the School.
- To promote good behaviour.
- To ensure that every pupil in the School can benefit from and contribute to the life of Stonyhurst International School, while respecting the needs of the school community.
- To encourage listening, kindness, resilience, politeness, honesty, and respect.

### **School behaviour Protocol:**

School rules for Stonyhurst International School shall be set by the Principal, establishing principles in relation to:

- Conduct and behaviour.
- Self-respect and respect for others.
- Respect for property and the environment.

### **These rules apply to all pupils at all times when they are:**

- At School, representing the School, or wearing the School uniform.
- Traveling to and from School.
- Associated with the School at any time.

Parents will be expected to review the school rules with their children periodically, and the principles of the school rules will be reinforced at assemblies and other appropriate times.

The school rules and policies for behaviour and discipline, along with any sanctions for breaching these expectations, may also regulate pupils' conduct outside of school premises and during holidays if the conduct affects the orderly running of the School, the welfare of the School Community or the public, or brings the School into disrepute.

### **Rewarding Positive Behaviour:**

Recognising pupils' achievements is integral to fostering self-worth and pride in the community. The School strives to promote and reward good behaviour and recognizes that rewards are more effective than punishment in motivating pupils. The following ways are used to celebrate success at Stonyhurst International School:

- iSAMS Rewards points.
- Line points awarded to pupil's for demonstrating our school virtues.
- Awards celebrations to recognize nominated pupils who have excelled.
- General commendations to publicly recognise individual or group achievements in various activities.
- Presentations in assemblies involving staff members presenting awards for academic success, helping others, sustained effort, and commitment.
- Public recognition through the school website, social media posts and articles in the local press.
- Appointments to positions of responsibility throughout pupils' school careers.
- Encouraging as many people as possible to celebrate successes and providing opportunities for pupils to get involved in new activities.
- Making reasonable adjustments for pupils with special educational needs when applying rewards and sanctions.

### **Breaches of School Discipline:**

The School aims to make pupils responsible for their behaviour and academic progress and encourages self-discipline, organization, and courtesy toward all members of the School community. The following approach is used to manage behaviour:

**Stage 1:** Led by the class teacher, a private reminder of expectations and identification of areas for improvement. Where necessary, initial communication to parents can be made.

**Stage 2:** Involves the Head of Department/Head of Year (JS), where they will speak with the pupil alongside the class teacher. Form Tutors will be notified, and depending on the individual concern, may involve communication with parents. Communication can include email, telephone and in-person meetings.

**Stage 3:** Informing the Playroom/Key Stage Leader, furthering communication with parents including a disciplinary meeting, and issuing the Staged Intervention Plan Reflection Sheet if necessary.

**Stage 4:** Continual breaches at Stage 3 will result in meeting with Heads of Pastoral, Deputy Principal, and School Principal. Serious breaches of discipline may lead to temporary or permanent removal from the School, as decided by the Heads of Pastoral, Deputy Principal, and School Principal.

### **Subject Teacher Behaviour Management.**

At Stonyhurst International School Penang Senior School, it is encouraged for subject teachers to take ownership of classroom management and discipline within their respective subjects. Instead of immediately involving form tutors, Playroom Leaders, and Heads of Pastoral, subject teachers are expected to address and handle behaviour issues that arise within their classrooms.

Subject teachers play a vital role in creating a conducive learning environment and maintaining discipline among pupils. By taking ownership of classroom management, they develop a strong rapport with their pupils, establish clear expectations, and enforce appropriate behaviour standards within their subject area.

When a behaviour breach occurs, subject teachers are responsible for addressing the issue promptly and effectively. Teachers should follow the school's established Staged Intervention disciplinary procedure, and ensure proper documentation and tracking of disciplinary actions should be recorded on the ISAMS.

Recording behaviour breaches on ISAMS helps maintain accurate records of pupil conduct, allowing for a comprehensive overview of patterns and trends. It also facilitates communication and collaboration amongst teachers, form tutors, and administrators, ensuring that everyone involved is aware of the disciplinary actions taken and can provide appropriate support or follow-up.

By empowering subject teachers to take ownership of classroom management and utilizing ISAMS for documentation, Stonyhurst International School aims to promote consistency, accountability, and effective communication in handling behaviour issues, ultimately fostering a positive and respectful learning environment for all pupils.

### **Allegations against staff**

The School takes accusations against staff members seriously and strives to maintain a safe and respectful environment for both pupils and staff. In cases where a pupil makes an accusation against a staff member and there are reasonable grounds to suspect that the accusation has been deliberately invented or malicious, the following steps will be taken:

**Investigation:** The School Principal, in consultation with the relevant authorities, will conduct a thorough investigation into the accusation. This may involve gathering evidence, interviewing witnesses, and reviewing relevant documentation.

**Disciplinary Action:** If it is determined that the accusation is deliberately invented or malicious, appropriate disciplinary action will be taken against the pupil involved. The disciplinary measures will be determined on a case-by-case basis and may include counseling, educational interventions, and/or appropriate sanctions.

**Parental Involvement:** Parents or guardians of the pupil will be informed about the investigation and a summary of the independent enquiry will be shared, along with its outcome. They will be invited to a meeting to discuss the situation and any necessary disciplinary actions.

**Support for Staff:** Any staff member subject of a false accusation will be provided with appropriate support and counseling. Steps will be taken to ensure their well-being and to address any potential impact on their professional reputation.

**Education and Awareness:** The School will take proactive measures to educate pupils about the seriousness of making false accusations and the potential consequences of such actions. This may include workshops, discussions, and awareness campaigns aimed at promoting respect, empathy, and responsible behaviour.

**Confidentiality:** The School recognises the importance of maintaining confidentiality during the investigation process. Information related to the accusation and its outcome will be shared on a need-to-know basis to protect the privacy and reputation of all individuals involved.

**Review and Reflection:** The School will periodically review its policies and procedures regarding accusations against staff members to ensure they are fair, effective, and aligned with best practices. Lessons learned from each case will be considered to enhance the overall approach to handling such situations in the future.

### **Bullying and Cyberbullying Policy:**

Stonyhurst International School is committed to fostering a safe and inclusive environment for all pupils. Bullying, including cyberbullying, is strictly prohibited and will not be tolerated. The School has implemented the following policy to address and prevent bullying incidents:

**Definition of Bullying:** Bullying is defined as the repeated and intentional use of power or aggression, whether verbal, physical, or psychological, to intimidate, harm, or exclude others. It involves a real or perceived imbalance of power between the individuals involved.

**Reporting and Investigation:** pupils who experience or witness bullying incidents are encouraged to report them to a trusted staff member. The School takes all reports seriously and will conduct a thorough investigation to address the situation promptly and effectively.

**Support for Victims:** pupils who have been bullied will be provided with appropriate support, including counseling services and access to resources that promote emotional well-being. The School will take steps to ensure their safety and help them regain a sense of security within the school community.

**Disciplinary Action:** Any pupil found responsible for bullying will face disciplinary action, which may include counseling, educational interventions, temporary or permanent removal from specific activities or programs, or other appropriate sanctions. The severity of the consequences will depend on the nature and frequency of the bullying behaviour.

**Prevention and Education:** The School is committed to preventing bullying through ongoing education and awareness initiatives. pupils will receive instruction on recognizing and responding to bullying behaviours, promoting empathy and respect, and developing healthy relationships. The School will also collaborate with parents/guardians to reinforce these principles at home.

To read the complete policy on bullying and cyberbullying at Stonyhurst International School, please visit our official website [here](#). This policy provides detailed information on our approach, procedures, and resources available to address bullying incidents and create a safe learning environment.

By enforcing this policy, Stonyhurst International School aims to empower pupils to become responsible and compassionate members of society, promoting a culture of respect, empathy, and inclusion for all.

Examples of Stage Breaches. This is open to movement between stages and is not inclusive.

### **Stage 1: Minor Behaviour Breach**

- Late to lesson- (SS After 2.5min)
- Inappropriate use of devices during school operating hours, including the use of mobile phones..
- Failure to bring required materials or equipment to class.
- Disruptive behaviour during classroom discussions.
- Excessive tardiness to classes.
- Failure to complete assigned homework or tasks.
- Use of disrespectful or offensive language towards peers.
- Violation of the school's dress code policy.
- Minor damage to school property, such as writing on desks or walls.
- Inappropriate public displays of affection (PDA) on campus.
- Excessive talking or disrupting class discussions.
- Eating or drinking in prohibited areas.
- Failure to follow instructions or complete assignments on time.
- Unauthorized use of school equipment or facilities.
- Failure to maintain cleanliness and tidiness in personal belongings and workspace.
- Disregarding quiet zones or designated study areas.
- Not participating actively in group activities or discussions.
- Failure to adhere to designated break or lunchtime schedules.
- Persistent use of inappropriate gestures or expressions.
- Excessive noise or disturbance in common areas.
- Failure to meet with staff when requested.
- Not using lockers.
- Inappropriate use of language.

### **Stage 2: Moderate Behaviour Breach**

- Academic dishonesty, such as plagiarism or cheating on exams.
- Verbal confrontation with a teacher or staff member.
- Persistent disruption of classroom activities.
- Bullying or harassment towards peers.
- Theft or unauthorized possession of personal belongings.
- Defiance of school policies, such as skipping classes without permission.
- Sharing inappropriate content or engaging in cyberbullying online.
- Frequent unexcused absences from classes.
- Damaging school property intentionally.
- Violation of the school's substance abuse policy.
- Defacing or tampering with classroom materials or resources.
- Engaging in gossip or spreading rumors about peers or staff members.
- Unauthorized use of personal electronic devices during school hours.
- Skipping classes or leaving campus without permission.
- Persistent violation of the dress code policy despite warnings.
- Intentionally disrupting extracurricular activities or events.
- Engaging in activities that compromise the safety or well-being of others.
- Using profanity or derogatory language towards peers or staff members.
- Continuous violation of the school's attendance policy.
- Refusing to cooperate with disciplinary measures or interventions.

### **Stage 3: Major Behaviour Breach**

- Physical altercation or fighting with another pupil.
- Defiance of authority figures, such as refusing to follow directives from teachers or administrators.
- Repeated incidents of bullying or harassment causing significant distress to others.
- Possession or distribution of illegal substances on campus.
- Extensive damage to school property, such as vandalism or arson.
- Repeated academic dishonesty involving multiple subjects.
- Threatening or intimidating behaviour towards staff or pupils.
- Continued use of offensive or derogatory language towards peers or staff.
- Involvement in unauthorized activities on school premises.
- Persistent violation of school safety protocols.
- Physical intimidation or threats towards peers or staff members.
- Continuously engaging in activities that promote discrimination or hate speech.
- Extensive damage to school property resulting in significant financial loss.
- Engaging in or promoting illegal activities off-campus that reflect negatively on the school community.
- Persistent academic dishonesty involving elaborate schemes or cheating methods.
- Harassment or stalking behaviour towards a specific individual or group.
- Engaging in cyberbullying or online harassment with emotional/psychological consequences for the victim.
- Vandalism or destruction of personal belongings.
- Continued disruption of school-sponsored events or activities.
- Coercing or pressuring others into engaging in inappropriate or dangerous behaviour.

### **Stage 4: Severe Behaviour Breach**

- Physically assaulting a teacher or staff member.
- Engaging in hate crimes or acts of discrimination.
- Threatening or planning to harm oneself or others.
- Sexual assault or harassment (verbal and physical).
- Possession or use of weapons or firearms on school grounds.
- Participation in illegal activities that pose a danger to the school community.
- Engaging in cyberbullying or online harassment with severe consequences for the victim.
- Extensive and intentional damage to school property endangering safety.
- Inciting violence or participating in a riot on school premises.
- Engaging in activities that could result in legal action or criminal charges.
- Initiating or participating in physical violence resulting in serious injury.
- Engaging in hate crimes or promoting extremist ideologies.
- Threatening or blackmailing others with sensitive or damaging information.
- Possession or distribution of illegal substances with the intent to sell.
- Engaging in sexual assault or non-consensual activities.
- Inciting others to engage in acts of violence or harm against individuals or groups.
- Extensive and intentional damage to school property resulting in significant disruption.
- Engaging in illegal activities on school grounds with severe legal implications.
- Cyberbullying or online harassment leading to severe emotional trauma or endangerment.
- Engaging in activities that pose a direct threat to the safety and well-being of others within the school community.