

EtonHouse®

Malaysia

International School • Kuala Lumpur

Inquire • Think • Learn

Shaping the future through education



Behavior Policy

Every child has the right to an education. EtonHouse Malaysia recognizes its responsibility to offer students a safe environment to learn and play. We encourage the development of positive behavior, and promote positive relationships within and beyond the EHM community. The purpose of the EHM Behavior Policy is to provide guidelines to students, teachers and parents regarding behavior expectations at EHM.

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Philosophy

At EHM, the IB Learner Profile (2013) inspires our beliefs about behavior.

Knowledgeable We hold an understanding of the behavior expectations, and apply this knowledge to our daily conduct and interactions.

Thinkers We use critical thinking skills to consider implications of our words and actions before we speak or act.

Communicators We communicate with all members of the EHM community using appropriate language, tone, register, and nonverbal communication skills.

Principled We follow the codes of conduct, and act with integrity and honesty when at school. We maintain a strong sense of fairness and justice, and respect for the dignity and rights of all within our community. We take responsibility for our actions and their consequences. We do not disrupt the learning of others.

Open-minded We consider the feelings of others, respect our differences, and are willing to grow from these.

Caring We show empathy, compassion and respect for each other, and act to make a positive difference in the lives of others. We share our learning environment and all of its components and elements.

Risk-takers We participate in all aspects of student life and school curriculum.

Balanced We understand the importance of balancing different aspects of our lives to ensure the wellbeing of ourselves and others.

Reflective We reflect on our behavior and conduct in the past and present, in order to take thoughtful action in the future. We work to understand our strengths and weaknesses in order to support learning and personal development.

Rights, Responsibilities and Codes of Conduct

Rights

Each student has the right to:

- learn
- be respected
- be safe
- enjoy school.

Responsibilities

Each student has the responsibility to

- follow instructions, work without disturbing others, complete schoolwork, ask questions, and voice concerns
- cooperate, participate, and do their best
- show respect and consideration for all students and adults
- behave safely
- respect school property and other people's property
- help make EtonHouse a place where everyone can learn and enjoy school

Cafeteria Code of Conduct

- We sit to eat.
- We walk.
- We tidy our table and push our chairs in.
- We use indoor voices.
- We eat a bit of everything.

Garden Code of Conduct

- We ride with helmets.
- We ride bikes or scooters in permitted areas.
- We put back what we use.
- We play safely.
- We respect our natural and physical environment.
- We wear hats.
- The bell means STOP, TIDY and LEAVE.

Bullying

Bullying is a serious matter which goes against students' Rights and Responsibilities. EtonHouse International School Malaysia defines bullying using Trudy Ludwig's model:

- When someone says or does something unintentionally hurtful and they do it once, that's **RUDE**.
- When someone says or does something intentionally hurtful and they do it once, that's **MEAN**.
- When someone says or does something intentionally hurtful and they keep doing it - even when you tell them to stop or show them that you're upset - that's **BULLYING**.

EtonHouse Malaysia treats any case of bullying seriously, and aims to teach the student new behaviors that are more appropriate. Because bullying is, by definition, a repeated behavior, consequences for bullying begin further down on the list than consequences for mean behavior.

Guidance for teachers

Things to keep in mind about Behavior

- Children naturally want to be the best they can be. They are trying to be good, and to live up to our expectations.
- Set children up for success by being clear and consistent.
- Avoid mixed messages. If you ignore or tolerate an inappropriate behavior, you are sending a message that the behavior is ok.
- Teach students to be independent (appropriate to their age, of course), in the classroom and in social situations.
- Don't give up on a child if they don't respond straight away.
- Children get disruptive when bored, so keep them engaged.
- Isolating or comparing students can have negative effects.
- Respect is a two-way street. We must demonstrate respect for the children, before we expect respect from the children.
- Jokes and sarcasm can be taken literally by students, and have a negative effect.
- Acknowledge positive behavior. Use specific praise that identifies the desired behavior.
- Everyone needs to hear praise and encouragement.
- Observe children's behavior to gain insight into their thoughts and feelings. Younger children and/or EAL students might not be able to express themselves in words.
- Good behavior is more likely in a safe classroom environment with clear and purposeful areas:
 - Children's display areas
 - Children's working areas: provide standing, sitting and prone options
 - Make it easy for children to access stationery, learning objects and toys
 - Teachers' area with things children should not be accessing
 - Consider the amount of furniture - not too much, not too little.

Things to keep in mind about making a Class Code of Conduct

- Involve every child and teacher.
- Use positive statements whenever possible: "We do" rather than "We do not".
- Keep them age appropriate.
- Refer to the Learner Profile.
- Revisit the finished Code often.

Things to keep in mind when planning your lessons

- Include a variety of activities: Indoor, outdoor, standing, sitting, moving, talking, singing, writing, drawing, individual, group, pairs, etc

- Include student choice where possible. Limited choice (choosing what to do first or second, choosing where to sit, choosing whether to work with a partner or alone, etc) is better than no choice.
- Prepare and set up everything before hand: Provocations, learning areas, materials, etc.
- Use differentiation to make the lesson appropriate for each student.
- Make sure everything is age appropriate.
- Prepare extra tasks for when a student or the class finishes early.
- Teach students what to do if they finish early.

Things to keep in mind when interacting with children

- Use appropriate language: tone, facial expressions, body language, words.
- Talk to children at their eye level.
- Use eye contact.
- Listen and understand before you talk.
- Model polite, respectful behavior.
- Keep your message short, clear and easy to understand.

Natural Consequences, Logical Consequences, and Punishment

In determining how to respond to inappropriate behavior, it is useful to consider the differences between Natural Consequences, Logical Consequences and Punishment.

Natural Consequences are the consequences that would happen naturally, on their own, without any action from the child or teacher. For example, if a child won't bring his shoes in before it rains, the Natural Consequence is that he will have to wear wet shoes, and be uncomfortable. Or, if a child throws a block at another student, the Natural Consequence might be that other students won't play with her, or that she won't be invited to a birthday party.

It is often a very good idea to allow Natural Consequences to happen, so long as there is no danger to the child. Children can learn very quickly that there is a connection between their choices and what happens next. This teaches independence, critical thought, and cause and effect. A few points to remember:

- It can be very difficult for an adult to stand by and let Natural Consequences happen; we often prefer to smooth the road for our children.
- Children may get upset or angry as they experience Natural Consequences. It is important for the adult to remain calm, pleasant and firm, and to help the child see the connection between their choices and the consequence. "I'm sorry your shoes are wet. This is because you didn't bring them inside when we asked you to. You'll have to wear your wet shoes to lunch and PE class."

- Some Natural Consequences are too dangerous, such as the Natural Consequence of running into the street.

Logical Consequences are a result of the child's actions, but are designed by the teacher rather than happening naturally. Logical Consequences are related to the child's behavior, and are in proportion to that behavior. For example, if a child throws a block at another student, the Logical Consequence could be that the teacher removes her privilege to use the blocks for the rest of the afternoon.

Logical Consequences are a good choice when Natural Consequences are too remote for a child to understand, too dangerous, or when there is not enough time to let the Natural Consequence take effect.

Both Natural and Logical Consequences teach the child about the impact of their choices. They are powerful teaching tools, and generally preferred over Punishment.

Punishment, in contrast, is focused on controlling the child rather than teaching the child. It is associated with feelings of anger, retribution, shame and powerlessness. Punishment is usually out of proportion to the child's behavior. For example, if a child throws a block at another child, the Punishment might be that the teacher removes her privilege to use the blocks forever, or removes the blocks from the classroom so that no child can use them. These punishments do not allow the child any opportunity to redeem herself or learn from her actions.

Punishment, if it teaches anything, teaches children that they have to comply, that they do not have choices or autonomy, and that bigger people have power over smaller people. It is therefore unlikely to have good long-term results.

Please see [*Using Natural and Logical Consequences*](#) by Rose Allen and Linda Boelter for more guidance. Much of this section has been inspired or paraphrased from their work.

Further Resources

Available in the Principal's office:

- *Setting Limits in the Classroom* by Robert MacKenzie and Lisa Stanzione
- *Understanding Behaviour in the Early Years* by Kay Mathieson
- *Causes and Cures in the Classroom; Getting to the Root of Academic and Behavior Problems* by Margaret Searle
- *Total Participation Techniques; Making Every Student an Active Learner* by Pérsida Himmele and William Himmele
- *Early Learning Environments that Work* by Rebecca Isbell and Betty Exelby
- *The First Days of School* by Harry Wong

- *Reluctant Disciplinarian: Advice on Classroom Management from a Softy Who Became (Eventually) a Successful Teacher* by Gary Rubinstein

Behavior Offences

Offences are considered to belong to one of three categories. Below is an overview of these categories and the consequences for those committing such offences. Behavior which a member of staff deems to be inappropriate, but which is not specifically listed below, will be dealt with under the most appropriate category.

Behavior log (relevant for Categories Two and Three)

A behavior log is set up for a student by the teacher who witnesses a Category Two or Three offence, using a schoolwide template. This teacher also notifies the Principal about the log, and the Principal adds a note to the daily staff message so all staff are aware of the log. For the next two weeks, any adult who witnesses an offence (from any Category) enters their observations into the log. After two weeks, the Year Level Team considers the log and decides if further observations or actions are required.

Category One Offences

These are relatively minor offences. Examples include:

- Mildly unsafe play or behavior which puts the student and/or others at risk
- Mild and/or short-lived disruptive behavior
- Mildly rude, inappropriate or disrespectful behavior
- Not following directions from an EHM adult
- Breaking a Code of Conduct

Who gets involved:

The teacher who witnesses the offence.

Consequences:

The teacher who witnesses the offence addresses the issue directly with the student, preferably away from his or her peers. Consequences for Category One Offences are usually limited to acknowledging and rectifying the behavior, eg having the student apologize, change to safe play, and/or follow the directions they had been ignoring.

This teacher also informs the Homeroom Teacher for information purposes if deemed necessary. Documentation is not automatically required for Category One Offences; the Homeroom Teacher is responsible for deciding if and when to document such offences using the Google Doc template provided by the SMT.

Category Two Offences

These are more serious offences. Examples include:

- Repetition of Category One Offences
- Unsafe play or behavior with a high probability of harm
- Unsafe play or behavior which results in physical harm
- Disruptive behavior which interferes with other students' learning
- Stronger and/or more persistent rude, inappropriate or disrespectful behavior
- Mean behavior

Who gets involved:

The teacher who witnesses the offence, and the Homeroom Teacher. Depending on the exact situation, either of these may take responsibility for addressing the Offence; in most cases, it should be the teacher who witnesses the offence. The Homeroom Teacher must be informed as soon as possible (if they have not been directly involved).

The Homeroom Teacher is responsible for maintaining records about Category Two Offences, using the Google Doc template provided by the SMT.

Consequences:

The parents are informed in writing via email by the Homeroom Teacher (copied to the teacher who witnessed the offence). If possible, the Homeroom Teacher should also inform the parents in person at dismissal.

Additional consequences, depending on the exact situation, may include one or more of the following:

- Missing play time at break or lunch
- Losing privileges for a particular type of play or activity
- Change in class or cafeteria seating arrangements
- Restoring damaged areas to their previous condition
- Making amends with classmates and teachers
- Meeting with the Principal
- Meeting with the student's parents
- Monitoring through a Behavior Log
- Documentation placed in permanent folder

Category Three Offences

These are serious violations of school rules and demonstrate a severe lack of respect for the school community.

Examples include:

- Repetition of Category Two Offences
- Unsafe play or behavior with a high probability of serious harm
- Unsafe play or behavior which results in serious physical harm
- Intentionally causing physical harm
- Disruptive behavior which persistently and/or severely interferes with other students' learning
- Bullying behavior
- Stealing
- Vandalism

Who gets involved:

The teacher who witnesses the offence and the Homeroom Teacher take the first steps for addressing the situation. They inform the Head of School and/or Principal as soon as possible, and the Head of School and/or Principal decide whether to involve themselves further.

The Homeroom Teacher is responsible for maintaining records about Category Three Offences, using the Google Doc template provided by the SMT.

Consequences:

The student's parents are informed in writing via email by the Homeroom Teacher (copied to the Principal and the teacher who witnessed the offence). This email informs the parents that they must attend a meeting with the teacher who witnessed the offence and the Homeroom Teacher. The Principal and/or Head of School will also attend at their discretion or the teacher's request. If possible, the Homeroom Teacher should also inform the parents in person at dismissal. The meeting must take place within 1 school week of the offence; if the meeting does not take place as scheduled, the child may not attend school until the meeting occurs. The Homeroom Teacher decides whether the child should attend the meeting with the parents.

A Behavior Log is to be kept for the following two weeks (at a minimum).

Documentation of the offence(s) is to be placed in the student's permanent folder.

Additional consequences, depending on the exact situation, may include one or more of the following:

- Establishment of a Behavior Contract outlining specific behavior requirements to be met by the child, and the consequences if they are not met. Any Behavior Contract must establish the conditions under which the contract will be concluded, and the child returned to regular status.
- Missing play time at break or lunch
- Losing privileges for a particular type of play or activity
- Change in class or cafeteria seating arrangements
- Restoring damaged areas to their previous condition
- Making amends with classmates and teachers
- Suspension from school for 1 to 3 days

NOTE:

EtonHouse Malaysia reserves the right to withdraw admission of a student from the school for any case judged to be in the best interest of the school and/or its students.