



“Success for Every Child”

At KJS we create a safe, supportive and caring environment where beliefs and values reflect a respect of cultural diversity. We motivate individuals to become lifelong learners who are empowered to take action to make a positive difference in the world. The school community works together to develop global citizens with a sense of social awareness and responsibility through an engaging, relevant and challenging curriculum.

Expectations Policy

Aims:

In line with our mission to create ‘**safe, supportive and caring environment**’ where ‘**the school community works together to develop global citizens with a sense of social awareness and responsibility**’ our aim at KJS is to:

- encourage students to develop responsibility and independence by understanding the reasons for, and the value of self discipline and self control.
- enhance students’ self esteem and encourage self respect and respect for others
- develop interpersonal skills which facilitate cooperation with others, problem solving and rational conflict resolution skills
- develop a sense of order, community and an objective value of fairness.

These aims are underpinned by:

1. The Learner Profile attributes within the Primary Years Programme, (Appendix A), in particular:

- **Caring** ‘We are friendly, kind and thoughtful towards everyone and everything’
- **Principled** ‘We are responsible, respectful, honest and fair’
- **Reflective** ‘We think, do and review’

2. The PYP attitudes (Appendix A), in particular - **Respect, Empathy, Appreciation, Cooperation, Integrity**

General expectations:

The following expectations were created for all members of the school community by the Student Council (2012):

We treat each other in a friendly way

*helping each other
being kind and supportive of each other
speaking nicely to each other*

We keep our school clean and tidy

*looking after personal and school property
putting litter in the bins
hanging up bags and coats
eating only in the classroom or playground*

We walk quietly when moving around the school.

*between lessons
on the stairs and corridor*

We try our best at everything we do

all day, every day, everywhere

We keep our school safe

*walking on the stairs
playing in the correct areas*

We listen appropriately

when people are talking to us in class, in the playground, in assemblies

Expectations for children:

The attributes of the Learner Profile form the guiding principles of behaviour expectations at KJS. To this end each year class teachers create an 'essential agreement', focussing on rights and responsibilities, with their class which is age appropriate and in line with the attributes of the profile. This essential agreement, along with the school mission statement will be shared with parents at the beginning of the school year.

Specialist teachers also use the Learner Profile attributes to set out expectations at the beginning of each school year.

Expectations of each member of staff:

As members of staff we understand that adult attitudes, expectations and behaviours have a powerful effect on pupil behaviour. Therefore in the course of normal practice the expectations are that:

- each member of staff monitors standards both socially and academically
- each member of staff will have high expectations and will set expectations according to the needs and abilities of each child
- each member of staff will be a role model in their own positive attitudes and behaviour
- each member of staff will be where they need to be promptly e.g. playground for duty, in the classroom before children arrive
- each member of staff will understand and use this policy

Expectations of parents:

As parents have chosen to send their children to KJS, we assume that their beliefs and values are consistent with those of the school. Families are encouraged to discuss and determine what is best for their children with respect to:

- behavioural expectations
- homework routines
- eating and sleeping habits
- exercise as part of a balanced lifestyle

Research has shown that all of these factors have a significant impact on academic achievement.

KJS accepts that parenting is a skills set and that the school can play a positive role in developing these skills. We strive to create a positive and effective partnership between home and school with the overriding ethos of mutual support. Should persistent behavioral issues occur parents will be informed in order that home and school can work together to help a child - see 'sanctions'.

Behaviour Management:

Behaviour Management Kowloon Junior School is based around two guiding principles:

- Clear and consistent expectations
- Positive reinforcement

Positive Reinforcement:

In line with our vision 'Success for Every Child', we recognize the importance of knowing our children well so that their behavioural efforts and achievements can be celebrated.

Alongside each teacher's classroom management practices (praise, stickers, 'golden time') the house system at KJS provides a consistent approach for rewarding positive behaviours and attitudes across the school. Every member of KJS is assigned a house when they join. All families are in the same house.

- All adults and monitors can award 'house points'. House points are recorded by children in their classes and collected by designated monitors at each site. House Captains are responsible for collating house points and publishing them on 'SPLAT', our virtual learning environment.
- The maximum points per child per action is 1
- The role of the House Captain carries status and responsibility.

In addition, both academic and social effort and achievement can be recognized across the school through:

- Celebration Assemblies
- Sharing work with the Year Group Leader or a member of the Senior Leadership Team
- Honours book

Clear and Consistent Expectations:

Most incidents of poor behaviour at KJS can be addressed by effective classroom management strategies within a class or year group. For typical behaviour issues the following procedures are advised within a given teaching session/playtime:

1. First warning: unacceptable behaviour is made explicit – either a verbal warning or similar which does not interrupt the teacher's flow.
2. If the behaviour persists the child is removed from a given situation and asked to sit elsewhere in the same room/area of the playground for an agreed amount of time (*5/10 minutes/until the end of play*).
3. If the behaviour persists the child is removed from the area and asked to sit either outside the room if still in sight of the class teacher or in an adjacent class where they are still able to be supervised by an adult. They are asked to complete a reflection sheet (Appendix B). This is recorded by the class teacher on Gateway. (APPENDIX C). All reflection sheets should be sent home to be signed by parents. If a reflection sheet is not signed and returned to school within three days, the designated member of SLT will contact parents to investigate the matter further.

If a behaviour is recurrent the child is sent to a member of the Senior Leadership Team (SLT). Parents are informed at the next available opportunity and asked to come in to school. An Individual Behaviour Management Plan (APPENDIX D) is then developed with all parties. This will include follow up by the designated member of SLT and will be phased out over an agreed time.

Sanctions:

There is a 'sliding' scale of sanctions depending on the seriousness and regularity of an undesirable behaviour. The sanction should be given as soon after the offence as possible in order to be most effective. **Please note that filling in a reflection sheet should not be seen as a sanction, rather as a learning opportunity.**

- The opportunity to put right or make retribution for results of own action.
- A class based sanction
- Missed play. *This can only be sanctioned by a VP.*
- In school 'time out'. This would require the child to spend the school day isolated yet supervised e.g. PYP office, VP's office. Meaningful work for the child would be provided by the class teacher.
- A short term exclusion (can only be sanctioned by the Principal)
- Permanent exclusion (can only be sanctioned by the Principal)

A record of sanctions taken beyond the classroom will be kept in a log by the VP on Gateway (Appendix C)

Individual Needs:

When considering sanctions thought should be given as to whether the series of actions are signs or results of a 'special need or a child protection issue. It is up to the teacher's judgement when to contact the IND department and/or the Child Protection Officer for guidance on the way to proceed. If in doubt, ask.

Action for examples of serious unacceptable behaviour

Serious behaviours include:

- Violence
- Deliberately causing injury
- Persistent bad language
- Vandalism
- Persistent non compliance with adults
- Bullying (including Cyber bullying) (APPENDIX E)

In the case of such incidences arising the following procedures apply:

- Designated member of SLT investigates and records incident (Appendix C)
- Written statements are taken from staff and children involved and recorded by designated member of SLT on Gateway under the suggested headings (APPENDIX F)
- The designated member of SLT, in consultation with class teacher, makes an informed decision
- Parents of *all* children involved in an incident are informed by Vice Principal by telephone
- A meeting is arranged with parents if designate SLT member decides further action is necessary
- All information will be logged by the member of SLT on Gateway (APPENDIX C)

Personal and Social Education

Through the essential elements of the PYP we are able to support children's personal and social education in order to support their understanding and ability to manage their own behaviour. Alongside the Learner Profile the most notable links are:

The concepts **CAUSATION, CONNECTION, PERSPECTIVE, RESPONSIBILITY** and **REFLECTION**

The transdisciplinary skills **SOCIAL, THINKING** and **SELF MANAGEMENT**

Strategies

Across the school children are encouraged to use their 'WITTS' to solve relationship issues:

Walk away

Ignore

Talk it out

Talk Firmly

Seek help

The PYP Learner Profile with children's interpretations:

Caring

We are friendly, kind and thoughtful towards everyone and everything

Principled

We are responsible, respectful, honest and fair

Balanced

We take good care of our minds and our bodies to be healthy and happy

Open-Minded

We listen very carefully to other peoples' ideas and try hard to understand them

Risk-Takers

We believe in ourselves and have the courage to face new challenges and try new things

Inquirers

We are enthusiastic explorers who find things out, ask questions and make connections

Thinkers

We think in lots of different ways to ask questions, solve problems and make decisions

Communicators

We listen and talk to others, sharing clearly our ideas and feelings

Reflective

We think, do and review

Knowledgeable

We seek and share ideas, information and experiences to understand our changing world

The PYP Attitudes:

Appreciation Appreciating the wonder and beauty of the world and its people.

Commitment Being committed to their own learning, persevering and showing self- discipline and responsibility.

Confidence Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation Cooperating, collaborating, and leading or following as the situation demands.

Creativity Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Curiosity Being curious about the nature of learning, about the world, its people and cultures.

Empathy Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.

Enthusiasm Enjoying learning and willingly putting the effort into the process.

Independence Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

Integrity Being honest and demonstrating a considered sense of fairness.

Respect Respecting themselves, others and the world around them.

Tolerance Being sensitive about differences and diversity in the world and being responsive to the needs of others.



KJS Reflection Sheet

Name: _____

Class: _____

Date: _____

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Which learner profiles should I try harder to be?



balanced



caring



inquirer



risk-taker



knowledgeable



principled



communicator



reflective



thinker



open-minded

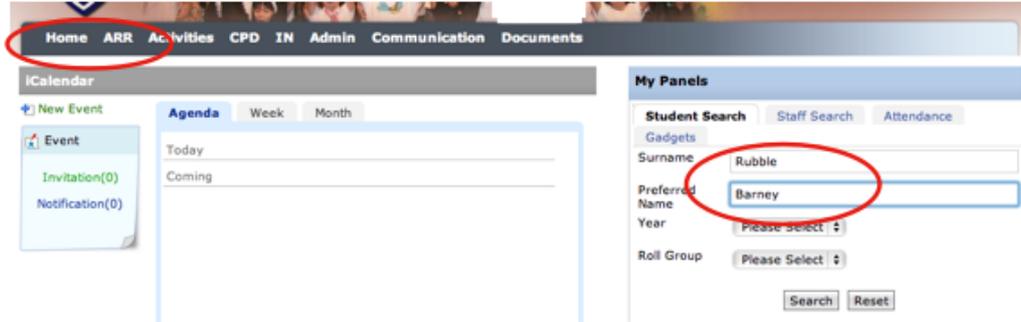
Teacher name: _____

Parent signature: _____



Accessing Gateway to record behaviour issues:

1.



2.

Search Result (2) [Show Details](#) | [Hide Details](#)

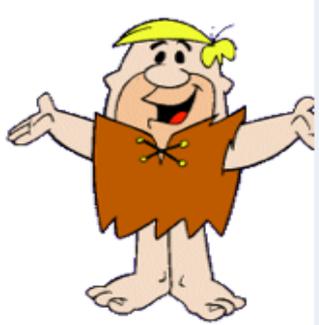
Student	School	Year	Roll Group
KJS	Y7	7Z	
	KJS	Y02	2M

M: 852 2345678

[View Demographic Details](#)

RUBBLE, Barney

3.



- Basic Demographics
- Extended Demographics
- Medical Information
- Assessments
- Standardised Assessments
- SEN
- Student Notes**
- Attendance Report
- Timetables

4.

Student Notes

Note: Please do not use this area to record sensitive data. This entry will be accessible by all teaching staff within school. Parents may also request or be given access to this information.

Student Notes IN Notes

[New Record](#) All Years All Terms

No Record Found.

Note the note - please keep information to basic facts. If additional notes needed contact SLT.

There is an option to save attachments. SLT will upload all completed reflection sheets.



KJS Behaviour Improvement Plan

Name:

Class:

Date:

Positive behaviours to build up:

Problem behaviour to manage:

Strategies to build up positive behaviours:

Strategies to prevent problem behaviour:

Strategies to manage problem behaviour (including consequences and how they will be implemented):

Notes – *include follow up procedure and timeframe*

Signed: Parent/Guardian/ Teacher/Student/SLT – please circle as appropriate.



balanced



caring



inquirer



risk-taker



knowledgeable



principled



communicator



reflective



thinker



open-minded



Bullying

Bullying is the use of targeted harassment with the intention of hurting another person. Bullying results in pain and distress and is typically a repeated behaviour.

Bullying can be:

Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, using threatening gestures, missing someone out

Physical – pushing, kicking, hitting, punching or any use of violence

Verbal - name calling, sarcasm, teasing, spreading rumours

Racist – racial taunts, graffiti, gestures

Linguistic – deliberately using a language to exclude others

Sexual – unwanted physical contact or sexually abusive comments

Homophobic – focusing on the issue of sexuality

Harassment that is ongoing

Signs and symptoms of bullying:

A child may indicate by signs of behaviour that he or she is being bullied. All adults should be aware of these possible signs and they should investigate if a child:

- *Is frightened of walking to or from school or to go to the playground*
- *Doesn't want to go on the school bus/public bus*
- *Begs to be driven to school*
- *Changes their usual routine regarding travelling to or from school*
- *Is unwilling to go to school*
- *Begins truanting*
- *Becomes withdrawn, anxious or lacking in confidence*
- *Starts stammering*
- *Attempts to threaten suicide or runs away*
- *Cries themselves to sleep at night or has nightmares*
- *Feels ill in the mornings*
- *Begins to do poorly at work*
- *Comes home with clothes torn or books damaged*
- *Has possessions go 'missing'*
- *Asks for money or starts stealing*
- *Has money continually 'lost'*
- *Has unexplained cuts and bruises*
- *Comes home hungry (lunch/snack given away)*
- *Becomes aggressive, disruptive or unreasonable*
- *Is bullying other children or siblings*
- *Stops eating*
- *Is frightened to say what's wrong*
- *Gives improbable excuses for any of the above*

Some of these signs could indicate other problems but bullying should be considered a possibility and should be investigated.



Suggested headings when recording a serious incident on Gateway:

Names of all children involved.

Brief factual outline of incident.

Action taken – all serious incidents require a Behaviour Management Plan to be filled in and uploaded on to Gateway.