



Dyatmika Student Behaviour Policy and Procedures

1. Purpose

The purpose of this policy / procedure is to help ensure positive attitudes and behaviours throughout Dyatmika.

2. Scope

The policy / procedures applies to all sections of Dyatmika School, with some age appropriate variations in procedures.

3. Definitions

Intrinsic reward: the experience of completing a task or set of behaviours based upon personal interest, enjoyment or a sense of self-worth.

4. Policy statement

At Dyatmika we believe that enforcing and rewarding positive behaviour is the healthiest and most effective approach to ensuring students understand, and feel compelled to abide by the high standards of behaviour that we set for them.

Dyatmika aims for all students to develop in line with the school's [Learner Profile](#), which includes aspects of behaviour.

We feel that intrinsic reward is the most effective pathway toward embedding lasting personal standards of behaviour. We seek to help students to understand the internal satisfaction that is gained from doing the right thing or adversely when they do the wrong thing.

For many, however, the stages of moral development require external rewards and consequences (Jeder, 2020) in order for their depth to be understood. The procedures that follow contain both rewards and consequences and are adapted to be appropriate for:

- different student age groups
- classroom and non-classroom situations

Rewards for positive behaviour may include house points, certificates or awards, as detailed in the procedures below. Consequences for unacceptable behaviour are proportionate to incidences (see guidance below).

Guiding levels - behaviour & discipline

To provide clarity of expectations and actions, misbehaviour and disciplinary actions arising are categorised into four levels; It is impossible to account for every possible example so common sense must apply. The list below is not exhaustive but is offered as a guide:

LEVEL 1

Low level infractions of procedures and expectations which negatively impact fellow students or fall short of general, reasonable expectations.

- Inappropriate personal appearance/uniform infraction
- Minor disruptive behaviour or deliberately hindering the progress of other students during lessons.
- Inappropriate use of the internet or other technology resources.
- Showing disrespect for others
- Use of offensive language
- Not respecting the surrounding environment
- Littering
- Being deliberately late to school or class
- Failure to complete work to a deadline
- Minor defacing of school property

Disciplinary actions that are applied against this kind of misbehaviour include:

- A reprimand or a warning
- Writing a letter of apology
- A withdrawal of privileges
- Students invited to attend the extra support sessions
- A detention (break time or lunch time) to undertake a reflection or to write any required apology letter.

Appropriate staff involved:

- Class teacher / home room teacher / subject teacher

LEVEL 2

Misbehaviours whose frequency or seriousness are more disruptive to teaching and learning, social cohesion or the environment of the school.

- Repeats or more serious examples of the kinds of misbehaviour at Level 1
- Teasing or ostracising of other students
- Cheating or copying another student's work
- Truancy from lessons or leaving the school site or school-related activities without permission
- Major disruptive behaviour
- Use of obscene language or gestures
- Possession or distribution of offensive material or inappropriate use of recording devices on school premises
- Anti-social behaviour e.g. minor scuffles, theft
- Defiance

Disciplinary actions that are applied against these kinds of misbehaviours may include appropriate disciplinary actions at Level 1 as well as:

- 'Daily Report', in which a student's behaviour and progress is carefully monitored throughout lessons (and breaks if required)
- A detention (break time or lunch time) to undertake a reflection or corrective behaviour appropriate to the misbehaviour.

- In-school exclusion: Exclusion from lessons, breaks and activities with an expectation of self study with materials presented by the subject teachers

Appropriate staff involved:

- Class teacher / home room teacher / subject teacher
- APLs / HoDs / Team Leaders
- (it may be appropriate to consult with Heads of School depending on the case)

LEVEL 3

More serious misbehaviours that may pose a threat to the health, safety and security of themselves, others and/or the reputation of Dyatmika School.

- Repeats or more serious examples of the kinds of misbehaviour at Levels 1 or 2.
- Possession, use or sale of tobacco.
- Possession, use or sale of 'vaping devices'
- Possession, use or sale of alcohol.
- Possession, use or sale of stolen property.
- Bullying, cyber-bullying, intimidation, students (verbal or physical)
- Tampering with devices designed to ensure the health, safety and security of others.
- Deliberate Plagiarism
- Vandalism, stealing, gambling, fighting
- Physically threatening other students.
- Possession, viewing or distribution of pornographic materials.
- Inappropriate body contact.
- Serious acts of defiance or threatening an employee of the school.
- Bringing the school into disrepute through activities on or off-site.
- Failure to observe regulations of public examinations.
- Posting of unauthorised and/or inappropriate electronic or real images in public access locations/social media platforms or websites which are directly or indirectly related to Dyatmika, its employees or students.

Disciplinary actions that are applied against this kind of misbehaviour may include appropriate disciplinary actions at Levels 1 and 2 as well as:

- In-school exclusion: Exclusion from lessons, breaks and activities. Work set may be related to misbehaviour (e.g create a poster about the danger of smoking, public information campaign about..., reflection on...etc)
- Temporary exclusion from school for 1, 2 or 3 days

The Director must be consulted on decisions to exclude students, before these are put in action.

Appropriate staff involved:

- APLs / HoDs / Team Leaders
- Heads of School
- (it may be appropriate to consult with Director depending on the case)

LEVEL 4

Acts which are criminal or present a direct threat to the welfare of themselves and others, or may result in violence to persons or damage to property.

- Repeats or more serious examples of the kinds of misbehaviour at Levels 2 or 3.
- Extortion of other students.
- Indecent exposure.
- Major vandalism.
- Arson.
- Assault.
- Serious theft.
- Possession, consumption or trafficking of illegal drugs.
- Possession of drug-related articles.
- Possession of a prohibited weapon.
- Outrage of modesty.

The course of action may be mutually agreed between the school and the Parents, depending on the severity of the situation. Permanent exclusion is a strong possibility. Any such decision will directly involve the Director.

Appropriate staff involved:

- APLs / HoDs / Team Leaders
- Heads of School
- Director
- (it may be appropriate to consult with Yayasan depending on the case)

A note on exclusions

Any exclusion includes a three-month probationary period. Probation is a warning to a student. If a student on probation misbehaves in a way that makes his/her liable for a further exclusion, this may result in permanent exclusion from school.

For any student’s misbehaviour which infringes on the laws of Indonesia, the school may be obliged to inform the relevant authorities.

Biting

If a child bites another person (usually applicable to younger children), the following disciplinary actions will apply:

- First instance, the child will be spoken to by the teacher. The parents will be informed either verbally or through written communication
- Second instance of biting within the same term, a letter will be sent home to the parents explaining that this is the second occurrence and that they must speak with their child about the seriousness of this action
- Third instance may result in the parents being called to collect their child and to keep them at home for the rest of the day.

5. Procedures

5.1 Primary and Early Years classroom procedures

The Dyatmika *Going for Gold* Primary/EY approach allows teachers to focus on the learner characteristics drawn from our [learner profile](#).

At the beginning of each day, all students begin on the green section of their going for gold class colour chart. Their aim is to display the Dyatmika Learner Characteristics (appendix 4). These are displayed prominently on the classroom wall and explained to students with clarity throughout the term. If a student demonstrates the Dyatmika learner characteristics for that term clearly, they will be moved *up* the *going for gold* colour chart.

This is known as the 'Gold' section.

- If students finish the day within the gold section they will be given one house point for their house team.
- If they finish in the 'Gold' section after every day of the week, they will be presented with a Head of School award.

Students can also move down the colour chart for behaviours which impact negatively upon others' learning, wellbeing, or for instances which directly contradict the learner characteristics.

For smaller instances, one warning can be given before moving a student into the orange section and another before moving them into the red.

Students may also be moved directly down the chart without a prior warning, if the behaviour so warrants. After each time a downward movement is made, the member of staff will remind the students of the positive behaviours that they can display in order to move *up* once again.

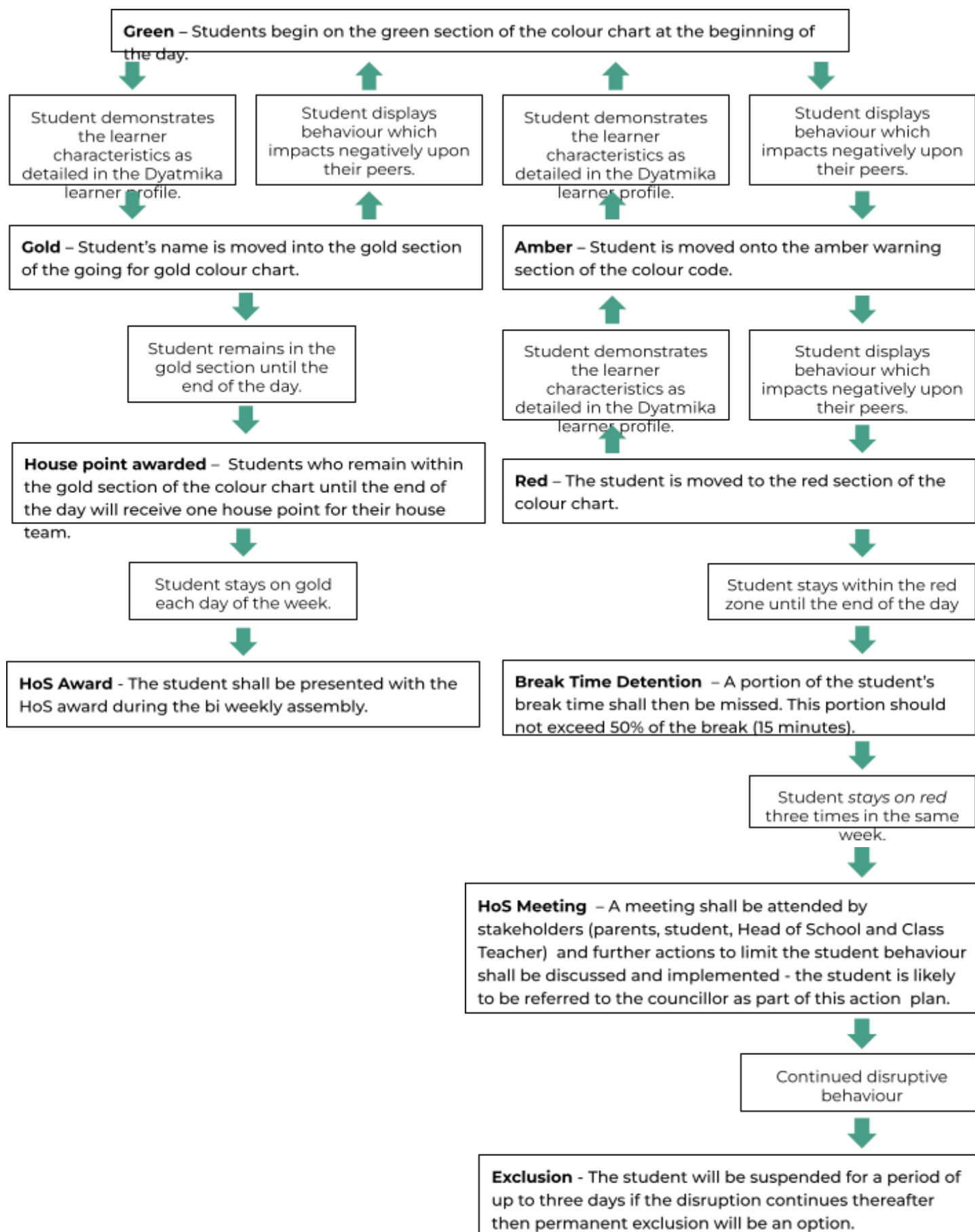
For students who end the day in the red section of the colour chart, a proportion of their break time shall be missed the following day.

The overall use of the chart is to remain positive and as a system to enforce positive behaviour rather than to punish it.

- If a student remains in the red section they will miss a portion of their snack time the following day.
- If this is repeated, three times within a week a meeting shall be held between the Head of School, the parents and the student. At this point, the school's counsellor may become involved.
- Continued class disruption thereafter may result in exclusion and ultimately expulsion from the school.

Instances of both positive and negative behaviour will be recorded in the running record.

Dyatmika Primary/Early Years behaviour procedures: Classroom



5.2 Primary and Early Years non classroom procedures

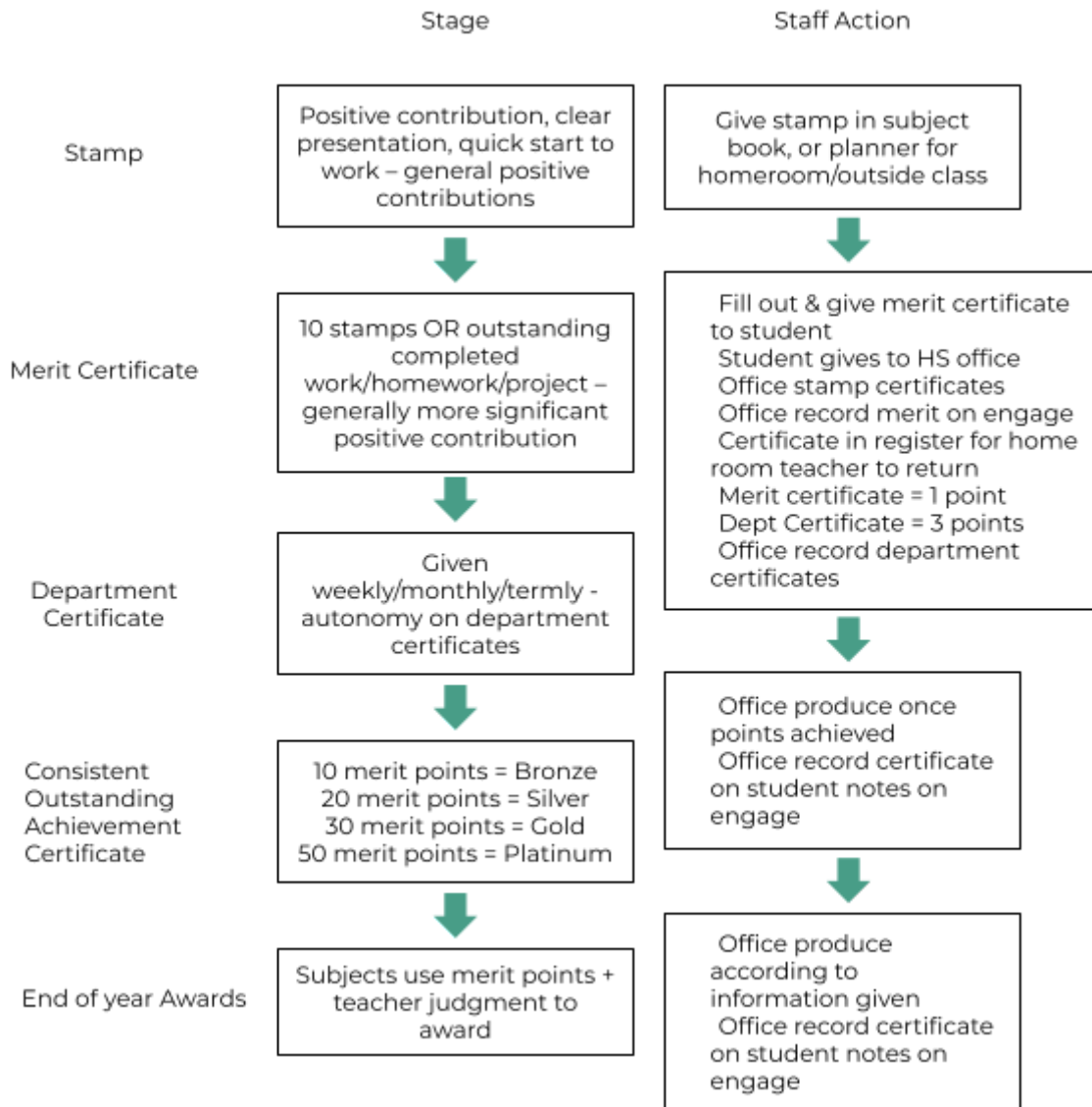
For instances, which happen during break-time, duty teachers will ask the student to sit down and miss a portion of their break within the student's lunch area.

This time should be proportionate to the incident and will often last no more than four or five minutes.

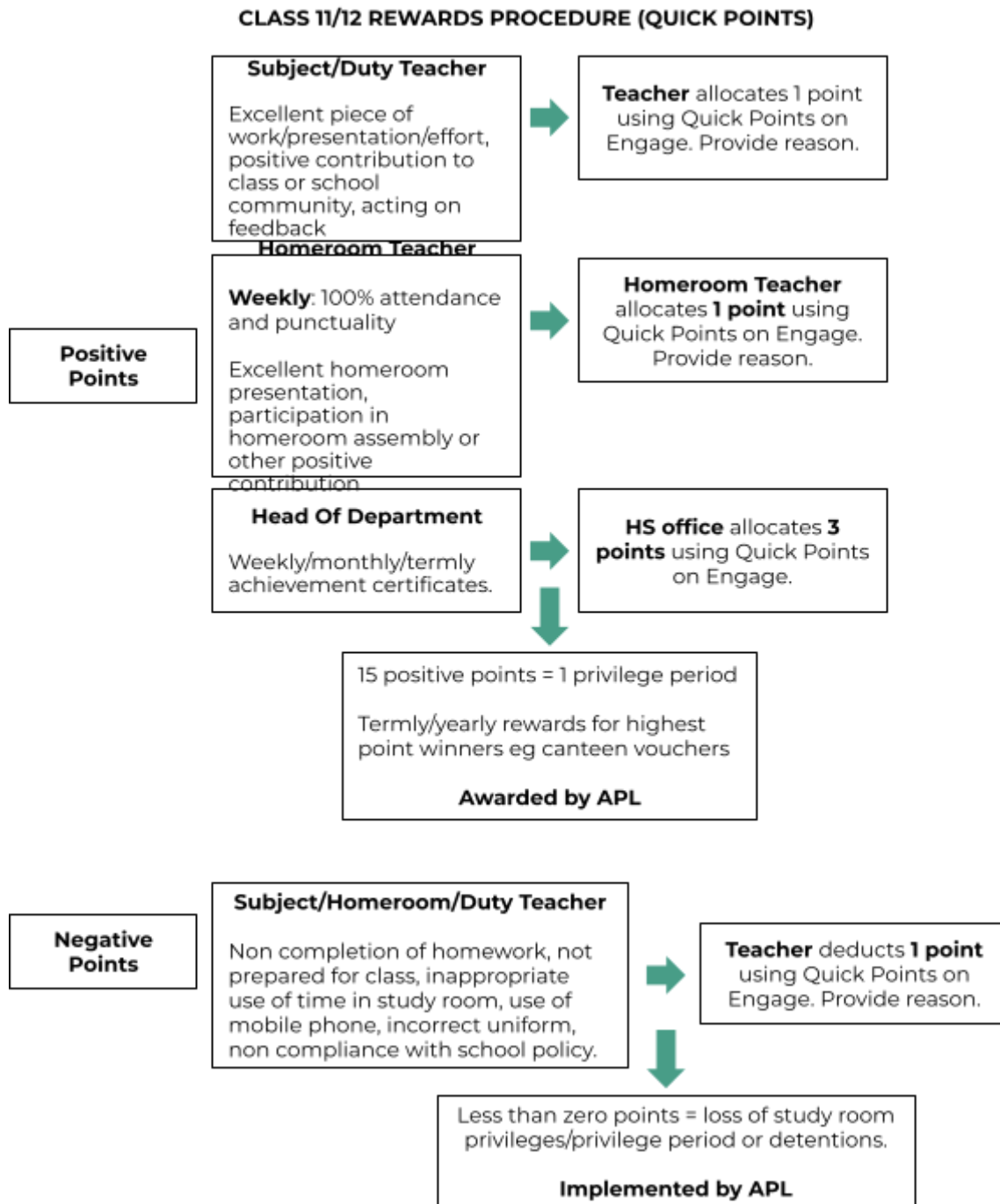
Before rejoining their peers the student will be expected to explain why they have been asked to sit out a portion of their break time.

Duty teachers will write any incidents of note within the running record in order for class teachers and primary management to be able to spot patterns and react if consistent offences occur.

5.3 High School rewards procedures Classes 6-10



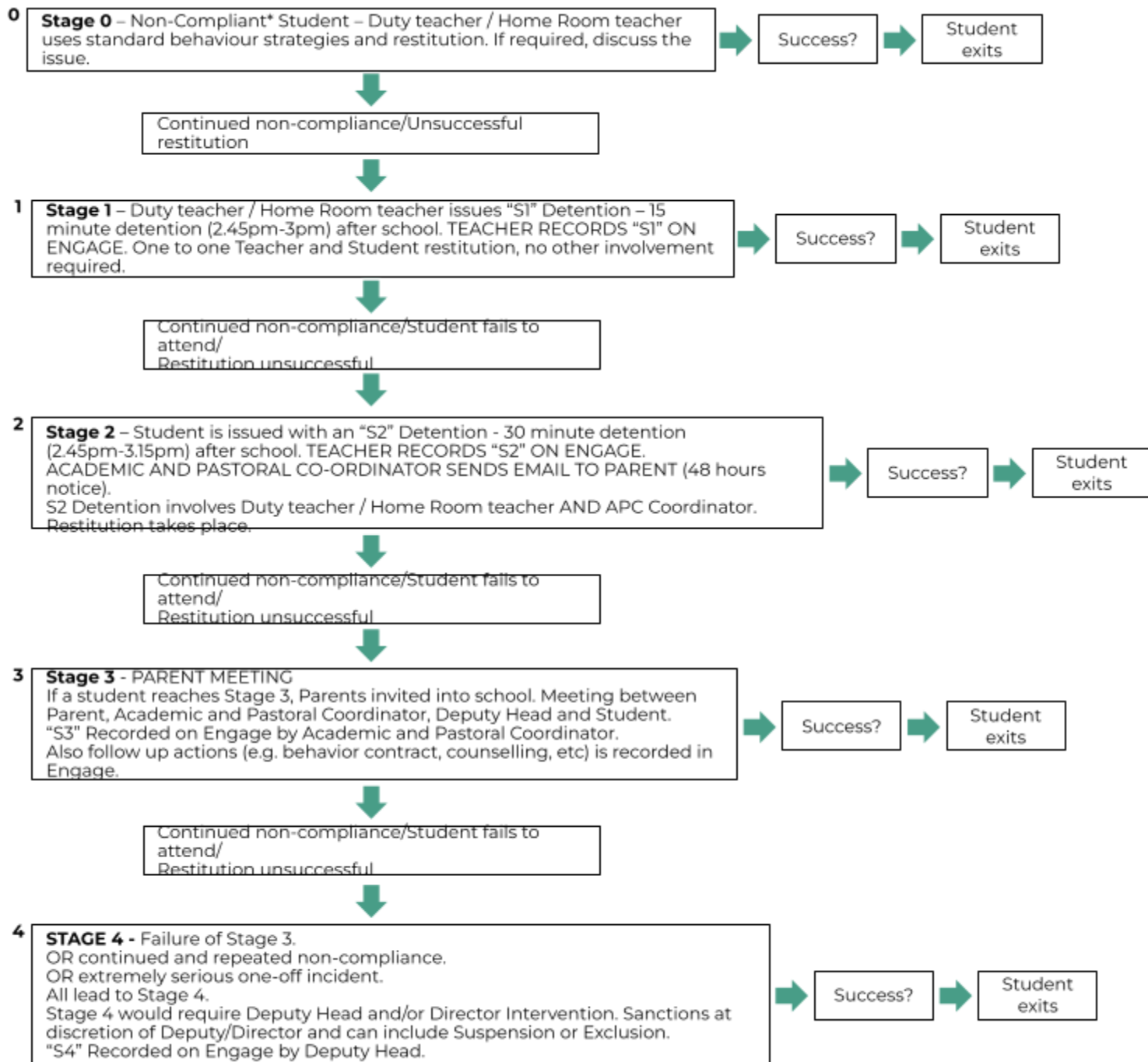
5.4 High School rewards procedures Classes 11-12



Please note: Points will appear on the student's semester report so please check spelling and do not use any other student's name when listing reason.

5.5 High School non classroom procedures

High School Non-classroom situations



NB: Academic and Pastoral Coordinator can also issue a Stage 2 or Stage 3 for students who receive multiple S1 and S2 sanctions over a period of time (upon scrutiny of the weekly and monthly reports).

5.6 High School non-compliance procedures

Non-Compliant Students (NCS) – What to do

A Non-compliant Student is any student who is not responding to school rules, teacher instructions, or student responsibilities and expectations as outlined in the Student Planner. Depending on the role the Teacher is fulfilling at the time of encountering the NCS ('Subject Teacher', 'Duty Teacher' or 'Homeroom Teacher') will determine the action taken, the Flow Chart to refer to, the action to take, and the Senior Staff Member (see below) to refer the incident to (if required).

Relevant Senior Staff Members:

- International Head of High School**
- Academic and Pastoral Leader, 11-12**
- Academic and Pastoral Leader, 9-10**
- Academic and Pastoral Leader, 6-8**

Subject Teacher

Examples of non-compliant behaviour	Flow chart or policy to refer to	Action
General poor behaviour, lack of work, disruption to lesson, no homework etc	Classroom Situations	Enter at Stage 0 then escalate to Stage 1 upwards if necessary
Rudeness or refusal to comply	Classroom Situations	At least Stage 1, or higher depending on severity
Bullying	Non-Classroom Situations	Deal with the matter initially. Remove perpetrator from lesson if necessary. Report incident to Academic and Pastoral Leader at earliest opportunity.
Serious one-off incident (Severe defiance or dangerous behaviour)	Classroom Situations	Call Head of High School immediately. Student will enter Stage 3 or 4 as required

Homeroom Teacher

Examples of non-compliant behaviour	Flow chart or policy to refer to	Action
Any examples from "Subject Teacher" table that may occur in Homeroom	Classroom Situations	Enter at Stage 0 then escalate to Stage 1 upwards if necessary
Student is Late to Homeroom	Homeroom Teacher Roles	Homeroom teacher records 'L' on paper register and addresses student on the matter.
Student is wearing incorrect uniform	Homeroom Teacher Roles	Homeroom teacher records 'U' on paper register and addresses student on the matter. Send student to High School Office to get correct uniform.
Student has no Planner	Homeroom Teacher Roles	Homeroom teacher records 'P' on paper register and addresses student on the

		matter. Send student to High School Office to get temporary Planner, or buy a new one if lost.
Student has missing Equipment	Homeroom Teacher Roles	Homeroom teacher records 'E' on paper register and addresses student on the matter. Send student to High School Office to purchase missing Equipment.
After analyzing the paper register on Friday each week, student has several 'LEPU' marks	Non-Classroom Situations	Homeroom teacher issues Stage 2 detention and informs Academic and Pastoral Leader

Duty Teacher Roles

Examples of non-compliant behaviour	Related flow chart or policy	Action
General poor behaviour, shouting or disruption (especially near exam rooms), disruption, etc	Non-Classroom Situations	Enter at Stage 0 then escalate to Stage 1 upwards if necessary
Rudeness or refusal to comply	Non-Classroom Situations	At least Stage 1, or higher depending on severity
Bullying	Non-Classroom Situations	Deal with the matter initially. Speak to students responsible. Report incident to Academic and Pastoral Leader at earliest opportunity.
Students leaving rubbish/litter or plates	Non-Classroom Situations	Duty teachers issue an S1 detention. Arrange for student to complete S1 detention with them after school that day. Duty Teacher records S1 on Engage
Serious one-off incident (Severe defiance or dangerous behaviour)	Non-Classroom Situations	Call Head of High School immediately. Student will enter Stage 3 or 4 as required

It is the responsibility of the member of staff on duty to deal with incidents in their allotted Duty Zone. This includes setting, sitting and recording, any detentions required. It is therefore essential that all Duties are attended fully and on time. Any "Non-Classroom Situations" that occur or begin in your Duty Zone are YOUR responsibility to deal with, sanction and retribute. If students fail to attend an S1 detention you set, it is your responsibility to escalate to S2, record S2 on Engage, and inform the relevant Senior Staff Member*.

6. Roles and responsibilities

The Yayasan is to:	<ul style="list-style-type: none"> Become involved as the last recourse/mediator in any related complaint.
The Director is to:	<ul style="list-style-type: none"> Apply the policy in conjunction with the relevant Head of School.

Heads of School are to:	<ul style="list-style-type: none"> Apply and monitor the effectiveness of the policy; addressing/investigating all concerns raised by either students, parents or teachers.
Teachers are to:	<ul style="list-style-type: none"> Follow the behaviour procedures carefully and maintain high standards of behaviour for students at all times.
Teaching Assistants are to:	<ul style="list-style-type: none"> Follow the behaviour procedures carefully and maintain high standards of behaviour for students at all times. Refer any behaviours of note to their team leaders.
Students are to:	<ul style="list-style-type: none"> Follow the behaviour procedures carefully and to maintain high standards of behaviour.

7. Related documents

House Points Policy and Procedure
 Anti-Bullying Policy and Procedure
 Primary Running Record

8. Change history

Version	Developed/reviewed by	Date
1	Director International Heads of School	2015
2	International Head of Primary and Early Years	2021
3	Director International Heads of School	February 2023

9. References

Jeder, Daniela. 2020. *Reinterpretations and extensions of the theories of moral development*. International Journal of Social and Educational Innovation, Volume 7 / Issue 14 / 2020. <https://journals.aseiacademic.org/index.php/ijsei/article/view/159/144>