



# ST. JOSEPH'S INSTITUTION INTERNATIONAL ELEMENTARY SCHOOL

## Behaviour Policy

### APPROACH

As a Catholic Lasallian School, there is a common mission:

*"Enabling students to learn how to learn and learn how to live, empowering them to become people of integrity and people who care for others."*

Promoting positive behaviour is part of SJI Elementary School's Character Education Programme. There is clear guidance on positive behaviours the school wants to encourage in children through the virtues that are shared and promoted each and every day. Together with parents, the school is working to build Children of Character.

#### 1. Working towards greater well-being under PERMA(H)

The behaviour policy aims to work within all aspects of PERMA(H) through:

**Positive Emotions** - Virtues Project

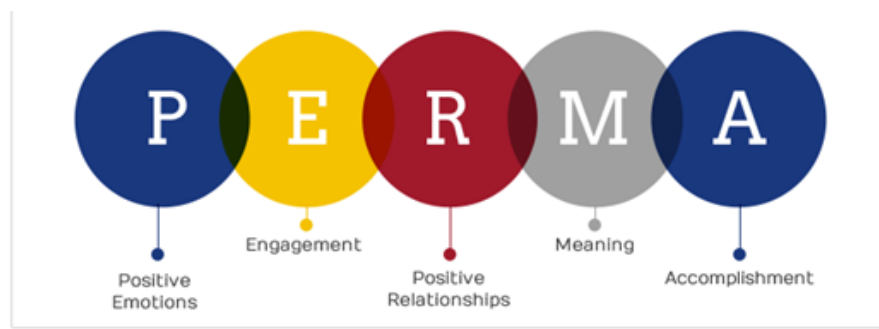
**Engagement** - Assemblies, Shared Experiences

**Positive Relationships** - Across classes/grades, House Groups

**Meaning** – Class time, Assemblies, Service Projects, RME

**Accomplishments** - Wow Cards, Merit Certificates

**Health** - Good behaviour aids good mental health and broader wellbeing, good health aids good behaviour.



#### 2. Behaviour Code

The behaviour code is displayed around the school, including every classroom. It reminds students to:

- Be **kind** to others: follow the Golden rule to treat others the way we wish to be treated
- Be **respectful** of yourself, others, school property and the environment
- Be **courteous** to others at all times
- Be **self-disciplined** moving in and around the school
- Be **responsible** for your own actions

### 3. Character Education

*The Virtues Project* is the cornerstone of SJI Elementary School's Character Education Programme. The school uses the five strategies of The Virtues Project to encourage a positive environment, good behaviour and wellbeing.

"The Virtues Project is based on the beliefs and virtues valued by diverse cultures and world religions around the world. The mission is to provide empowering strategies that inspire the practice of virtues in everyday life. The virtues are the building blocks of character and include qualities such as integrity, kindness, responsibility and other elements of good character that exist within each child in potential. "The Virtues Project Educator's Guide

### 4. Promoting Positive Behaviour

The school promotes, acknowledges and reinforces positive behaviour by:

- Acknowledging virtues displayed by students
- Having a **Virtue of the Week**; we refer to this at Assemblies, class meetings and model how this is practised throughout the week.
- Issuing **WOW Cards** to acknowledge virtues - WOW cards are awarded to individual children for displaying positive behaviours linked directly to the virtues. \* Prep 1 fill their WOW Buckets in class. Every WOW card is equal to a House UnityPoint (HUP). WOW cards are entered into weekly Assembly draws; the winning classes - EY, MY and UES are awarded a "Golden Time " which can include; extra play, choosing, IT Time.
- **Houses** - All children and staff are allocated to Houses. House events are organised termly by House Captains and Heads of House. House Points are collected weekly via the House database (teachers enter House Points). The winning house is rewarded with a House Treat e.g. Pool Party biannually.
  - School Houses: Jaime – Red Miguel -Green Mutien - Yellow Benilde - Blue
- **Merit Certificates** - Each week, the children are presented with **Merit Certificates** in assembly. These certificates are awarded to individual children and have to be logged on the child's record using the rewards and conduct module in iSAMS.

### 5. Inappropriate Behaviour

Should a student display inappropriate behaviour the school will take advantage of a teachable moment to remind him/her of expectations and which virtue they need to practise. If inappropriate behaviour continues a reminder can be issued. There are times when a child may still exhibit inappropriate behaviour that will need to be addressed. Behaviour Reflection Sheets are designed to provide students with the time to think about their behaviour and what amends need to be made.

### 6. Well Being Concerns

Behaviours that give cause for well-being concern, e.g. discarding food, repetitive "short tempers", sexualised behaviour, should be brought to the attention of the pastoral team immediately and logged on iSAMS database under Pastoral Care Note on iSAMS.

The pastoral team requires specific information in order to be able to support children and their families through periods of significant concerns and this is why staff are required to keep accurate records on iSAMS.

## 7. Working Together as a Class

Homeroom time must be used to discuss positive actions in behaviour management, to fill students with knowledge about the virtues, to help them become Children of Character. When difficult situations arise, homeroom time can be used to talk through any issues that are affecting the form or grade, members of the pastoral support team.

## 8. Restorative Practices

Students are encouraged to take responsibility for their own actions and learn to solve problems when conflicts arise. In the ideal situation there is reconciliation, restoration of friendship and contentment on both sides.

## 9. Talking Corner to Resolve Conflict

“The Talking Corner” or quiet space is used for students to speak calmly with each other about the problem and work in a peaceful way to reach a solution. Guide for talking corner:

- Take, turns and speak *truthfully*
- Listen *respectfully* to other’s point of view
- Share your feelings *honestly*
- *Creatively* find a virtue you need
- Use *justice* and *forgiveness* for amends to be made
- Practice *commitment* to act differently in future

## 10. Working with Parents

It is very important that parents are kept informed about their child’s behaviour. The pastoral support team can work with teachers to assist them in what can be difficult phone calls and meetings. It is important that the school work with parents in partnership to bring about a joint emphasis on improvement. There is an expectation from the school that all students will behave in school, that parents are the primary educators of their child and that children should arrive in school ready to learn and able to behave well.

## 11. Transition to High School

The Head of Upper Elementary School and the Vice Principal (Pastoral) meet with the VP Pastoral of the High School each year to ensure that the behavioural needs of transitioning students are met on their transfer to the High School.

## 12. Digital Behaviour

Students are expected to behave as well online as they do in school. Where there is inappropriate behaviour online this should be logged on iSAMS using the levels outlined in **Appendix 1**. Staff should not interfere with or delete any online content; it may be needed as evidence and to further support the child and family with the online behaviour. Behaviour in the home, on a phone purchased by the parent, on software sanctioned by the parent, is not necessarily a school matter. The school will however support the family in informing them about any online incident, mediating any difficult conversations with other families and placing an expectation for change upon the family.

## 13. Bullying

SJI International Elementary School is committed to providing a safe and secure environment for all of its members and we will not tolerate any action that undermines a person’s rights in relation to this. Bullying of any kind is unacceptable in the school and action will be taken when it is evident that

someone is being bullied. Bullying is repeated aggressive or negative emotional behaviour that is hurting someone.

**Be an upstander not a bystander!**

All children Grade 2 – 6 at SJI International Elementary School regularly review the “**Bystander Code**” outlined below:

- Don't join the bullying incident.
- Don't smile to show that you agree with the bully's behaviour.
- Tell others you don't like the bullying behaviour.
- Inform an adult in the school community of the incident.
- Accompany the target to report the incident.
- Show care for the target by standing near to him/her.
- Ask the bullied student to join your group.
- Ask the bullied student if he/she feels alright.
- Distract the student who is bullying.
- Be prepared to explain what happened to staff members.
- Digitally flag or report poor behaviour online, inform someone.

Where a parent considers that their child is being bullied, they should keep a record of any incidents in writing, the date, time, nature of incident and any witnesses. They should then contact the class teacher or pastoral team through the school office. Appropriate follow up actions will be taken as per iSAMS level 3 outlined in [Appendix 1](#).

**14. Intervention measures to help students with poor conduct**

The school will take different follow up actions and support strategies according to the different behaviour levels outlined in [Appendix 1](#).

**15. Evaluation of intervention measures for effectiveness and improvement**

- a. Any intervention actions taken on student with behaviour issues are to be evaluated for effectiveness and improvements through the use of both individual evaluations done individually with students and parents, and group (i.e. Pastoral team) evaluations done at the School level.

**16. Review of student behaviour policies and procedures**

- a. The Student behaviour policy and procedures would be reviewed on an [annual basis](#) using the platforms of Internal Reviews (carried out by process owners) and Internal Assessments (carried out by [QA Department](#)).

## PROCESS

Write-up: Process Steps & Details	Documentation / (Responsibility)
<p><b>1. Intervention Measures to help students with behavior issues</b></p> <p>1.1 Intervention measures the school adopts for <u>behavior issues</u>: -</p> <p><u>Inappropriate Behaviour</u> Should a child display inappropriate behaviour the school will take advantage of a <i>teachable moment</i> to remind him/her of our expectations and which virtue they need to practise. If inappropriate behaviour continues a reminder can be issued. Reminders cards are used to remind the child of the virtue they should be practising. Should 3 reminders be required the child will be asked to complete a Behaviour Reflection with the class teacher. Referral to Phase Leader is required.</p> <p>There are times when a child may still exhibit inappropriate behaviour that will need to be addressed.</p> <p><b>Behaviour Reflection Sheets</b> - “A Time to Think” use restorative questions and virtues reflection.</p> <p>Behaviour Reflection Sheets are designed to provide students with the time to think about their behaviour and what amends need to be made.</p> <p>Behaviour Reflection Sheets have to be discussed with the child and managed by the issuing teacher - they can be completed during recess. These are sent home to be signed by parents and returned. Should 3 Behaviour Reflections be issued and support given to the child, parents will be invited in for a conference with VP Pastoral and class teacher to discuss support and next steps using behaviour levels.</p> <p><u>Pastoral Support Plans</u> Where a student requires more considered support over a longer period of time, a <b>Pastoral Support Plan</b> can set out clear targets and support strategies. A pastoral support plan would be put in place within a Team around the Child; parents, teacher, Teaching Partner, VP Pastoral and any outside agencies that may be involved.</p> <p>For the full set of intervention measures to be taken according to the different level of behaviour issues, refer to <b>Appendix 1</b>.</p>	<p><b>Behaviour Reflection Sheet</b>  (Vice Principal (Pastoral))</p> <p><b>Pastoral Support Plan</b>  (Vice Principal (Pastoral))</p>

<p><b>2. Evaluation of intervention measures for effectiveness and improvement</b></p> <p>2.1 Evaluation of intervention measures are a constant effort, where the intervention taken will be evaluated for effectiveness through the improvement of the particular student (with behaviour issues) in question.</p> <p>2.2 The pastoral team will work with individual teachers and/or parents of the student with the behaviour issue to monitor for improvements following the initial intervention action taken. Should behaviour issues continue, the next level of intervention action will be taken (refer to <a href="#">Appendix 1</a>).</p> <p>2.3 There are various measures which the pastoral team can take to measure the effectiveness of intervention measures taken on students with behaviour issues.</p> <p>2.4 Measures to evaluate effectiveness of intervention actions taken for students with conduct issues include:</p> <ul style="list-style-type: none"> <li>Observing whether student's behaviour have improved following the intervention action, either through following up with the student or their parents</li> </ul> <p>2.5 Effectiveness of the different categories of follow up actions for students with persistent behaviour issues (e.g. students who have been flagged up multiple times by different teachers in iSAMS) will also be discussed and documented in the <a href="#">Pastoral Department Meeting Minutes</a> by the Elementary School's pastoral department.</p>	<p><a href="#">Pastoral Department Meeting Minutes</a></p> <p>(Vice Principal (Pastoral))</p>
<p><b>3. Review of student behaviour policies and procedures</b></p> <p>3.1 The Student Behaviour policy and processes would be reviewed through the following platforms: -</p> <ul style="list-style-type: none"> <li>Internal review by respective process owners using the <a href="#">Internal Review Form</a></li> <li>Internal assessment by <a href="#">QA Department</a> using the <a href="#">Internal Assessment Report</a></li> </ul>	<p><a href="#">Internal Review Form / Internal Assessment Report</a></p> <p>(QA Department)</p>

## SYSTEMS & REVIEW

S/N	<u>SYSTEMS</u>	<u>REVIEW</u>	
	(Desired outcomes for integrated processes)	(Outcome indicators for evaluation of effectiveness of related Approach, Process and System)	Related processes that are integrated that leads to a desired outcome.
1	Student Conduct and Policies and Procedures, including intervention measures are effective in driving good overall conduct.	a. No. of students expelled / terminated based on poor discipline and / or conduct	<ul style="list-style-type: none"> <li>Process for Monitoring of Student Conduct</li> </ul>

## Appendix 1

iSAMS Supporting Inappropriate Behaviour		
	EXAMPLES OF INAPPROPRIATE BEHAVIOURS	POSSIBLE SUPPORT STRATEGIES/CONSEQUENCES
<b>LEVEL 1</b> <b>Teacher</b>	<p>At this level could include:</p> <ul style="list-style-type: none"> <li>• Ignoring instructions</li> <li>• Minor arguments</li> <li>• Use personal devices / mobile phone during school hours (including breaks)</li> <li>• Unkind language</li> <li>• Rough play</li> <li>• Disruptive behaviour</li> <li>• Uniform transgressions</li> <li>• Minor safety issues- no hat, running in corridors...</li> <li>• Eating / playing in non-designated areas</li> <li>• Not meeting school expectations of home learning (* MY and above)</li> <li>• Careless use of school equipment</li> </ul>	<p>At this level could include:</p> <ul style="list-style-type: none"> <li>• <b>Teachable moment</b> dealt with by classroom teacher - Awaken the virtue in the child, guide them to it, "what virtue do we need to call on?"</li> <li>• <b>Issue Reminder/s</b> if necessary (EY call on colleague for Time out if appropriate)</li> <li>• Please <b>log third reminder on iSAMS</b> at Level 1 and refer to Phase Leader for Behaviour Reflection.</li> </ul> <p><i>Please note:</i></p> <ol style="list-style-type: none"> <li>1. Teachers are encouraged to use restorative practices and take reminder cards from children when appropriate behaviours are restored.</li> <li>2. Every day is a new day</li> </ol>
<b>LEVEL 2</b> <b>Phase Leader</b>	<p>At this level could include:</p> <ul style="list-style-type: none"> <li>• <b>Continued Level 1 behaviours</b></li> <li>• Wilful refusal to participate in program of instruction</li> <li>• Intentional unsafe behaviour</li> <li>• Disrespect/ Insolence</li> <li>• Inappropriate use of school tools and resources</li> </ul>	<p>At this level could include:</p> <ul style="list-style-type: none"> <li>• Student completes <b>Behaviour Reflection</b> during next available break with issuing Class Teacher; Specialist, Teaching Partner, SLT</li> <li>• <b>Parents notified</b> via Behaviour Reflection.</li> <li>• Please <b>log on iSAMS</b> at Level 2</li> </ul> <p><i>Please note:</i></p> <ol style="list-style-type: none"> <li>1. Teachers are encouraged to use restorative practices and discuss Behaviour Reflection with child.</li> </ol>
<b>LEVEL 3</b> <b>Pastoral Team</b>	<p>At this level could include:</p> <ul style="list-style-type: none"> <li>• <b>Continued Level 2 behaviours</b></li> <li>• All forms of bullying</li> <li>• Physical aggression e.g pushing, kicking, hitting</li> <li>• Abusive / vulgar language including swearing and actions</li> <li>• Racist remarks</li> <li>• Threats / intimidation</li> <li>• Vandalism- graffiti and breakage</li> <li>• Truancy</li> <li>• Inciting others to behave inappropriately</li> <li>• Direct humiliation</li> <li>• Possession of a weapon</li> </ul>	<p>At this level children are referred to VP Pastoral*</p> <p>* alternative VP staff in VP Pastoral's absence</p> <ul style="list-style-type: none"> <li>• VP refers to: <ul style="list-style-type: none"> <li>○ Pastoral Team Counsellor, LS</li> <li>○ Parent interview</li> </ul> </li> </ul> <p>Possible support strategies / consequences;</p> <ul style="list-style-type: none"> <li>• <b>Pastoral Plan</b></li> <li>• Monitoring program- Daily Behaviour Record</li> <li>• Withdrawal of privileges (field trips, expedition, excursions, CCA sport events, ICT equipment)</li> <li>• Peer mediation or restorative conference</li> <li>• Interagency referral</li> <li>• Please <b>log on iSAMS</b> at Level 3</li> </ul>



<b>LEVEL 4</b> <b>Principal</b>	<p>At this level could include:</p> <ul style="list-style-type: none"> <li>● <b>Continued Level 3 behaviours</b></li> <li>● Racist remarks directed at other students</li> <li>● Theft</li> <li>● Intentional violence / fighting resulting in injury / assault of other students</li> <li>● Major vandalism / damage to property</li> <li>● Abusive language directed towards staff</li> <li>● Inappropriate sexualised language and conduct</li> <li>● Use of a weapon</li> <li>● Gross misconduct that is not in the power of the school to address or modify</li> </ul>	<p>At this level children are referred to Principal*</p> <p>*alternative SLT staff in absence of Principal</p> <ul style="list-style-type: none"> <li>● Principal refers to Executive Leadership Team</li> </ul> <p>Possible support strategies / consequences;</p> <ul style="list-style-type: none"> <li>● Suspension - from 1 day increasing if appropriate</li> <li>● Re-entry meeting with parents</li> <li>● Individual Behaviour Contract</li> <li>● Restorative conference</li> <li>● Recommend exclusion / Cancellation of contract</li> <li>● Outside agency referral</li> <li>● Police notification</li> <li>● Please <b>log on iSAMs</b> at Level 4</li> </ul>
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