

# St Joseph's Institution International School Malaysia

**Enabling youth to learn and to learn how to live, empowering  
them to become people of integrity and people for others.**



## Behaviour for Learning Policy

Signed: \_\_\_\_\_ Elementary School Principal

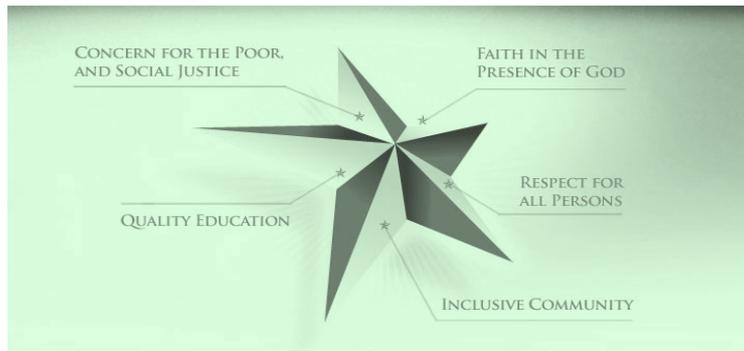
Signed: \_\_\_\_\_ High School Principal

Date of Policy: 8/16

Date of Review: 8/17

## Behaviour for Learning Policy

This policy is written in the spirit of putting into practice our Lasallian core values



### Rationale

To provide a secure and orderly atmosphere where effective teaching and learning can take place in an environment of mutual respect which strives to foster Lasallian values.

This policy SJIIM will consolidate and standardise our management of behaviour for learning at SJIIM, without losing the individual professional autonomy of staff. We will reinforce the positive ethos that is pervasive in all aspects of school life at SJIIM, and to continue to support behaviour for successful learning as our school grows.

### Aims

We aim to:

- create an environment which encourages and reinforces good behaviour.
- promote intrinsic motivation for making good choices
- define acceptable standards of behaviour.
- encourage consistency of response to both positive and negative behaviour.
- promote self-esteem, self-discipline and positive relationships.
- ensure that the school's expectations and strategies are shared and understood by all staff, students, governors and parents.
- ensure our school is a safe, caring and supportive environment where students can learn and teachers can teach.
- encourage the involvement of both home and school in the implementation of this policy.

### Purpose (What we want to achieve)

We want our students to:

- be positive individuals who are clear about what is expected of them.
- value and support each other and all adults as individuals in a school community which strives to live by our Lasallian values.
- promote positive behaviour such as honesty and courtesy through their actions.
- develop relationships based on kindness, respect and understanding of the needs of others.
- treat everyone fairly regardless of age, gender, race or ability.
- show appreciation of the efforts of all and the contribution of all.
- take responsibility for their own actions and be aware of the choices and consequences that are available to them.
- be intrinsically motivated to be the very best they can be.

## Behaviour for Learning Policy

### Behaviour for Learning

The **learning experience** is central to everything we do, and our values as an organisation reflect a modern, international interpretation of over 330 years of Lasallian education worldwide. Through our guidance, actions and teaching we encourage students to behave in a way that develops an understanding of themselves and others, and builds a resilience and desire to learn.

#### Behaviour for Learning is:

- **Positive**, where high expectations are emphasised.
- **Values driven**, where the process and method in resolving an issue is equally important as the sanction or consequence.
- **Restorative** rather than punitive, focusing on positive relationships between students, and other members of our school community;
- **Relevant** to students at all stages of their education, but sometimes requiring a different approach according to age or social maturity.

There will be a shared responsibility within the school for the successful management of behaviour for learning. Students will show the Lasallian values of respect, responsibility, and resilience in their learning.

- **Respect** - for ourselves, each other and our learning environment.
- **Responsibility** - for our learning and behaviour as a valued member of the school community.
- **Resilience in Learning** - seeking advice and guidance from others, and learning to adapt when we make mistakes. Developing a curiosity for learning, showing determination and resolve.

Respect, responsibility and resilience are themes that are relevant to all members of the school community.

#### Roles and Responsibilities

The Principals are responsible for behaviour management at SJI International, however the responsibility for the effective implementation of the Behaviour for Learning Policy and Procedures, lies with all those who educate our students (i.e. the teachers, coaches and support staff, as well as the students themselves). The Principals have the authority to permanently exclude a student if ever necessary.

#### The Head of School will:

- Have overall responsibility for the policy and procedures, and answer concerns or queries from all stakeholders relating to its implementation (including how consistently the policy is implemented).
- Administer the exclusion process in response to high tariff incidents/patterns of behaviour.

#### The Principals will:

- Establish this policy, in consultation with staff and students and keep it under regular review.
- Ensure that the policy is communicated clearly to staff, students and parents.
- Publicise the policy, by making it known within the school and by bringing it to the attention of students, parents and staff.
- Ensure that support is provided for staff faced with challenging behaviour and coordinate a whole school programme of training.

#### Phase leaders will:

- Proactively celebrate and recognise positive behaviour and achievement.
- Ensure that there is consistent implementation of school policy and procedures.
- Provide 1 to 1 advice and guidance to students, and 'sign post' individuals for further specialist support.
- Respond to the analysis of behaviour data to provide a programme of support and intervention.
- Proactively facilitate systems to support student behaviour.
- Lead meetings with all stakeholders to share information and plan support for students with behavioural needs or concerns.
- Liaise with subject teachers to share information concerning the behaviour of students.
- Use the school ISAMS system to record significant behaviour.

## Behaviour for Learning Policy

### All staff will:

- Be guided by the Behaviour for Learning policy, ensuring that it is applied consistently and fairly, understanding that mutual support amongst all staff in the implementation of the policy is essential.
- Proactively celebrate and recognise positive behaviour and achievement.
- Facilitate systems to support student behaviour in the classroom.
- Ensure that there is consistent implementation of school policy and procedures.
- Respond to the analysis of behaviour data to provide support and intervention for staff and students
- Liaise with Phase Leaders to share information concerning the behaviour of students.
- Use the school ISAMs system to record significant behaviour incidents.
- Have a responsibility, with the support of the Pastoral and Academic teams, for creating a high quality-learning environment which stimulates and motivates students.
- Use their professionalism and individuality, to role model and sustain positive relationships
- Feedback to the Principal and the Senior Leadership Team on the effectiveness of the policy and procedures.

### Parents/guardians are expected to:

- Take responsibility for the behaviour of their child both inside and outside the school.
- Work in partnership with the school to reinforce praise, participate in Pastoral Support Programmes, and maintain high standards of behaviour in their child.
- Raise any issues arising from the implementation of the policy with the school.

### Students are expected to:

- Embrace the principles of the behaviour for learning policy.
- Abide by the Code of Behaviour.
- Take responsibility for their own behaviour and accept the consequences of their actions.
- Show respect, responsibility and resilience in their learning and behaviour.
- Report incidents of negative behaviour such as disruption, bullying or any form of harassment.

### Rewards

Rewards are seen by SJIIM as a positive way in which to encourage good behaviour, motivation and academic progress.

Students may be rewarded for a number of reasons, including:

- ✓ academic progress
- ✓ tremendous effort
- ✓ exemplary conduct
- ✓ setting the standard to others/being a role model
- ✓ active involvement in activities or projects outside of the school day within the wider community
- ✓ extra-curricular activities
- ✓ high standards of behaviour
- ✓ high levels of attendance or punctuality
- ✓ community spirit
- ✓ leadership within the school community and/or wider community
- ✓ support or generosity towards others

Student rewards for each academic year are listed in the ES and HS Guidelines as attached to this policy.

All student rewards will be recorded in the student file, the student Learning Portfolio and logged on ISAMS.

### **Consequences and Correcting Misbehaviour**

The school will help students to learn how to behave. We have the legal power to apply a wide range of penalties/sanctions to students who break the school rules, fail to follow instructions or behave in a way that is unacceptable.

**Consequences** can include:

- behaviour code
- withdrawing the student from a lesson or peer group
- withdrawing participation in a school trip or event
- taking away break or lunchtime privileges
- community service
- detention
- confiscation of property
- exclusion from school - either for a fixed period or permanent

### **Related Documents**

1. School Code of Behaviour (Appendix 1 to this document)
2. ES and HS Procedural Guidelines
3. Anti-Bullying Policy.
4. Positive Handling Policy
5. Academic Honesty
6. School Uniform and Appearance Regulations
7. ICT Student and Staff Acceptable Use Policy

### **Monitoring**

Annual Report from the Principals

## Appendix 1 - Behaviour Code

At SJII Malaysia we aspire to be the following:

**Respectful:** (for ourselves; for others; and our community)

- We show respect for ourselves and others by behaving in a way which supports our Lasallian values. We listen and speak to others appropriately, and are accepting of their opinions.
- We go beyond our self-interests to find ways to serve the needs of others, and are accepting of different beliefs and cultures. We show kindness, compassion and courtesy, and work together to build a community where everyone is valued.
- We respect the environment in which we learn. We uphold the good name of the school and wear our uniform with pride.

**Responsible:**

- We are persons of integrity. We are responsible for achieving the highest possible learning outcomes.
- We show personal organisation by being punctual to school and by equipping ourselves for successful learning. We take an active role in school life, and care for our environment so that we can benefit from it.
- We are responsible for the choices we make. We intervene and remind others of their standards of self-discipline and personal responsibility. We have a loyalty and a sense of belonging to our school.

**Resilient:**

- We show resilience in our own learning. We readily seek advice and guidance from others, and learn to adapt when we make mistakes.
- We recognise the importance of working independently and collaboratively, and have faith in ourselves and in others. We strive to be the best we can be, and show curiosity, determination, and resolve.
- We view the future with optimism, and are active citizens in our school community.

**Six Rules for Learning and for a safe school:**

1. WE ARE GENTLE (respect for physical safety)
2. WE ARE KIND (respect for emotional safety)
3. WE LISTEN (respect for others people's views)
4. WE ARE HONEST (respect for truth)
5. WE TRY OUR BEST (respect for learning)
6. WE LOOK AFTER PROPERTY (respect for property)