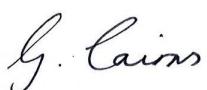


St Joseph's Institution International School

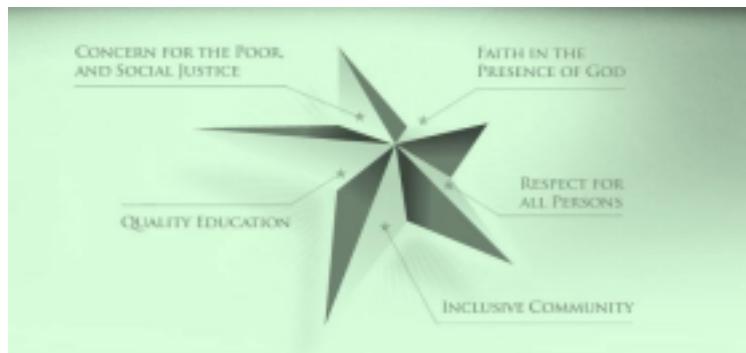
Enabling youth to learn and to learn how to live, empowering them to become people of integrity and people for others.



Behaviour for Learning Policy

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|----------------------|---|
| Policy Written: | December 2016 |
| Policy Reviewed: | June 2018, 2020, 2024 |
| Date of Next Review: | June 2026 |
| Revised By: | Gary Cairns, Head of School, Sahana Fried, ES Assistant Principal (Pastoral), Linda Pridgeon HS Assistant Principal (Character and Wellbeing) |
| Signed By: |  Head of School |

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 and develop good character.

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

We have combined the Behaviour for Learning policy with the Leadership intervention SOP.

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 upon a foundation of trust
- Encourage the involvement of both home and school in the implementation of this policy

Purpose

- We want our students to:
- Be students of good character 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 and virtues 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

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.

The school uses 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

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.

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.

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

Roles and Responsibilities

The Head of School has overall responsibility for behaviour management at SJIIS, 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 Deputy Principals, Assistant Principals, the teachers, coaches and support staff, as well as the students themselves).

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 Deputy Principals and Assistant Principals will:

- Establish this policy, in consultation with staff and students and keep it under regular review.
- Intervene when necessary for more serious or repetitive incidents following the SOP below.
- 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.
- Proactively create and manage systems to support student behaviour.
- Provide 1-to-1 advice and guidance to staff, and 'sign post' individuals for further specialist support.
- Use the school ISAMS and CPOMS system to track positive and negative behaviour.
- Respond to the analysis of behaviour data to provide a programme of support and intervention.
- Ensure all staff are aware of the behaviour guidelines and that they are being used consistently across the school.
- Lead meetings with all stakeholders to share information and plan support for students with behavioural needs or concerns.
- Liasise with subject teachers to share information concerning the behaviour of students.

Heads of Year 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.
- Lead meetings with all stakeholders to share information and plan support for students with behavioural needs or concerns.
- Liasise with subject teachers to share information concerning the behaviour of students.

All staff will:

- Use their professionalism and individuality, to role model and sustain positive relationships
- 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
- Liasise with Heads of Year to share information concerning the behaviour of

students.

- Use the school ISAMS system to record positive (recognition of character) and CPOMS for negative behaviour
- Have responsibility, with the support of the Pastoral and Academic teams, for creating a high quality-learning environment which stimulates and motivates students.
- Feedback to the Heads of Year 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 relevant school section behavioural guidelines.
- 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.

Consequences: When students do not meet the expectations outlined in this policy, procedures will be implemented as outlined in the attached Appendices.

Recognition: Positive behaviour is recognised at SJIIS to encourage good behaviour, motivation and academic progress.

Appendix A: SJIIS Restorative Procedure for Behavioural issues at Leadership Level

Background & Rationale:

Reporting and Recording Concerns

Behavioural issues can be reported in several different ways. These include:

- The Heads of Year are alerted to incidents involving students via CPOMS.

- A concern is raised directly by a student(s) to a teacher, Head of Year or a member of the Leadership team
- A concern is raised directly by a parent (s) in a face to face conversation of an incident.
- Other sources may include a teacher, member of admin, support staff or parent witnessing an incident.

In the event of an incident being raised, the incident should be recorded on CPOMS by the person it is reported to for the attention of the Head of Year or school Leadership team.

When an issue is brought to the HS Leadership's attention the following rationale is used to decide on appropriate level of action:

1. Does it disrupt the learning of other students?
2. Does it affect the safety of students?

The seriousness of the behaviour, its frequency or a history of prior incidents affects the level of intervention and which member of staff will lead the investigation into the behaviour.

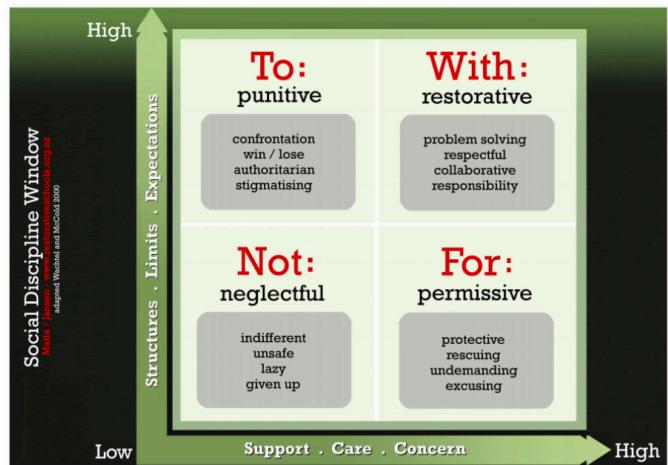
The possible stages are:

1. Class teacher (or the teacher who witnessed/intervened the behaviour)
2. Form tutor
3. Head of Year
4. Leadership

A Restorative Approach:

“High Expectations, High Care”.

When an incident is managed, the focus remains on creating a way forward to allow the student to reflect on their actions, correct their actions and then work towards a resolution. This restorative approach is not based upon punishment but upon being able to reflect upon previous actions and behaviours and have an opportunity to make things right and move forward on a new pathway.



Examples of Restorative Questions to Guide Reflection

The following questions can be used at various points in the process to encourage thoughtful reflection and promote accountability:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since then?
- Who has been affected by your actions?
- How have they been affected?
- What do you think needs to happen to make things right?

Procedures

1. Initial Investigation

All complaints are taken seriously and actively investigated. Students involved are asked to share their account both verbally (and in writing where possible). This helps them reflect and clearly express their perspective. Reflection time may be included in the process.

If a student requests a parent's presence, this will be arranged. The student will wait in the office until the parent arrives. The parent may observe but not participate in the investigation.

2. Review by Leadership Team

The Leadership Team, together with the relevant Head of Year, reviews the student accounts. They then meet with the student(s) to clarify and allow for additional input or explanation.

3. Behaviour Discussion

Based on the evidence, a discussion follows around the behaviours involved. If needed, students are asked to acknowledge actions that do not meet school expectations.

4. Decision on Consequences

If a consequence is necessary, Leadership will decide together. This may take several days, allowing time for careful reflection.

5. Parental Communication

Students are asked to inform their parents about the incident and the behaviours discussed.

6. Return to Class

Students may return to class depending on the timing. If little class time remains, they may not rejoin that day.

7. Informing Parents

Parents will be informed before any consequence is implemented. For serious matters, they will be invited—or asked—to attend a meeting at school.

8. Head of School Involvement

Serious cases (e.g., external suspension or final warning letters) are escalated to the Head of School for approval and further input.

9. Restorative Follow-Up

All consequences end with a restorative approach.

- **Example:** A lunchtime detention with Leadership is used to reflect on how to make better choices.
- **Example:** Re-admittance meetings after suspension involve Leadership, the student, and parents (if necessary) to plan a positive way forward. The Head of Year will follow up with the student on their return.

10. Exclusion (in rare cases)

In extreme cases, exclusion may apply. This must be approved by the Head of School and Board of Governors.

Ongoing Concerns

If a student continues to disrupt learning or endanger themselves or others, further suspension or exclusion may follow. When possible, a final warning letter is issued, and the school works with parents to support a transition to another school.

Timeliness

Every effort is made to handle these situations promptly and thoroughly.