



ST JOSEPH'S INSTITUTION
INTERNATIONAL

BEHAVIOUR FOR LEARNING POLICY AND PROCEDURES

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INTERNATIONAL

BEHAVIOUR FOR LEARNING POLICY AND PROCEDURES

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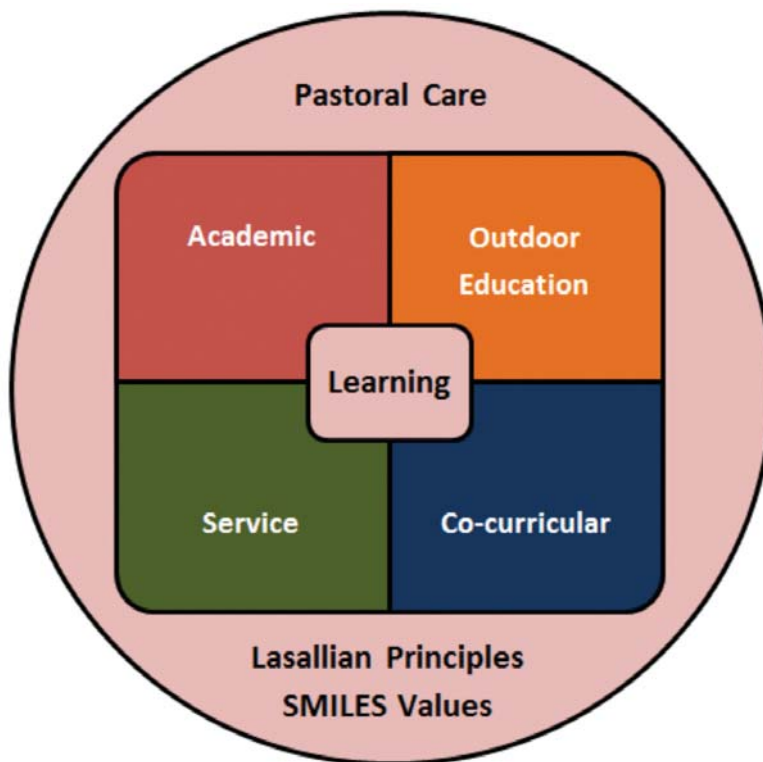
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Introduction

Behaviour at SJI International is outstanding. This handbook, however, attempts to consolidate and standardise our management of behaviour as an organisation, without losing the individual professional autonomy of staff. We hope to reinforce the positive ethos that is pervasive in all aspects of school life at SJI, and to continue to support behaviour for successful learning as our school grows.

The handbook is an introduction to Behaviour for Learning at the school. Section 1 is a statement of school policy which outlines the rationale for Behaviour for Learning, and identifies the responsibilities in implementing the policy effectively. Section 2 describes the procedures that are in place to implement the policy equitably and consistently across the school.

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. Learning at SJI International has 4 core elements, and the Behaviour for Learning policy applies to each element.



The policy and its procedures have been agreed following consultation with staff and students, but is subject to annual review.

SJI International

Behaviour for Learning Policy

Rationale

It is the policy of the Board of Governors and staff at SJI International to support effective learning and teaching by promoting positive behaviour and discipline, and to encourage positive relationships between all. Our school is fully inclusive, and upholds strong Catholic and Lasallian values.

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 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.

The excellent behaviour and attitude demonstrated by students at SJI International is an outcome of the positive culture and ethos that we create. Good behaviour and attitude reinforce the Lasallian values of the school, and the virtues of responsibility, self-discipline and belonging. These values are embodied in the SMILES programme, and the IB Learner profile in senior years.

There is a shared responsibility within the school for the successful management of behaviour for learning. We specifically encourage students to demonstrate Lasallian values modelled on 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.

Student achievement is recognised and celebrated in a variety of ways, and reinforces the desire to promote positive relationships and successful learning. The school 'Code of Behaviour' (Appendix 2), endorsed by the Student Council, is a model of the behaviour we expect at SJI International. A range of behaviour management strategies are used to promote positive behaviour, to establish clear routines for learning, and to deal assertively and proportionately with inappropriate behaviour.

Our Behaviour for Learning policy encourages emotional literacy amongst students - it is restorative rather than punitive or retributive, and builds upon the 'character education' programme that is embedded at our Elementary School. Appendices 3 and 4 (Actions and Consequences) outline a hierarchy and framework of consequences that are in place to consistently manage the outcomes of inappropriate behaviour. However, effective behaviour management only occurs when the method or process for discipline provides an opportunity for students to be reflective, restorative and remorseful – we do not support an adversarial approach to resolving issues.

Roles and Responsibilities

1.) **The Principal** is responsible for behaviour at SJI International, however the responsibility for the effective implementation of the Behaviour for Learning Policy and Procedures lies with those who educate our students – the teachers, coaches, support services etc, as well as the student themselves. The Principal has the authority to Permanently Exclude a student if ever required.

2.) **The Vice Principal (Pastoral) 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.
- Have overall responsibility for the policy and procedures, and field concerns or queries from all stakeholders relating to its implementation (including how consistently the policy is implemented).
- 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.
- Administer the Exclusion process in response to high tariff incidents/patterns of behaviour.

3.) **Heads of Grade (HOGs) and Head of Senior School (HSS) will –**

- Proactively celebrate, reward 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 (SIMS) 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 SIMS system to record significant behaviour.

4.) **Heads of Faculty (HOFs) and Heads of Department (HODs) will –**

- Proactively celebrate, reward and recognise positive behaviour and achievement.
- Facilitate systems to support student behaviour in the classroom (sanction and reward/recognition)
- 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 HOGs/HSS to share information concerning the behaviour of students.
- Ensure that the school SIMS system is used within their team to record significant behaviour.

5.) **All Staff, including teachers and support 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.
- Use their professionalism and individuality, to role model and sustain positive relationships.
- Use the school SIMS system to record significant behaviour.
- Have a responsibility, with the support of the Pastoral and Academic teams, for creating a high quality-learning environment which stimulates and motivates students.

- Liaise with HOGs/HSS/HODs/HOFs to share information concerning the behaviour of students.
- Feedback to the Vice Principal (Pastoral) and the Senior Leadership Team on the effectiveness of the policy and procedures.

6.) **Parents/Guardians are encouraged 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.

7.) **Students are encouraged 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.

Related Documents

- Procedures
 1. Recognising and Rewarding Achievement
 2. School Code of Behaviour
 3. Actions and Consequences– Grades 7-10 and Grades 11-12
 4. Anti Bullying Strategy.
 5. Pastoral Discipline Procedures (General)
 6. Intervention
 7. Academic Honesty
 8. School Uniform and Appearance Regulations (as of 20/3/13)
- ICT Student and Staff Acceptable Use Policy Agreement

Monitoring

Annual report from the Vice Principal (Pastoral).

Procedures 1 - Recognising and Rewarding Achievement

There is an expectation at SJI that all students exercise maximum effort and behave appropriately at all times. Students are intrinsically motivated to do well and have developed a culture of positivity focussed on achieving the highest learning outcomes. We define behaviour not just by what is 'right or wrong', but by the longer term character education of students and the virtues that underpin the interaction they have with others.

We recognise the achievement of students, not out of need, but from a duty to celebrate and be proud of those who consistently go 'above and beyond' our regular expectations. Mechanisms to recognise and reward achievement are 'age appropriate' and delivered sensitively to consider the positive impact on the individual or group.

1.1 Experiential Learning

Students at SJI International respond well to the challenges placed before them, and are motivated from a desire to achieve, learn, and lead. In our teaching and curricular models, we provide a wide variety of experiential opportunities for students to develop their interpersonal skills, self discipline, and understanding of their place in the school and the community. Quite often the inspiration to positively behave in this way comes from the students themselves, who regularly organise and initiate their own projects to test and challenge their resilience as a learner. Such projects undoubtedly develop character, and reinforce the type of behaviour we promote as a Catholic School with a Lasallian ethos.

Experiential Learning Opportunities

a) Service

Students support a range of charities and organisations, going beyond their self-interests and serving the needs of others. The Service programme promotes an appreciation of the world around us, and develops skills and understanding that are driven by experience. Full student participation reflects the character and spirit of our school, and creates significant opportunities for personal development. The Creativity Action Service (CAS) programme in senior years also develops attributes of the IB Learner Profile.

b) The Co-curricular Activity (CCA) Programme.

All students participate in an extensive CCA programme covering a diverse range of cultural, artistic, academic or sport and leisure activities. Participation in the programme develops the mind, body, and spirit, and students have an opportunity to develop leadership qualities, as well as their individual talents or creative passions.

The CCA programme 'lets learning happen' and requires students to make a sustained commitment, develop their motivation to succeed, and have fun in the process.

c) Outdoor Education

Students in each Grade are invited to participate in challenging residential expeditions where self discipline and team work are tested. Students are expected to step out of their 'comfort zone', to develop their own resilience as a learner, and support others around them. Students gain confidence in their own abilities, discover innovative ways to overcome obstacles and turn challenges into positive life experiences. In particular, Challenge Week in Grade 11 helps develop skills of leadership and independence, as well the Learner Profile attributes of being risk takers, inquirers and communicators.

d) School Representation

There are numerous opportunities for students to role model the values of SJI International as ambassadors to the school. Various opportunities - in Sports, the Arts, Cultural or Academic events- enable our students to demonstrate our highest standards of conduct, discipline and behaviour, offering a fine example to others.

e) The Student Council and Senior Council

Each Tutor Group has two formally elected Representatives who meet regularly with their Head of Grade as a 'Grade Council'. Two representatives from each Grade are then formally elected to join the Student Council. The function of the Student Council is as follows –

- Feedback school issues to pastoral leaders.
- Develop whole school initiatives and projects.
- Act as a student 'sounding board' for school developments.

The Senior Council is represented by senior student leaders. Nominated by their peers and with support of their teachers, prospective Senior Council members are required to give election speeches and canvas votes to mirror a democratic process. The newly elected Councilors go on retreat to both decide on specific roles for each Council member, and to set the direction for the year ahead. The Senior Council has representatives on the Student Council.

f) The PSX Group

The PSX group aims to facilitate social cohesion (the strengthening and building of friendships) in the Grade 7 community, serving as 'elder brothers and sisters' to the Grade 7 students, especially to those who are less socially adept. The PSX Group follow a Peer Mentoring programme and support youngsters in making the right behavioural choices (words and actions).

1.2 The SMILES Award (Grades 7 and 8)

The SMILES Award provides all students in Grade 7 and 8 with an opportunity to be recognised for the outstanding efforts that they make academically; in Service; in the Co-curricular programme; and in Outdoor Education. The commitment that students make in these early years, progresses into Grades 9-10 with voluntary participation in NYAA programme. This in turn prepares students for the mandatory requirement of Creativity Action and Service (CAS) as part of the IB Programme in Grades 11-12.

To achieve the SMILES Award students complete the requirements of each of the four elements of learning by providing evidence as follows.

Academic

Students provide evidence of 'outstanding attitude towards learning' as defined by our assessment criteria below. Each piece of evidence is recorded in the SMILES Award Book and countersigned by the teacher.

Outstanding attitude towards learning (Graded as A)

- demonstrates initiative and actively participates in all learning activities
- regularly makes voluntary contributions to discussions
- consistently pays attention and responds to instruction and advice
- consistently meets deadlines
- presents work with pride
- always arrives prepared for the lesson
- sometimes does additional work – "goes the extra mile"!

Service

Students actively learn through participation in the Service programme and develop skills and habits that will enable them

to serve the school and community. Evidence of participation is recorded in the SMILES Award Book, as well as a Grade for level of involvement which is countersigned by the lead Service supervisor.

Co-curricular

Students actively participate in the co-curricular programme and develop leadership qualities, as well as their individual talents or creative passions. Evidence of participation is recorded in the SMILES Book, as well as a Grade for the level of involvement which is countersigned by the lead Activity supervisor.

Outdoor Education

Students actively participate in the Grade Expedition demonstrating qualities of leadership, respect, fairness and kindness when working collaboratively or independently. Evidence of participation as a written personal reflection is recorded, as well as a Grade for the level of involvement. This is then certified by the expedition leader.

Each student must complete a SMILES Award Record Book as evidence of their achievement. Judgement is made on the quality and quantity of entries in their book, leading to certification in one of three categories: - Bronze – Silver – Gold. Requirements are as follows:

	Description	Students need...
Bronze	Students show consistent commitment and good levels of achievement in all four of the requirement areas.	At least 5 signed entries in each of the four sections, including a detailed write up for each entry.
Silver	Students show consistent commitment and enthusiasm. Very good levels of achievement in all four of the requirement areas.	At least 10 signed entries in each of the four sections, including a detailed write up for each entry.
Gold	Students show an excellent level of commitment, enthusiasm and self-motivation. Outstanding levels of achievement in all four of the requirement areas.	At least 15 signed entries in each of the four sections, including a detailed write up for each entry.

Note

- 1.) A detailed reflection is required to conclude each learning element in the SMILES book. However, all entries must be –
 - Written carefully (not scribbled or rushed)
 - Few/no spelling mistakes
 - Have a brief outline of activity
 - Explain what the student has learnt from the experience.
- 2.) Teachers/supervisors are given an opportunity to judge effort and attitude towards learning at the end of each element.
- 3.) The SMILES Awards are presented in an end of year celebration assembly for each of Grades 7 and 8.



1.3 National Youth Achievement Award

In Grades 9 and 10 students are introduced to the National Youth Achievement Award (NYAA). In the NYAA Programme, our students are encouraged and inspired to make a difference in the community, and grow as individuals. They are given a wonderful opportunity to help others in community projects and demonstrate leadership and the spirit of genuine service in various 'clean and green' projects. The NYAA programme directly reflects three of the four areas of learning at SJI International – Service Learning, Co-Curricular Learning and Outdoor Education. Participation is recognised and celebrated as a reflection of student's commitment to our holistic education programme.

NYAA as a reflection of learning at SJI International

Learning Element	Method	Commitment
<p>Service - Grade 9 and 10 Service Programme</p> <p>Aim: To learn how to give useful service to those in need.</p>	<p>Participants can get involved in various forms of services, which include the following:</p> <ul style="list-style-type: none"> • Helping individuals in need • Voluntary work in hospitals and care centers • Youth work • Community education and health education • Charity work • Environment services • Other types of services 	<p>Bronze – 15hrs</p> <p>Silver – 30hrs</p>
<p>Adventurous Journey - Grade 9 Expedition, Grade 10 Exploration.</p> <p>Aim: To encourage a spirit of adventure and discovery.</p>	<p>Expeditions – primarily involve taking a journey (Grade 9 residential expedition)</p> <p>Explorations – entail less time for going on a journey. A greater proportion of time is spent on approved, first-hand investigations or other specific activities. Exploration may take the form of a journey and involve some hours of travelling time. (Grade 10 explorations)</p>	<p>Bronze - 2 days spent outdoors, including one night in a shelter or tent with at least 12 hours of effort and activity, averaging 6 hours a day.</p> <p>Silver - 3 days spent outdoors, including two nights in a shelter or tent, in an unfamiliar surrounding with at least 21 hours of effort and creativity, averaging 7 hours a day.</p>
<p>Skill Development - G9 and 10 CCA Programme</p> <p>Aim: To encourage the development of personal interests and practical skills.</p>	<p>SJI International CCA programme offers opportunities to improve skills that interest students the most. Participants can choose from a wide range of social, cultural and technical activities. They work on enhancing their talents on a specific field – music, arts, technical or cultural etc.</p>	<p>Bronze – At least 6 months</p> <p>Silver – At least 12 months</p>
<p>Physical Recreation - G9 and 10 CCA Programme</p> <p>Aim: To encourage participation in physical recreation and to lead a healthy lifestyle</p>	<p>SJI International CCA programme offers opportunities to participate in various sports activities, whether competitive or non-competitive, that will build their endurance, boost their mental and physical strength and fuel their enthusiasm for life.</p>	<p>Bronze - 20 hrs</p> <p>Silver – 30hrs</p>

Each student must complete the NYAA Award Diary and Record Book as evidence of their achievement. Judgement is made on the students' commitment and progress, and written evidence for both must be provided in the Record Books. Student's complete evidence according to the NYAA rubric, and Assessors make appropriate judgements accordingly.

Formal recognition and celebration of those who complete NYAA is organised by the NYAA Leader in liaison with the NYAA organisation. SJI International formally celebrates achievements made in NYAA as a reflection of holistic learning.

1.4 Recognising achievement - Senior School (Grades 11-12)

In the Senior School emphasis is on the intrinsic reward of students behaving and achieving in a manner which reflects the maturity and sophistication of a senior student. Students receive recognition and praise for their achievements, but are not driven by extrinsic incentives. There are a wide variety of opportunities for senior students to role model appropriate behaviour, whilst developing their own skills of leadership and collegiality. Many of these occasions will be social events to celebrate the attributes of others in the school eg Rock Night; Founders Day Celebration Evening etc. However, there are a number of ways in which effort and achievement in Grades 11 and 12 are recognised e.g. -

- a) Assemblies that celebrate individual and collective achievement.
- b) 'High Flyer' Assemblies which recognise those students who are making exceptional progress in their studies (bench marks from IB assessments)
- c) Senior Council – 'Achievement of the Month'
- d) Contact with parents/guardians

The most celebrated recognition of achievement is held at Graduation Ceremony where students are awarded with Academic Prizes for those who achieve the top academic performance in each subject. Additionally the following prestigious awards are presented –

- The Philip Yeo Trophy for Josephian of the Year
- The SJIOBA Trophy for Distinguished Service
- The Leadership Council Shield for Academic Excellence
- The Lawrence da Silva trophy for the Sportsman of the Year
- The Dick Lee Award for the Arts.
- The Brother Patrick Trophy for Outstanding Achievement.
- The Monash University – Principal's Award

1.5 Faculty/Department practices – mainly for use with Grades 7-10

To encourage desired behaviour teachers make good use of social approval and praise - this is effective, cheap and very easy to administer, but more importantly sets an appropriate learning ethos. Teachers also use a wide range of strategies that have been agreed within the Faculty or Department, to positively reinforce expectations and acknowledge achievement in lessons. They should be issued in a consistent and meaningful way so students value them. These can include:

- Contact parents/guardians as much as possible for positive reasons.
- Subject specific stickers and stamps
- Special reward 'treats and opportunities'.
- Written praise in exercise books or student planners
- Displaying student work
- 'Top Effort' list on board
- Phone calls Home / Letters from class teachers
- Classroom responsibilities
- Achievement Postcards and/or Certificates

1.6 SLT recognition

Students are referred to the members of the Senior Leadership Team in order to receive formal congratulations for exceptional, or outstanding, effort and achievement. A special achievement letter/card is sent home to parents in recognition of this.

Class teachers and inform HODs/HOFs of the significant achievements of individuals or groups of students. It may be fitting for members of the Senior Leadership Team to visit classes or groups to praise collective hard work and contributions from students.

The Senior Leadership Team use school assemblies to celebrate achievement and raise awareness of positive behaviour for learning.

Procedures 2 – School Code of Behaviour



CODE OF BEHAVIOUR

At SJI International 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 SMILES 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 if their standards of self discipline and personal responsibility slip. We have a loyalty and 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.

Procedures 3 – Actions and Consequences

3.1 Actions and Consequences (Grades 7-10)

Principles

- All actions (positive and negative) have consequences that are consistently applied.
- The process and method in resolving an issue is equally important as the sanction or consequence.
- Consequences are applied rationally and proportionately to avoid 'emotional response'.
- Staff should not automatically defer responsibility to others, and appropriate lines of communication and referral must be maintained between curriculum and pastoral staff.

	Example Actions (not a definitive list)	Consequences (please note these are guidelines and each case is examined in context)	Who
Positive Behaviour	<ul style="list-style-type: none"> • Exemplary attendance and punctuality • Exemplary behaviour and attitude • Persistent commitment to learning (classwork/homework) • Outstanding participation in enrichment/CCA activities • Persistent demonstration of SMILES Values 	<ul style="list-style-type: none"> • Praise • Contact with parents • Merits • Department Rewards/Recognition • Certificates and Postcards • Referral to senior staff (HOF/HOG/SLT) • Acknowledgement in assembly • Recognition at celebration events • SMILES Awards 	All staff
Low Level Negative Behaviour	<ul style="list-style-type: none"> • Distracting others • Disrupting learning • Refusal to commit to learning • Late to lesson/school • Inappropriate language • Peer conflict • Failure to submit homework 	<p><u>Classroom Behaviour Management</u></p> <ol style="list-style-type: none"> 1. Reprimand 2. Warning 3. Significant Action (eg break detention) 4. Exit to Pastoral Office/Grade Centre <ul style="list-style-type: none"> • Subject/Grade Report Card • Parental contact • Teacher led detention (10-15min at Break/Lunch) • 'Restorative' discussion/mediation. 	All staff (driven by HOFs)
All negative behaviour that requires a significant action (see above) should be recorded on SIMS			
Mid Level Negative Behaviour	<ul style="list-style-type: none"> • Failure to meet examination deadlines. • Persistent failure to submit homework. • Persistent lateness to lesson/school. • Academic dishonesty (1st offence) • Bullying (Including cyber bullying or offensive comments on Social Networking sites) 	<ul style="list-style-type: none"> • Additional Reflection Time (1hr) • Isolation within department for individual lessons. • Parental meeting 	HOFs
	<ul style="list-style-type: none"> • Refusal to co-operate • Persistent disruption to learning • Verbal abuse (to student) • Minor assault/fighting • Smoking • Hurtful discrimination eg race, gender etc • Minor criminal damage or theft. 	<ul style="list-style-type: none"> • Additional Reflection Time (1hr) • Formal Restorative Justice conference • Email report to parents • Pastoral Support Programme/Meeting 	HOGs
High Level Negative Behaviour	<ul style="list-style-type: none"> • Persistent incidents of bullying • Persistent refusal to co operate • Academic dishonesty (2nd offence) • Verbal abuse to staff or offensive comments made about them on social networking sites. • Major criminal damage or theft • Major, premeditated or unprovoked assault • Persistent incidents of smoking and/or possession, consumption or supply of other illegal substances; or intoxication. 	<ul style="list-style-type: none"> • Formal Warning from VPP • Final Warning from Principal • Internal Exclusion with HOG/VPP • Fixed Term Exclusion • Permanent Exclusion 	SLT

3.2 Actions and Consequences – Senior School (Grades 11-12)

Principles

- Emphasis is on personal responsibility for student's own learning and personal organization.
- Where a student's behaviour inhibits their own learning or the learning of others, clear and progressive consequences apply. Each consequence must have a restorative resolution to the problem. The process and method in resolving an issue is equally important as the sanction or consequence.
- Student attributes should reflect those inherent in the IB Learner Profile, in particular those of being principled and caring.
- All consequences are applied rationally and proportionately to avoid 'emotional response'.

Example Actions (not a definitive list)		Consequences (please note these are guidelines and each case is examined in context)	Who
Positive Behaviour	<ul style="list-style-type: none"> • Exemplary attendance and punctuality • Exemplary behaviour and attitude, regularly role modelling positive behaviour to others. • Outstanding participation in enrichment/ECA activities • Persistent demonstration of SMILES Values and IB Learner Profile attributes • Regularly going 'above and beyond' expectations. 	<ul style="list-style-type: none"> • Praise • Contact with parents • Referral to senior staff (HOF/HOG/SLT) for recognition. • Acknowledgement in assembly • High Flyer Assemblies • Student Council 'Achievement of the Month'. • Recognition at celebration events eg Graduation 	All staff, but driven by Tutors.
Low Level Negative Behaviour	<ul style="list-style-type: none"> • Distracting others • Late to lessons • Disrupting learning • General apathy • Failure to submit homework • Inappropriate language • Low level peer conflict 	<ul style="list-style-type: none"> • Discussion with teacher • Discussion with Tutor (1 to 1). • Parental contact • Progress Report Card to HSS • Teacher or Tutor led detention (10-15min at Break/Lunch) 	All staff, but monitored by Tutor.
The following actions and consequences need to be recorded on SIMS			
Mid Level Negative Behaviour	<ul style="list-style-type: none"> • Failure to meet examination deadlines. • Academic dishonesty (1st offence) • Persistent lateness to lesson/school. • Persistent failure to submit homework. • Bullying or intimidation of others (including cyber bullying or offensive comments on Social Networking sites) • Persistent disruption to learning • Minor assault/fighting • Persistent refusal to commit to learning. • Minor criminal damage or theft. 	<ul style="list-style-type: none"> • Additional Reflection Time (1hr) • Isolation within department during non-curricular time. • Email report to parents from HOG/HOF, individual teachers, EE supervisors and IB Coordinator as appropriate. • Parental meeting to discuss impact on progress. 	HOFs
		<ul style="list-style-type: none"> • Additional Reflection Time (1hr) • Pastoral Support Programme • Parental meeting to discuss impact on progress. 	HOGs
High Level Negative Behaviour	<ul style="list-style-type: none"> • Academic dishonesty (2nd offence) • Persistent refusal to co operate (including meeting deadlines) • Verbal abuse to staff or offensive comments made about them on social networking sites • Persistent incidents of bullying • Major, premeditated or unprovoked assault on student • Persistent incidents of smoking and/or possession, consumption or supply of illegal substances; or intoxication. • Major criminal damage or theft 	<ul style="list-style-type: none"> • Formal Warning from HSS and VPP • Final warning from the Principal. • Internal Exclusion with HSS/VPP • Fixed Term Exclusion • Permanent Exclusion 	SLT

Procedures 4 - Anti Bullying Strategy

Bullying is the conscious desire to hurt, threaten or frighten someone. It may involve one serious incident, but is more likely to be sustained over a period of time. We do not tolerate any form of bullying or unacceptable behaviour to others. Bullying at SJI international is taken very seriously - it is not a normal part of growing up and we have a duty to protect students from it.

4.1 Types

Bullying is demonstrated by behaviour that victimises an individual. Specifically, bullying can be:

- **Physical:** Physical bullying involves harmful actions against another person's body. Examples include: biting, kicking, pushing, pinching, hitting, tripping, pulling hair, any form of violence or intimidation. Physical bullying also involves the interference with another person's property. Examples include: damaging or stealing.
- **Verbal:** Verbal bullying involves speaking to a person or about a person in an unkind or hurtful way. Examples include: sarcasm, teasing, put-downs, name calling, homophobic statements, phone calls, spreading rumors or hurtful gossip.

- **Emotional:** Emotional bullying involves behaviors that upset, exclude, or embarrass a person. Examples include: nasty notes, victimisation using technology (e.g. cyber bullying using emails, instant messaging, social media or chat rooms), tormenting, threatening, humiliation or social embarrassment.
- **Sexual:** Sexual bullying singles out a person because of gender and demonstrates unwarranted or unwelcome sexual behavior. Examples include: sexual comments, abusive comments, unwanted physical contact.
- **Racial:** Racial bullying involves rejection or isolation of a person because of ethnicity or cultural backgrounds. Examples include: gestures, racial slurs or taunts, name calling, making fun of customs/skin color/accent/food choices.

The method or medium of bullying is quite often as serious as the outcome itself. We recognise that the increasing use of social media creates opportunities for bullying to occur and that it is sometimes more difficult to establish those who perpetuate it. We have a zero tolerance policy towards cyber bullying of any kind, and if our students become victims of it (inside or outside of school) then the issues will be addressed immediately. For further information please see ICT Acceptable Use Policy.

4.2 Proactive strategies for dealing with bullying

Code of Behaviour	A Code of Behaviour has been agreed by the whole school community. The core expectations regarding acceptable behaviour of students towards each other is publicised in administration periods and assemblies at the start of each term.
IT Acceptable Use Agreement	Students sign an agreement before they are allowed to use IT in learning. Principally they agree to act responsibly and to stay safe. This includes reporting information which may concern them to staff immediately. The school has a zero tolerance policy towards cyber bullying of any kind, and the use of the internet in any inflammatory way towards others.
Consultation	Students, parents and staff are informed about the school's behaviour for learning policy and procedures annually - through meetings, tutorial programme, newsletter, website, student planner. Opportunities for consultation on further amendments are provided through staff forums, Student Council and PSG meetings.
Publicity	Assemblies, Tutor Periods and PSHE lessons are used to raise awareness about bullying and how to deal with it. Resources such as videos, outside drama groups, workshops and speakers are used to support our anti-bullying initiatives as appropriate.
Curriculum	PSHE lessons include sessions that allow students to explore issues of friendships, relationships, equality, discrimination, oppressive behaviour, assertiveness and negotiation skills. Students are encouraged to develop the skills, attitudes and knowledge to question behaviour that disadvantages individuals or groups.
Advice and Guidance	Students have the opportunity to talk confidentially to a member of staff about any concerns. This includes their Tutor, HOG, Learning Development Team or the School Counsellor.
Training and role modelling	An in-service training and coaching programme equips new and established staff with the necessary understanding and skills to manage behaviour effectively, detect and respond to bullying, counsel students and work with parents in difficult situations. All staff model respect, courtesy and consideration in working with colleagues, parents and students.
Peer Support – PSX Group	Peer support scheme known as PSX works with students in the younger Grades. This involves older students tutoring, listening, mediating between and mentoring younger students on a range of matters.
Restorative Justice	Pastoral staff follow a Restorative Justice approach to resolving bullying issues and address the needs of both victim and perpetrator.



4.3 Response procedures for dealing with incidents of bullying

All alleged incidents of bullying must be reported to the Heads of Grade who will liaise with the Tutor to agree further action in the light of details about the severity or persistence of the incident. All details will be recorded on the student's SIMs individual log. HOGs will respond to parental concerns within 24hrs and regularly report progress towards resolution.

For a serious incident:

- Statements will be taken from all parties and witnesses concerned by the HOG.
- It may be appropriate for the HOGs of the victim and the pupil accused of bullying to work together to deal with the complaint (Restorative Justice Conference).
- The alleged perpetrator(s) will be informed that he/she is the subject of a formal complaint of bullying.
- Parents of both parties will be informed by a phone call and/or a standard letter, sent home in the post.
- Arrangements for appropriate sanctions/support will be put in place by the end of the next school day.
- HOG will devise a plan to monitor behaviour of both victim and perpetrator, and share this with appropriate staff and/or parents.
- Further incidents involving the same perpetrator will result in the HOG and/or VPP arranging a meeting with parents and further sanctions/support being put in place.

For cases where there has been a serious physical assault:

Statements will be taken from all parties and witnesses concerned. A meeting will be arranged with the VPP and parents of the perpetrator within 24 hours. Depending on the severity it will lead to a period of internal exclusion; fixed term exclusion off site; or in extreme cases, permanent exclusion.

For on-going, persistent incidents of a less serious nature:

- Both parties will be given the opportunity to talk about what has happened in a Restorative Justice Conference with an identified member of staff, and the next steps will be agreed.
- Others who are involved (bystanders, colluders, stirrers, friends) will be identified and interviewed to gather more background information and details on the incident(s) that have taken place.
- Where further action is required, it will be followed up within 24 hours by the Form Tutor, HOG, or another designated member of staff who has been coached in the appropriate techniques.
- Parents will be informed of actions taken so they can support the outcomes agreed.
- The member of staff will devise a plan to monitor behaviour of both victim and perpetrator, and share this with appropriate staff and/or parents.

If incidents continue, it becomes a serious concern and further sanctions/support will be put in place (as detailed below).

Sanctions/intervention to address issues of bullying:

- Counselling
- Restorative Justice Conference
- Additional Period of Reflection – 1hr afterschool
- Behaviour Report Card
- E-Report
- Pastoral Support Programme
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

4.4 Cyber Bullying

- All incidents of cyber bullying as listed below are brought to the attention of parents/guardians. Usually this will involve a face to face meeting with parents where evidence is presented.
- We will only sanction those incidents where there is clear printed evidence or a written confession made by the individual student. Where involvement is ambiguous parents/guardians will be notified about our suspicions.
- We use the guidelines below, but all incidents must be considered in context (especially information published in public and private domains) and sanctions must be applied proportionately.
- All sanctions should consider appropriate use of a restorative conference where the perpetrator apologises for his/her actions in a face to face meeting with the victim. Where abuse is directed at staff then a verbal and written apology is mandatory.
- Sanctions are graduated until permanent exclusion.



Type of Incident	Range of possible sanctions
Foul or explicit language	<ul style="list-style-type: none"> • Parents informed (for all incidents) • Meeting between student, parents and School • Additional reflection time • Internal exclusion • External exclusion • Permanent exclusion
General use of social media to bring the SJI International into disrepute	
Name calling or derogatory remarks to other members of SJI International	
Sexual innuendo towards others at SJI International	
'Photo shopping' to cause embarrassment to other members of SJI International	
Homophobic insults towards others at SJI International	
Racial abuse towards others at SJI International	
Sending or posting pornographic images to other members of SJI International	
Abusive or derogatory remarks against SJI International staff / adopting staff profiles / publishing images of staff maliciously	
Sending or posting pornographic images of themselves/others to members of SJI International	

4.5 Student Poster



Help Stop Bullying

What Is Bullying?

Bullying is knowingly hurting, threatening or frightening someone. It could be just one occasion or it could happen over and over. There are different types of bullying -



- **Physical** - actually hitting, kicking or any harmful actions to somebody. This includes intimidation.
- **Verbal**- speaking in a unkind of hurtful way, of any kind (particularly using 'social media')
- **Sexual**- Sexual comments or unwanted physical contact
- **Emotional**- anything that may upset someone else, embarrass them, nasty notes, homo phobic name calling, cyber bullying etc.
- **Racial**- ignoring or being horrible to someone because of their ethnicity or cultural background- including name calling or taunting.

What Should You Do If YOU Are Bullied?

At SJI International we take bullying very seriously and you have a number of people you could talk to -



- You could talk to your friends or other students
- You could talk to your Form Tutor or any other teacher.
- You could talk to your Head of Grade.
- You could talk to the School Counsellor (Mrs Teo)
- You could talk to Mr Crossland or Mr Roberts

All issues will be resolved fairly and sensitively - there are clear consequences for bullies!

Bullying is not acceptable and you do not have to put up with it! Talk to staff at SJII who will help you. If you see bullying happening, then report it!!



Procedures 5 - Pastoral Discipline Procedures

The standard of student behaviour at SJI International is extremely high. The interaction between staff and students, nurture and reinforce the school values. Transgressions are rare, but the procedures below ensure that there is a fair and equitable resolution to the issues that do arise.

Staff use a full hierarchy of strategies to resolve inappropriate behaviour. Consequences may be immediate or deferred, and the emphasis is on certainty rather than severity of response. The context of each transgression is considered before a consequence is applied.

Staff will always make it clear to students why a sanction is being applied and what changes in behaviour are required to be successful at school. They will actively seek to defuse difficult situations and support students in making the appropriate choices in the future. They will liaise with the Learning Development Department and check the Individual Education Plan for guidance, as appropriate.

5.1 Low level inappropriate Behaviour

The class teacher is advised to take the following actions:

- 1 **Reprimand** - Low key verbal/non verbal interaction. e.g. Quiet word, hand/eye movement, repetition of expected behaviour, friendly warning etc
- 2 **Warning** – Use choice and consequence language - 'If you continue to make this choice then the consequence will be....'.
- 3 **Significant Action** – decisive action to change learning experience for the student e.g. – move seat; issue short break/lunch detention; inform parents etc.
- 4 **Exit** – rarely used, for dangerous or highly disruptive behaviour, or where a student's welfare is at risk.

Note – At 'Significant Action Stage' and above, staff are required to make a note of the issue/incident on SIMS

5.2 'Exiting' from class

Note - Exiting is a rare occurrence at SJI but is necessary if the child is acting dangerously, persistently disrupting the learning of others, or if the child's welfare is at risk.

- Student is sent with a note to the Grade Centre/Pastoral Office
- Pastoral Leader makes provision for the child to work independently within the room.
- Class teacher records the exit directly onto 'SIMS Behaviour', indicating the reason for the 'exit' from lesson.
- HOG and HOD are informed to agree appropriate resolution.

5.3 Individual class teacher Detention

- This can be set by the class teacher for lateness to lesson, failure to bring equipment/books to lesson, low level inappropriate behaviour or work in class.
- It will be set at a time convenient to the class teacher at break or lunchtime.
- Failure to attend break/lunchtime detention will result in the teacher notifying the HOD to place the child in Additional Reflection Time- 1hr (to be recorded on SIMs by teacher)

5.4 Restorative Justice Conference.

HOGs meet with students who perpetrate misbehaviour and those who are victims of it. The meeting or conference between all parties aims to 'right the wrongs' of the behaviour, and 'repair the damage specifically focussing on -

- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem.

5.5 Additional Reflection Time (1hr)

Additional Reflection Time (ART) is an opportunity for the student to understand and reflect upon the incident or issue that has arisen. The process is restorative rather than punitive and students are encouraged to have dialogue with their HOG to show an understanding of the issue and its impact on others. This is followed by a silent period of reflection where a written apology or resolution to the problem is presented.

- Procedure must be consistent in each period of reflection.
- Additional Reflection Time operates on a Friday afternoon between 3.00 and 4pm.
- Additional Reflection Time takes precedence over all other commitments (including CCAs etc).
- This is a mid level sanction and must only be used for serious or persistent offences.
- All Additional Reflection Time must be recorded on SIMS by the teacher responsible for setting it, and on the day that the incident occurs. The Pastoral Administrator will administer the ART register and staff rota.

5.6 Internal Exclusion

- Internal Exclusion provides a high order intervention within the school.
- All Internal Exclusions are managed by the Vice Principal (Pastoral) in liaison with HOGs and other SLT. The student will usually be internally excluded within the Pastoral Office.
- Teachers are expected to set appropriate work to challenge the student during Internal Exclusion.
- Parents are always informed of an Internal Exclusion
- Internal Exclusion is the highest sanction available before Fixed Term Exclusion at home.

5.7 Exclusion

Exclusion is a high order sanction, and is only used in extreme cases. The decision to apply a Fixed Term Exclusion will be taken by the Principal or other member of SLT.

- When a decision has been made to give a Fixed Term Exclusion, the parents/guardians will be contacted by telephone, advised of this and offered an appointment with a member of the Senior Leadership Team or Principal. The student will be Internally Isolated or sent home at that point, or at the end of the day, if the parent/guardian cannot be contacted.

- The Principal or a member of the Senior Leadership Team will meet with the parents/guardian and go through the reasons for the Exclusion and discuss any further course of action. The School may wish to provide the student's incident log and statement as evidence.
- Where it is impossible to contact a parent or they are unwilling to come into school, then the Fixed Term Exclusion letter and incident log will be sent immediately.
- The HOG/HSS will arrange for work to be sent home.
- Before the student returns to school the VPP will discuss the problems leading to the exclusion which must be addressed on the student's return and draw up the re-entry agreement. The agreement outlines the specific expectations that school has of the student and the support that will be put in place.
- The re-entry meeting with the parents and student will be attended by the VPP and HOG/HSS. The re-entry agreement is explained and agreed. It is signed at the meeting by the VPP/HOG/HSS, parent/guardian and student. It is circulated to all staff.
- The Fixed Term Exclusion will be the punishment for the offence and the student will not be given further punishments on return. This will be seen as an opportunity for a fresh start.
- A Fixed Term Exclusions will usually trigger a Pastoral Support Programme led by the HOG/HSS

5.8 Permanent Exclusion

Only the Principal has the authority to take a decision to exclude a student permanently from the school.

- A Permanent Exclusion is used by the Principal when all available sanctions have failed and the individual's future schooling needs to be elsewhere.
- The Principal has the right to Permanently Exclude a student if a particular incident is of sufficient gravity e.g. extreme violence; drugs offence etc, or if the individual has not responded positively to a graduated approach to resolve issues over time.
- The Principal will inform the Chairman of the Board of Governors



Procedures 6 - Intervention

6.1 Logging incidents

A central record of incidents allows all staff to see patterns of behaviour, and triggers appropriate intervention. All Significant Incidents/Actions must be logged on SIMS Behaviour, immediately after an incident takes place, by the member of staff in charge.

The following type of behaviour must be recorded:

- any behaviour leading to a significant action from staff (3rd or 4th stage of classroom management)
- a serious incident in the lesson e.g. rudeness to a member of staff;
- a serious incident out of lessons\on playground e.g. fighting;
- an on-going concern (re: work, organisation, behaviour, lateness) when initial sanctions taken by the teacher have not been effective;
- The person to whom the incident has been referred (HOG/HSS/HOF/SLT) must be alerted immediately if it is an issue that requires further action – preferably informed in person rather than e-mailed.

6.2 Instructions for Completing SIMS Behaviour Log

- 1) Choose description of behaviour from drop down menu, or choose 'other'.
- 2) Location - Choose location from drop down menu or choose 'other'.
- 3) Time - Choose time from drop down menu or choose 'other'
- 4) Provide a brief summary of i) incident and ii) action/outcome (Include names of other students involved).
- 5) Status - Choose resolved or further intervention required.
- 6) Action Taken - Choose action taken from drop down menu or choose 'other'.
- 7) Select staff - Enter your name. Click Ok
- 8) Finish - Select 'ok' and then 'save'.

The screenshot shows the 'SIMS Add Behaviour' window. The form is divided into several sections:

- Incident Detail:**
 - Type:** A dropdown menu with a red box and the number 1 next to it.
 - Type Of Bullying:** A dropdown menu.
 - Additional Types:** A table with columns 'Description' and 'Points'. There are 'New' and 'Delete' buttons to the right.
 - Activity Type:** A dropdown menu.
 - Location:** A dropdown menu with a red box and the number 2 next to it.
 - Date:** A date field showing '20/03/2013'.
 - Time:** A dropdown menu with a red box and the number 3 next to it.
 - Lesson Information:** A text area.
 - Comments:** A large text area with a red box and the number 4 next to it.
 - Recorded On:** A date field showing '20/03/2013'.
 - Status:** A dropdown menu with a red box and the number 5 next to it.
 - Recorded By:** A text field showing 'Mr Neil Crossland'.
- Student Details:**
 - Points:** A text field.
 - Parents / Carers Informed:** A dropdown menu.
 - Action Taken:** A dropdown menu with a red box and the number 6 next to it.
 - Actioned by:** A text field with a red box and the number 7 next to it.
 - Role:** A dropdown menu.
 - Date of Action:** A date field.
 - Select Staff:** A button.
 - Add Follow Up:** A checkbox.
 - Buttons:** 'Send', 'Detention', 'Report Card', 'Exclusion', 'OK', and 'Cancel'.

A status bar at the bottom left shows a warning icon and the text 'Type is required.'

6.3 Pastoral Response to Additional Reflection Time and Exits

HOGs/HSS will monitor the Additional Reflection Time and Exit logs for their Grade on a fortnightly basis using information generated by SIMS from the Pastoral Administrator. HOGs will liaise with HOFs to implement appropriate intervention.

6.4 Use of Report Cards

These are issued to monitor concerns regarding attitude and behaviour and reflect the core principles of the behaviour for learning policy. The Report Card provides an opportunity for the student to collect evidence of improved attitude towards learning.

Staff sign the Report Card each lesson and award an 'attitude towards learning' grade as follows –

<p>Outstanding attitude – A</p> <ul style="list-style-type: none"> demonstrates initiative and actively participates in all learning activities regularly makes voluntary contributions to discussions consistently pays attention and responds to instruction and advice consistently meets deadlines presents work with pride always arrives prepared for the lesson sometimes does additional work – “goes the extra mile”! 	<p>Satisfactory attitude - C</p> <ul style="list-style-type: none"> participates in learning activities with minimum effort makes contributions when prompted shows willingness to act on advice consistently meets deadlines presentation of work just acceptable usually arrives prepared for the lesson
<p>Good attitude – B</p> <ul style="list-style-type: none"> actively participates in all learning activities regularly makes contributions to discussions pays attention and responds to instruction and advice consistently meets deadlines takes care in the presentation of work always arrives prepared for the lesson 	<p>Unacceptable attitude – D</p> <ul style="list-style-type: none"> can be negative about participation in learning activities rarely contributes to discussions needs regular prompts to complete work regularly fails to meet deadlines demonstrates little or no effort in presentation of work often arrives unprepared for lessons

- The Form Tutor will sign and check the card at registration periods.
- HOG will monitor the card daily or weekly.
- If the Report Card is not completed satisfactorily within an appropriate period of time, the HOG will meet parents and agree appropriate action.

Day/Date	TP	Lesson1	Lesson2	Lesson3	Lesson4	Lesson5	Lesson6	Lesson7	Lesson8	ECA
Monday ()										
Tuesday ()										
Wednesday ()										
Thursday ()										
Friday ()										

Attitude class of Week 1 - A

- demonstrates initiative and actively participates in all learning activities
- regularly makes voluntary contributions to discussions
- consistently pays attention and responds to instruction and advice
- consistently meets deadlines
- presents work with pride
- always arrives prepared for the lesson
- sometimes does additional work – “goes the extra mile”!

Attitude class of Week 1 - B

- actively participates in all learning activities
- regularly makes contributions to discussions
- pays attention and responds to instruction and advice
- consistently meets deadlines
- takes care in the presentation of work
- always arrives prepared for the lesson

Attitude class of Week 1 - C

- participates in learning activities with minimum effort
- makes contributions when prompted
- shows willingness to act on advice
- consistently meets deadlines
- presentation of work just acceptable
- usually arrives prepared for the lesson

Attitude class of Week 1 - D

- can be negative about participation in learning activities
- rarely contributes to discussions
- needs regular prompts to complete work
- regularly fails to meet deadlines
- demonstrates little or no effort in presentation of work
- often arrives unprepared for lessons

Criteria

Comments from Parent -

Signed - _____ Date - _____

Comments from Tutor -

Signed - _____ Date - _____

Comment from Head of Grade/ Head of Senior School -

Signed - _____ Date - _____

Please return to HOG/HSS when complete

SJII Report Card



Name - _____ Tutor Group - _____

Date issued - _____

Principles of good behavior at SJII reflect Respect, Responsibility and Resilience.

A period of monitoring is required to ensure that your behavior and attitude consistently reflect the school values.

Hand this Report Card to each of your teachers every lesson and ECA.

Show your Tutor the Report Card each Tutor Period and your parents/guardians daily. Report to your Head of Grade each Friday during Tutor Period.

Focus - _____



6.5 Pastoral Support Programmes (PSP)

- A Pastoral Support Programme monitors the progress, attendance, behaviour and welfare of a student over a 10 week period. The Programme is devised with parents/guardians, the student and the respective HOG/HSS. A PSP may be extended beyond 10 weeks depending on the needs identified in each individual case.
- A PSP involves designated staff working with the student and the parents/guardians to:
 - i) Define those aspects of the student’s progress, attendance, behaviour and welfare that need improving.
 - ii) Set agreed SMART targets that will help to change inappropriate behaviour patterns and improve social skills.
 - iii) Provide the necessary support and advice to enable the student to be successful.
 - iv) Monitor progress against these targets and modify them as appropriate to challenge and engage the student.
 - v) Acknowledge and celebrate success.
- Information gathering (quick email report from teachers) would usually precede the first meeting
- The student is monitored for the duration of the PSP by an appropriate method, e.g. report card, e-report, subject reports, round robins.
- The expectation is that parents/guardians will attend 3 meetings – once at the start to plan the programme; once after 5 weeks to provide an interim review; and once at the end of 10 weeks to fully evaluate progress.
- Ways of recognising and celebrating success will be discussed at review meetings where appropriate.
- The following data will be used to judge success of PSP:
 - i) Attendance records
 - ii) Progress recorded against PSP targets
 - iii) No of incidents recorded on SIMs
 - iv) Additional Reflection Time
 - v) Medical reports/support service documents.

6.6 Pastoral Support Programme Proforma

SJI INTERNATIONAL - PASTORAL SUPPORT PROGRAMME			
Name of Student -		Tutor Group -	
Meeting No. -		Date of meeting -	
Present -	Apologies -		
External agencies involved (named person where possible)			
LDD support (outline)		Current Attendance (%)	
Strengths/activities enjoyed:			
Target(s) agreed			
Action Points (for student, school and parent)		Person to carry out	Monitoring



Procedures 7 - Academic Honesty

SJI International students are taught that being academically honest means doing their own work in an honourable, honest manner, acknowledging any sources of information used and avoiding malpractice. Academic honesty issues are dealt with according to the school's Academic Honesty Policy. The principles of academic honesty are set out in the Student Planner and are regularly reinforced in lessons. As follows -

- Academic dishonesty is not tolerated in any way.
- Academic dishonesty is treated very seriously and students who copy or cheat in any way in the production of IGCSE or IB course work will face a severe but proportionate consequence.
- Teachers in all subject areas will give help and guidance as to what constitutes academic honesty and what does not. Students must be made clear as to what is acceptable and what is not.
- If a teacher suspects plagiarism he/she will normally alert the student and may give the opportunity for the work to be repeated/re-done depending on the nature of the work and/or stage of completion.
- Alternatively, if plagiarism is strongly suspected because the work is uncharacteristic of the student concerned, the student will be asked to either complete a similar piece of work or to reproduce the same work under controlled conditions or to explain their work verbally.
- A failure to perform adequately in the process selected will be taken as evidence of plagiarism.
- If plagiarism persists the teacher should inform the Head of Department or IB Coordinator/IGCSE Examinations Officer.
- Students who copy or cheat in any way in the production of IGCSE or IB course work, will be treated according to pastoral discipline procedures.



Procedures 8 – School Uniform and Appearance Regulations

Uniform	Notes
<p>Girls Uniform - White blouse (or the option in the Senior School to wear a white polo shirt) and a Green skirt or skorts</p>	<p>Skirts must be knee length (at least reaching the top of the knee cap when standing upright). Skirts and skorts must not be altered to make them tight fitting or shorter.</p>
<p>Boys Uniform - White shirt (or the option in the Senior School to wear a white polo shirt) and Green trousers.</p>	<p>Boys trousers must not be altered or tailored to make them tight fitting.</p>
<p>Formal Dress (Mondays and formal functions) - All students wear the school tie and formal white shirt.</p>	<p>Ties must be of an appropriate length with shirts buttoned to the top.</p>
<p>Shoes must be plain black leather or leatherette school shoes.</p>	<p>Trainers are not allowed. Shoes should enclose the feet but not cover the ankle. Proper sports shoes/trainers must be worn for PE.</p>
<p>Socks should be white, black or grey ankle length socks.</p>	
<p>SJLL Cardigans can be worn when the air conditioning or the climate is chilly.</p>	<p>Cardigans must be black with the school logo – no other replacement garments are permitted including sweatshirts or hooded tops.</p>
<p>Accessories and Jewellery The school badge is worn on shirt/blouse on the left side of the chest. Belts, if worn, must be plain black with a simple buckle No piercings other than one small stud/sleeper in the ear lobe for girls. Bracelets are not permitted. Discreet items of religious significance may be permitted upon request to the Head of Grade. Hats are not permitted to be worn inside school buildings, but should be worn as protection from the sun during outside activities.</p>	<p>No piercings of any other kind are permitted. Students who have piercings are not allowed to wear clear sleepers.</p> <p>Students are responsible for deciding when it is appropriate to wear their hat or apply block for sun protection.</p>
<p>Hair, Nails and Makeup. Hair should be moderate in style, clean, neat and off the face (for boys and girls). Finger nails must be clean, trimmed short and without nail varnish. Makeup is not permitted in Grade &-10. Discreet makeup is permitted in G11-12</p>	<p>Hair dye is discouraged. If students dye their hair, it should not be noticeably two tone or unnatural in colour. Boys must be clean-shaven except for reasons of religious observance, validated by a proper religious authority.</p>
<p>PE Kit is a white polo shirt with embroidered logo and green shorts (for boys and girls). White training shoes. A specialist kit may be required according to the PE activities</p>	<p>Official PE kit must be worn during PE lessons and during physical activity at lunchtime. Appropriate kit worn during ECA activities may be worn home when students leave school at 4.30pm or beyond.</p>
<p>Mobile Devices - phones, MP3s etc - Discreet use of mobile devices is permitted in school, but they must not be used, seen or heard in the classroom, or interfere with any interpersonal communication.</p>	<p>Devices will be confiscated if they cause offence to others, or are used inappropriately. Mobile devices are brought into school at a students' own risk.</p>
<p>Non-uniform days – Non-uniform days as charitable events, happen 4 times a year (twice a term). Students must pay the fee to participate. Clothing must be moderate and conservative to the eye - students who wear 'revealing' clothing will be sent home to change. Other non-uniform days which encourage students to wear alternative clothing without charge (eg on National day), are held periodically according to the school calendar. Students must observe the expected etiquette with regards to clothing or will be sent home to change.</p>	
<p>Other</p> <ul style="list-style-type: none"> We advise that every article should be clearly marked with the owner's name, including shoes. 	



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