



BEHAVIOUR FOR LEARNING POLICY

Related Documents	<ul style="list-style-type: none">• Behaviour Response Process• Pastoral Leadership Team Procedures• Anti-bullying policy• Safe & Considerate Use of Information Technology• SJII Child Protection and Safeguarding Policy• Attendance Policy• Academic Integrity Policy• Uniform Policy
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(a) Introduction

SJI International is committed to fostering a safe, respectful, and inclusive learning environment for all students. Our Behaviour for Learning Policy is designed to support our mission of enabling students to learn how to learn and learn how to live as Lasallian people for others. This policy serves as a roadmap for students, parents, and staff, outlining our expectations and principles for behaviour within our international Lasallian community.

SJI International recognises that our students come from diverse cultural backgrounds, each with its own values and norms. Therefore, our Behaviour for Learning Policy strikes a balance between respecting cultural differences and establishing a common framework for behaviour that ensures an excellent educational experience for all.

This policy is built upon our five core values:

- Faith
- Service
- Community
- Excellence
- Respect

(b) Overview

It is the role of the Board of Governors and staff at SJI International to support effective learning and teaching by promoting positive behaviour in order to encourage positive relationships between all.

Through our guidance, actions and teaching, we encourage students to behave in a way that develops an understanding of themselves and others, and fosters a desire to learn how to learn and learn how to live.

Behaviour for Learning is:

Positive – We foster a positive learning environment where optimism, encouragement, and a growth mindset are integral to our approach, where expectations are emphasised.

Values-driven - We ensure that our values guide our actions and decisions and that integrity is upheld throughout - the methods in resolving an issue are equally important as the intervention or consequence.

Restorative - We focus on growth after setbacks, conflicts, or challenges, promoting accountability, empathy, and relationships within our community rather than punitive.

Relevant - We acknowledge the individual needs of our students and that sometimes different approaches are needed according to age, stage and personal situations.

There is a shared responsibility within the school for Behaviour for Learning.

Student achievement is recognised and celebrated in a variety of ways and reinforces the desire to promote positive relationships and successful learning. A range of behaviour management strategies are used to promote positive behaviour as well as to establish clear routines for learning.

(c) 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 the whole community. The Principal, in consultation with the chairperson of the board, has the authority to exclude a student if required.

2.) The Vice Principals (Well-being and Achievement/Senior School) 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.
- Ensure that there is consistent implementation of school policy and procedures.
- Have overall responsibility for the procedures, and field concerns or queries from all stakeholders relating to its implementation (including how consistently the policy is implemented).
- Ensure that support is provided for staff faced with challenging behaviour, and coordinate a whole school programme of training.
- Administer, in consultation with the principal, the Exclusion process when necessary to ensure the safety of our community.

3.) Learning Coordinators (LCs), Heads of Grade (HoGs) will –

- Proactively celebrate, reward and recognise positive behaviour and achievement.
- Provide 1 to 1 advice and guidance to students, and ‘sign post’ individuals for further intervention and support.
- Respond to the analysis of behaviour data to provide proactive support and interventions.
- Proactively facilitate systems to support student behaviour.

- Lead meetings with all stakeholders to plan support for students with behavioural needs or concerns.
- Liaise with subject teachers to share information concerning the behaviour and well-being of students.
- Record behaviour issues.

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

- Proactively celebrate, reward and recognise positive behaviour and achievement.
- Facilitate systems to support positive behaviour for learning in the classroom (intervention and reward/recognition)
- Ensure that there is consistent implementation of school policy and procedures in their departments.
- Proactively facilitate systems to support student behaviour.
- Liaise with HoGs and Learning Coordinators to share information concerning the behaviour of students.
- Record behaviour issues.

5.) All Staff, including teachers and support staff, will –

- Be guided by the Behaviour for Learning policy, ensuring that it is applied consistently.
- Use the school system to record 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/VPs/LCs/HoDS/HoFs to share information concerning the behaviour of students.
- Feedback to the Senior Leadership Team on the effectiveness of the policy and procedures.
- Be provided with access to professional training and development.

6.) Parents/Guardians will -

- Work in partnership with the school to reinforce praise, participate in interventions and support programmes, and maintain high standards of behaviour with their child.
- Reinforce shared expectations for the behaviour of their child both inside and outside the school.
- Raise any issues arising from the implementation of the policy with the school.

7.) Students will –

- Embrace the principles of the Behaviour for Learning policy.
- Uphold the Code of Behaviour both inside and outside the school, including on school trips.
- Take responsibility for their own behaviour, engage in interventions and access support when required.

- Report incidents of negative behaviour that are impacting our community.

(d) Code of Behaviour

At SJI International, we aspire to enact our core values to support positive behaviour for learning.

Faith

- We take pride in our Lasallian Catholic heritage and seek to foster meaningful relationships, regardless of backgrounds and faiths, encouraging all learners to grow and reach their full potential. The SJI mission is at the heart of the community and we seek to enact the mission's focus on well-being through our interactions with others.

Service

- We strive to become caring, principled and reflective global citizens who are empowered to make a difference in the communities we serve around the world. We recognise the importance of working independently and collaboratively, and have faith in ourselves and in others. We are encouraged to be challenge takers and to put our values into action and act with integrity.

Community

- 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.

Excellence

- 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. We show resilience in our approach to learning. We readily seek advice and guidance from others, and see mistakes as opportunities for growth and further development.

Respect (for ourselves; for others; and our community)

- We show respect for ourselves and others by behaving in a way which supports our school values. We listen and speak to others appropriately, and are accepting of their opinions. We are responsible for the choices we make. We work as a community to uphold standards of self discipline and personal responsibility.

School Uniform

Guidelines for our school uniform are found in the school's Uniform Policy. If a student does not adhere to the uniform policy, the school will respond according to the Response to Behaviour table.

Academic Integrity

SJI International students are taught that having academic integrity 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 Integrity Policy, which sets out the principles of academic integrity and are regularly reinforced in lessons.

Mobile Phone Use

Mobile phones should only be used in school when a student is given permission by a staff member. Mobile phones will be confiscated if they are used inappropriately or without permission from a staff member. Any communication from parents/guardians must be made through official school channels. Mobile devices are brought into school at a student's own risk and all technology use should adhere to our Safe & Considerate Use of Information Technology policy.

(e) Recognising and Rewarding Achievement

We celebrate success while firmly embedding our core values of Respect, Excellence, Community, Faith, and Service in all that we do. We recognise the achievements of our students' commitment to these values and the ways they consistently exceed our expectations.

At SJI International, we hold all students to high expectations, firmly believing that each one has the potential to excel. We expect all students to demonstrate maximum effort and exhibit appropriate behaviour at all times.

Our students are motivated by their intrinsic desire to succeed, contributing to a culture of positivity that is dedicated to achieving the highest learning outcomes. Behaviour is not classified as 'right or wrong,' but is cemented in school values.

Our commitment to recognizing student achievements is rooted in the responsibility to celebrate and take pride in those who consistently go above and beyond our typically high standards. We understand that setting and achieving high expectations for all students is the key to their success. Our methods for recognising and rewarding these achievements are thoughtfully designed to be age-appropriate and delivered with sensitivity, ensuring a positive impact on both individuals and groups alike.

Celebrating success can be emphasised through various means:

- **Recognition and Praise:** Students are acknowledged and praised for their achievements, with a focus on intrinsic rewards rather than external incentives. This may include 1 to 1 conversations, positive postcards, verbal praise, parental communication, positions of responsibility etc
- **Classroom Acknowledgement:** Class teachers inform Heads of Department of significant achievements, and SLT members may visit classes to commend collective hard work and student contributions.
- **Assemblies:** Whole school, grade level and house assemblies are held to celebrate both individual and collective achievements, fostering a positive atmosphere and a sense of belonging.
- **High Achiever Recognition:** Exceptional progress in studies, measured against curriculum assessment benchmarks, is celebrated in prize giving.
- **Graduation Ceremony:** The most significant recognition event awards prizes to students across all areas of the school, including prestigious accolades like 'Josephian of the Year'.
- **Faculty/Department Practices:** Teachers use various strategies, including social approval, praise, and tangible rewards, to reinforce positive behaviour and acknowledge achievement.
- **Senior Leadership Team (SLT) Recognition:** Exceptional efforts and achievements lead to formal congratulations from the SLT, with special achievement letters/cards sent home to parents

(f) Bullying

SJI International does not condone bullying or peer or peer abuse of any kind. Please see our [Anti-bullying policy](#) for more information.

(g) School Discipline Intervention

SJI International has extremely high expectations for all students. The interaction between staff and students needs to nurture and reinforce the school values. Staff use a full hierarchy

of strategies to resolve inappropriate behaviour. The context of each incident is considered before an intervention is applied. When there are concerns about students' well-being and safety, students may be sent home while an investigation takes place, or students may be collected and supervised by a parent or guardian.

Staff will actively seek to diffuse difficult situations and support students in making the appropriate choices in the future. Staff will clearly articulate why an intervention is being applied and what changes in behaviour are required to meet our high expectations. Staff will liaise with the Learning Development Department and check the Individual Support Plan for guidance, as appropriate. Interventions may include but are not limited to:

- **Reinforce Expectations:** Utilise choice and consequence language to clearly communicate expectations and potential consequences for continued misbehaviour.
- **Classroom teacher Intervention:** employ low-key verbal/non-verbal interactions, such as quiet words, hand/eye gestures, or friendly warnings, to address minor or low-level inappropriate behaviour.
- **Removal from the Setting:** In cases of serious concerns for student well-being or highly disruptive behaviour, students may be temporarily removed from the classroom.
- **Reflective Time:** Class teachers, HoDs, or HoFs can assign reflection time for low-level inappropriate behaviour or work in class.
- **'Exiting' from a Lesson:** A rare strategy used when a student persistently disrupts others' learning. The pastoral team, with support from the HoF, ensures independent work for the student. Collaborative efforts are made for reintegration, and parents are engaged.
- **Restorative Justice Conversation:** a conversation with the relevant individual to support them in identifying and taking responsibility for their behaviours with an opportunity to make progress with their behaviour and rebuild relationships.
- **Internal or External Suspension/Exclusion:** HoGs with the support of the Senior Leadership Team can employ exclusions when required.
- **Parent meetings:** To foster the three-way partnerships with families, students and the school, meetings with all stakeholders are often used.

(h) Restorative Practice

At SJII, the implementation of restorative practice serves as a cornerstone for fostering a positive and inclusive school culture. This approach is designed to actively nurture relationships, address conflicts, and prioritise the social and emotional well-being of both students and staff. Our behaviour and rewards are rooted in a restorative foundation whereby students are encouraged to reflect on the impact of their actions on themselves and others in the community. We have chosen to adopt an eclectic approach to Restorative Practices, integrating them with established methodologies such as Positive Psychology,

Positive Education, Neuro-Linguistic Programming (NLP), Growth Mindset, and Compassionate Communication, among others.

Five key elements of the restorative practice process are:

- **Learn** - To learn from mistakes
- **Reflection** - To reflect on behaviour in a four dimensional way
- **Voice** - To provide an opportunity for everyone to be heard
- **Relationships** - To rebuild positive relationships
- **Prevention** - To reduce and then improve harmful behaviours

In addition to a restorative approach, sanctions and specific responses are put in place to enhance the restorative process and allow time for reflection to take place.

(i) Response to behaviour

The below actions and responses are not an exhaustive list. They are provided as examples and guidelines to follow. Each case is examined individually and within the context of the incident that has taken place. Staff also use professional judgement to inform their response to behaviour. Where necessary, staff should follow the [Behaviour Response Process](#).

Possible Actions:		Possible Response:
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 • Exemplary demonstration of our values 	<ul style="list-style-type: none"> • Praise/positive pastoral comment • Parental contact • Department Rewards/Recognition • Certificates/Postcards • Referral to senior staff (HoF/HoG/LC/VPs/SL) • Acknowledgement in assembly • Recognition at celebration events • House points awarded

	Possible Actions:	Possible Response:
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 or meet deadlines • Failure to wear the correct uniform • Unauthorised use of mobile phone • Academic dishonesty (refer to policy) • Failure to bring ID card to school 	<p>Behaviour Response Process</p> <ul style="list-style-type: none"> • Subject/Grade Report Card • Parental contact • Teacher meeting • Phone confiscation
Mid-Level Negative Behaviour	<ul style="list-style-type: none"> • Persistent failure to meet deadlines or submit homework • Persistent punctuality, uniform issues • Bullying • Inappropriate use of Social Media • Refusal to cooperate • Verbal abuse/Minor assault/fighting • Hurtful discrimination e.g. race, gender etc. • Minor criminal damage or theft • Academic dishonesty 	<p>Behaviour Response Process</p> <ul style="list-style-type: none"> • Reflection Time • Formal Restorative conference • Parental support/meeting • Removal from classroom • Pastoral Support Programme/Meeting • Behaviour contract
High-Level Negative Behaviour	<ul style="list-style-type: none"> • Persistent refusal to cooperate • Academic dishonesty • Significant abuse of any kind, fighting, assault or offensive comments on social networking sites towards anybody in the community. • Persistent repetition of mid-level offences • Illegal or criminal activity 	<ul style="list-style-type: none"> • Behaviour contract • Formal Warning from LC/VP • Final Warning from Principal • Internal Exclusion with HoG/LC/VP • Fixed-Term Exclusion • Permanent Exclusion • Parent support • Reintegration meeting post exclusion

(j) Monitoring and Evaluating Behaviour

The Vice Principal (Well-being and Achievement) will monitor and report all behaviour for learning data to all relevant stakeholders. All trends regarding behaviour will be used to inform strategic planning of preventive strategies and professional development requirements.