

Approach

1. Elementary School Behaviour Policy

SJIIES strives to promote positive behaviour with all students. We have clear guidance on the positive behaviours we encourage in our children through the virtues that we share and promote each and every day.

[Behaviour Code](#) This code is displayed in every room around the school.

- **Be kind**
- **Be respectful**
- **Be responsible**

Character Education [Virtues 5 Strategies](#)

We use The Virtues Project for our Character Education Programme. We use the five strategies of The Virtues Project to encourage a positive environment, **respectful behaviour and well-being**; *“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)

Strategies and Resources

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| <ul style="list-style-type: none">● Acknowledging virtues displayed by students |
| <ul style="list-style-type: none">● Virtue of the Week<ul style="list-style-type: none">- referred to at Assemblies and class meetings- communicated in Newsletters- staff and students model how this is practised throughout the week. |

<ul style="list-style-type: none"> ● WOW Cards - WOW cards are awarded to individual children for displaying positive behaviours linked directly to the virtues, - Every WOW card is equal to a House Unity Point (HUP) - WOW cards are entered into weekly Assembly draws; winning classes are awarded a “Golden Time” which can include; extra play, choice activity, or IT Time. - Prep 1 fill their WOW Buckets in class
<ul style="list-style-type: none"> ● WOW Stickers ● - for Preps
<ul style="list-style-type: none"> ● Merit Certificates ● Each week, one child from each class G2 - G6 is presented with a Merit Certificates at assembly. ● Certificates are awarded to individual children and have to be logged on the child’s record using the rewards and conduct module. ● Each child should receive one Merit Certificate each term ● Class Merit Certificates can also be issued ● Merit certificates can be issued by specialist teachers
<ul style="list-style-type: none"> ● Class Agreements - These are set up and written by the class at the start of term / year based on our behaviour code and the Virtues and should be revisited at least monthly or as required. - Class agreements help us to set clear boundaries; create safe learning environments and build an ethos of order and unity.
<ul style="list-style-type: none"> ● Houses - All children and staff are allocated to Houses. - House events are organised termly by House Captains and Heads of House to promote unity and cooperation. - House Points are collected weekly via the House database (teachers enter House Points). - The winning house is rewarded with a House Treat e.g. Pool Party biannually. - School Houses: <p style="text-align: center;">Jaime - Red Miguel -Green Mutien - Yellow Benilde - Blue</p>

2. Intervention Measures to Help Students With Inappropriate Behaviour

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

3. Evaluation Of Intervention Measures for Effectiveness And Improvement

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

4. Review of ES Promoting Positive Behaviour and Anti Bullying Policies and Procedures

The ES Promoting Positive Behaviour and Anti Bullying policy and procedures will be reviewed once every two years using the platforms of Internal Reviews (carried out by process owners) and annually through Internal Assessments (carried out by QA Staff).

Process

1. Intervention Measures for Students with Inappropriate Behaviour [iSAMS Levels](#)

Should a child display inappropriate behaviour, we implement the following restorative measures:

Teachable Moment

- used when child displays inappropriate behaviour, using the language of the virtues
- remind children of our expectations and which virtue they need to practise

Reminder Card

- issued when inappropriate behaviour continues and to provide an opportunity for reflection
- remind child/ren of our expectations and which virtue they need to practise
- 3 reminder card - report to HoG

Behaviour Reflection Sheet

<https://docs.google.com/presentation/d/1fkiXC6dL3AI47NcfDVtrOFyTC5csIsDv15c49oaIV5U/edit#slide=id.p>

re (These are Green for Growth and can be provided by TA)

Behaviour reflections use restorative questions to promote reflection on behaviour, making amends and virtues.

They are issued:

- after a more serious incident.
- after 3 consecutive reminder cards
- the child completes a reflection sheet after discussion with the teacher- they can be completed during recess and are sent home for parents to sign. An email to parents is advised prior to the BR going home, to advise parents of the incident.
- "A Time to Think" is used in Grade 1 - use restorative questions and virtues reflection.
- This is:
- designed to provide students with the time to think about their behaviour and what amends need to be made.

- sent home to be signed by parents and returned.
- For more serious infringements, the VP is alerted and Behaviour Reflections issued immediately.
- Incidents and or behavioural concerns must be logged into iSams

Individual Reward Charts

- individual reward charts can be used to promote positive behaviours for children who are having ongoing difficulties with behaviour and would benefit from additional prompts
- These are put in place with the child to help them reflect on their strengths and areas for development, are linked to virtues and provide an added incentive to promote positive behaviour
- Parents are invited to contribute to reward charts

Early Years

Prep 1

Each day, time is given to whole class teachable moments; role play and circle time to focus on positive reinforcement

Have you filled your bucket book and reward system P1

Wow moment sticky labels for teachers to note children modelling virtues behaviour ... placed in Learning Journals

Wow cards from specialists

Individual reward system in LINK book if support needed; in liaison with parent

Children may be given a short time out in another P1 class and time for reflection if they have had 3 warnings within a session OR if they are physically aggressive. Some instances may need a reflection with SLT.

Each day, time is given to whole class teachable moments; role play and circle time to focus on positive reinforcement

Introduce the steps to the talking corner and facilitate when needed.

Mason's jar - introducing gems and how we have virtues in us.

Wow cards from specialists and in class, but mainly for specialist teachers.

Individual reward system for children who need extra support (usually in agreement with the parent to get the consistency between home/school.)

Verbal reminders from teachers. If behaviours continue, the child is sent to another P2 teacher.

Non-negotiables - physically aggressive, swearing (log on isams, perhaps miss out on some play time, reflect with teacher, parents informed)

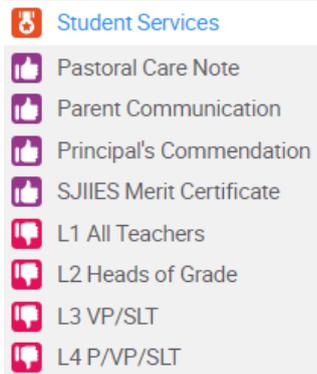
Supervision during recess and monitoring behaviours - usually a teacher would speak to the children involved. Class teacher first - HOG - VP

Parent Meeting

- Parents are to be advised when a child receives a Behaviour Reflection, as these are sent home for signing

- After 3 behaviour reflections are issued and support given to the child, parents will be invited in for a conference with VP and class teacher to discuss more targeted support

2. Supporting Behaviour



Logging on iSams

Well-being Concerns

Behaviours that give cause for well-being concern, should be brought to the attention of the Head of Grade, and /or the Pastoral Team immediately and logged on iSams database under Pastoral Care Note. These can include:

not eating, discarding food, being tired in class, presenting with anxiety over work going home, anxiety before or after PTC, seeing a nurse regularly.

Please note that no concern is too small; it is through these issues that we can gather a picture of a child and are able to support children and their families through periods of significant concerns. Accurate records must be kept on iSAMs to assist us in making informed decisions about a child's welfare.

The pastoral team is able to support resources such as reward charts, checklists and parent communication.

Pastoral Support (Individual Education Plan)

When a child needs more targeted support for behaviour over a longer period of time an IEP can set out clear targets and support strategies. An IEP would be put in place within a **Team around the Child**; parents, teacher, TP, VP and any outside agencies that may be involved.

Working together as a class

Through speaking the language of the virtues, we encourage children to recognise and use their virtues within which will result in positive behaviour. When difficult situations arise, homeroom time can be used to talk through any issues that are affecting the form or grade. Members of the pastoral team can help with this if required.

Talking Corner to resolve conflict

We wish to encourage children to take responsibility for their own actions and learn to solve problems when conflicts arise. "The Talking Corner" is used for children to speak calmly with each other about the problem and work in a peaceful way to reach a solution.

Guide for The Talking Corner:

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

Working with Parents

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

Additional Support for Students Transitioning

For many of our students transitioning into school can be difficult. Some students have transitioned into a new country, new home and new school. Additionally some students may not be able to communicate in English which can cause further challenges for them.

Transitions Support

All new students will be invited to join transition support groups when they arrive in school. These groups are led by our school counsellors. For full classes of new students; e.g. in the Bi-lingual unit, students will be supported in class in consultation between the class teacher and counsellor.

For any student who has acute difficulties settling into school, we may recommend a phased entry to school. Phased entries or reduced days need to be approved by the Principal or Vice Principal.

Transitions to High School

The Head of G6 and the Vice Principal, regularly meet with the VP Pastoral of the High School each year to ensure that any behavioural needs of our children are met on transfer to the High School.

Digital Behaviour [Acceptable Use Agreements](#)

We expect our children to behave as well online as they do in school. Where there is inappropriate behaviour online this should be logged on iSams using the levels outlined. Staff should not interfere with or delete any online content, as it may be needed as evidence and to further support the child and family with the online behaviour. Behaviour in the home, on a phone purchased by the parent, on software sanctioned by the parent, is

not necessarily a school matter. We will however support the family in informing them about any online incident, mediating any difficult conversations with other families and placing an expectation for change upon the family.

3. Anti- Bullying

SJI International School is committed to providing a safe and secure environment for all of its community and we will not tolerate any action that undermines a person’s rights in relation to this. Bullying of any kind is unacceptable at our school and action will be taken when it is evident that someone is being bullied. Bullying is repeated aggressive, physical or negative emotional behaviour that is hurting someone.

Should we have cases of bullying in school, interventions and support will be immediate for all those involved. Parents will be contacted to work together with school to resolve matters.

Be an upstander not a bystander!

All children Grade 2 – 6 at SJI International regularly review **Upstander Code**

Ask - are you OK?

Call - out “ STOP -that is not kind”

Tell - an adult

[Upstander Poster](#)

Checklist for Promoting Positive Behaviour and Anti-Bullying

Checklist	Term 1	Term 2
We have a class agreement - set out collaboratively with and understood by all class members.		
A Talking Corner is set up with clear guidance on how, why and when to use it		
The Behaviour Code and the Upstander Codes are displayed in class and students are familiar with them.		
WOW cards and WOW stickers are available , easily accessible by students and visiting staff and used frequently to promote character strengths and promote positive behaviours.		
Reminder cards are available and easily accessible by students and visiting staff.		
Merit Certificates are given to at least one child each week.		
A register is kept for Merit Certificates and each child		

Checklist	Term 1	Term 2
has received one this term.		
Behaviour reflections are used appropriately, logged on iSams and VP alerts.		

4. Evaluation of intervention measures for effectiveness and improvement

The pastoral team will work with individual teachers and/or parents of the student with the behaviour issue to monitor for improvements following the initial intervention action taken. Should behaviour issues continue, the next level of intervention action will be taken (refer to [Appendix 3 - iSams Level Supporting Behaviour](#)).

Other measures to evaluate effectiveness of intervention actions taken for students with conduct issues include:

- Observing whether a student's behaviour has improved following the intervention action, either through following up with the student or their parents. This will be recorded in the student's [Individual Education Plan \(IEP\)](#).

Effectiveness of the different categories of follow up actions for students with persistent behaviour issues (e.g. students who have been flagged up multiple times by different teachers in iSAMS) will also be discussed and documented in the [Pastoral Department Meeting Minutes](#) by the Elementary School's Pastoral Department.

5. Review of *Promoting Positive Behaviour and Anti Bullying Policies and Procedures*

The Promoting Positive Behaviour and Anti Bullying policy and processes will be reviewed through the following platforms: -

- Internal review by respective process owners using the [Internal Review Form](#)
- Internal Assessment by the QA staff using the [Internal Assessment Report](#)