BEHAVIOUR POLICY

1) INTRODUCTION

The values of Faith, Service, Community, Excellence, and Respect are at the core of our educational philosophy. These principles guide our daily interactions, fostering an environment where everyone feels valued and supported. Character education forms the essence of our Mission to enable students to learn how to learn and to live as Lasallian people for others.

SJI International Elementary School 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. We use restorative practices to build and maintain positive relationships, resolve conflict and repair harm.

The school's behaviour policy will be communicated to students through a student-friendly version during assemblies, classroom discussions, Health & Wellbeing lessons and restorative discussions. Parents have access to the policy through the School Website and Parent Handbook. It will also be communicated to teachers through the ES Staff Handbook.

2) EXPECTATIONS

This policy covers expected behaviours of students in all areas of school life including, but not limited to the following; classroom, online, lunchtimes, playtimes, transition time, travelling to and from school.

This policy aims to provide consistency and clarity for all members of our community, with the understanding that the developmental age and holistic profile of the student will be taken into account when implementing this policy into practice.

The Role of the Teacher (Language Matters)

The teacher's primary tool is their voice. Their language, tone and volume has impact and students will mirror and react to the teacher's approach. Maintaining a calm, peaceful and measured approach will encourage students to reflect rather than react with emotions.

SJI International Elementary School uses The Virtues Project™ as the basis of our Character Education programme. The Five Strategies outlined below are taken from The Virtues Project™ (https://www.virtuesproject.com/the-five-strategies).

1. SPEAK THE LANGUAGE: Language shapes character. The way we speak to one another, and the words we use, have great power to discourage or to inspire. Learn how to speak the language of virtues when acknowledging, guiding and correcting to bring out the best in one another. When we speak the language of virtues we replace shaming and blaming of one another with gentle reminders of who we are and how we want to be.

2. RECOGNISE TEACHABLE MOMENTS: Recognising the gifts and life lessons in our daily challenges helps us to cultivate our character. In everything there is virtue, either virtues being practiced or virtues needed. When we see any situation through the lens of virtues, we become more aware of the virtues we need to call on and the virtues that are already guiding us.

3. SET CLEAR BOUNDARIES: Boundaries keep us safe. In The Virtues Project, boundaries are based on virtues. What virtues are needed? How do we practice them? This practice creates clarity and a climate of peace and safety, in all of our relationships-- at home, in school, and in the community. This strategy is needed when we have a problem in any area of our life. Personal boundaries help us to build healthy relationships, and protect our time, our energy and our health.

4. HONOUR THE SPIRIT: This strategy begins with respect for the dignity of each person and encourages us to make time for wellness, reflection, reverence, and beauty. It is expressing what is meaningful in our lives by participating in the arts, honouring special life events, time in nature, and sharing our stories with each other. What brings you joy?

5. OFFER COMPANIONING: Learn how to truly listen and be present to another person. This is the strategy to use when someone else has a problem. One of the greatest gifts we have to give to another is our presence. By being deeply present and listening with both compassion and detachment, we help others to empty their cup and find their own answers. This approach empowers others to discern their teachable moments and to reflect on their virtues.

(a) General Behaviour Expectations



All students are expected to uphold the SJI International values and promote the virtues at all times. The Behaviour Code highlights the key virtues of: Be Kind, Be Respectful and Be Responsible.

This includes, but is not limited to:

- Use **respect** when speaking with all members of the community.
- As a member of the SJI International **community**, wear the school uniform with pride and maintain a neat appearance as per the Uniform Policy.
- Strive for **excellence** in all areas of school life.
- Give **service** to others by taking care of the school environment.
- Ensure that behaviour is guided by the Catholic Lasallian **Faith**.

The Anti-Bullying Policy should also be adhered to at all times.



When walking around the school, students are expected to follow LAWS (Left, Always Walking, With Purposefulness and Self Discipline).

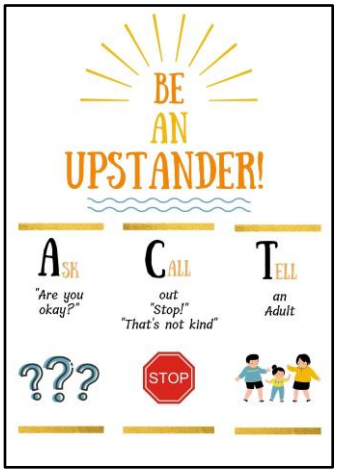
(b) Classroom Behaviour Expectations

- Each class will write classroom agreements within the first two weeks of school. All students are expected to know and follow the classroom agreements.

- Each classroom has a talking corner. 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

(c) Playground Behaviour Expectations



- Children should remain in designated play areas.
- At all areas of play, students are expected to follow the general behaviour expectations.
- During play, should dynamic situations arise, students should follow the Upstander code: "Ask, Call, Tell"
- Handball Court: The Handball court has a rota that should be followed at all times.
- Lower Field: The school follows Messi's rules for safe play which should be adhered to at all times. This includes the yellow and red card system to keep footballers safe.

Lunchtime Behaviour Expectations



Our Bus Virtues



(f) Digital Behaviour Expectations (Digital Citizenship Pledge)

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. 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.

Children in Grades 4-6 may bring a phone into school if they travel independently to and from school. The device must be put in their school bag as soon as they enter the school's grounds and will not be allowed out again until they leave the school's premises. Smart watches must be kept in school bags whilst children are in school.

3) PROMOTING POSITIVE BEHAVIOUR

Character Education

SJI International Elementary School uses The Virtues Project as our Character Education Programme. This includes 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 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)

- **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.

- **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.
- The winning house is rewarded with a House Treat e.g. Pool Party biannually.
- School Houses:

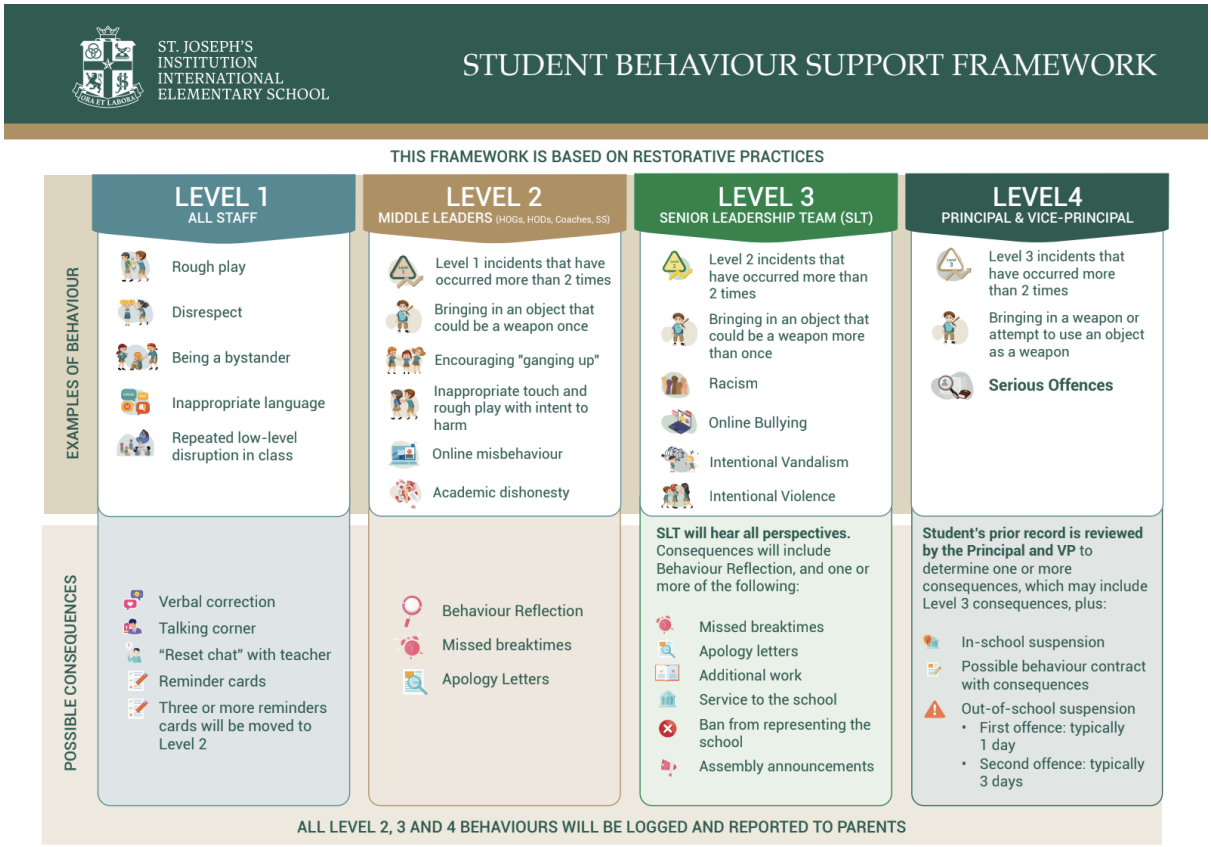
Jaime - Red	Miguel -Green	Mutien - Yellow	Benilde - Blue
● **Virtue of the Week** - referred to at Assemblies and class meetings - communicated in Newsletters - staff and students model how this is practised throughout the week.			
● **WOW Cards** - WOW cards are awarded to individual children for displaying positive behaviours linked directly to the virtues, - Every WOW card is equal to a House Unity Point - WOW cards are entered into weekly Assembly draws; winning classes are awarded a "Golden Time" - Kindergarten 1 fill their WOW Buckets in class			
● **WOW Stickers** - for Kindergarten			
● **Merit Certificates** - Each week, one child from each class G2 - G6 is presented with a Merit Certificates at assembly. - Each LE should receive one Merit Certificate each term from their homeroom class. - Each UE should receive one Merit Certificate each year from their homeroom class. - Merit certificates can be issued by specialist teachers.			

4) BEHAVIOURAL CONSEQUENCES

Students are expected to uphold the Behaviour Code at all times, as well as follow expectations in all school settings. At times, student's behaviour may require a consequence and restorative practices will be utilised whenever possible. Whilst there are guidelines for behavioural consequences, the consequences given are based on students' developmental level, prior history and their holistic profile.

Behavioural consequences provide an opportunity for students to reflect upon the impact of their behaviour with a view to fixing the harm and making positive changes moving forward.

The following Student Behaviour Support Framework is in place for all community members to refer to:



NB:

- Academic misconduct as outlined in the Elementary School Student Assessment Manual is generally considered as level 2, but may move to level 3 if repeated.
- Serious offenses include but are not limited to smoking, vaping, drugs, alcohol and other illegal activities.

5) COMMUNICATION

a) Internal Communication

Teachers who issue Behaviour Reflections must log them on iSAMs. While verbal reminders and reminder cards do not need to be logged, teachers are encouraged to record ongoing Level 1 behaviours, such as repeated minor arguments and disruptive behaviour.

b) External Communication

Teachers who issue a Behaviour Reflection are expected to inform parents, ideally before the child arrives home. However, in exceptional cases and following consultation with the Head of Grade (HOG) or a member of the Senior Leadership Team (SLT), the teacher may record the Behaviour Reflection without sending an email to the parents.

6) EVALUATION OF INTERVENTION MEASURES FOR EFFECTIVENESS AND IMPROVEMENT

Any intervention actions taken on students 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. Student Success Lead Team) evaluations done at the School level.

7) REVIEW OF BEHAVIOUR POLICY

The Behaviour 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).