



SIR MANASSEH MEYER

International School

C4.6.1 VERSION 09

STUDENT CONDUCT AND ATTENDANCE (PRE-SCHOOL)

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GD4.0 Requirement Statements

1. Establish a set of disciplinary policy and procedure to handle students with disciplinary issues, which are communicated to all students. (C4.6.1)
2. Set policy and procedures on attendance, which are communicated to all students. (C4.6.1)
3. Establish and implement a student attendance taking and monitoring system for all applicable learning modes (classroom-based learning, synchronous and asynchronous e-learning). (C4.6.1)
4. Implement timely intervention measures to help students with poor conduct or attendance. (C4.6.1)
5. Evaluate the intervention measures for effectiveness and improvement. (C4.6.1)

APPROACH

1. Disciplinary policy

- 1.1. The Pre-School follows a positive guidance policy. Our goal in guiding children is for them to move towards controlling their own behaviour. We avoid using techniques that will damage the child's good feelings about themselves or others.
- 1.2. The Pre-School begins by arranging the environment to prevent discipline problems. This includes planning interesting activities, not asking children to be still for too long, and meeting their needs for food, rest, and active play.
- 1.3. When children do display negative behaviour, we positively guide them in finding a better way to solve the problem. A very young child does not have the cognitive maturity and are very ego-centric, it can be very difficult for them if they do not get their way. Conflicts will arise. When they do, we will guide children in a constructive manner as discipline is viewed as an opportunity to teach children better ways of handling their frustration and anger. Very young children will be redirected into other activities.
- 1.4. When misbehaviour includes destroying or abusing materials, the children will be given the chance to use the materials again in an appropriate manner, but if continued the materials may be put away until another day when the child will be given another opportunity to use it appropriately. When children disrupt group activities, they can choose to participate without interrupting or choose another activity which would not interrupt the group time. Small and large group activities are always optional in all classrooms.
- 1.5. If the child has had a difficult time, the staff will give a verbal or written note which summarises the child's day. We will then work together with the family to assure consistency

at home and at school in working with the child, and all will be discussed in a confidential manner that is respectful to the family.

- 1.6. These are outlined in our Pre-School Parent Handbook and the SMMIS Home-School Agreement.

2. Attendance Policy, Procedure, and Information

- 2.1. Children are encouraged to regularly attend preschool as it is extremely important for the child to settle in well. Routine becomes part of the child's day and therefore helps to make them feel more secure and have a sense of belonging. Due to the international nature of the community in which we live, some absences from school are unavoidable. However, regular school attendance is expected as frequent absences may prevent a child from developing to their full potential.
- 2.2. Staff will call parents or guardians when a child has missed two consecutive days of preschool to establish with parents or guardians the reason for the absence.
- 2.3. Parents or guardians will be informed of the attendance policies and procedure via parent handbook.

3. Student attendance taking and monitoring system

- 3.1. Teachers are responsible for marking their classes' attendance and will do so for the class first thing in the morning and then again right after lunch through a digital programme called the Engage.

4. Intervention measures to help students with poor conduct or attendance

- 4.1. Parents are spoken to and encouraged to send their child to school on a more regular basis.

5. Evaluation of intervention measures for effectiveness and improvement

- 5.1. Any intervention actions / goals are to be evaluated for effectiveness and improvements through the use of both individual evaluations done individually with students and group (i.e. Macro) evaluations done at the School level.
- 5.2. As each individual student is different, intervention measures (including actions and interim targets) would need to be customized to ensure that they suit each and every student.

PROCESS

1. Disciplinary Procedures

1.1. The methods of Positive Guidance will include:

- Encouraging children to solve problems through the use of words
- Learning to acknowledge feelings and associate feelings with actions
- Redirect children to focus on a different activity in a positive manner
- Tell children what they can do, rather than what they can't do
- Continual focus on building self-help skills in order to strengthen self-esteem and positive self-image
- Positive reinforcement and acknowledging appropriate behaviour that should be continued in the future
- Assisting children in planning actions and language for similar situations in the future
- Modelling kind, patient, and gentle actions, words and behaviour

1.2. These are outlined in our [Pre-School Parent Handbook](#) and the [SMMIS Home-School Agreement](#).

2. Attendance Policy, Procedure, and Information

2.1. Children are encouraged to regularly attend preschool as it is extremely important for the child to settle in well. Routine becomes part of the child's day and therefore helps to make them feel more secure and have a sense of belonging. Due to the international nature of the community in which we live, some absences from school are unavoidable. However, regular school attendance is expected as frequent absences may prevent a child from developing to their full potential.

2.2. Parents or guardians will be informed of the attendance policies and procedure via [parent handbook](#).

3. Student attendance taking and monitoring system

- 3.1. Teachers are responsible for marking their class' attendance and will do so for the class first thing in the morning and then again right after lunch through a digital programme called Engage.
- 3.2. Staff will call parents or guardians when a child has missed two consecutive days of preschool to establish with parents or guardians the reason for the absence.

4. Intervention measures to help students with poor conduct or attendance

Steps for Addressing students with poor attendance

- 4.1. Staff will call parents or guardians when a child has missed two consecutive days of preschool to establish with parents or guardians the reason for the absence and to explain to parents that as a regular school, attendance is expected as frequent absences may prevent a child from developing to their full potential.

Steps for Addressing Problem Behaviours:

- 4.2. The behaviours of children shall be addressed by the classroom staff as outlined by our [Positive Guidance Policy](#). This could include positive reinforcement for any appropriate behaviour, redirection, reminders of classroom rules, modifying the classroom environment, or the teacher may respectfully help the child gain control when necessary. [Classroom staff](#) shall observe all children and document these behaviours to help ascertain any patterns or precipitating factors of the problem behaviour. A strategy will be put into place and observed over a specific period of time for any improvements. At no time shall the staff use shaming, the withholding of food, or physical punishment of any kind.
- 4.3. We recognise that some children with additional needs may require a more sensitive and differentiated approach to behaviour management. The [SENDCo](#) will be consulted in such cases and each case will be dealt with on a bespoke basis. The decision and the way such cases are handled lies with the School.
- 4.4. When a child exhibits a problem on a continual basis over an ascertained period of time, that is not resolved through the appropriate behaviour management strategies, the classroom staff will meet with the [Head of Pre-School](#) to document the problem behaviour and ask for further guidance. The school [SENDCo](#) will be invited in to observe the child.

- 4.5. If the behaviour problem is still not resolved, using strategies that the teachers have already put in place, the [Head of Pre-School](#) will request a meeting with the child's parent(s), to discuss the problem behaviour. The [Head of Pre-School](#), [Parent\(s\)](#), [SENDCo](#) and [Teaching staff](#) will collaborate on the development of strategies to resolve the problem behaviour. During this process, the [teaching staff](#) will keep the [Head of Pre-School](#) and [Parent\(s\)](#) informed of the progress in resolving the problem. Observations will be documented, and a copy will be given to the [Parent\(s\)](#) as well as placed in the [child's file](#). If a child's behaviour results in the injury of another child or staff member, that child's parent(s) will be notified as soon as possible and written documentation will be given and placed in the child's file.
- 4.6. If the preschool staff feel that they need further assistance in resolving the behaviour problems, the programme may, with parental permission, request the assistance of an outside agency. If the preschool staff feels the behaviour may result in a special need, the programme may, with parental permission, refer the child for an evaluation. If the parental permission is refused, and the problem behaviour continues, the continued enrolment of the child will be reconsidered with the provisions listed below.
- 4.7. If the results of an outside evaluation suggest the need for accommodations of learning difference, the programme will provide these or other appropriate accommodations as long as they are not an undue hardship on the programme. In some cases, certain adaptations to our programme may be impossible (an additional teacher at the cost of the family, for example) and we may recommend a different placement for the child. Please know that wherever possible, we will draw upon all resources to meet the child's needs.
- 4.8. If all of the above steps fail to resolve the behaviour problem, the programme may ask the parent(s) to obtain care for their child at another centre. The programme will provide the parent(s) with an appropriate amount of notice and will try to assist the parent(s) in obtaining alternative care and resources.
- 4.9. Written documentation of all of the steps above will be provided to the parent(s) and placed in the child's file.
- 4.10. An alternative strategy that the Pre-School used is that they have the Behaviour Guidance Strategy Chart in place. The form is used to write down details of what the teacher is observing. It is very important that the language used is objective and not subjective. The teacher takes notes from several observations. The notes are reviewed. Teachers question what common patterns/ similarities are seen? Does the behaviour happen at the same time every day? Is it during large group time? During transitions? This will help to know

what the triggers are. Once the patterns, commonalities and or triggers, are determined the teachers can develop a strategy for the child. The strategy is listed on the form. Teachers observe the child and make notes of the response of the strategy. Make sure all staff who work with the child are aware of the strategy. Teachers are consistent with the chosen strategy. Teachers are specific with the amount of time and make changes as needed. Parents are informed of the strategies and work as a collaborative partner with the teacher.

5. Evaluation of intervention measures for effectiveness and improvement

- 5.1. Parents will be contacted by the [Head of Pre-School](#) if there is a prolonged absence to express concerns over the impact of the child's learning. Where positive redirection attempts fail, new intervention actions are to be formulated to help the student improve. This is done in conjunction with the [SENDCo](#), and any other specialist Doctor involved with the child.
- 5.2. As all students are different, each strategy is evaluated on its own to determine effectiveness and if a change of strategy is needed. [Evaluation of effectiveness](#) of categorised intervention actions towards attendance will be carried out once a year.
- 5.3. Where positive redirection attempts fail, new intervention actions are to be formulated to help the student improve. This is done in conjunction with the [SENDCo](#), and any other specialist Doctor involved with the child.

GD4.0 Requirement Statements

6. Review the student disciplinary and attendance policies and procedures; and the student attendance taking and monitoring system for continual improvement. (C4.6.1)



APPROACH

- 1.1 The Process Owners will review their policies and processes at least once every two years for continual improvement as part of the Internal Review Process.
- 1.2 The Independent Internal Assessor will also review the policy and processes at least once a year during the Internal Assessment Process.

PROCESS

- 1.1 The **Process Owners** will review their policies and processes at least once every two years for continual improvement as part of the internal review through the **Internal Review Report** (Reference should be made to the Manual: Internal Assessment).
- 1.2 The **Independent Internal Assessor** will also review the policy and processes at least once a year during the Internal Assessment Process with details documented in the **Internal Assessment Report** (Reference should be made to the Manual: Internal Assessment).

Approving Authority:

Prepared By:	Name: Greg Wilde
	Designation: Head of Primary School
Signature:	
Approved By:	Name: Elaine Robinson
	Designation: Principal
Signature:	

Revision History Table

Version 00	<u>Description:</u> Initial Release
	<u>Effective Date:</u> 01 November 2019
Version 01	<u>Description:</u> 1. Added “The school SENDCO will be invited in to observe the child.” on point 4.3 under section 4 Intervention Measures to Help Students with Poor Conduct or Attendance under Process.
	<u>Effective Date:</u> 09 March 2020
Version 02	<u>Description:</u> 1. Removed point a) “No. of students on intervention due to poor conduct or attendance” under the Review Section 2. Removed point c) “% of effective intervention measures for attendance and / or conduct related issues” under the Review Section
	<u>Effective Date:</u> 04 September 2020
Version 03	<u>Description:</u> 1. Amended language and sentence structure issues in the manual.
	<u>Effective Date:</u> 05 April 2021
Version 04	<u>Description:</u> 1. Amended ‘WCBS to ‘Engage’
	<u>Effective Date:</u> 11 August 2021

Version 05	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Amended Point 3.2 and 4.1 in the Process Section from three consecutive days to two consecutive days. 2. Added SENDCO to Point 4.4 in the Process Section. <p><u>Effective Date:</u> 30 May 2022</p>
Version 06	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Revamp Manual based on GD4 Requirements. 2. Added “Staff will call parents or guardians when a child has missed two consecutive days of preschool to establish with parents or guardians the reason for the absence.” in the Approach Section under Section 2. Attendance Policy, Procedure, and Information. <p><u>Effective Date:</u> 09 June 2023</p>
Version 07	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Amended “Parents are spoken to and encouraged to send their child to school on a more regular basis.” in the Approach Section under Section 4. Intervention measures to help students with poor conduct or attendance. <p><u>Effective Date:</u> 05 June 2024</p>
Version 08	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Added the communication of disciplinary and attendance policies and procedures to parents or guardians via the Parent Handbook. 2. Updated the Review Section of the Manual. <p><u>Effective Date:</u> 14 May 2025</p>
Version 09	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Updated Prepared By to “Greg Wilde” in the Approving Authority section.

	<u>Effective Date:</u> 29 August 2025
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