



# **SIR MANASSEH MEYER**

## **International School**

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**C4.6.1 VERSION 09**

**STUDENT CONDUCT & ATTENDANCE (PRIMARY 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 primary aim of the Behaviour for Learning Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn in a safe environment it is not a system to enforce rules.
- 1.2. The Behaviour for Learning Policy is communicated to students/parents via the School's Website.
- 1.3. The school recognises our legal duties and those in respect of safeguarding and supporting pupils with special educational needs. This policy supports the school community in aiming:
  - To allow everyone to work together in an effective and considerate way.
  - To create a community in which everyone feels safe, valued and respected
  - To develop a moral framework within which initiative, responsibility and secure and meaningful relationships can flourish
  - To enable all individuals at SMMIS to develop a sense of self-worth and a respect and tolerance for others
  - To treat all children fairly and equally and apply this Behaviour Policy in a consistent yet mindful way

## Objectives

- To provide a safe, calm, happy and caring learning environment
- To ensure consistency, fairness and clear expectations for all stakeholders
- To encourage positive social interaction
- To enable all students to develop ethical and moral values in the context of the school as a community
- To value and practise 'Derech Eretz' (respect) always
- To ensure that all students feel included in all aspects of their school life

## Encouraging and rewarding appropriate effort and positive social behaviour

- 1.4. We recognise that good behaviour and effort are related to positive attitudes. These are based on mutual respect, shared values and the setting of known and understood standards. We require all staff, volunteers and visitors to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. It is imperative that good, appropriate behaviour and effort receive recognition, praise and encouragement from all stakeholders. A student code of conduct is included in the Home School Agreement. Teachers and students work together to develop their own set of Classroom Agreements, as well as reinforcing the Golden Rules throughout the school year.
- 1.5. We use a variety of positive reinforcements such as verbal praise, certificates, badges, House Points etc.
- 1.6. Promoting Positive Behaviour – Individual Level: All students have the opportunity to earn House Points through demonstrating positive behaviour, living school values and showing a positive attitude towards learning. These points contribute both to a whole school House Points competition as well as being tracked in individual classrooms.
  - All members of staff can award individual House Points through the class's visual tracking chart or by giving an 'HP' card (Specialists/Jewish Ed teacher) that the student can exchange for a house point in class.

## **Parental Partnership**

- 1.7. A positive partnership with Parents is essential to building trust and developing a common approach to behaviour expectations and to create and implement consistent strategies for dealing with problems. This communication is crucial in promoting and maintaining high standards of behaviour.
- 1.8. Parents have a vital role in promoting good behaviour in school and at home. Therefore, effective home school liaison is extremely important. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and then these conversations will inform the school when making decisions about how to respond to behaviour.
- 1.9. The school has the right to expect that the parents will give their full support in dealing with their child's behaviour as outlined in the Home School Agreement.

### **We expect Parents:**

- To work in partnership with SMMIS to develop strategies to improve behaviour
- To inform us of any incident, traumatic or otherwise in circumstance or routine which may affect their child's performance or behaviour at school. e.g. a death in the family or the birth of a child
- To keep us informed of behaviour difficulties that may be occurring at home
- To inform us about their child's ill health and any absences connected with it
- To inform us immediately of any absence
- To be responsible for their child's behaviour from the time they collect them from school. Even if children are still in school uniform, from the time the school day ends their behaviour is the responsibility of their parents.
- To be responsible for their child's behaviour during the journey to school and from the time they depart from the school grounds. Even if children are in school uniform, outside of school time and when students are off school premises their behaviour is the responsibility of their parents.
- To treat all SMMIS staff with respect in all forms of communication – as outlined in our Primary School Parent Handbook and the SMMIS Home-School Agreement

**The School will:**

- Communicate this policy and expectations to parents
- Give parents regular, constructive and positive comments on their child's performance and behaviour
- Inform parents where behaviour is causing concern and give parents the opportunity to discuss the situation
- Seek parental support in devising a plan of action within the parameters of this policy; any disciplinary action the parents will be informed. The school will endeavour to implement strategies to prevent further incidents or escalations of unwanted/negative behaviours
- Provide staff with regular training and updates at staff briefings and INSET
- When necessary, remind parents to use appropriate and professional dialogue when discussing their children's needs. We support a culture of respect towards all at SMMIS.

**Teaching and learning at SMMIS underpinned by our school values:**

- Lifelong Learning: to foster an on-going desire for the pursuit of knowledge.
- Love: to demonstrate dedication and devotion to everyone.
- Kindness: to be friendly, generous and considerate to everyone.
- Resilience: to overcome every obstacle and setback
- Peace: to be able to work together in harmony.
- Community: to create a deep sense of belonging and build a vibrant community that celebrates its diversity and works together to make a difference in the world.
- Honesty: to be truthful, sincere and upright in our dealings
- Collaboration: to cooperate with one another in order to accomplish a shared goal.
- Reflection: to be thoughtful and able to adapt in challenging situations
- Respect: to accept somebody for who they are, even when they're different from you.
- Justice: to ensure fairness to everyone.
- Creativity: to think outside the box.

- Enquiry: to seek constantly for answers when in doubt.

### **Trustees**

- 1.10. The Trustees have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Trustees support the Principal in carrying out these guidelines.
- 1.11. The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but Trustees may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

## **2. Attendance Policy, Procedure and Information**

- 2.1. Good attendance at school is essential for a pupil's education and establishes a positive working ethos early in life.
- 2.2. At SMMIS, we see that good attendance is achieved through a successful partnership between parents, pupils and the school.
- 2.3. We rate attendance as outlined below:

### **Attendance Rating**

99 – 100%	Outstanding
98%	Excellent
97%	Very Good
96%	Good
93 – 95%	Requires Improving
91 – 92%	Unsatisfactory
90% or less	Cause for Concern (Persistent Absentee)

- 2.4. The school's designated Attendance Lead is the Principal.

- 2.5. Student attainment and achievement depend on regular attendance at school. Any absence leads to missed learning and other experiences and may cause difficulties with social relationships. School attendance is a whole school issue as well as a Safeguarding issue.
- 2.6. SMMIS aims for 90% attendance from all students, if the student's attendance rate falls below 90%, a first attendance notification letter will be issued to the parents.
- 2.7. After 6 weeks of monitoring and no improvement for the attendance, a second notification letter is issued and usually a face-to-face meeting will be set up to communicate with the Parents.
- 2.8. Encouraging good attendance is the shared responsibility of the school, the parents and the pupils.
- 2.9. Parents have a responsibility to see that their children receive appropriate education.
- 2.10. All students on a Student Pass should have a minimum attendance of 90% per month. Any absenteeism should be supported by medical certificates / approved student leave. Immigration and Checkpoints Authority of Singapore (ICA) will be notified by the school whenever a student on a Student Pass has a monthly attendance of less than 90%. Student Pass Holders who miss 7 consecutive days of class will be liable to have their student pass be cancelled with effect from the 8th day and the letter of cancellation will be sent to student's place of residence in Singapore as registered with the School.
- 2.11. Students and Parents will be informed of the attendance policies and procedure via parent handbook.

**Cumulative Impact of Missing School:**

- 2.12. There are two main categories of absences:
  - Authorised Absence: is when the school has accepted the explanation offered as satisfactory justification for the absence or given approval in advance for such an absence.
  - Unauthorised Absence: is when the school has not received a reason for absence or has not approved a child's absence from school after a parent's request. When a parent telephones the school with information that their child is unable to attend due to illness, or other circumstances, decisions regarding authorisation will always be made with reference to this policy.

- 2.13. The school is obliged to differentiate between authorised and unauthorised absence. A letter or telephone message from a parent does not in itself authorise an absence. Only if the school is satisfied, in accordance with this policy, as to the validity of the explanation offered, can the absence be authorised. The Principal (or VP in his/her absence) makes the decision as to whether an absence should be authorised or unauthorised. Where necessary, it is the parents' responsibility to provide all evidence of absence and bear any costs that this may incur.

### **Expectations**

- 2.14. We expect that all pupils will:

- attend school every day
- attend school punctually
- attend appropriately prepared for the day

- 2.15. We expect that all parents/carers will:

- be aware of this policy and plan their family holidays accordingly
- ensure regular school attendance and be aware of their legal responsibilities
- ensure that their child arrives at school punctually & prepared for the school day
- ensure that they contact the school daily of absence or if known in advance, whenever their child is unable to attend school
- contact school promptly whenever any problem occurs that may keep their child away from school
- notify school immediately of any changes to their contact details or their nominated emergency contact details
- arrange holiday travel in accordance with the published school calendar
- Notify the school in advance if they are taking holiday in term time due to extenuating circumstances (for example bereavements or weddings) or due to other children in the family being on local school calendars. In these circumstances, we will authorise 10 school days of absence; any subsequent absence will then be unauthorised.
- arrange return flights such that their children can recover sufficiently before returning to school so as to avoid having to take an additional day off school
- arrange out of school appointments to minimise school absence

- 2.16. We expect that the school will:

- manage all student attendance matters in accordance with this policy

- provide a welcoming atmosphere and a safe learning environment
- provide a sympathetic response to any child's or parent's concerns
- keep regular and accurate records of attendance and punctuality, following up any concerns when necessary
- contact parents when a child fails to attend and no message has been received to explain the absence
- encourage good attendance and punctuality through a system of reward and recognition as well as robust monitoring, intervention and prevention
- regularly inform parents of the % attendance of all pupils
- set targets to improve school attendance
- liaise with other schools and the LA in order to share best practice regarding school attendance
- set holiday dates that allow sufficient time to return from abroad for school start

### **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.

#### **Principles of Monitoring Attendance and Punctuality**

3.2. School starts at 8:20am. The playground is open from 8:00am.

3.3. We ask parents/carers to ensure their child is in school in plenty of time to hang up their coat, empty their school bag etc in order that they can be present in class for registration at 8.20am and avoid a late mark.

3.4. Registers are taken every morning by class teachers at 8.20am and afternoon (after lunchtime play) using the official registers on the school's Information Management System and the legal attendance and absence codes.

3.5. On the first day of a child's absence, parents contact the school (telephone or email) by 8:20am to explain why their child is absent. We always ask telephone calls to be confirmed in writing with a follow-up email.

3.6. The Front Desk is responsible for the checking the correct entry of data into the school's registers regarding all students' absences.

3.7. Students arriving late are recorded as late but counted as present for that session.

- 3.8. Students out of school but attending therapy /specialist education appointments are recorded in the register as present (this is classified as, attending education off-site).
- 3.9. Student attendance will be prioritised and reported at all meetings with parents, Student progress meetings, ILP review meetings and Parents' Evening meetings etc.
- 3.10. The admissions register and the attendance register must be available for inspection during school hours when requested.

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

- 4.1. The school will monitor student attendance on a monthly basis, and intervention actions will be taken to help students with poor conduct or attendance.

#### **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**

#### Promoting Positive Behaviour

##### **Class Level**

- 1.1 At the beginning of the year, the class and teacher collaborate on a system of whole class rewards. These rewards are earned through showing cooperation and collaboration to work towards a class and/or cohort prize as determined by the class and individual teachers. The 5 Golden Rules are also discussed and embedded into the whole class behaviour system.

##### **Specialists and Jewish Education Classes**

- 1.2 Specialist and Jewish Education teachers may also choose to develop class rewards systems of their own.

##### **Principal's Commendation**

- 1.3 Special recognition will be given to students who produce an exceptionally beautiful piece of work or reflect an outstanding attitude towards the School Values. Beautiful work is characterised by effort and will demonstrate progress and learning at a high standard. It is not necessarily aesthetically beautiful, but representative of a beautiful attitude or understanding.

##### **Mensch of the Month (Presented in Primary School Assembly)**

- 1.4 Menschlich behaviour is characterised by being a good person by treating others with kindness and respect, and often going above and beyond the behaviour expectations of the school to do good in the school community, or wider community. Mensches demonstrate an excellent understanding of the school values of kindness and respect.

##### **Student of the Month (Presented in Primary School Assembly)**

- 1.5 A positive attitude to learning is one that embraces, and activity engages Growth Mindset skills and Culture of Thinking. Students will consistently demonstrate resilience in the face of challenges, seek and respond positively to feedback consistently try hard, assist and inspire their peers and as a result make excellent progress.

## **Whole School Level – House Points**

- 1.6 In addition to this, individual students can be awarded House Points to reward positive behaviour, which are accumulated and enable the entire House to earn a reward: eg movie and popcorn, Casual Dress Day, etc, as determined by SLT/School Council.

### Unacceptable Behaviour

- 1.7 At SMMIS, we endeavour to have an environment where all students feel safe, happy and can access learning. At times, negative behaviour arises and what constitutes unacceptable behaviour will be determined by the Head of Primary School, the Principal and staff at the appropriate time. We will avoid labelling the child, for example, we will not refer to students as 'naughty', rather we will refer to unacceptable behaviours.

- 1.8 Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to first and foremost use positive strategies for handling any inconsiderate behaviour, by helping students find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include acknowledgement of feelings, explanation as to what was not acceptable, and supporting students to gain control of their feelings so that they can learn a more appropriate response.
- When issues of conflict arise over sharing and turn taking, we support students with negotiation and so not step in to take over too quickly. This allows students the opportunity to gain independence and develop conflict resolution skills.
- We acknowledge and encourage considerate behaviour such as kindness and willingness to share.
- We support each student in developing self-esteem, confidence, and feelings of competence.
- We support each student in developing a sense of belonging so that they feel valued and welcome.
- We avoid students receiving adult attention only in return for inconsiderate behaviour, we ensure that all students receive positive adult acknowledgement when they demonstrate school values.

- When students behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately, using restorative practices and strategies.
- We never send students out of the classroom by themselves, nor do we use a 'naughty chair'
- We never use physical punishment, such as smacking or shaking. Students are never threatened with these.
- We do not use techniques intended to single out and humiliate individual students.
- Teachers are encouraged to call the SENDCo or the VPs in case of immediate need with students.
- We use physical restraint, such as holding, only to prevent physical injury to students or adults and/or serious damage to property and for the child's own safety. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the [Principal](#) and are recorded in an [Incident Report Form](#) (depending on the seriousness of the incident). Where appropriate the child's parent is informed on the same day. In such cases, the report will be written on [the Incident report form](#) which is available on Engage and Teams.
- For our youngest students, gentle physical contact may need to be used more frequently. This will only be done where student safety is a concern and to help facilitate the smooth routines of the class. For example, holding hands with a student to move between classrooms.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations and appropriate consequences.
- We do not shout, raise our voices in a threatening way or use inappropriate hand gestures to respond to children's inconsiderate behaviour unless there is an immediate risk of harm.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping

children to manage their feelings and talk about them to help resolve issues and promote understanding.

- Unacceptable language such as swearing is discussed with children and parents informed if it persists.
- We recognise that some children with special 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 the way such cases are handled lies with the School.
- We encourage children to participate in a restorative justice process.
- Students are expected to portray exemplary behaviour and be respectful towards all. This includes shared spaces such as the canteen, auditorium, playgrounds, etc.
- All students are also expected to portray exemplary behaviour when representing the school in the community, such as during field trips, camps and special events.

### **Rough and Tumble Play and Fantasy Aggression**

1.9 Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using a range of strategies:

- We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain this type of play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We teach children to say “stop it I don’t like it!” While using a stop hand gesture if they do not want to be part of that play.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.

- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

#### 1.10 Hurtful behaviour

- We take hurtful behaviour very seriously. Most students will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. For young children hurtful behaviour is momentary, spontaneous and often without thinking or being aware of the feelings of the person whom they have hurt.
- We recognise that students can behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help students learn to manage these feelings through using strategies such as restorative practices, using the Zones of Regulation, circle time and PHSE resources.
- The school responds to hurtful behaviour by offering support, including calming the student who is angry as well as the one who has been hurt by the behaviour.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help students learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings.
- We help students develop pro-social behaviour, such as resolving conflict over sharing and turn taking. We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in all students, recognising their emotional needs through close and committed relationships with them.
- We help our students to understand the effect that their hurtful behaviour has had on another child; we encourage students to recognise and accept the impacts of their behaviour on others and apologise genuinely.

- We will not force students to apologise disingenuously, however, in these instances there will be further interventions to inculcate respect and develop empathy towards others, including perspective taking.
- When hurtful behaviour becomes problematic, staff will work with parents to identify the cause and find a solution together.
- If the behaviour issues were to persist, we use systems in place to support the child and family, making the appropriate referrals to external support agencies/professionals.
- At SMMIS, we do not tolerate any type or level of bullying and have a 'zero-tolerance' approach to any reported or witnessed bullying incidents.
- We follow a restorative philosophy approach to bullying

#### 1.11 Restorative Philosophy:

- Restorative philosophy refers to Restorative Practice which essentially asks questions:
  - What happened?
  - How do you feel about it?
  - What can we do moving forward?
- The aim of Restorative Practice is to resolve conflict in a way that helps students to be reflective about their actions, develop empathy with those who have been affected by their actions, and to come to an agreement to find a way forward that is productive respectful and cooperative, and consented to by all involved parties.
- Restorative Practice can be understood by students in the following way, using the 4 'F's':
  - Fess up (confess what happened)
  - Face up (explicitly address who has been affected by these actions, and emotions involved)
  - Fix up (formulate an agreement that will make things better going forward)
  - Follow-up (Regular check-ins scheduled by staff to ensure that all involved individuals are keeping to the agreement)

#### 1.12 Restorative Procedure:

- Speak to all parties involved, starting with the person who has had harm done to them. Ask the questions above.

- Prepare the students involved for the restorative meeting. Tell them the structure of the meeting, and what they will be asked so that they have answers prepared.
- Carry out the meeting, always beginning with the person who has been harmed.
- Produce an agreement document in the meeting and ask all affected parties to sign it.
- Agree a regular follow-up time and stick to it e.g. twice a week for 3 weeks the teacher who ran the meeting will meet with the students to ensure that everyone is keeping to the agreement.

#### 1.13 Cyber bullying:

- Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.
- By cyber-bullying, we mean abusive, defamatory, intimidating or humiliating another person via electronic means including but not limited to:
  - uploaded or posted on websites, including blogs, forums and personal websites and accounts on services like TikTok and YouTube
  - Text or video messaging apps such as WhatsApp, Snap Chat and Kik

Social networking sites, for example, Facebook and Instagram

- Although we fully expect and require parents to monitor their children's device usage and intervene in all inappropriate behaviours that happen outside of school, we will, as appropriate, implement the full range of sanctions if students bully fellow students or harass staff when using digital technology. All in-school matters with digital technology will be dealt with as per the behaviour sanctions below.
- SMMIS will use its power of confiscation where necessary to prevent students from cyber-bullying or misusing equipment when in school.
- All members of the school community are aware that they have a duty to bring to the attention of the Head of School any example of cyber-bullying or harassment that they know about or suspect.
- From Grade 2 and above, all students learn about responsible and respectful digital citizenship and are encouraged to call out cyber-bullying behaviours that they witness,

first with their parents and if it is impacting on school life, then sharing screenshots and examples with Head of School.

1.14 The Behaviour for Learning Policy is communicated to students/parents via the [School's Website](#).

## **2. Attendance Policy, Procedure, and Information**

- 2.1 As set out in the Terms and Conditions of Student's Pass, Student Pass Holders who miss 7 consecutive days of class will be liable to have their student pass be cancelled with effect from the 8<sup>th</sup> day and the letter of cancellation will be sent to student's place of residence in Singapore as registered with the School.
- 2.2 SMMIS aims for 90% attendance from all students, if the student's attendance rate falls below 90%, a [first attendance notification letter](#) will be issued to the parents.
- 2.3 After 6 weeks of monitoring and no improvement for the attendance, a [second attendance notification letter](#) is issued and usually a face-to-face meeting will be set up to communicate with the Parents.
- 2.4 Students and Parents will be informed of the attendance policies and procedure via [parent handbook](#).

## 2.5 Attendance Key:

Key:	
/	Present
B	Off-site educational activity
C	Leave of absence authorised by the school
D	Dual Registered - at another educational establishment
E	Excluded but no alternative provision made
G	Holiday not authorised by the school
H	Holiday authorised by the school
I	Illness (not medical or dental appointments)
J	At an interview with prospective employers, or another educational establishment
L	Late arrival before the register has closed
M	Medical or dental appointments
N	Reason for absence not yet provided
O	Absent from school without authorisation
P	Participating in a supervised sporting activity
R	Religious observance
S	Study leave
T	Gypsy, Roma and Traveller absence
U	Arrived in school after registration closed
V	Educational visit or trip
W	Work experience
X	Not required to be in school
Y	Unable to attend due to exceptional circumstances
Z	Pupil not on admission register
#	Planned whole or partial school closure

### **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 If the student is marked absent by the teachers, the teachers will note down the reason for the absence if there is a note/email from the Parents. If the Parents did not inform the school, the teachers will send an email to the Parents to ask for reason for absence.
- 3.3 Attendance is being monitored by the Class Teachers weekly.

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

#### Steps for Addressing students with poor attendance

- 4.1 SMMIS aims for 90% attendance from all students, if the student's attendance rate falls below 90%, a first attendance notification letter will be issued to the parents.
- 4.2 After 6 weeks of monitoring and no improvement for the attendance, a second attendance notification letter is issued and usually a face-to-face meeting will be set up to communicate with the Parents.

#### Steps for Addressing Problem Behaviours:

- 4.3 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. At no time shall the staff use shaming, the withholding of food, or physical punishment of any kind.

#### Sanctions

- 4.4 Although we strive to resolve conflicts and behaviour issues through positive and empowering strategies, we recognise that negative actions will have consequences. A quiet, firm, verbal reprimand from a member of staff is expected to be sufficient to correct errant

behaviour. However, if positive approaches fail to improve and support the behaviour of the student, the following strategies can and will be adopted.

#### In the classroom

##### 4.5 K1 & K2

- Brain breaks are used to remove students from a behaviour that could escalate. This may mean working in another classroom, visiting the indoor gym or a quiet corner of the classroom under supervision of a teacher or TA.
- Sit in another seat or move to the carpet
- A short time out, supported by a teacher or TA to reflect on behaviour
- Inform parents by phone calls and email
- Phone calls and meetings with parents if negative behaviour continues
- Reflection time with Head of Primary School
- Removed from break time or whole school events as a last resort
- If students need to be removed from breaktime or lessons due to behaviour, an individual behaviour chart (e.g. sticker chart) might be considered.

##### 4.6 G1-G5

- If a child does not adhere to the 5 Golden Rules their name label is moved down the chart:-  
First step Reminder  
Second step Reflection time with teacher support  
Third step One or more of: Reflection time with VP support; email/call to parents; written apology if appropriate; behaviour reflection sheet. Teacher's choice (from below)

- 4.7 For extreme behaviour e.g. endangering others, the **Principal** or a member of **SLT** is informed immediately.

## In the Playground

### 4.8 K1-K2

- Student is taken aside for a 5-minute cooling off period supported by an adult in the playground
- The student might be asked to sit on the Mensch Bench and share their feelings and incident with the staff member on duty
- Student might be asked to walk with the teacher on duty.
- Class teachers are informed and will follow up on any behaviours or negative actions as required.

### 4.9 G1-G5

- If a student does not adhere to the SMMIS 5 Golden Rules outside, the teacher will follow the 3 steps stated above.
- The student might be asked to sit on the Mensch Bench and share their feelings and incident with the staff member on duty
- Student might be asked to walk with the teacher on duty.
- Class teachers are informed and will follow up on any behaviours or negative actions as required.
- For extreme behaviour e.g. endangering others, the [Principal](#) or a member of [SLT](#) is informed immediately. All incidents of extreme behaviour must be recorded in the incident report form, and an appropriate immediate sanction will be put in place by the VPs or a by a member of SLT.

### 4.10 If the above classroom and playground sanctions do not lead to the modification of behaviour then the following may be considered:

- Exclusion from a favoured activity - this must be immediate but can only be used occasionally. It has to be considered whether it is educationally sound to deprive children of particular lessons. They cannot learn to behave in lessons if they are removed from them.
- Establishment of an individual behaviour record/chart.

- Behaviour reflection sheet
- Intervention – depending on student’s needs/diagnosis
- Written apology
- Regular report to Head of Primary School; Principal
- Letter/telephone call to parent from the VP or Principal
- Meetings with parent(s)
- Consultation with SENDCo and school counsellor, (this may involve the buying in of services or a behaviour consultant and will be considered if the need arises and on an individual basis).
- Creation of a **Pastoral Support Plan (PSP)**.
- Other Agencies
- Internal exclusion or external exclusion in very extreme, on-going issues – 1 day, 2 days or 3 days (depending on severity of incident)
- Permanent exclusion - If the extreme issues persists or an incident occurs that the SLT deem as extremely serious/volatile, the school may ask the student to leave and be permanently excluded

4.11 Where appropriate, full use will be made of agencies such as Education Welfare, Health Services and Educational Psychologist.

4.12 The chart below summarises how we describe low level, medium and high-level poor behaviour and the consequences given.

<b>Type of Behaviour</b>	<b>Description</b>	<b>Consequences</b>
Low level behaviour	Calling out Constant chatter Not following instructions Distracted/Distracting behaviours Commenting on other children’s behaviour Not lining up properly Interrupting	Teacher follows 3 steps in 4.7

	<p>Deliberate sulking</p> <p>Inappropriate noises Commenting on other people's consequences</p>	
<p>Medium Persistent low level</p>	<p>Discriminatory comments</p> <p>Name calling (mild)</p> <p>Play fighting</p> <p>Not on task/following tasks set by teachers</p> <p>Walking away from staff</p> <p>Showing lack of respect to staff or each other inappropriate comments</p> <p>Telling lies to staff (mild)</p>	<p>Complete a Behaviour Reflection Sheet- copy to be kept securely by classroom teacher.</p> <p>Write an apology or draw a picture for person they have upset</p> <p>Stand next to teacher on duty for five mins</p> <p>Write an email home informing parent/s</p> <p>Meet or phone call with parents</p> <p>Someone from SLT to speak to child</p>
<p>High level behaviour</p>	<p>Antagonising other children Biting</p> <p>Telling lies to staff (severe)</p> <p>Rudeness towards staff</p> <p>Talking back to staff</p> <p>Not doing as asked by a staff member</p> <p>Swearing/rude gestures/targeted name calling</p> <p>Breach of e-safety rules</p> <p>Intimidating behaviour Threatening language</p> <p>Racist comments</p> <p>Refusing to do a consequence/ sanction</p> <p>Damaging/Disrespecting school property or equipment</p> <p>Fighting / Violence</p> <p>Throwing objects at people</p>	<p>Complete a Behaviour Reflection Sheet- copy to be kept securely by classroom teacher and Head of Primary's office.</p> <p>Write an apology or draw a picture for person they have upset in addition to one or more of the following:</p> <p>Principal or a member of SLT to call parents.</p> <p>Parent meetings.</p> <p>Miss recess break</p> <p>Miss lunch break or an activity which they enjoy</p>

	Bullying and/or Cyber bullying Stealing Carrying weapons Leaving premises Physical aggression to staff Outrage of Modesty Offence	Internal exclusion – miss play time or activities Internal exclusion with VP for 1, 2, 3 days External Exclusion at home – days depending on severity on incident Possible referral to SENDCo/Counsellor/ External therapists. Permanent exclusion
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### **Curriculum and Learning**

- 4.13 We believe that an appropriately structured curriculum, and effective and engaging learning experiences contribute to good behaviour. Thorough planning for the needs of the individual students; differentiation through challenge and/or support; the active involvement of students in their own learning and structured feedback all help to avoid the alienation and frustration which can lie at the root of unacceptable behaviour.
- 4.14 Lessons should have clear objectives, understood by the students, and be differentiated to meet the needs of all students of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements and as a signal that the student’s efforts are valued and that progress matters and is celebrated.

### **Classroom Management**

- 4.15 Classroom management and teaching methods have an important influence on children’s behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources all have a bearing on the way children behave.
- 4.16 Classrooms should be organised to develop independence and personal initiative. Furniture and the learning environment should be arranged to provide an environment conducive to

on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

- 4.17 The class behaviour system (marble jar, treasure chest), school House Points, as well as the promotion of students striving towards being 'Student of the Month' should be used on a daily basis to reiterate appropriate, positive behaviour and actions.

### **Inclusion**

- 4.18 This policy, like all the policies at SMMIS, recognises the right of all children to be included in all aspects of the curriculum and to have their progress assessed.
- 4.19 Since it is likely that all classes will contain students of varying abilities and with varying levels of English proficiency, teachers must follow the necessary classroom management, teaching and learning strategies within this and other school policies.
- 4.20 Social skills groups will be arranged for students who need additional support in this area. These will be planned in conjunction with the SENDCo and may involve external agencies / professionals.

### **Transitions**

- 4.21 In order to ensure smooth transitions between phases and year groups, students will meet their new teachers and see their new classrooms before starting a new year group, whenever possible.
- 4.22 Teachers work collaboratively to provide a seamless transition between Nursery and Kindergarten, Kindergarten and Primary School and Primary School and Secondary School.

## **5. Evaluation of intervention measures for effectiveness and improvement**

- 5.1 The intervention is evaluated by the senior team and the teachers involved by ongoing assessments of students' progress; regular analysis of information; high and challenging expectations about where students should be at particular stages of learning; and secure knowledge about what could be done to bridge the gaps in learning. The interventions are targeted for 6 weeks, upon which it is evaluated and if we find that the students have not met the required skills, it is continued for another two to three weeks and then evaluated again.
  
- 5.2 For students with persistent behaviour concerns, close monitoring is carried out by the [SENDCo/Counsellor](#). If interventions are successful, then student monitoring is stopped, and interventions will be withdrawn. However, they may need to be put back in place if the behaviour restarts. If interventions are not successful and behaviour continues then further steps are taken such as involving parents and possible external support.

## 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:**

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

## Revision History Table

<p><b>Version 00</b></p>	<p><b><u>Description:</u></b> Initial Release</p>
<p><b>Version 01</b></p>	<p><b><u>Description:</u></b></p> <ol style="list-style-type: none"> <li>1. Amended 'first attendance warning letter' to 'first attendance notification letter' throughout the manual</li> <li>2. Amended 'second attendance warning letter' to 'second attendance notification letter' throughout the manual</li> </ol> <p><b><u>Effective Date:</u></b> 09 March 2020</p>
<p><b>Version 02</b></p>	<p><b><u>Description:</u></b></p> <ol style="list-style-type: none"> <li>1. Removed authority in charge of encouraging good attendance "as partners in the Local Authority, the Police and Children's Social Care." in point 2.8 under Approach Section</li> <li>2. Amended point 2.13 from "The school is obliged by law to differentiate between authorised and unauthorised absence" to "The school is obliged to differentiate between authorised and unauthorised absence" under Approach Section</li> <li>3. Removed bullet point "regularly report to the Trustees regarding issues of pupil attendance" in point 2.16 under Approach section</li> <li>4. Remove Point 3.15 "School register records are legal documents, submittable as evidence in legal proceedings and are kept in school for seven years after the year group has left" under the Approach Section</li> <li>5. Added Point 5.2 on actions to be taken is for students with persistent behaviour concern under the Process Section</li> <li>6. Remove Point a "No. of students on intervention due to poor conduct or attendance" under the Review Section</li> <li>7. Removed point c) "% of effective intervention measures for attendance and / or conduct related issues" under the Review Section</li> </ol>

	<p><b><u>Effective Date:</u></b> 04 September 2020</p>
<b>Version 03</b>	<p><b><u>Description:</u></b></p> <p>1. Amended language and sentence structure issues in the manual.</p>
	<p><b><u>Effective Date:</u></b> 05 April 2021</p>
<b>Version 04</b>	<p><b><u>Description:</u></b></p> <p>1. Amended 'School Kompanion' to 'Engage'</p>
	<p><b><u>Effective Date:</u></b> 11 August 2021</p>
<b>Version 05</b>	<p><b><u>Description:</u></b></p> <p>1. Updated Behaviour Policy 2. Amended SENCO to SENDCO</p>
	<p><b><u>Effective Date:</u></b> 30 May 2022</p>
<b>Version 06</b>	<p><b><u>Description:</u></b></p> <p>1. Revamp Manual based on GD4 Requirements. 2. Updated the encouraging and rewarding appropriate effort and positive social behaviour section in the Approach Section. 3. Updated Point 4.12 table - high level behaviours description in the Process Section.</p>
	<p><b><u>Effective Date:</u></b> 09 June 2023</p>
<b>Version 07</b>	<p><b><u>Description:</u></b></p> <p>1. Updated Point 3.12 under the student attendance taking and monitoring system section in the Approach Section.</p>
	<p><b><u>Effective Date:</u></b> 05 June 2024</p>

<p><b>Version 08</b></p>	<p><b><u>Description:</u></b></p> <ol style="list-style-type: none"> <li>1. Updated Point 3.4 and 3.7 to 8.45am in the Approach Section.</li> <li>2. Updated Principles of Monitoring Attendance and Punctuality in the Approach Section.</li> <li>3. Updated Point 1.8 to “We do not shout, raise our voices in a threatening way or use inappropriate hand gestures to respond to children's inconsiderate behaviour unless there is an immediate risk of harm” in the Process Section.</li> <li>4. Updated the Review Section of the Manual.</li> </ol> <p><b><u>Effective Date:</u></b> 14 May 2025</p>
<p><b>Version 09</b></p>	<p><b><u>Description:</u></b></p> <ol style="list-style-type: none"> <li>1. Updated Prepared By to “Greg Wilde” in the Approving Authority section.</li> </ol> <p><b><u>Effective Date:</u></b> 29 August 2025</p>

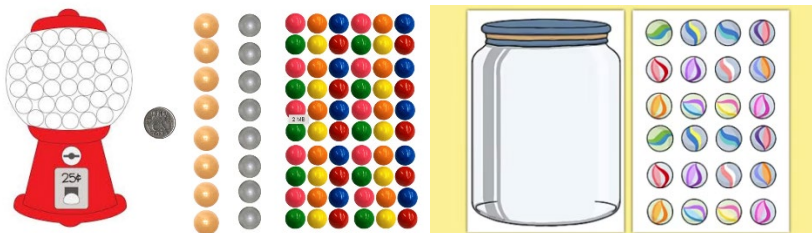
## Appendix 1

### 5 Golden Rules

- Do as you are asked by a member of staff, at the first time of asking
- Listen in silence as others speak
- Keep hands and hurtful comments to yourself
- Be respectful of those around you and the world
- Be a mensch

## Appendix 2

Examples of Individual and Whole Classroom Management



## Appendix 3

Example of House Points

