



SIR MANASSEH MEYER

International School

**C4.6.1 VERSION 08
STUDENT CONDUCT & ATTENDANCE
(SECONDARY 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 Secondary School follows a Positive Behaviour Policy and subscribes to a restorative philosophy, seeking to repair and heal harm for a productive and cooperative community. Our aim in all behaviour management is to enable the student to own their behaviour in a way that enables a positive working relationship with the student. We aim to cultivate a positive environment through encouragement and support where students and their efforts are valued. All school staff will endeavour to be consistent in their dealing with behaviour of students, in order that only one message is delivered, resulting in an effective school in which students behave well and succeed both socially and academically.
- 1.2 The Positive Behaviour Policy is communicated to students/parents via the School's Website.
- 1.3 Our aim is to improve behaviour and build better learners:
 - Emphasise behaviour as a choice; emphasise behaviour ownership.
 - Promote self-regulation as a vital tool for students to master.
 - Neither praise nor punishment work if they are indiscriminate: both need to support the above aim.
 - All staff, students, and parents share responsibility for promoting good behaviour and for understanding and challenging the roots of poor behaviour.

- Poor behaviour denies the right of students to learn and teachers to teach. It hinders students from enjoying and achieving, making a positive contribution, and staying safe. It therefore cannot be tolerated.
- Proactive, preventative action is the most effective; in addition, the school needs clear, firm, and intelligent strategies in place to help pupils manage their behaviour.

What we expect from SMMIS students

1.4 We recognise that good behaviour:

- Can be defined;
- Needs to be taught;
- Includes respect for others;
- Includes listening to and responding to teachers;
- Includes choosing to avoid conflict with others. Above all it means students accepting responsibility for their own actions and ensuring that they do not adversely affect the learning of others.

What we expect from SMMIS staff

1.5 The quality of learning, teaching and behaviour in schools are inseparable issues. Staff are expected to maintain good order and a positive climate for learning in their classrooms and throughout the school and its activities. All staff are accountable for and responsible for implementing the behaviour systems.

What we expect from SMMIS parents

1.6 Promoting good behaviour is a responsibility shared between students, the school and parents. We ask parents to support the behavioural expectations set by teachers, and to uphold decisions even when they may not fully agree with them.

Teaching & Monitoring of Behaviour

1.7 The teaching of behaviour is part of the duty of all members of staff and built into our provision for Social and Emotional Aspects of Learning. This teaching may be done by:

- Role modelling
- PSHE

- Form Times
- Assemblies
- Implicit learning and teaching through the curriculum
- Explicit learning and teaching in any lesson where teachers agree or set out expectations, manage the behaviour of students, hold restorative conversations or apply sanctions. The behaviour of groups of students will be monitored and reviewed by form tutors and by the Head of Secondary School.

Restorative Philosophy

1.8 Restorative philosophy refers to Restorative Practice which essentially asks 3 questions:

- What happened?
- How do you feel about it?
- What can we do moving forward?

1.9 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.

1.10 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)

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 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
- 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
- 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 out of school appointments to minimise school absence

2.16 We expect that the school will:

- manage all pupil 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 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 Form tutors are responsible for marking their class's 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 organise themselves 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 activity off-site).
- 3.9 Student attendance will be prioritised and reported at all meetings with parents, student progress meetings, ILP review meetings and PTCs 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 (i.e. Micro) 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 customised to ensure that they suit each and every student.

PROCESS

1. Disciplinary Procedures

Choices, consequences and solving conflicts

- 1.1 Disruptive behaviour and rule breaking will not be excused but will be dealt with from a positive corrective stance and with appropriate use of problem-solving procedures. Students should be encouraged to make a choice about their behaviour and take responsibility for their own actions.
- 1.2 Students will be:
 - Reminded of the expected behaviours
 - Given the right incentives to achieve their best
 - Given take up time to reflect and make a choice
 - Given praise if the right choice is made, or if not, the consequence of their actions will be followed through
 - Treated consistently by staff
- 1.3 Students will know the consequences of any choice they make. The age of the child will be taken into account when considering the expected behaviours and consequences of actions.
- 1.4 Allowances will be made for those students with specific needs or certain conditions, and it will be appropriate for some students to have their own **Pastoral Support Plan (PSP)** their own rewards and consequences.
- 1.5 In SMMIS Secondary School, 'The Library' can be used by any pupil in need of a refuge. This includes pupils needing a quiet atmosphere to help them calm down.
- 1.6 Whole classes and groups of pupils should not suffer the consequences of other students' inappropriate choices. Positive behaviour management strategies used by staff will target the individuals responsible.

Specific Behaviour Needs

- 1.7 **Pastoral Support Plans (PSP)** are written for students with significant behaviour problems, when necessary, if other behaviour strategies such as rewards and sanctions are not effectively addressing challenging behaviour. They are specifically tailored to meet the needs of the individual child and are reviewed regularly. The purpose of these plans is to increase the student's self-regulation and enable their social integration into school.

- 1.8 A 'positive' **behaviour report** is sometimes used to record and monitor challenging behaviour. This will be framed in different ways according to the individual needs of the child, for example: a focus tracker or a homework completion tracker. Positive points are used to motivate and record good behaviour.
- 1.9 Faculty members are sometimes assigned to be a mentor to students who are struggling with aspects of regulating their behaviour. This involves informal check-ins between the mentor and student to encourage the student in good habits and positive behaviour.
- 1.10 The behaviour of the students is the shared responsibility of parents and teachers. Parents are informed of any **Pastoral Support Plans (PSP)** written for their child and their support is actively sought through frequent consultations. These may be informal or more formal meetings.

Rules

- 1.11 The students are expected to treat themselves, each other, and their surroundings with respect. They should always endeavour to be open-minded and give 100% to all that they do. These rules will be shared with the students through assemblies and form times.

Expected behaviours:

<ul style="list-style-type: none"> • Looking after our school belongings • Respecting the school environment • Looking at the person who is talking • Listening to what others have to say • Choosing the right time to talk • Letting others get on with their work 	<ul style="list-style-type: none"> • Working collaboratively • Giving 100% effort • Having a 'can do' approach • Showing good manners – holding doors; please and thank you • Taking pride in our work • Walking, not running, around school • Being punctual; eliminating wasted time • Being kind; to be a mensch
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'Low Level' behaviours:

<ul style="list-style-type: none">• Not listening• Talking when others are• Shouting out or talking out of turn• Distracting others• Rough play• Racist comments• Anti-LGBTQ comments• Rushing round school	<ul style="list-style-type: none">• Being unkind to others• Leaving classrooms untidy• Not looking after other people's belongings• Not working as a group when asked• Not giving 100 % effort• Answering back when an adult is talking• Non-verbal disrespect when an adult is talking
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'High Level' behaviours

<ul style="list-style-type: none">• Swearing at a pupil or adult• Shouting at an adult• Arguing with an adult• Defiant behaviour• Damaging property• Stealing• Bullying• Running out of classroom• Vaping or other illegal substance use• Outrage of Modesty• Peer on peer abuse	<ul style="list-style-type: none">• Using words that are very disrespectful when talking about somebody• Leaving class without permission• Truancy• Throwing food• Breaking other people's belongings• Misuse of devices• Fighting• Sexual harrassment• Or continuous 'low level' behaviours
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1.12 A **behaviour log** will be completed on **Engage** for low-level and high-level behaviours which will then be dealt with according to the sanctions ladder.

Homework

- 1.13 The expectation is that students will complete homework and hand it in. Students are expected to complete all homework that is set by the teacher and submit it in a timely manner. Any excuse for homework should be accompanied by a parent letter. Teachers will keep a record of homework completion and students who consistently fail to do their homework will be supported to complete it.

Rewards

- 1.14 One of the most powerful tools that we have for encouraging positive behaviour, in the classroom for learning, around school, and socially (student to student), is praise and reward. In the Secondary School, we will reward positive behaviour in the following ways:

- Verbal praise
- Written praise
- Phone call home
- Email home
- Principal's Commendation
- Mensch of the month
- Student of the month
- House Points System
- Honours Roll certificates
- Reward Trips

- 1.15 Restorative Procedure:

- Speak to all parties involved, starting with the person who has had harm done to them. Ask the questions outlined under "Restorative Philosophy".
- 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.
- Come to a verbal agreement in the meeting, or if the teacher running the meeting feels that it is necessary, document the agreement 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.

1.16 The Positive Behaviour 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 8th 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 Form Tutors are responsible for marking their class's 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 Form Tutors, the Form Tutors 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 Form Tutors will send an email to the Parents to ask for reason for absence.
- 3.3 Attendance is being monitored by the Form Tutors daily.

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

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 Behaviour 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.
- 4.4 Only when all positive approaches have been exhausted will sanctions be considered. A quiet, firm, verbal reprimand from a member of staff is expected to be sufficient to correct errant behaviour. However, if this fails to improve and support the behaviour of a child, the following strategies may be adopted.

Guidance for teaching staff

4.5 Type 1 – Low Level Disruption/Work Avoidance

Examples – talking constantly, annoying other students around them, doing anything but work, wandering around class.

a. Some strategies include to try to address the behaviour include:

- Try bringing about a change in behaviour by adapting what's going on in the classroom.
- Put the student in places/situations where the problematic behaviour is least likely to occur. Focus on the rest of the class and give positive feedback to the students who are behaving appropriately (modelling can be a powerful persuader).
- If working with a particular child or group of pupils, schedule activities to reflect the students' variable attention span. (e.g., it may be more effective to schedule several short sessions to complete a task, rather than one long session.)
- Use affective statements: When you tap your pen it makes it difficult for everyone else to concentrate; we need you to stop tapping your pen and focus on your work – thanks.
OR What are you doing? What should you be doing? Let's do that instead.
- Make targets small and achievable
- Give clear choices about the decisions they have and the consequences of each.
- Give take up time to enable them to make the choice

4.6 Type 2 – Disrupting lesson/activity

Examples – making noises, kicking other pupils' chairs, messing around with other people's belongings.

a. Some strategies

- Try to determine what the student needs when he/she is exhibiting disruptive behaviour. Can it be provided without removing the student from the classroom? (e.g., a drink of water, a chance to stretch and move around the room for a while, moving to a different spot in the classroom, acknowledgment by the teacher).
- Redirect behaviour of the student by changing the activity, your tone of voice, or the mood of the activity.

- Determine if the student is in need of a break from the regular routines and set up a plan to provide one.
- Give clear choices about the decisions they have and the consequences of each
- Give take up time to enable them to make the choice

4.7 Type 3 – High Level Incidents/Risk of harm

Examples – Aggressive rudeness, physical violence, risk of harm to self or others, risk of damage to property, serious and on-going disruption of lesson

a. Some strategies

- Calm the situation as best as possible using voice and body language
- Remove child(ren) at threat if possible
- Give the student space in a safe environment to calm down
- Seek assistance from another teacher/SLT by sending a child to Frontdesk, or by using the classroom telephone. If a teacher is in the basketball court, they should ensure that they take their mobile phone with them so that they can call Frontdesk in case of an emergency.

Mobile Phones

- 4.8 Research proves that students carrying mobile phones around school with them distracts them from learning, leads to increased levels of screen time which negatively impacts student wellbeing, and ultimately results in hindering progress. Therefore, at SMMIS, students are not allowed to carry their phones around with them. Phones should be turned off placed in a box in morning registration with the [Form Tutor](#) and kept securely to be returned to students at the end of the school day. Where a student's mobile phone is seen or heard in class or around the school, the phone will be confiscated by a member of staff and placed in the [Head of Secondary School's](#) office until the end of the school day. Repeated use of a mobile phone in school will result in the student reporting to the Head of Secondary School every morning to hand in their phone for the duration of the school day. Parents will be informed when this is the decided course of action.

Sanctions

- 4.9 We aim to resolve behavioural issues positively and without resorting to sanctions. A look, a tone of voice or a quiet word will often achieve the desired change. Often a business like, 'light touch' early on will avoid the need for more serious consequences later. At times, however, it is necessary to impose a sanction on students who have behaved in an anti-social way or failed to work to the best of their ability.

Detentions

- 4.10 Detentions may be given by any member of staff. Ensuring there is proper supervision is the responsibility of the person giving the detention.

- Detentions may be of any length up to 60 minutes, and staff should be careful to judge the duration to reflect the seriousness of the situation. A brief discussion with another member of staff will help ensure consistency.
- Because of the buses, break or lunchtime detentions are preferable to after-school detentions. Parents should be notified of afterschool detentions by email or a phone call. Afterschool detentions should also be noted on Engage.
- Detentions after school require at least 24-hour notice to parents; parents should be emailed, or communicated with by phone call, the details of the detention.
- Students in detention will be expected to reflect on the incident that led to the detention (a structured sheet – [Restorative Reflection Form](#) - to help do this is available) and then to carry out silent work, or a task set by the member of staff taking the detention.

Behaviour Report

- 4.11 Students whose track record of behaviour, attendance, punctuality or learning gives cause for concern may be placed on a behaviour report, either for the whole school day, for specific lessons, or for lunchtimes and breaktimes only. These behaviour reports may be framed in a positive way, for example 'Making good use of time' tracker or 'focus in lessons tracker'. The report might be on paper or digital on a shared file.

Internal Isolation and External Exclusion

- 4.12 Serious disruption to the learning or wellbeing of others may lead to exclusion from lessons, either within school or, rarely, outside school. Internal exclusion is arranged by the Head of Secondary School in consultation with the principal and with the knowledge of parents. Students who are internally excluded will usually follow a different timetable from other

students, will always be supervised by senior staff, and provision will be made for their learning to continue and/or for them to make up what they have missed. Where internal exclusion fails to bring about the desired change in behaviour, or where students of parents do not co-operate with it, an external exclusion may be applied by the Head of Secondary School and the Principal. This would normally be for a short-fixed term, but in exceptional circumstance could be for a longer fixed term. Parents/carers will be expected to bring the student back to school to be formally readmitted, and students might be placed on a behaviour report or PSP. The length of any fixed term exclusion will take into account the seriousness and context of the offence and the track record of the student. Students who are at risk of being permanently excluded will be offered a Pastoral Support Plan (PSP). As with any sanction, any form of exclusion will be accompanied by a Restorative Meeting with concerned parties, including parents when deemed appropriate/necessary, to ensure harm is repaired and future relationships will be cooperative and productive.

Logging of Incidents

- 4.13 All significant incidents should be logged onto Engage, as soon as possible after the event. The categories set up on Engage reflect the C1 to C4 steps on the Consequences Chart. Notable positive behaviour should also be logged: the R1 to R5 categories set up on Engage echo the categories stipulated on the Rewards Chart. Where the incident is serious and is not resolved by the action taken by the member of staff who logs the incident, the initiating member of staff is responsible for ensuring that he/she consults with the next person up the chain of behaviour management (e.g. Head of Secondary School and Principal). The receiving member of staff should review the incident and take any further action required (e.g. interview the student/staff involved, contact parents, apply sanctions). The actions should be noted on the Engage behaviour log.

Behaviour	Possible Consequences or Sanctions
Low-level behaviour that interferes with learning 3 warnings (in class) 1 st , 2 nd then consequence.	1 Lunch time detention in which a restorative discussion with the class teacher takes place
Continued/persistent low-level behaviour that interferes with learning	Student Report Card with specific focus for improvement, reporting to Form Tutor or Head of Secondary school

	A restorative discussion may be followed with a student contract or agreement being put in place Parents will be contacted
Serious high-level behaviour	1 hour after school detention or Internal Exclusion and restorative discussion and agreement put in place Parents contacted
Continued/repeated high-level behaviour	External exclusion and restorative discussion and agreement put in place. Parents invited to school for a meeting.

SMMIS Behaviour Points System

- 4.14 At SMMIS, our points system is designed to encourage positive behaviours by rewarding students and discourage negative behaviour through the recording of consequence points which detract from their positive scores. These points are also counted as House points which contribute towards the House system.
- 4.15 Teachers are explicit about the rewarding of points, using it as an opportunity to praise students. Equally, teachers are explicit about the recording of consequence points, ensuring that students understand why they are being given.
- 4.16 The points system provides helpful data in monitoring student performance and wellbeing across the secondary school.

Consequences Chart – **Negative Points**

Level and Examples of Behaviour	Points	Examples of Sanction and at whose discretion
C1: low-level behaviour Minor disturbance in lesson or form time: Inconsiderate behaviour; Lack of equipment; Incomplete home learning; Poor attitude/work ethic.	-5 points	In class consequence – restorative discussion teacher discretion

C2: repeated low-level behaviour	-10 points	Lunchtime Detention/behaviour report Restorative Meeting – teacher and Head of Secondary School discretion
C3: High-level behaviour Bullying; cyber-bullying; harassment; defiance to a member of staff; homophobic or racist abuse; violence; vandalism.	-15 points	Detention/report/internal exclusion Restorative Meeting -Head of Secondary school discretion
C4: repeated high-level behaviour or very serious high-level behaviour that puts others in the school community at risk.	-20 points	Internal exclusion/external exclusion/Pastoral Support Plan Restorative Meeting – Head of Secondary School and Principal discretion Permanent exclusion at the discretion of the Principal

Rewards Chart – Positive Points

Level and Examples of Positive Behaviour	Points	Feedback
R1: a small act of kindness (menschlich); exemplifying growth mindset in learning; beautiful classwork or homework; being a positive role model.	+5 points	Verbal/written praise

R2: consistent R1 behaviour	+10 points	Post card or positive phone call home
R3: Going above and beyond in kindness; going above and beyond in application to learning.	+15 points	Public acknowledgement; post card; phone call.
R4: Headteacher's Commendation	+20 points	A meeting with the Principal; email home.
R5: Mensch of the Month and Student of the Month	+30 points	Certificate presented in assembly; publicised in the school community.

Honours Roll

4.17 An **Honours Roll** will be created each semester. Based on points accrued, students will be awarded a Gold, Silver, or Bronze SMMIS Honour Roll certificate. This will be announced in whole school assembly, or form time with **Form Tutors**. It is in students' best interests to be rewarded rather than be given consequences so that they have high overall positive points score.

Reward Trip

4.18 Students who have maintained a positive points ratio will be taken on a reward trip at the end of each semester. Students who have a negative points score will not be allowed to accompany the trip and will be set work to do in school instead.

Mensch of the Month

4.19 Menschlich behaviour is characterised by being a good person through 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 the wider community. Mensches demonstrate an excellent understanding of the IMYC disposition – morality.

Student of the Month

4.20 A positive attitude to learning is one that embraces and actively engages Growth Mindset skills. 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.

Principal's Commendation

- 4.21 Special recognition will be given to students who produce an exceptionally beautiful piece of work. 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.

5. Evaluation of intervention measures for effectiveness and improvement

- 5.1 Evaluation of intervention measures are a constant effort, where the intervention taken will be evaluated for effectiveness through the performance of the student (attendance or conduct). These are tracked on the [Attendance Intervention Tracking Sheet](#), the behaviour points system on Engage and the [Behaviour Intervention Tracking Sheet](#).
- 5.2 Case by case behaviour interventions are evaluated through monitoring the student's behaviour following an intervention. In the great majority of cases, following the intervention we will see improvement. If we don't further and appropriate action will be taken. The intervention and outcome are recorded on the [Behaviour Intervention Tracking Sheet](#).
- 5.3 The secondary school wide behaviour points system is evaluated as an intervention measure annually, at the end of the academic year. It is evaluated as an incentive for positive behaviour, and a disincentive for negative behaviour.
- 5.4 Attendance interventions are tracked on the [Attendance Intervention Tracking Sheet](#). The student's attendance percentage at the time of the intervention is recorded and then the attendance percentage for the 6 weeks following.
- 5.5 Where positive redirection attempts fail, new intervention actions are to be formulated to help the student improve.
- 5.6 In addition, where intervention measures that have been deemed unsuccessful or ineffective will be put forth for further discussion in order to improve such measures.

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: Alexandra Cipriano
	Designation: Head of Secondary School
Signature:	
Approved By:	Name: Elaine Robinson
	Designation: Principal
Signature:	

Revision History Table

Version 00	<p><u>Description:</u> Initial Release</p>
	<p><u>Effective Date:</u> 01 November 2019</p>
Version 01	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Amended 'first attendance warning letter' to 'first attendance notification letter' throughout the manual 2. Amended 'second attendance warning letter' to 'second attendance notification letter' throughout the manual
	<p><u>Effective Date:</u> 09 March 2020</p>
Version 02	<p><u>Description:</u></p> <ol style="list-style-type: none"> 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 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 3. Removed bullet point "regularly report to the Trustees regarding issues of pupil attendance" in point 2.16 under Approach section 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 5. Remove Point a "No. of students on intervention due to poor conduct or attendance" under the Review Section 6. Removed point c) "% of effective intervention measures for attendance and / or conduct related issues" under the Review Section
	<p><u>Effective Date:</u> 04 September 2020</p>

<p>Version 03</p>	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Amended language and sentence structure issues in the manual. 2. Added “Form Times” under Point 1.6 in the Approach Section 3. Remove “LA” under Point 2.16 in the Approach Section 4. Remove Point 3.5, 3.6 and 3.9 in the Approach Section 5. Remove “BSP” under Point 1.4 in the Process Section 6. Replace “Individual Behaviour Plans” to “Pastoral Support Plan (PSP)” under Point 1.7 and 1.9 in the Process Section 7. Amended timeline of weekly to daily under Point 3.3 in the Process Section 8. Remove “Head of Teaching & Learning” under Point 4.14 in the Process Section <p><u>Effective Date:</u> 05 April 2021</p>
<p>Version 04</p>	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Amended ‘School Kompanion’ to ‘Engage’ <p><u>Effective Date:</u> 11 August 2021</p>
<p>Version 05</p>	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Amended Point 3.10 in the Approach Section from IEP to ILP and Parents’ Evening Meeting to PTC 2. Amended Point 1.10 in the Process Section to include sexual harassment and vaping or other illegal substance use under the ‘High Level’ behaviour table 3. Amended Point 1.11, 4.11, 4.14 and 5.1 in the Process Section from WCBS to Engage 4. Amended Point 4.17 in the Process Section from Red Points to Negative Points and Green Points to Positive Points under the table 5. Amended Point 4.17 in the Process Section to include or very serious high-level behaviour that puts others in the school community at risk under C4 in the table 6. Amended Point 4.18 in the Process Section to remove published on the secondary school notice board 7. Amended Point 4.19 in the Process Section to include Students who have a negative points score will not be

	<p>allowed to accompany the trip and will be set work to do in school instead</p> <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. Updated Point 1.7 and 1.9 under Specific Behaviour Needs section in the Process Section. 3. Updated Point 4.8 under mobile phones section in the Process Section. <p><u>Effective Date:</u> 09 June 2023</p>
Version 07	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Updated Point 1.10 ‘High Level’ behaviours table in the Process Section. 2. Updated Point 4.10 under detentions section in the Process Section. 3. Updated Point 4.13 table under logging of incidents in the Process Section. 4. Updated Point 4.14 SMMIS Behaviour Points System section in the Process Section. <p><u>Effective Date:</u> 05 June 2024</p>
Version 08	<p><u>Description:</u></p> <ol style="list-style-type: none"> 1. Updated Principles of Monitoring Attendance and Punctuality in the Approach Section. 2. Updated Point 1.11 Expected Behaviours and High-Level Behaviours table in the Process Section. 3. Updated Point 1.14 to include “House Points System” in the Process Section. 4. Updated Point 1.15 to “Come to a verbal agreement in the meeting, or if the teacher running the meeting feels that it is necessary, document the agreement and ask all affected parties to sign it” in the Process Section. 5. Updated Point 4.11 to “The report might be on paper or digital on a shared file” in the Process Section.

	6. Updated the Review Section of the Manual.
	<u>Effective Date:</u> 14 May 2025