

SMMIS Behaviour Policy – Grade School

1. Aims of the Policy

The primary aim of the behaviour 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.

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 way

2. Objectives

To provide a safe, calm, happy and caring learning environment, without disruption

- To ensure consistency, fairness and clear expectations for all stakeholders
- To discourage anti-social behaviour
- To enable all pupils to develop ethical and moral values in the context of the school as a community
- To value and practise 'Derech Eretz' (respect) at all times
- To ensure the children's welfare is safeguarded through appropriate behaviour

3. Encouraging and rewarding appropriate effort and social behaviour

3.1. 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 has been established and is re-visited with the children at the start of each year and at regular intervals.

3.2. We use a variety of classroom and whole school rewards such as verbal praise, certificates, stickers etc.

We also have a 'Caught in the Corridor' award. Children who walk nicely in the corridor, line up well or hold doors open for others are nominated by staff each month for a special 'Caught in the corridor' award. In addition, we have a 'Super Improvers' board. Children who make improvements in their work take their work to the Principal and it is then displayed on the 'Super improvers' board.

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LEGAL ISSUES

4. Parental Partnership

- 4.1. A positive partnership with Parents is essential to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. This communication is crucial in promoting and maintaining high standards of behaviour.

- 4.2. 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 to decide jointly how to respond appropriately.

- 4.3. The school has the right to expect that the parents will give their full support in dealing with their child's behaviour.

We expect Parents:

- To work in partnership with SMMIS to develop strategies to improve behaviour
- To inform us of any trauma or change in circumstance 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 treat all SMMIS staff with respect in all communications

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 at an early stage where behaviour is causing concern and give an opportunity to discuss the situation
- Seek parental support in devising a plan of action within this policy and any further disciplinary action will be discussed with the parents
- Give staff regular training at staff briefings and INSETS about how to promote good behaviour.

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5. Trustees

5.1. 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.

5.2 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.

6. Unacceptable Behaviour

Unacceptable behaviour will be determined by the Principal and staff at the appropriate time. Children will not be called naughty, rather we will refer to naughty behaviour.

7. Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children 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 children 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 children with negotiation and so not step in to take over too quickly. This allows children time to sort out their issues independently.
- We acknowledge and encourage considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property and for the child's own

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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. Where appropriate the child's parent is informed on the same day. (Incident Book)

- 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 rather than personal blame.
- We do not shout, raise our voices in a threatening way or use inappropriate hand gestures to respond to children's inconsiderate behaviour.
- 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 may need to use the swear word so that children know what word is unacceptable.
- We recognise that some children with special needs may require a more sensitive and differentiated approach to behaviour management. The SENCO will be consulted in these cases.
- We encourage children to participate in a restorative justice process

8. Rough and tumble play and fantasy aggression

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 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

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encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

9. Hurtful behaviour

- We take hurtful behaviour very seriously. Most children 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 young children 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 them manage these feelings through using strategies and PHSE resources
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.
- In the Early Years our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- 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 young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings.
- We help young children 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 children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, the staff will work with parents to identify the cause and find a solution together.

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- If the issues were to persist we use systems in place to support the child and family, making the appropriate referrals to external support agencies/professionals.

10. 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 bullying by electronic media: ening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites -mail to message others -mail accounts include Facebook and Youtube. We will use, as appropriate, the full range of sanctions if pupils bully fellow pupils or harass staff in this way, both in or out of school.
- SMMIS will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment.
- All members of the School community are aware that they have a duty to bring to the attention of the Head any example of cyber-bullying or harassment that they know about or suspect.

11. Sanctions

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.

11.1. In the classroom

K1 & K2

- Time out - removal from the scene of the incident. This may mean working in another classroom under supervision of another class teacher. Sad face/name on the board
- Sit in another seat or move to the carpet
- Inform parents by phone calls, note in the home school liaison book
- Traffic light system
- Individual behaviour charts - to be coloured in when child achieves their targets – and signed by VP or Principal - Parents to be involved in supporting this action
- Home/School liaison book
- Meetings with Parents

11.2. G1-G5

- All children start the day with their name on “Green: ready to learn” on the behaviour chart.
- We have a behaviour chart in each classroom: the classroom rocket

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- Children who behave well and adhere to the pupil code of conduct, move up to “bronze: good day”, “silver: great day” and then “Gold: outstanding day”
- If a child does not adhere to the student code of conduct their name label is moved down the chart:-

First step	reminder
Second step	thinking Chair
Third step	teacher’s choice (loses break time; tidies the classroom)
Low chair to be put up	

This automatically takes them down to Red on the rocket.

An appropriate sanction is put in place e.g. time out of the classroom, missing an activity.

For extreme behaviour e.g. endangering others, the Principal or a member of SLT is informed immediately. The behaviour chart is to be used by all teachers, and teaching assistants.

12. In the Playground

12.1 K1

- Child is taken aside for a 5 minute cooling off period supported by an adult

12.2 K2-G5

- If a child does not adhere to the IALAC code of conduct outside then they must move down the behaviour chart and their class teacher is informed.
- 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 Book and an appropriate immediate sanction will be put in place by the Principal or a member of SLT.

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.

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- Establishment of an individual behaviour record/chart.
- Behaviour Responsibility Self Evaluation Sheet.
- Intervention
- Written apology
- Regular report to VP Secular Studies; Principal
- Letter/telephone call to parent from the Principal
- Meetings with parent(s)
- Consultation with Behaviour Support Team, (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).
- Exclusion from school (guidelines to be followed), see Exclusion Policy.
- Other Agencies

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

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

Type of Behaviour	Description	Consequences
Low level behaviour	Showing lack of respect to staff or each other Inappropriate comments Calling out Constant chatter Not following instructions Slow starters Commenting on other children's behaviour Not lining up properly Interrupting Sulking Not wearing correct school uniform Inappropriate noises Commenting on other people's consequences	Move down class behaviour chart- one level
Medium Persistent low level	Discriminatory comments Name calling(mild) Dis-respecting school property	Complete a thinking sheet-copy to go in folder in VP's and in class information sheet

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	<p>Play fighting Not on task/following tasks set by teachers</p>	<p>Write an apology or draw a picture for person they have upset Options: Move down to thinking chair Stand next to teacher on duty for five mins Write an email home informing parents Meet or phone call with parents Someone from SLT to speak to child</p>
High level behaviour	<p>Antagonising other children Biting Telling lies to staff Swearing/gestures Breach of e safety rules Walking away from staff Intimidating behaviour Threatening language Racist comments Refusing to do a consequence/sanction Damaging school property Fighting Throwing objects at people Damaging displays</p>	<p>Complete a thinking sheet-copy to go in folder in slt room and in class information sheet Write an apology or draw a picture for person they have upset Options: Principal or a member of SLT to be called Parents informed Miss a full break or an activity which they enjoy Community service</p>

Bullying Cyber bullying- in or out of school Stealing Carrying weapons Leaving premises
Physical aggression to staff Kicking doors/walls Exclusions

13. Curriculum and Learning

- We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of the individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.
- It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters and is celebrated.

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14. Classroom Management

- 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.
- 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.

15. Inclusion

- 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.
- Since all classes contain pupils whose abilities cover a wide range, teachers must make every effort to promote inclusion of all pupils by using appropriate class management and assessment strategies and collaborative teamwork with other members of staff. All lesson planning should include differentiated tasks so that they are suitable for all levels of ability in the class.
- Social skills groups will be arranged for children who need additional support with social skills. These will be planned in conjunction with the Principal.

16. Transitions

- In order to ensure smooth transitions between phases and year groups, children will meet their new teachers and see their new classrooms before starting a new year group. Younger children are buddied up with older children and able to ask them questions about their new year group prior to starting it.

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Appendix 1

5 key principles which underpin all teaching at SMMIS:

Passion	teachers and teaching assistants must be passionate and authoritative about teaching children to learn.
Participation	every child must be engaged throughout the lesson using direct instruction and partner teaching.
Praise	use focused praise to motivate the children to want to achieve more and more.
Pace	keep a lively pace so all the children stay fully engaged – there should be no down time.
Purpose	– teachers need to be clear about the purpose of each activity planned for the children.

The 5 Silent Behaviour Management Signals used at SMMIS

1. Stop Signal: When a teacher claps and silently holds a hand in the air, the children should raise their hand in response, stop what they are doing and wait silently.
2. Partner Talk: When the teacher runs their hand down their opposite arm, it is a signal for the children to sit side-by-side ready to talk to their partner.
3. My turn: When the teacher touches their chest with the palm of their hands it is the teachers turn to speak. Your turn: When the teacher turns their hands open palms to you - it is the children's turn to speak:
4. Magnet Eyes: When the teacher points to either side of their eyes, the children should fix their eyes on the teacher like magnets, stop talking and be ready for the teacher to speak.
5. 1,2,3 Instruction If the teacher holds up one finger – children stand up quietly. If the teacher holds up two fingers – children prepare to move to where instructed. If the teacher holds up three fingers – children sit down silently ready to work.

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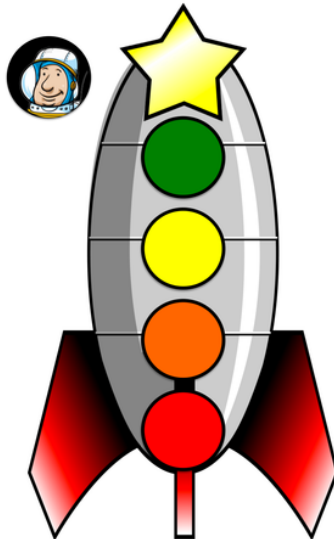
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Appendix



SMMIS Behaviour Tally									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

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