

SMMIS Behaviour Learning Policy - Middle School (GRADES 6, 7 & 8)

SMMIS is a learning institution above all else: all its work, policies and practice contributes to that central aim.

The purpose of this policy is to set out:

1. Our core values in relation to behaviour for learning in the school
2. The behaviour we expect from students to maximise learning,
3. The contribution we expect from staff to ensure that such behaviour is seen
4. The systems by which good behaviour will be rewarded and poor behaviour challenged

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1. Positive behaviour policy
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1. Positive Behaviour Policy

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.

- Our aim is to improve behaviour and build better learners
- Emphasise behaviour as a choice, emphasise behaviour ownership
- 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.

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2. Expectations of Students, Staff and Parents

What we expect from SMMIS students

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

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.

What we expect from SMMIS parents

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

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
- 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 or apply sanctions. The behaviour of groups of students will be monitored and reviewed by homeroom teachers and by SLT.

3. Choices, consequences and solving conflicts

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.

Students will be:

1. Reminded of the expected behaviours
2. Give students the right incentives to achieve of their best
3. Given take up time to reflect and make a choice
4. Ensure consistency amongst staff

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5. Give praise if the right choice is made, or if not, the consequence of their actions will be followed through.

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.

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) or Behaviour Support Plan (BSP) with their own rewards and consequences.

In SMMIS Middle 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.

Whole classes and groups of pupils should not suffer the consequences of other students' inappropriate choices. Behaviour management strategies used by staff will target the individuals responsible.

Specific Behaviour Needs

Individual Behaviour Plans are written for students with significant behaviour problems. 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-control skills and enable their social integration into school.

A behaviour report is maintained to record and monitor challenging behaviour. Often reward charts are used to motivate and record good behaviour.

The behaviour of the students is the shared responsibility of parents and teachers. Parents are informed of any individual behaviour plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal meetings.

Rules

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.

Expected behaviours

- Looking after our school belongings and keeping school tidy
- 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
- Working collaboratively

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- Giving 100% effort
- Having a 'can do' approach
- Showing good manners – holding doors, please and thank you
- Taking pride in our work
- Walking around school

'Low Level' behaviours

- Not listening
- Talking when others are
- Shouting out
- Distracting others
- Rough play
- Racist comments
- Rushing round school
- Being unkind to others
- Leaving classrooms untidy
- Not looking after other people's belongings
- Not working as a group when asked
- Not putting 100 % effort in
- Answering back when an adult is talking

'High Level' behaviours

- Swearing at a pupil or adult
- Shouting at an adult
- Arguing with an adult
- Damaging property
- Stealing
- Using words that are very disrespectful when talking about somebody
- Bullying
- Running out of classroom
- Leaving class without permission
- Truancy
- Throwing food
- Breaking other people's belongings
- Fighting
- Or continuous 'low level' behaviours

A behaviour log will be completed for any instances of high level behaviours

Homework

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 hand it in a timely manner. Any excuse for homework should be accompanied by a parent letter.

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4. Guidance for teaching staff

Type 1 – Low Level Disruption/Work Avoidance

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

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 student's variable attention span. (e.g., it may be more effective to schedule several short sessions to complete a task, rather than one long session.)
- 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

Type 2 – Disrupting lesson/activity

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

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

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

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

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Where a student's mobile phone is seen or heard in class, the phone will be confiscated by a member of staff and placed in the school safe for a period of 24 hours in the first instance. A phone call informing parents that this has occurred will be made by office staff. A second incident will result in the confiscation of the item for 48 hours. A third, or subsequent incident, will result in the phone being confiscated for up to half a term. The school reserves the right to confiscate potentially dangerous equipment for up to half a term and to request that a parent attends school to collect the item at the end of the confiscation period.

5. Sanctions

We aim to resolve behavioural issues positively and without resort to sanctions. A look, a tone of voice or a quiet word will often achieve the desired change. Often a businesslike, '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.

Sanctions	Consequence
3 warnings (in class)	1 Lunch time detention
3 lunch time detentions	1 hour after school detention
3 after school detentions	Senior Management detention- 2 hours
3 SM detentions	Sunday detention

Prepared by: Elaine Robinson

Adopted on: October 2017

Ratified by Trustees: October 2017

Reviewed by: August 2019

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Behaviour Concern Form

Please complete the following boxes by marking with an 'x' where appropriate.

Racist Incident	Bullying Incident	Other

Overview of the incident:				
Action taken:				
Parents of student (perpetrator) informed:				
Parents of student (victim) informed (if appropriate):				
Follow on actions/ next steps and outcomes:				
Actions	Lead Person	Date	Outcomes	Date
Date of closure (ie, no further action)				

All behavior logs to be reported to SLT

Teacher completing the form:

Signed: (Student) (Parent)

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Behaviour Report Card

Student:

Grade:

Date:

Behaviours	Day	Ms. Vimal	Mr. Kahn	Ms. Yin	Ms.Hadassah	Mr. Victor
Expected behavior(E)	Mon					
Low Level behavior(L)	Tues					
High level behavior(H)	Wed					
HW	Thurs					
	Fri					

To be signed every day during lunch break and at the end of the school day by Ms. Shanthi.