

## Behaviour and Discipline Policy

The aim of this policy is to promote good behavior amongst pupils and to set out the sanctions to be adopted in the event of pupil misbehaviour, in accordance with the school's duties under paragraph 9 of The Education (Independent School Standards) (England) Regulations 2010.

### Basic Principles of St Paul's Behaviour Policy

What constitutes good behaviour must be apparent and understood by children. Good behaviour should be acknowledged. Consequences of bad behaviour should be clear and meaningful. All teachers understand that children will test the boundaries and it is adults' responsibility to maintain them.

This policy is based on the principle of mutual respect between all adults and children in the community. Parents are included in this community and are expected to foster respect for the School including its buildings and equipment.

These principles can be summarised as follows:

Children have a right to be cared for

Children have a right to learn

Teachers have a right to teach

Everyone has a right to be safe

Everyone has a right to be heard

Everybody has a right to grow and to make mistakes

Children should help look after each other and the environment

Children must allow others to learn

Children should do their best in school

All adults should maintain a safe environment

Everyone should listen

## Whole School Promotion of Positive Behaviour

It is the responsibility of the class teacher to ensure that each class understands the **School Rules** (see Appendix 2) and the consequences of poor behaviour. Strategies for acknowledgement of good behaviour are devised by teachers and tailored to the age and circumstances of both the class and individuals, including any special educational needs and/or disability. Acknowledgement of pupils' successes is fundamental to the teachers' day-to-day work.

### Behaviour Management: Long Term

When a child is behaving in an unacceptable way, teachers will endeavour to gain an insight into the cause of the child's behaviour and find solutions in consultation with the parent. The teacher may present a child study at the class teachers' meeting or College to gain the support and inspiration of all colleagues. Individual Education Plans may outline strategies specific to individual children.

### Consequences

On a day-to-day basis, misbehaviour by pupils will have the following consequences:

1. During school hours, pupils will receive a warning for breaking any of the school rules (see appendix 2).
2. In Classes I to IV a pupil that consistently misbehaved throughout a lesson can be asked to stay in with the teacher for up to 10 minutes after the lesson. This includes the last lesson of the day. It might instead be happening during the nearest break time, if teacher is engaged in teaching. A teacher may decide that this is also appropriate for Classes V to VIII, if the pupil received 2 warnings. In Classes V to VIII a pupil receiving three warnings in a day or one for a serious incident must attend a behaviour detention after school (on Wednesdays, from 15.30 to 16.30) and undertake a relevant sanction. Behaviour detention will also be given to classes VII and VIII for failure to complete three homework in a row.
3. Class V to VIII pupils receiving three warnings in one day will result in a behavior detention. Three detentions in one half-term will result in a day exclusion.

**Personal property:** the use of mobiles, iPods or other entertainment technology during school hours, on school trips or on school promises is not permitted and will result in confiscation. The item will be returned when a parent comes to School at a pre-arranged time, with the child, to sign that they understand the rule and the consequence of breaking it.

Use of laptop computers or other electronic auxiliary aids is permitted where this is a reasonable adjustment for a disabled student within the meaning of section 20 Equality Act 2010.

### Three detentions in a Half Term

A child having three behaviour detentions in a half term will be excluded for a day (see guidance on exclusion below).

## **Kindergarten Behaviour**

Steiner-Waldorf Kindertagesstätten accommodate children of ages 3 to 6 as part of the Steiner Early Years Curriculum. The expectations in relation to behaviour are varied according to the child's age and development.

In the Kindergarten the teacher will promote positive behaviour by creating a home environment where the children's developing stages are supported with care and understanding. The teacher will always model positive behaviour.

### **Ways of promoting/implementing positive behaviour in the kindergarten:**

- The teacher will strive to be worthy of imitation.
- The teacher will give clear boundaries and clear instructions when needed.
- The teacher will implement the Kindergarten rules. E.g.: "Hands are for work and play", "Running feet are for the garden"

The teacher will always disapprove of the behaviour not the child.

### **Consequences for inappropriate behaviour:**

- If a child has been hurt as a result of inappropriate behaviour by another child, that child will be encouraged by the teacher to comfort the hurt child to help him/her understand the consequence of his/her behaviour. For example:-
  - The child will be asked to get a tissue for the hurt child's tears.
  - The child will be asked to do a drawing for the hurt child.
  - If a toy/equipment has been damaged by inappropriate behaviour, the child will be asked to help by mending, alongside the teacher, the toy/equipment.
- There will be times when the child displaying inappropriate behaviour will be taken to sit out of the game or activity, or join another Kindergarten group until he/she is ready to join his/her group again.

When a child has a pattern of behaviour that concerns the teacher and the Early Years Team, we will promote positive behaviour by working closely with the child's parents. A child study might be recommended in order to gain a full picture of the child's behaviour in the Kindergarten and at home. In order to meet and support the child's needs a Short term plan might then be drawn up by the teacher in collaboration with the child's parents and the SEN Department.

## **Dangerous, Extreme and Unacceptable Behaviour**

A record will be kept of all sanctions imposed on pupils for serious misbehavior under this section, in accordance with paragraph 16 of The Education (Independent School Standards) (England) Regulations 2010

## **Exclusion from School**

There are two kinds of exclusion, fixed period (suspended) and permanent (expelled).

If it is necessary to exclude a pupil for a fixed period the Teacher will:

1. Inform the pupil's parents/guardians immediately.
2. A letter of exclusion for a fixed period will be sent to the parents/guardians.
3. The pupil will usually be excluded for a fixed period on the next school day. However, the school reserves the right to exclude a pupil immediately in the event of extreme violence and to extend the period of exclusion. If a pupil has been excluded for a fixed period, on their return to school the pupil and a parent will meet with two members of staff.
4. The pupil, parents and staff members will sign an agreement confirming that all parties understand the school rules and the consequences of breaking those rules.
5. Exclusion for a fixed period will be recorded in the child's file.

## **Ongoing support for a child whose behaviour is challenging**

Should a child be excluded for a fixed period, they may subsequently be put on report. The aim of the report process is to get to the bottom of the underlying problems with a view to the child being happily integrated into the school.

1. The child, parents and two members of staff will meet to identify and address any underlying problems, set behaviour targets and review progress. A time limit (max 4 weeks) will be agreed for any improvement.
2. The meeting will be recorded in the child's file.
3. A letter will be sent to the parents confirming the outcome of the initial meeting.
4. During the 4 weeks there will be a scheduled weekly meeting between the child, parents and two members of staff to review the child's progress.

Being on report is a serious matter and may result in permanent exclusion.

## Exclusion

Exclusion is intended for use when a child displays extremely disruptive or unacceptable behaviour causing serious problems for themselves, other children and the teachers.

A pupil may be excluded, either permanently or temporarily, at any time if the College of Teachers, acting by majority, is of the view a pupil has acted in breach of this Behaviour Policy, or has acted in a way, whether or not a breach of this Behaviour Policy, that results in their continuing attendance at the School being impracticable, inappropriate or prejudicial to good order, the overall necessity for school discipline or to protect the reputation of the School.

The decision to exclude will be notified to the parents in writing. The following information should be communicated to the parents of an excluded pupil:

1. Why the school decided to exclude the pupil;
2. The parents' right to request a review of the exclusion decision and the time limit for making such a request;
3. The parents' right to see their child's school record.

Requests for a review of the exclusion decision should be made within 5 working days of receipt of the letter notifying the parents of the exclusion.

Review of the exclusion decision will take into account any representations made by parents.

## Appendix 1

### Use of Reasonable Force

The use of force as a punishment is unlawful (section 548 Education Act 1996)

Reasonable force can be used to prevent pupils from doing or continuing to do any of the following:

- committing an offence;
- injuring themselves or others;
- damaging property; or
- disrupting good order and discipline.

Physical restraint should only be used as a last resort. Physical force should never be used to coerce a pupil to gain compliance with an adult's instruction. Physical restraint may include:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds.

Wherever possible, the assistance of another adult should be obtained.

Section 45 of the Violent Crime Reduction Act 2006 gives authorised staff the right to search pupils for weapons without their consent when staff has reasonable grounds for suspecting the pupil may have a weapon. Reasonable force may be used to accomplish the search.

Further guidance on the use of reasonable force by staff can be found in the School's **Safeguarding and Child Protection Policy and Code of Conduct.**

## Appendix 2

### SCHOOL RULES

- All members of the community are to be treated with respect, in a courteous and positive manner.
- I will be in my place and be quiet at the beginning of the lesson.
- I will respect my own and others belongings.
- I will not use offensive language.
- I will strive to solve any misunderstandings or difficulties in a positive and polite fashion.
- I will listen whilst others are talking.
- I will not call out during lessons.
- I will raise my hand to answer/attract attention.
- I will not pass notes during lessons.
- I will not eat food during lessons.
- I will not chew gum during lessons or during school time.
- I will be inclusive, kind and will not bully or harass anyone.
- I will be ready to close the lesson as my teacher directs.
- During school hours, children should remain in school grounds.
- Out of school hours, children should not enter the classrooms.
- Children may not climb school walls. Class children are not allowed in the Kindergarten garden.
- Kicking games, stick fighting and play fighting are not allowed.
- Children are not allowed on the climbing frame unless supervised by a teacher.
- Riding bicycles, skateboards, scooters and roller blades/skates are not allowed in the school grounds; if they are they will be confiscated until the end of the week.
- No clothes with logos, pictures or combat decoration are acceptable.
- Jewelry should be kept to an absolute minimum with no dangling or protruding parts.
- Earrings must be stud earrings.

- Make-up, nail varnish and dyed hair are not allowed.
- Children are not allowed to bring to school any knives, fireworks, lighters, matches, toys, CD/iPods, mobile phones (unless agreed with teacher in advance), chewing gum, sweets, chocolate, crisps or sugary/fizzy drinks, stickers and toys.

### **Behaviour Meriting Exclusion (Fixed Term)**

- Use of racist, homophobic or other abusive language
- Violence towards other children, adults or the environment
- Leaving the school premises boundary without permission
- Consistently refusing to follow instructions.
- Repetitious unacceptable behaviour or three detentions in a half term

**These or any other similarly serious acts will result in exclusion from school.**

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