

## Behaviour and Discipline Policy

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## **Behaviour and Discipline Policy**

St Paul's Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The aim of this policy is to promote good behaviour 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. This policy takes guidance from KCSIE 2018.

### **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 for poor behaviour should be clear and meaningful. All teachers understand that children will test the boundaries and it is adults' responsibility to maintain them. Teachers have the power to discipline pupils for misbehaviour, which occurs in school and in some circumstances outside school.

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's principles.

These principles can be summarised as follows:

Children have a right to be cared for

Everyone has a right to be safe

Children have a right to learn

Teachers have a right to teach

Children must allow others to learn

Children should do their best in school

Everyone should listen

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

All adults should maintain a safe environment

## Kindergarten Behaviour Management

Steiner-Waldorf Kindergartens 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. The Kindergarten teachers will keep written observations of each child to monitor their development.

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 misbehaviour:

- If a child has been hurt 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 misbehaviour 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. The teachers' log on CPOMS, of concerning behaviour (serious behaviour incidents or consistent misbehaviour) will be monitored by the DSL.

## **School (Classes I to VIII) Promotion of Positive 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. Each class should know what good behavior looks like. Descriptive praise and celebration of pupils' achievement are fundamental to the teachers' day-to-day work. Respect for self and others and good behaviour are fostered through the curriculum including circle times, assemblies and classroom charters. Positive behaviour is essential to promote learning, regulate pupil conduct and to act as a prevention of bullying.

### **Classes I-VIII Behaviour Management**

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.

When a child is behaving in an unacceptable way, breaking the school rules or failing to follow reasonable instructions, the teachers (in some instances assistants or other paid members of staff looking after the children) have the authority to discipline the pupil.

Having done so, the class teacher will endeavour to gain an insight into the cause of the child's behaviour and find solutions in consultation with the parent. It is important to be able to distinguish patterns in behaviour to identify underlying causes and put the right support in place.

We will monitor breaches of the behaviour policy; by subject and class teachers recording persistent misbehaviour or a behaviour meriting detention and sharing these concerns with parents. The teacher may present a child study at the class teachers' meeting or College to gain the support and inspiration of all colleagues. An Individual Education Plan may be used to outline strategies specific to support the behaviour of individual children together with the Senco.

### **Consequences**

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

1. During school hours and in some instances outside, pupils will receive a warning for breaking any of the school rules. (See appendix 2).
2. Depending on severity and frequency of the behaviour, the teacher could be telling off (verbal warning), written warning (usually name on board), sending a letter, email or calling home and/or remove pupil from class.
3. In Classes I to III a pupil who has consistently misbehaved throughout a lesson can be asked to have supervised "time-out" out of the classroom for a limited time. If this has happened the teacher will help the child to find a resolution afterwards.
4. The child can be asked to stay in with the teacher for up to 10 minutes after the lesson. This includes the next available break for the teacher and the last lesson of the day.
5. A teacher may decide that this is also appropriate for Classes IV to VIII. An older child can be given "time-out" for a limited and timed amount of time outside the classroom and be sent to a different class or the school office with a note.

6. 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 Mondays, from 15.30 to 16.30pm).
7. Behaviour detention will also be given to classes VII and VIII for failure to complete homework three times in a row.
8. The consequence must always happen on the school premises while the pupil is in charge of a member of staff.

### **Monitor behaviour**

The teachers are responsible for keeping written records of behaviour incidents, repeated misbehaviour and/or meriting detention. The teachers' log on CPOMS, of concerning behaviour (serious behaviour incidents, detentions or consistent misbehaviour) will be monitored by the DSL.

The class teacher is responsible for bringing the issue of the child's behavior to the Team Leader's and the SENCO's and DSL's attention after 2 detentions in a half-term to make a supportive behaviour plan. Three detentions in one half-term may result in fixed-term exclusion. The pupil's progress in self-regulation of the behaviour will be taking into account.

### **Personal property**

The use of mobiles, iPods or other entertainment technology during school hours, on school trips or on school premises 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.

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

The teachers are allowed to confiscate personal property inappropriate for school.

The teachers are allowed to search for any item with the pupils' consent. The teacher is also allowed to search without consent for prohibited items, if the teacher has reasonable grounds for suspecting that a pupil is in possession of a prohibited item. While doing so the teacher should have another member of staff present. Unless there is an immediate risk of serious harm the teacher should be of the same sex as the pupil.

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

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

### **Peer on peer abuse**

This policy should be read in conjunction with the Anti-bullying policy where peer on peer abuse is addressed.

### **Exclusion Guidance**

Prepared with reference to the DfE publications “Exclusion from maintained schools, Academies and pupil referral units in England” September 2017, “Behaviour and discipline in schools: Advice for Head teachers and school staff” January 2016 and “Behaviour and discipline in schools Guidance for governing bodies” September 2015.

Good discipline in St Paul’s Steiner School is essential to ensure that all pupils can benefit from the opportunities provided by our education. The Government supports schools in using exclusion as a sanction where it is warranted. However, permanent exclusion can only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Before a decision of exclusion can be made, the Team leader will consult the SENCO and DSL.

Exclusion should be a joint decision by the Class teacher, College Chair and Team Leader. There are likely to have been earlier discussions or correspondence between parents and the school regarding the pupil’s behaviour except in exceptional circumstances and breach of behaviour policy.

The decision to exclude a pupil must be lawful, reasonable and fair.

This policy is informed by the Equality Act 2010. We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We will also give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion, including a behaviour arising from having been subjected to bullying.

### **When Exclusion becomes the case**

The school must explain to the parents as soon as possible and preferably by phone:

- why the school has decided to exclude the pupil;
- the steps taken to try to avoid exclusion;
- the arrangements for setting and marking the pupil’s work during their absence from school;
- the parents’ right to state their case to the deciding group or Trustees;
- their right to see their child’s school record

### **Types of Exclusion**

There are two types of exclusion:

- Fixed Period (suspension) – A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they’ve changed school.
- Permanent Exclusion (expulsion)

### **Fixed Period Exclusion**

A fixed period exclusion should be used only after an extremely serious breakdown in behaviour.

If a pupil is excluded for a fixed period the school will inform the parents immediately of:

- the reason for the exclusion;
- the date when the pupil may return;
  - the meeting that needs to be held with child, parent and teacher on the day of return.
- Their right to put their case in writing to the College Chair/s and Team Leader.

### **When a pupil is at risk of permanent exclusion (expulsion) due to persistent misbehaviour**

- The school will develop a positive behaviour plan, which will be shared with the parents to ensure we exhaust all avenues of keeping the child in the school.
- Minutes will be taken during this meeting and all parties will receive a copy and we will review the child's progress and make adjustments to the positive behaviour plan.
- If a pupil's behaviour has become untenable or the teaching staff feels that a child is not benefiting from Steiner education, then this will be discussed with the parents.
- If after the meeting the child remains in the school, the parents will be made fully aware in writing if an expulsion is to be the next likely step.

### **Permanent Exclusion (expulsion)**

If a pupil is to be permanently excluded, the school will inform the parent(s) at once, by telephone if possible, of the exclusion and the specific reason for it.

The school will also provide parents with details of any relevant previous warnings, fixed period exclusions or other disciplinary measures in due course.

Parents will be told of their right to put their point of view to the College Chair and Team Leader in writing.

If parents wish to receive further information or appeal against the decision to exclude their child, a meeting will be arranged in which Trustees will hear the case for exclusion from the Class teacher, DSL, Chair of College, and the Team Leader and the appeal from the parents.

When the discussion has taken place the Trustees will make their decision and will confirm this in writing, giving their reasons to the parents and the school.

If the Trustees decides that the pupil should return to school, parents will be given the date of return in writing.

### **Reasons for Exclusion (fixed term or permanent)**

Exclusion whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable behaviour. This list is not exhaustive.

- Persistent disregard for the school rules.
- Unauthorised leaving the school grounds or truanting.
- Verbal abuse.
- Physical abuse, actual or threatened.
- Indecent behaviour, sexual abuse or assault.
- Damage to property.
- Use/possession/supply of illegal drugs.
- Misuse of other substances.
- Theft.
- Carrying an offensive weapon.
- Unacceptable behaviour, which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Where the parents of a pupil or a pupil have caused undue harassment of staff.
- The behaviour of the Parents is judged by the School to be unreasonable and affects, or is likely to affect, adversely the pupils' or other pupils' progress at the School, the wellbeing of School employees or the reputation of the School.
- Where the pupil of the Parent/s or carer/s continued relationship with the school is not compatible with the aims and objectives of Steiner education (required withdrawal.)

#### Related policies

- Withdrawal policy
- Admissions policy

St. Paul's Steiner School does not allow any method of physical punishment of pupils.

All punishments should have a clear pedagogical purpose and value.

## 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 in the classroom.

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.

Reasonable force incidents should always be recorded and shared with senior leaders. 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.

## Appendix 2

## School Rules

O Social

\* Classroom

❖ General

O All members of the community are to be treated with respect, in a courteous and positive manner

O I will strive to resolve any misunderstandings or difficulties in a positive and polite fashion

O I will be respectful of different views, race, culture, gender and sexuality

O I will be inclusive and kind

O I will not use offensive language

\* I will be on time, in my place and quiet at the beginning of the lesson

\* I will listen whilst others are talking

\* I will raise my hand to answer/attract attention

\* I will not call out during lessons

\* I will follow instructions and do my best in lessons

\* I will be ready to close the lesson as my teacher directs

\* I will be prepared for physical movement activities in school, wearing the correct clothing, long hair tied back and no dangling jewellery

❖ Students should bring healthy packed lunches and snacks. No sweets, chocolate, crisps, chewing gum or sugary/fizzy drinks

❖ I will not eat food during lessons but at designated times for snack and lunch

❖ During school hours students should remain on school premises, (including the Green/Shrubbery) and not leave school without authorisation of their teacher

❖ Students should not enter classrooms out of school hours unless permitted by teaching staff.

Students should not enter another classroom or staffroom unless invited to do so

- ❖ Students may not climb on schools walls or use the climbing frame during break unless supervised by a teacher
- ❖ Kicking games, stick fighting and play fighting are not allowed
- ❖ Riding bicycles, skateboards, scooters, skates/blades is not allowed on school premises
- ❖ I will respect the dress code at St Paul's. No clothing with logos, camouflage, slogans or words in full. No strappy tops and no mid drifts or underwear on show. Make up, nail varnish and hair dye are not allowed
- ❖ I will look after my own and others' belongings, showing respect and care for equipment and the environment
- ❖ Personal electronic equipment including phones should be kept to a minimum. All electronic equipment brought into school will be placed in a designated box during the school day
- ❖ Mobile phone use is not allowed anywhere on school premises