

Norwich Steiner School

Behaviour and Discipline Policy

Reviewed October 2016

Behaviour and Discipline Policy – School – October 2016.doc

At Norwich Steiner School we aim to create a safe and nurturing environment in which teaching and learning can take place effectively. High standards of discipline are essential to morale in school and to allow for effective teaching and learning. Teachers, pupils and parents working together can ensure that a learning and social environment is maintained where concern for others, positive behaviour, responsibility and respect are valued and achieved. This school behaviour policy is based on a sense of common purpose and shared values and all staff are expected to support and follow it.

Staff will encourage good behaviour by providing suitable recognition and acknowledgement, and will aim to deal with any problematic behaviour as it occurs, in a fair, just and consistent manner and use clear disciplinary measures with pupils who do not adhere to the School Rules (See annex).

Ultimately however, pupil behaviour which persistently prevents teachers from being able to teach and which disrupts learning of the other pupils in a class, may result in their exclusion, either temporary or permanent.

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1. Managing Behaviour during lessons

If a pupil, without being asked, performs a deed that is helpful to his or her peers, or engages with the lesson in a particularly committed way, then the teacher may note this down in the '*Book for behaviour above and beyond what is required*', kept in the Class teacher's desk or in the Upper School Guardian's office.

However, if it is the case that one or more of the School Rules has not being adhered to, or that the pupil in question is being disruptive in the classroom and does not correct their behaviour when asked to, then the teacher is expected to record this in an alternative class book: the '*Book for Unacceptable Behaviour*'.

All teachers for every class, including subject teachers, have access to these books, which are reviewed regularly (at least weekly) by the class teacher or, in the case of upper school classes, by one of the class guardian. Teachers will make a point of praising pupils for good actions, either in

private or where appropriate in a more public setting such as assembly.

IN LOWER SCHOOL - At the end of the week, the Class teacher will look through these books, and decide whether there needs to be a meeting where the Class Teacher, the pupil and a parent of that pupil will be present, to discuss the comments made in these books.

This will enable the pupil to see and understand the seriousness of their behaviour and to find a way to better manage their behaviour. Where possible, reference will be made to any positive behaviour. As this meeting is brought to a close, the Class teacher, parent and child will discuss and agree on a suitable act of reparation that the child can undertake as part of their commitment to doing their best for themselves and others while at school.

In this way, the triangle of care between the child, parent and teacher is kept dynamic, and the focus of the meeting ends positively by being able to comment on any particularly good behaviour or deeds from that week's lessons.

IN UPPER SCHOOL - initial meetings to reflect on and discuss the comments in the books, will initially involve the pupil and one or more of the Upper School Guardians, with the expectation that parents will only be called in if the pupils demonstrate they are unable to self-manage and improve on their behaviour.

If it has been necessary to have 3 such meetings in the space of 1 term or if the behaviour is considered to be persistent or seriously unacceptable or so disruptive that learning and teaching is not possible, then a specific Behaviour Action Plan will be initiated for that pupil. This is addressed in point 3 below.

2. Managing behaviour outside of lesson times

If unacceptable behaviour occurs before lessons start in the morning, during transition times between lessons, at break time or as school finishes, then immediate and appropriate sanctions will be used. For example, a child running in the corridors will have to walk all the way back to their classroom and then walk all the way back to the playground. A child hitting another pupil (if a spontaneous reaction rather than deliberate), may be asked to sit out for part or the remainder of break. For deliberate acts, see the procedure for dealing with persistent or serious unacceptable behaviour, below. If necessary the teacher will write an incident report or if a child is hurt, an accident report and speak to the parents of both children at the end of the school day.

Transition and break times can be emotionally and socially challenging for some pupils, when everyone is moving around and things are less ordered, and such children are more likely to react physically by striking out if they become distressed or concerned. For the same reason, times of transition also offer more opportunities for willful unruliness and unacceptable behaviour to occur.

To reduce the potential for unruliness at transition times, teachers should take account of the character of the class as well as that of the individuals in the class and may, for example, use measures such as sending pupils in ones or twos to use the toilets and fetch their coats, rather than allowing the whole class to go at once.

Teachers on playground duty will also be looking out for and recognising acts of helpfulness or kindness, and these should be recorded.

3. Procedure for dealing with persistent or serious unacceptable behaviour

Persistent misbehaviour in lessons needs **sooner**, rather than later, involvement of another colleague. We expect teachers to be **pro-active** and to respond quickly.

If a pattern of unacceptable behaviour becomes apparent in a pupil, regardless of whether this is in the classroom, the playground or during transition times, the school will discuss with their parents the need to develop and agree an Action Plan to address that behaviour.

The Behaviour Action Plan has several components:

- A meeting between the parent(s) and one or more of the teachers; for upper school pupils this meeting should ideally also include the pupil.
- Use of the "ABC" process to see if it is possible to gain an understanding of the cause for the behaviour. That is, to see what happened just before (the Antecedent, A) the Behaviour (B). If the cause of the behaviour can be identified, sometimes it is possible to make Changes (C), so that the behaviour reduces or ceases.
- Where appropriate, teachers may carry out an individual child study (details of what this entails available on request) in order to gain a deeper understanding of the child as an individual.
- Teachers may also carry out a whole class study, if it is felt that this would support developing an Action Plan for the individual child.

A temporary exclusion may be instituted if the behaviour of a pupil is such that it:

- Disrupts learning and teaching to an unacceptable level;
- Involves physical violence;
- Endangers or could endanger the health, safety and wellbeing of other pupils, the staff or the pupil him/herself.

The expectation is that a temporary exclusion provides a cooling off period for the pupil, as well as time for a Behaviour Management/Action Plan to be developed and agreed to. The school will use best endeavour to coordinate appropriate meetings and develop a plan in a timely fashion, so that pupils are absent from school for the minimum of time. Where possible, work will be provided for the pupil to complete at home whilst absent from school.

See Exclusion Policy for more details.

Behaviour Slips

There may be occasions in the course of the school day and in support of the above procedures, whereby a child's behaviour warrants the need for a member of staff to send them to the office.

Occasions when a child might be sent out include:

1. In necessary support of the child – for example of the child needs time out because they are upset;
2. If the learning environment is compromised by the behaviour of the child and they are not able to amend their behaviour;
3. If the safety of the learning environment is compromised.

On such occasions, teachers will use a 'Behaviour slip' (formerly called a 'corridor slip'), which they will give to the child, stating the time they left the lesson, how long they would like the pupil to stay in

the front office, when they are due to return and any other relevant information.

Policies associated and linked to the Behaviour and Discipline policy

- Anti-bullying policy
- Exclusion policy
- Child Protection policy
- Physical Handling & Use of Reasonable Force Policy
- Special educational needs & disability policy
- Staff code of conduct

Appendices

1. What we expect of Staff

To support good behaviour and discipline, all staff working with the children will:

1. Establish a safe, nurturing and positive learning environment for all pupils, in which effort and achievement are recognized and rewarded.
2. Ensure that their conduct with the pupils and each other is of the highest standard and sets a good example (see also the Staff Code of Conduct).
3. Ensure that the relationship between the teacher and pupil is friendly yet respectful. Be firm, friendly and never over-familiar.
4. Deliver the curriculum in a challenging and stimulating way.
5. Plan and prepare lessons and work carefully, ensure that it is suited to the abilities of individual pupils.
6. Ensure that written work is neat and done with all the care which can be expected of the particular pupil.
7. Allow pupils to show that they can assume responsibilities and act maturely and involve them actively in lessons.
8. Encourage children, where appropriate, to reflect on and resolve conflict between themselves
9. Follow the behaviour management processes outlined in this policy.
10. Offer the opportunity for individual guidance to pupils.
11. Monitor and review behaviour and achievement.

2. What we expect of Pupils (Including the school Rules)

In order to demonstrate good behaviour it is important for pupils to understand clearly what we expect of them, These expectations are listed below and are called the School Rules.

The School Rules promote responsible behaviour, encourage self discipline and encourage in pupils a respect for themselves, for other people and for property, and should be followed by all pupils.

You should

1. Arrive at school on time and be ready for the start of each lesson.
2. Do the very best you can in the classroom and the playground, and complete homework on time.
3. Listen carefully to the teacher's instructions, so that they do not have to be repeated.

4. Make sure everyone has a chance to do well in class, by putting your hand up to answer a question and not shouting out answers.
5. Avoid making noises, talking, attention seeking movements or walking around when a teacher wants to give instructions or is waiting to start or finish lessons.
6. Ask permission if you need to leave the classroom.
7. Walk within the school building as running can cause accidents
8. Always think about how your actions will affect others.
9. Take responsibility for your own behaviour rather than trying to blame others.
10. Treat others fairly, and never try to get somebody else into trouble.
11. Be courteous and polite to teachers and other pupils. Address both staff and visitors in a respectful manner and be willing to open doors for them when appropriate.
12. Respect other people's property and the school building and grounds. Never damage or remove anything that belongs to another person in the school, or to the school itself.
13. Not bring sweets, sugary drinks or other confectionary into the school, and eat only at the proper times.
14. Never use mobile phones in the school building between the hours of 8.30 and 4pm on a normal school day, without express permission from a teacher.
15. Leave at home all toys and personal belongings that are not needed for use at school, including electronic devices, balls and soft toys.

3. What we expect of Parents

In order to support their child/children in meeting the above expectations, we ask that parents:

1. Ensure that their children come to school regularly and arrive punctually every day.
2. Arrive in good time to meet their children when they have finished school for the day and leave the premises promptly unless you have a legitimate reason for being at school and their children are properly supervised.
3. Ensure that their children come to school dressed in suitable clothes for the weather and for the activities of the school day, that they bring enough to eat during the day and have had enough sleep.
4. Be open and honest in their communication with the teachers about their children's health, family circumstances and anything else that may affect their behavior and wellbeing.
5. Ensure that their children's after-school and weekend activities are appropriate and do not compromise their schoolwork, including homework.
6. Limit their children's exposure to television, videos, DVDs, computers, - particularly the internet and social media, - electronic games, cinema and recorded music according to the child's age.
7. Be familiar with, respect and follow the school's rules, policies and procedures and support their children to do so.
8. Meet teachers promptly as and when requested for purposes of review and reflection.