POLICY: BEHAVIOUR AND CODE OF CONDUCT

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VERSION CONTROL

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CODE OF CONDUCT

Our code of conduct is based on the principle that there should be as few rules as possible and that those we have exist for good reasons and must be respected by everyone.

Children need to be given the opportunity to develop the ability to regulate their own behaviour. Too many rules and too much adult intervention can encourage children to rely on them and can inhibit the development of independent judgement.

Young children need strong boundaries that guide them towards good habits in the way they behave and treat each other. These boundaries need to be held by the adults around them and, generally, as they get older, become first wider and then looser as the pupils are given more responsibility for their own behaviour.

This is a process that takes many years; it is clear that young children cannot be expected to take responsibility for, or understand the consequences of their actions in the same way as teenagers or adults can.

With these principles in mind, we have devised a **Code of Conduct** that outlines our expectations and gives guidance to teachers and parents, as well as the pupils themselves, about what is ideal, what is expected, what is acceptable and what is not acceptable.

1. Everyone has the right to be treated with respect, so:

Be considerate towards other people

- ** Do not use language that may offend, insult or harm anyone who may hear it
- ** Do not hurt other people; either physically or emotionally
- ** Respect other people's right to personal space
- Do not interfere with, take or use other people's belongings without their permission
- Strive to be honest and truthful at all times

2. School is a place where young people come to work and learn, so:

- Come to school on time every day
- Come to school properly equipped for the lessons you have each day
- Come to school ready to work
- Do not disrupt lessons in your own or other classes

- Do not prevent others from working
- Do not bring anything to school that might distract you or others
- Wear clothing that is practical/participative, hygienic and protective
- Do not bring any prohibited substances or items into school
- Treat the school grounds, building and everything in it, with respect
- Do not do anything that will impact on the safety of self or others

** Red line behaviour - see section below and sanctions table (Appendix 1)

Discipline and Behaviour

Discipline and behaviour are regularly discussed in our faculty, lower and upper school meetings, so that a general standard of acceptable behaviour, based on the Code of Conduct, can be commonly applied throughout the school in lessons and at break times. This helps the children to feel secure and helps teachers to know where the boundaries lie.

We ask parents to also respect the Code of Conduct, as children are strongly influenced by the actions and attitudes of their parents and look to them for guidance.

Discipline is also part of classroom management and should arise out of the relationship between the children, their teachers and each other, and out of good organization and planning on the part of teachers.

Within this, using our Code of Conduct and safeguarding policies as a basis, teachers may impose disciplinary measures and sanctions that are appropriate to situations to enable a thriving learning environment.

Disciplinary Measures and Sanctions

Generally, sanctions should be related to the behaviour that makes them necessary; that is, they should be the natural and restorative consequence of the behaviour.

If children are bullying or hurting others, frequently disrupting lessons or making the classroom unsafe, it is the teachers' first responsibility to ensure that the other children's wellbeing is not compromised. The primary purpose of sanctions is to improve the behaviour in the longer term and protect the interest of the other children in the short term.

In this regard, if teachers witness behaviour that makes the lesson or breaktime unsafe (physically or socially/emotionally) upper school and any teenage lower school pupil may be seen to have crossed a 'red line' and be asked to leave the lesson or playground. Another member of staff will check in with the pupil who has been sent out of the lesson or playground, and if appropriate, will ensure they are provided with some work.

The school understands that pupils who may be making inappropriate comments, using offensive

words or expressing physically disrespectful behaviour, may not intend to hurt or harm others. However, such behaviour tends to generate a dynamic that then significantly disrupts the learning environment.

In all cases of behaviour management across the school, teachers need to be conscious of how much time and attention is given to disruptive or badly behaved children and ensure that the other children's wellbeing and education is not compromised.

Sanctions and strategies for younger children are naturally different to those applied to teenagers. Appendix 1 identifies some examples of behaviour and possible/typical sanctions the school may use to support behaviour and discipline.

The school rarely uses detention as a sanction and never in lower school. If a detention is given, it is because a teacher believes it will help the child to improve their work habits or behaviour where other measures have failed. A detention will only be given by a teacher if it is feasible for that teacher to stay after school to supervise the pupil working. In this case, a detention may last for no more than one hour and the teacher should provide the parents with 24 hours' notice.

Teachers are expected to record all incidents of poor behaviour and any sanctions applied on the school's safeguarding/wellbeing monitoring system, CPOMs. The behaviour log for each child is monitored and reviewed by the relevant class teachers/guardians, whilst an overview is maintained by the safeguarding officers.

Behaviour Plans

A Behaviour Plan is a form of sanction and may be appropriate when a pupil persistently or significantly breaches the school Code of Conduct or whereby other sanctions applied are not fulfilled/respected. A Behaviour Plan is individualised and age-appropriate; developed to address specific behaviour(s).

A Behaviour Plan may comprise a combination of sanctions and restorative justice.

Appendix 2 provides an example a typical Behaviour Plan process/flowchart (upper school).

Exclusion of Pupils

Suspension (Temporary Exclusion) of Pupils

A **suspension** may be applied, but not limited to, the following situations:

- Use or visible possession of a mobile phone (see mobile phone policy)
- As a sanction within a Behaviour Plan
- Behaviour that could be assault
- Causing of grievous or actual bodily harm

- Sexual, racist, homophobic or other offensive behaviour
- Bullying
- Possession of prohibited items
- Use of drugs or alcohol
- Vandalism
- Persistent breaching of the School Code of Conduct

The length of a suspension will depend on the age of the child, the seriousness of the situation and the specifics of any other relevant policy that may inform the reasons for suspension. A decision will be taken by the class teacher/guardian and a management team colleague. Parents will be contacted by telephone (if the suspension is immediate) and in writing (email), stating the period and reason for the suspension. Tasks or conditions may be set which must be completed before the pupil returns to school. These will be made clear to the pupil and their parents.

A suspension may also be used whilst the school conducts a process leading to permanent exclusion. During a suspension of this kind, the school will continue to provide work for the child for a defined period of time, and will also offer support to the parents in finding alternative provision.

Permanent Exclusion of Pupils

A **Permanent Exclusion** may be applied under circumstances where the school no longer feels able to support the pupil.

Examples of when a permanent exclusion may be applied:

- Breaches of the Mobile phone policy (see Mobile phone policy for escalation)
- Serious or repeated acts of:
    - Vandalism and/or Violence
    - Disruptive, defiant, dangerous or abusive (e.g., sexual, bullying, racist) behaviour
- Use, possession or supply of drugs and/or alcohol
- Any other act that could be a criminal offence
- When, despite the school's best efforts to offer support and make reasonable adjustments with the resources available, the pupil demonstrates educational and/or behavioural needs that impact significantly on the education and wellbeing of other children in the class/school
- The child's parents do not fulfil their financial commitment to the school in a timely manner
- The child's parents are not willing to support their child's education, e.g. in the ways indicated in the parents handbook
- The school discovers that important information, relevant to the school being able to support

and/or meet the needs of the child, has not been disclosed by the parents

- The school feels that, in some other way, the best interests of the child are not being served, for example, through poor attendance and/or punctuality.

The full procedure and appeals process for Permanent Exclusions is within a separate policy.

OTHER RELEVANT POLICIES AND DOCUMENTS

- Procedure for Permanent Exclusions
- Special Educational Needs and Disability Policy
- Anti-Bullying Policy
- Physical Handling and Use of Reasonable Force Policy
- Safeguarding and Child Protection Policy
- Parent's Handbook
- Admissions Procedure and Application Form
- Clothing Policy

APPENDICES

The following pages contain appendices relevant to this policy.

Appendix 1 – Examples of Behaviour and Possible Strategies

(*Those in italics generally only applicable to older pupils)*

Behaviours	Possible sanctions and strategies
Possession of a mobile phone during the school day	○ Confiscation whilst on premises ○ Community service (varying lengths – see policy) ○ Suspensions & meeting with parents ○ Permanent exclusion
Pupil disruptive in lessons	○ Seated at front near teacher's desk so they can be kept on task quietly and/or without desk partner ○ Consideration of Individual Development Plan (IDP) ○ May include options to take a break, or walk up and down corridor where pupil has attention difficulties for any reason ○ Visual cue to remind pupil of need to settle e.g., agreed

	object to be placed on desk ○ Work divided into a series of shorter tasks may be effective for children who are easily distracted and struggle to focus
Repeatedly disruptive	○ May be excluded from the lesson for a period of time and given extra work to do under supervision ○ Restorative conversation ○ Behaviour Plan
Breaking or damaging school equipment or that of another pupil as a result of careless behaviour	○ Pupil expected to repair (with help if necessary) or replace things that they damage
Younger child who hurts other children or uses hurtful language or other poor behaviour	○ Directed to sit on bench at break time with the duty teacher instead of being allowed to play ○ Behaviour plan for repeated occasions
Any unacceptable behaviour	○ *Check in with pupils – are they okay? Is there a reason for their behaviour, lateness, rudeness etc.?* ○ *Restorative justice conversations – reflecting with pupils their responsibilities, impact on others, impact on own education*
Late to school (arriving after 9am but before 9.10am) on 5 or more occasions in one half term	*One 'early' arrival, at 8am, on an agreed day. Sit in office and do set work until 8.40am*
Very late (later than 9.10am) on 5 or more occasions in one half term	*A week of 'earlies', arriving at 8am every day. Sit in office and do set work until 8.40am*
*** Inappropriate offensive behaviour or that which does not respect personal space (red line*)*	○ *Pupil may be excluded from classroom for remainder of lesson, with work to do separately.* ○ *Review of what happened and restorative justice conversation with a teacher* ○ *Possible restorative action consequences* ○ *Repeated behaviour of this nature may lead to a Behaviour Plan and/or suspension and/or permanent exclusion*
Any inappropriate behaviour	○ *PHSE education focus on perspectives, information provision, prejudices, responsibilities & rights* ○ *Teacher consideration of educational topics e.g. within social science topics*
Possession of illegal/prohibited substances or articles, including tobacco, vapes, lighters, blades,	○ *Confiscation of prohibited items* ○ *Confiscation of mobile phones on arrival at school for a period of time*

alcohol	○ *Loss of privileges* ○ *Community service* ○ *Police may be notified* ○ *Advice and support for addiction and health issues*
Possession of drug taking paraphernalia – that is, any equipment used to produce, conceal or consume illicit drugs	○ *Confiscation of prohibited items* ○ *Police and safeguarding authorities informed* ○ *Suspension with immediate effect, possible permanent exclusion* ○ *Advice and support for addiction and health issues*
Possession of drugs, including cannabis	○ *Police and safeguarding authorities informed* ○ *Suspension with immediate effect, possible permanent exclusion* ○ *Advice and support for addiction and health issues*
Use of drugs or alcohol in school	○ *Police and safeguarding authorities informed* ○ *Immediate suspension* ○ *Possible permanent exclusion* ○ *Advice and support for addiction and health issues*
Supply of drugs or alcohol	○ *Police and safeguarding authorities informed* ○ *Advice and support for addiction and health issues* ○ *Permanent exclusion*
Breach of any sanction applied (excepting 'force majeure')	○ *Enquiry and discussion with pupil* ○ *Behaviour plan* ○ *Suspension* ○ *Permanent exclusion*

Appendix 2 – Sample Behaviour Plan

1. Pupil is referred for a behaviour plan due to persistent or ongoing unacceptable behaviours

2. Key behaviours that need to stop are identified – for example: rudeness, talking over the teacher, throwing items around the classroom, leaving the classroom without permission etc.

3. In a given lesson, if the pupil demonstrates any unacceptable behaviour, the teacher tells them clearly that they need to stop, and that they are being given a warning. If the pupil stops the behaviour, the lesson continues as usual. The teacher enters in the school behaviour log (CPOMS) that one warning was issued and the reason.

4. If a warning is given and the pupil does not stop the behaviour, or if they stop in that moment but start the behaviour again in the lesson (or some other behaviour that is also on the behaviour plan) they will be asked by the teacher to leave the lesson.

5. The pupil must report to the administration offices. A member of staff will arrange a desk (either in the offices or in another classroom, away from the student's peers) and ensure that the pupil has work to complete. The pupil will re-join their class for the next lesson. The behaviour and exclusion will be recorded on CPOMs.

6. Each time a student is excluded from the classroom in this way, an automated letter is sent home. If a pupil is excluded from 3 lessons in one day, there will be 3 letters home on that day.

7. When a pupil has been excluded 3 times from a lesson (whether those exclusions all happen on the same or on different days), these are cumulative and a one-day suspension from school follows. The one-day suspension will normally be on the day following the third occasion that a pupil has had to be sent out of a lesson. Work will be provided, which the pupil is expected to complete and hand in on their return to school the following day after their suspension.

8. The above process can be repeated up to three times. However, when a pupil returns to school after the third one-day suspension from school, they are educated and have break times separately from their own class. This is to afford them time away from possible peer group pressure. Teachers will mentor the pupil during this time and they will also be expected to carry out some restorative community service to the school.

9. After a week, the pupil re-joins their class, with the behaviour plan still in place.

10. If a pupil continues to behave in a way that necessitates the ongoing use of the Behaviour Plan, and if they accumulate an additional three days of suspension from school, the behaviour plan process will come to an end. The pupil will be suspended for a longer period whilst the school starts the process of permanent exclusion. The school will consult with Norfolk County Council attendance team and support the parents and pupil in finding an alternative education provision.

Notes:

a. Pupils on a Behaviour Plan are provided with a flow-chart of the process so that they have a visual reminder or where, at any point, they are within the process.

b. A Behaviour Plan is not confined to a half term, term or academic year. It does not 're-set' itself. In this way, inappropriate behaviour is cumulative. A Behaviour Plan ends when it is no longer necessary and the pupil behaviour improves. In general, if a Behaviour Plan is not needed for a term, it will be revised and closed.

c. Each exclusion from the classroom is reviewed by a different member of staff, to be sure that the exclusion was fair and not based on a misunderstanding.

MONITORING, AUDIT AND GOVERNANCE

This policy belongs to Norwich Steiner School, which is the operational name for the Charity the Norfolk Initiative Steiner School, registered charity number 1099377, company number 4815492

Compliance is monitored through internal audits, policy review as part of self-evaluation, and annual reporting to Trustees on concessions awarded, value, and any compliance issues.