

Positive Behaviour and Discipline Policy

Guiding principles

The foundation of our Positive Behaviour and Discipline policy is mutual respect and recognition of the value of each individual. There is no hard and fast formula for creating the ideal environment for effective teaching and learning, but well-structured, correctly pitched lessons, delivered with good humour and pace, will help to create a positive and healthy atmosphere where pupils are able to learn.

Through our positive behaviour policy we aim to create an environment where all pupils can access the rich and varied curriculum we offer. It is central to our philosophy that we work to develop strong relationships with the pupils in our care. Working out of Anthroposophy, we approach each child with love and compassion, study them in order to more clearly understand their needs and work curatively to help them become strong, healthy and balanced.

At Nant-y-Cwm School we are committed to developing:

- Self-control and an understanding of appropriate behaviour
- Self-awareness, understanding and acceptance of others
- Self-confidence and self-esteem
- Sympathy and empathy
- Self-respect and respect for others
- Motivation and self-discipline

We endeavour to have a school where pupils and staff hold mutual respect and tolerance for those with different faiths and beliefs. This is at the heart of our teaching.

We believe that it is appropriate that pupils test boundaries and that it is the responsibility of teachers and parents/carers to set and maintain these boundaries. Our teachers have the right to teach and our pupils have the right to learn.

Behaviour management and discipline strategies need to be both age appropriate and fairly enforced. Each teacher will have his/her individual approach to discipline within the school rules which are clear and consistent across the school. Reparation

for damage plays a part in the school's Behaviour and Discipline policy and the school reserves the right to bill parents/carers for breakages or damage beyond reasonable wear and tear, particularly if caused by a pupil's negligence or ill-discipline.

Behaviour and Discipline.

The role and responsibilities of the Class Teacher:

It is the responsibility of the Class Teacher to hold an overview of the academic and pastoral needs of their class, including any disciplinary issues. The Class Teacher will set and maintain general rules for behaviour within the class as well as sanctions for misbehaviour. The Class Teacher will enforce other policies and other agreed school rules. At the centre of our work with the pupils are the virtues of goodness, truth and beauty. We are committed to developing each pupil's ability to listen with empathy, to understand and to express their thoughts and feelings and this emphasis on communication forms the basis of our behaviour and discipline policy. The Class Teacher will employ a variety of classroom and behaviour management strategies in an age appropriate way in order to ensure the creation of an effective teaching and learning environment.

They may include:

- Meditative practice
- Careful classroom organisation
- Working creatively with seating plans e.g. considering temperaments
- Detailed planning to ensure healthy rhythm of lessons, appropriate content which is interesting, a balance of thinking/feeling/doing, differentiation
- Working with Child Study* as a way of deepening knowledge and understanding of the pupils in the class
- Working to develop one's own classroom management skills

** Child Study is an important and unique aspect of Waldorf education. This involves groups of teachers meeting to discuss and consider a particular child or group of children, paying attention to their physical, emotional, social and academic development. In the course of this study, the child is brought to mind by all those present, particular issues may be discussed and solutions considered. The results of*

these Child Studies often go far beyond these solutions: relationships are deepened between staff and the child or children and significant changes are often observed in the child him or herself.

During lessons:

- Clear understanding among the class of what constitutes good behaviour. This may come from stories, discussions etc. in an age appropriate way.
- Clarifying expectations and boundaries
- Clear instructions and consistency in enforcing classroom rules
- Clear beginning and end to each lesson/part of lesson
- Recognition of positive behaviour and effort through praise. This can be verbal or written and may be communicated to the pupil's parents/carers.
- Checking that a pupil has understood the task, getting support from other pupils, differentiating the task as appropriate to make it accessible to the pupil
- Using humour
- Using distraction
- Moving the pupil away from a situation which is proving difficult, giving 'time out'
- Working therapeutically / giving individual support as needed

The Responsibilities of the Pupil:

Although we expect that each Class Teacher will develop rules for their class depending on their age, there are certain basic expectations which are applicable to all children in the school. Our pupils are expected to:

- Be gentle, do not hurt anyone
- Be kind and helpful, be considerate of others' feelings
- Be honest
- Seek help if they have a problem
- Look after school and others property

- Try their best: work hard and play co-operatively
- Listen to people
- Be properly equipped for work and activities

Please see appendix for a list of School Rules.

The Responsibilities of the Parent(s):

We believe that the education we offer at Nant-y-Cwm is most effective if teachers and parents/carers work closely in partnership with the child. As a result, we ask parents/carers to also fulfil certain basic expectations. In order to allow each child to engage fully with the education we offer, we ask our parents/carers to:

- Provide healthy rhythms for the child: a healthy diet with a minimum of sugar and salt, adequate sleep and limited access to technology and media.
- Provide suitable clothing and equipment for the child
- Ensure the child comes to school regularly and is punctual
- Communicate regularly with the Class Teacher and attend Parents' Afternoon Meetings
- Show an active interest in their child's education
- Uphold the policies of the school e.g. food, clothing, homework, behaviour

Procedures for dealing with misbehaviour:

Teachers employ a wide variety of methods to ensure pupils understand the behaviour which is expected of them in any given situation. In the event that a pupil cannot or will not modify their behaviour or have failed to meet the expectations above (e.g. have hurt someone), teachers will need to decide on a consequence. Sanctions for misbehaviour must be clear and consistent. In Classes 1-3 we would expect that the Class Teacher would use their knowledge of the class to apply age appropriate sanctions such as being removed from the situation, apologising, time out, being asked to make some reparation for their misbehaviour. In Classes 4-8, Class Teachers and subject teachers will continue to use their discretion and knowledge of the class to apply appropriate sanctions for misbehaviour and these must be clearly and fairly enforced. This may be extra work outside of the given

homework to make up for work not completed or time spent outside of the lesson doing a different task, for example.

Teachers must keep records of these sanctions and, if given by a subject teacher, make sure that the Class Teacher is aware. Additionally or alternatively (depending on the situation), Class Teachers can initiate an Individual Support Plan for a pupil who is struggling, or if necessary send a pupil out of class in order to ensure that effective teaching and learning can take place. Serious misdemeanours or incidents will be managed using the Exclusion Policy (see separate policy).

Please note that we reserve the right to search pupils or their possessions without consent where we have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property, or of any person (including the pupil).

Review Date: February 2020

Appendix 1:

School and Playground Rules

- Be kind to each other.
 - Treat everyone with respect.
 - Use appropriate language at all times.
 - Leave sticks on the ground.
 - Respect and look after the environment (equipment, buildings and gardens).
 - Keep your shoes on in the playground and in the field.
 - Keep within designated boundaries.
 - Do not throw anything unless part of an accepted game.
 - Keep your food and drink for inside (unless given permission to eat outside with your class teacher).
 - Water fights are not allowed.
 - Do not throw hoops above head height.
 - No rough, aggressive behaviour or play fighting.
 - No climbing walls or trees.
 - No kicking ball games to be played.
 - No war games.
 - The ball games "All against All" and "Storm the Castle" can only be played by Class 4 and above.
 - Ask permission to fetch a ball that goes out of the playground. Use the gate to go out. (Class 4 onwards; Classes 1 to 3 must ask an older child or a teacher on duty to accompany them)
 - Let the teachers on duty know if you or someone else is hurt.
 - Always talk to the teachers on duty if you have any concerns.
 - Come and tell a teacher on duty if you find dog poo.
 - Ask permission if you need to go inside the school during playtime.
 - Ask permission to get a piece of play equipment. You are responsible for its return.
 - Bicycles, skateboards, scooters and roller skates are **not** to be ridden in the school grounds.
 - Dispose of your litter in the bins and pick up litter if you see it.
 - Items which are not allowed in school are: home toys of any kinds, radios or other music players, matches, firework and comic books. Personal stereos, computer games and other battery toys and games should not be brought to school. Mobile phones may **not** be brought to school.
 - Tobacco, alcohol and any illegal substances are not allowed at school under any circumstances.
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- Pupils must remain in school until 3.30pm when the school bell is rung, unless by prior arrangement with the class teacher.
 - At the end of school all children must wait with their class teacher until they are collected by their parents or an authorised person from their pick-up list.
 - Under normal conditions, all pupils should have left the school premises within

15 minutes of the last lesson.

- Pupils are expected to abide by a Classroom Code of Conduct. This appears in every classroom from class 3 upwards, and deals with matters of good behavioural practice.
- **Clothing:** There is no school uniform, but dress should be neat, clean and appropriate for school; logos or images are discouraged. Types of clothes worn should reflect time of year and weather conditions. There should be no bare midriffs or bare chests, skirts and shorts should be appropriate for school (i.e. no shorter than mid-thigh length). It is at the class teachers' discretion to ask pupils to change an item of clothing inappropriate for school. Bare feet are not allowed at school and shoes should be suitable for school activities. Children must have a coat in school for wet days. They will be unable to go at break times without one. Children are expected to wear suitable slippers/indoor shoes in the classroom.
- **Food** should be nutritious, simple, wholesome and easy to manage for the children. Please make sure your child brings a bottle of water. NB. No glass containers or cans.
- **Jewellery:** a small stud in each ear is allowed. 1 or 2 finger rings are acceptable from class 4 upwards, as is one discreet chain or necklace. No other body piercing or jewellery to be worn at school.
- **Haircuts and styles** should be conservative, as this avoids attention being prematurely drawn towards the children's physical appearance.
- No dyeing of hair in classes 1 – 7. Only natural hair colour dyes allowed in class 8.
- **No make-up** to be worn in classes 1 – 7 and only discreetly in 8. This includes nail varnish and any tattoos.

Reflective Break Procedure

If a child breaks one of the above rules during playtime the reflective break procedure is followed.

Step 1 **1st Warning** - this must be made clear to the child

Step 2 **1 minute thinking time by the wall** (followed by discussion on how behaviour will change and suggestions/support given to guide the child)

Step 3 **5 minutes thinking time by the wall** plus discussion

- ~ Step 4 **Stand with teacher** for 10 minutes or until agreed on suitable game / children to play with. In some instances, children may need to stay with an adult for the remainder of break time.

 - ~ Step 5* **Sent inside to designated classroom** to calm, reflect and write sorry cards with guidance and/ or parents informed if involved in a serious incident. Designated teacher to record the incident that the child has been sent in for and is responsible for the child in their care until the end of break.
- * If a child causes harm to themselves or others or refuses to engage in discussions with the teacher/assistant (e.g. If they run away, shout, show aggression towards an adult or child) then progress to Step 5.

Pupils' Classroom Code of Conduct

The school has a Pupils' Classroom Code of Conduct which follows below. Parents can support their child and the school by familiarising themselves with the code and reminding their child of its content if such reminding should seem necessary or appropriate.

Pupils Classroom Code of Conduct

- Be on time – knock and wait for an answer, then enter the room quietly.
- Respect other pupils' right to work.
- Do not wear outdoor clothes in class.
- Listen carefully to the teacher - do not interrupt. Put up your hand if you need to ask a question or to reply to a question put to the class.
- Do not eat during lessons.
- Do not verbally or physically abuse others, this includes bullying (Anti-Bullying Policy available in the school office).
- Stand quietly before and at the close of each lesson.
- Only leave your seat with the teacher's permission.
- Do not leave the room unless given permission.
- Make sure you have the right equipment before the start of each lesson.
- Persistent bad behaviour, refusal to work, rudeness and defiance will result in detention.

Incident Book

Pupils are expected to show respect for teachers, staff and other pupils and property. When a pupil behaves in an unacceptable manner, the teacher dealing with the pupil at the time will decide what action is appropriate and incidents will be recorded in the Incident Book. Where there is a breach of school rules, the school has a clear policy for dealing with such a situation and the child may be sent home.

If a pupil's behaviour flouts school rules or the classroom Code of Conduct excessively, it will be recorded in the Incident Book, and brought to the attention of staff at the weekly Teaching Team meeting. Appropriate actions will be taken at the time of the incidents and any follow up will be decided at the Teaching Team meeting. If a child's name appears in the Incident Book regularly, teachers will usually want to meet with parent/s to discuss the situation.

This procedure is intended for use when a child displays disruptive or unacceptable behaviour, causing problems for themselves, other children and staff. All sanctions will be age appropriate; detentions may not be given to children below Class 3, but this is at the discretion of individual teachers.

This is essentially a three step procedure:

Step one: **Verbal warning.** Following an incident as described, an informal discussion will take place. As this is a verbal warning a full written record will be kept. The child may receive a detention during playtime. The procedure will be:

1. Verbal warning and repeated if necessary.
2. Name written on the board.
3. 1 mark on the board will mean a detention of 5 minutes from playtime outside.
4. If disruption continues further marks added each mark equalling 5 minutes from the child's playtime.
5. Brought to the Teaching Team meeting & parents are informed.

Step two: **Formal meeting with parents.** If the problem continues, parents will be invited to a formal meeting. A possible outcome of this meeting could be temporary exclusion (suspension). The length of time of this suspension will depend on the child's age and the circumstances.

Step three: Second formal meeting. A second formal meeting will take place to monitor levels and intentions of improvement. If there has been no improvement, then those who have been involved in the process will discuss the exclusion of the child.

NB: Other situations may arise which leave the school no permanent alternative but to ask the parents to immediately withdraw the child from the school for a fixed exclusion period.

Detentions

1. Homework detentions:

If a pupil does not complete work at home set by teachers, the homework detention is seen as a way of supporting the pupil to be able to complete what is expected of them. If a pupil repeatedly fails to do homework, teachers, parents and the pupil may meet to discuss the situation.

2. Discipline detentions:

These detentions are given when a pupil's behaviour strongly contradicts the school rules, or the Pupils' Classroom Code of Conduct. Where possible, the detention will help the pupil come into a more conscious relationship with what they have done; this could mean cleaning, repairing, or making an apology card.

Appendix 2: Incident Report Form

Date of Incident:	
Incident:	
Individuals Involved:	
Witness Statement: Your Name & Position	



Nant-y-Cwm
Steiner School

