



Waldorf Cambridge

Positive Behaviour and Discipline Policy, including Exclusion Guidance

Reviewed by: Charlotte Burdett

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Next review: August 2025

Related policies: Safeguarding policy, SEND policy, Inclusion and equality policy.

Endorsement: Full endorsement is given to this policy by:

Joel Chalfen

Waldorf Cambridge Trustee

Date: August 2024

“WHEN YOU KNOW BETTER YOU DO BETTER.” – MAYA ANGELOU

At Waldorf Cambridge, our approach to behaviour and discipline in both pupils and staff follows the core principle of Waldorf pedagogy: educating the whole person. Learning to be an emotionally intelligent, socially responsible person is a continuing process, and teachers are responsible for guiding, supporting, developing, and facilitating this in the same way that they take responsibility for children and young people’s academic learning. This means that we actively encourage everyone firstly to recognise the good in themselves and each other; and secondly, to be able to learn and reflect when behaviours are unacceptable.

Positive behaviour is a responsibility towards the happiness, welfare, and safety of everyone. It is rooted in respect and care for oneself and for each other, for the school and the wider community. It sits at the heart of all that we do, knowing that how we behave, how we learn and who we are will be inextricably linked. Our commitment as a school is to ensure that everyone supports themselves and others to hold and understand the importance of high expectations in personal conduct. Our behaviour policy emphasises respectful behaviour; a partnership approach to managing poor conduct and dynamic interventions that support staff and learners to achieve this.

Discipline is an essential part of a successful school. Waldorf Cambridge commits to policies, procedures and approaches which are always:

- Gentle on the child
- Firm on behaviour
- Maintain unconditional positive regard, and
- Support the child to behave better next time

From the outset, this policy makes clear that at the school we do not operate a reward and sanction system of behaviour management. Our partnership approach supports identifying the consequences of inappropriate behaviour and acknowledging those on whom such behaviour may have had a negative impact. At the same time, our approach asks teachers and staff to consider: ‘What is the need that is not being met?’, and problem solving collaboratively for a solution, rather than punishing the child showing the unwanted behaviour. This does not however preclude taking any necessary steps that create space for reflection and learning such as a ‘time-out’ for regulation and that might result in exclusion, as outlined in this policy.

Aims of the policy

- To enable the Pastoral Lead, with the support of staff and trustees, to carry out their responsibilities for the fair and healthy management of order and good discipline in the school
- To promote good behaviour and a culture of respect for learning, community and for life
- To ensure, as far as possible, that every pupil in this school can benefit from and make his / her full contribution to the life of the school, consistent always with the needs of the school community
- To provide simple, practical procedures for staff and learners that positively reinforce behavioural norms through promoting self-esteem and self-discipline
- To communicate and authorise the school’s approach to behaviour management and any procedures necessary for implementing it

Positive behaviour at Waldorf Cambridge will be promoted through two key approaches:

- The School Values, and
- The Behaviour Management Triangle

School Values

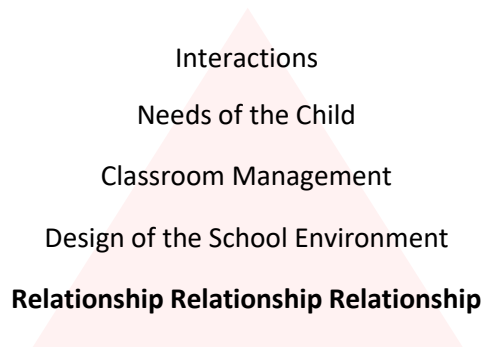
Rather than ‘rules’ the school will frame both positive and challenging behaviour within a simple, memorable, and understandable expression of the school’s values for children. These are:

- We stay safe
- We value each other
- We love to learn and learn to love

Positive descriptions of children’s behaviour, expectations of positive behaviour and descriptions of problematic or challenging behaviour can all be framed within these descriptors, which are then regularly reinforced so that children embody the values in their daily lives.

The Behaviour Management Triangle

The Behaviour Management Triangle is based on the work of Lou Harvey-Zahra, a Steiner Waldorf teacher and expert consultant in behaviour management and relationship building¹. It frames each child’s behaviour in a much wider context of adult responsibilities, the meeting of needs and relationships:



Relationship:

“Every human needs to feel like someone is happy that they’re here”: Lou Harvey-Zahra

Positive behaviour management is primarily founded on positive relationships between children and adults. To learn, children need to feel safe, secure, recognised, understood, listened to, accepted, relaxed, and supported. The Rhythmical Process of Learning repeatedly supports this through the attunement stage, but other factors include the extended period that teachers spend with their class, small classes, the parent-partnership approach and, more fundamentally, the overarching philosophy and anthroposophical understanding of the nature of the developing human being. Each child is recognised as a valuable and whole individual, not just an ‘adult in waiting’. A key pedagogical tool for Steiner Waldorf teachers is a daily reflection or journalling, including reflecting on the nature of their interactions with individual children, and how these relationships can be strengthened.

Peer relationships are also vitally important, and teachers work to ensure that these are positive and supportive (please also see the Anti-Bullying Policy). Teachers will facilitate regular opportunities for discussion, for example at mealtimes and in class circle times. Feelings around difference, individuality, social inclusion/exclusion, acceptance, and tolerance will be explored in an age-appropriate way.

Design of the School Environment

“Classroom environments are public statements about the educational values of the institution and the teacher”: Patricia Tarr²

Teachers will be committed to creating learning spaces that foster calm, focussed behaviour. The use of colour, light, materials, and texture will be carefully considered to ensure that all spaces are optimised for effective learning. All materials within the environment – the décor, the wall displays, the resources, the equipment etc – will be critically selected to ensure that they contribute to children’s learning activities and wellbeing and centre children’s

¹ Lou Harvey-Zahra, <https://www.happychildhappyhome.com/>

² Tarr, P (2004) Consider the Walls. Young Children, 59:3. ProQuest Education Journals

voices, rather than detract from or silence them³. In an equivalent way to the Reggio Emilia approach, the environment is the “third teacher”⁴.

Classrooms and other learning spaces will be calm, tidy, and ordered, giving children the sense that the school environment is ‘well held’ - predictable, cared for and safe. Teachers will model how the environment should be cared for, which has an impact on how the children perceive the adults’ care for them, how the children treat the environment and how the children treat each other. In turn, children will be encouraged to follow their teachers’ lead and to also care for their environment and learning spaces.

Through careful design and management of the physical environment, positive behaviour can be well supported. Shellard and Protheroe (2000) state that: “effective teachers think about the little details that enhance the use of available space in the classroom”⁵. Teachers create careful seating plans, for example placing vulnerable children where they will feel safest and working to provide pupils with opportunities to develop their friendship groups and social skills. Timetables and shared spaces are managed to avoid times and places where children might struggle, for example in long queues for a meal, in crowded cloakrooms etc. Classrooms are set up so that children can move around freely without impeding their peers, for example by jostling them or not being able to pass behind their chair.

Classroom Management

“Rigorous, joyful and orderly classrooms grant students real independence”: Doug Lemov⁶

Classroom planning, systems and routines are at the heart of the smooth running of any school. In a Steiner Waldorf school, teachers aim to develop lessons and activities that are engaging and where opportunities to think, feel and move are well balanced. In the lower school, main lesson blocks run for 3–4-week periods, allowing pupils to become immersed in a subject, as well as removing constant transitions that can create stress. There is variety in other lessons, so that pupils have access to a variety of learning experiences using head, heart, and hands, giving plenty of opportunities for decompression and regulation.

Transitions between activities, between different spaces and between parts of the day are key triggers for behaviours that challenge. Children and young people who have challenges with sensory processing, with emotional regulation, with attention and with speech and language processing may find these times particularly challenging, resulting in dysregulation and externalised behaviours. When classroom procedures and transitions have a demonstrable structure and clear expectations, students feel safer and calmer, and therefore supports positive behaviours. Just as in learning, rhythm is vitally important. Teachers will ensure that the daily routine of the classroom is consistent and explicit. Schedules and routines help children to understand the expectations of the environment and have been shown to reduce the frequency of behaviour problems⁷. All classrooms will have clearly visible visual timetables which will be reinforced regularly by all adults. Transitions will be signalled sensitively, for example by a song, a visual cue or a particular sound, and children will be given sufficient warning to allow them to complete an activity and successfully redirect their attention. Systems, processes and routines such as handing out books and resources, will be practiced so that they are fluent and smooth, reducing distractions and saving precious time that can then be used for productive work and activity. This careful classroom management creates an atmosphere of autonomy and freedom, supporting effective learning behaviours and independence.

Needs of the Child

³ Tarr, P (2004) Consider the Walls. *YC Young Children*, 59:3. ProQuest Education Journals

⁴ Gandini, L. 1998. Educational and caring spaces. In *The hundred languages of children. The Reggio Emilia approach—Advanced reflections*, 2nd ed., eds. C. Edwards, L. Gandini & G. Forman, 161–78. Greenwich, CT: Ablex

⁵ Shellard, E. and Protheroe, N. (2000). *Effective teaching: how do we know it when we see it?* The Informed Educator. Educational Research Services.

⁶ Lemov, D (2014) *Teach Like a Champion*. Jossey-Bass.

⁷ Hemmeter, Ostrosky, Artman and Kinder (2008) *Planning Transitions to Prevent Challenging Behaviour*. *YC Young Children*. 63:3

“When we only look at behaviour, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look behind the behaviour, we see that little struggling human who needs help with something.”: Rebecca Eanes⁸

Maslow’s hierarchy of needs demonstrates that growth, or learning, cannot take place effectively until several other needs have been met⁹



Many of the approaches outlined above help to ensure that children’s needs will be consistently met, but children’s home and family circumstances may mean that individual children face challenges and difficulties at certain times in their lives that will affect their wellbeing and learning. Any child whose basic physiological needs are not being met on a regular basis would be of significant concern and would necessitate staff using the Safeguarding and Child Protection Policy. Where children’s individual needs are not being met in any way, the school’s responsibility is to work with parents to ensure that this is rectified. This might include, for example:

- Working with parents to ensure that children have good sleep at home
- Ensuring that children eat breakfast either before school or at school, so that they are not too hungry to learn
- Running pastoral groups to support children to build social connections and repair relationships as needed
- Working to fill children’s ‘emotional cup’¹⁰ by providing positive input and building self-esteem

The school will work to understand what unmet need or lagging skills might be driving a child’s behaviour, rather than resorting firstly to punishment. Teachers and members of pastoral care teams will follow a ‘Collaborative and Proactive Solutions Approach’¹¹ to understand and help behaviourally challenging students in ways that are non-punitive, non-adversarial, skill building, relationship enhancing, collaborative, proactive, and—most important—helpful.

Interactions

“One emotionally available adult can make all the difference, and for some children that adult will be someone at school”: Trauma and Mental Health Informed Schools, 2019¹²

Waldorf Cambridge commits to a Trauma Informed, Mental Health Aware, relational pedagogy which supports children and young people’s emotional health, wellbeing, and resilience. All staff, teaching and non-teaching, will be trained in this approach to ensure that sensitive adult-child interactions are given the highest priority.

Teachers will strive to support children’s emotional intelligence and neural integration by helping them to develop a rich emotional vocabulary through storytelling, the study of literature and in their interactions. This neural integration between the logical pre-cortex and the emotion centres of the limbic system of the brain will allow for “flexibility and adaptability, and expresses itself outwardly as harmony, kindness and compassion” (Sigel and Bryson,

⁸ Eanes, R (2016) Positive Parenting: An Essential Guide. Perigee Books.

⁹ Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396

¹⁰ Upbilly Publications: <https://upbilly.net/blogs/news/the-emotional-cup>

¹¹ Greene, R (2016) Lost and Found: Helping Behaviourally Challenging Students. Jossey-Bass.

¹² <https://www.traumainformedschools.co.uk/>

2011¹³). Teachers will adopt an attitude of P.A.C.E., ensuring that interactions are **Playful, Accepting, Curious and Empathetic** (D. Hughes¹⁴):

Playful: creating moments of lightness, humour, and interest so that children and young people feel safe and relaxed, and less defensive.

Accepting: of the emotion that lies beneath a child's behaviour (but not of inappropriate behaviour itself). Actively communicating to the child that you accept, without judgement, the child's inner life.

Curious: children often know that their behaviour was inappropriate. True curiosity is a simple desire to understand what an experience was like for a child. It helps children to know that adults are compassionate.

Empathic: empathy is a way of connecting with a child or young person so that they know that they are not alone when they are in struggle¹⁵. It is a way to connect to the emotion that another person is experiencing.

Teachers and other adults in school will use positive, curious interaction strategies such as W.I.N.E.¹⁶:

I **W**onder I **I**mage I **N**otice with **E**mpathy.

All adults in the school will be trained in the neurobiology of stress, and the impact that this has on children and young people's behaviour. They will understand how physical and hormonal responses to triggers can cause fight, flight, freeze, fawn, fib, or flop behaviours, and how to respond to these responses with key relational skills¹⁷:

Connection: get below eye level, give a loving touch, a nod of the head or an empathic look.

Affect Attunement: initially match the child's emotional intensity with your words, tone, body language and volume. Aim to match the intensity of emotion, but not the emotion itself.

Containment: stay in your thinking brain – regulated and steady, so that you are not 'blown away' by their emotions. Maintain clear, firm boundaries on behaviour.

Soothing: use an appropriate strategy to soothe the child or young person: contingent touch, your voice, movement, going outside, deep pressure, a regulating activity etc.

Adults will understand that recovering from a stress response will take up to 45 minutes, and only once the child or young person is in a state of regulation, will they be able to consider their behaviour and its consequences using their 'thinking brain', and work on strategies for a better outcome next time.

Procedures

To provide consistency in approach, communication, and consequences, in ALL areas the following will apply –

Staff will be -

1. Calm
2. Collaborative
3. Consistent

Consistency in practice looks like –

1. Meet and greet at the door
2. Refer to school values
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge, and meet the needs of all learners
5. Use a visible recognition mechanism throughout every lesson – praise the behaviour you want to see
6. Be calm and give 'take up time' when going through the steps. Prevent before considering an intervention
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.

¹³ Sigel, S and Bryson, T (2011) The Whole Brain Child. Delacorte Press.

¹⁴ <http://www.danielhughes.org/p.a.c.e..html>

¹⁵ Brown, B (2011). Dare to Lead. Vermillion.

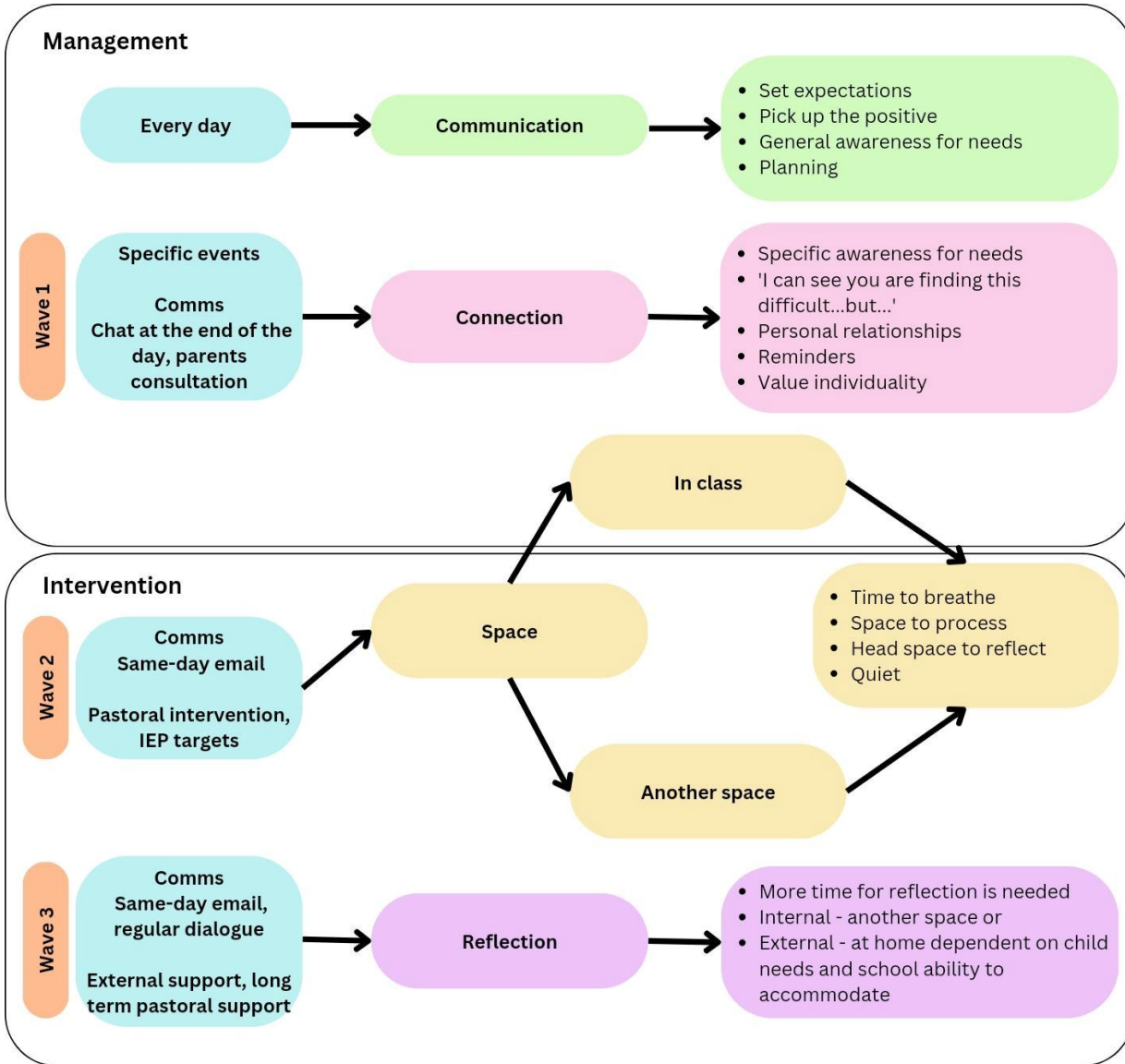
¹⁶ Davies, C. Trauma Informed Schools training. TIS UK.

¹⁷ <https://www.traumainformedschools.co.uk/>

8. Never ignore or walk past learners who are behaving badly

Colleagues will stand alongside colleagues to support, guide, model and show a unified consistency to the children. The school, through Leads, Trustees, and external bodies, will facilitate collaboration, support teachers, encourage professional judgement, address adult behaviour directly and enshrine consistency.

This flow chart applies for all areas of the school.



Occasionally, some children may behave in a way which is out of character for them. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly. All teachers can deal with these types of behaviour, but other staff members may be involved to support.

Unacceptable behaviours may include:

- Violence (i.e physical contact made with the intention to harm)
- Defiance/rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Monitoring and evaluating school behaviour

The teachers are responsible for keeping written records of behaviour incidents, repeated misbehaviour, and/or meriting "time-outs". The teachers' log concerning behaviour (serious behaviour incidents, "time-outs" or consistent misbehaviour) will be monitored by the Pastoral Lead.

The class teacher is responsible for bringing the issue of the child's behaviour to the SENDCo, the Pastoral Lead and the DSL's attention to make a supportive plan.

Three "time-outs" in one half-term may result in fixed-term exclusion. The pupil's progress in self-regulation of the behaviour will be considered.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, and suspension
- Incidents of searching, screening, and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Pastoral Lead and DSL (Designated Safeguarding Leads).

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Statement on Unconscious Bias

We all hold unconscious biases based on our experience, deep-seated thought patterns and assumptions or interpretations, which can affect our judgements and decisions without us being aware of it. The Waldorf Cambridge aims to support its members in minimising unconscious bias to help ensure that decisions are made fairly and to help foster an equal and inclusive environment.

To combat unconscious bias, we endorse the following action points:

- When communicating with children, try to slow down the speed of your decision making
- Reconsider the reasons for your decisions, recognising that they may be post-hoc justifications
- Question cultural stereotypes that seem truthful. Be open to seeing what is new and unfamiliar and increase your knowledge of other groups
- Remember you are unlikely to be more fair and less prejudiced than the average person.
- You can detect unconscious bias more easily in others than in yourself so be prepared to call out bias when you see it

Dangerous, Extreme and Unacceptable Behaviour

A record will be kept of all incidents and interventions imposed on pupils for serious misbehaviour under this section.

Use of Reasonable Force

Waldorf Cambridge does not allow any method of physical punishment of pupils. All consequences should have a clear pedagogical purpose and value.

The use of force as a punishment is unlawful.

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.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer for early social care support
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Exclusion Guidance

Good discipline in Waldorf Cambridge is essential to ensure that all pupils can benefit from the opportunities provided by our education. 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 when 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 Pastoral Lead will consult the SENDCo, Teaching and Learning Lead and DSL. 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. We have a statutory duty not to discriminate against pupils based on protected characteristics, such as disability or race. We will also consider 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' rights 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 when a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they have changed school.

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 Pastoral Lead/Chair of Trustees.

Permanent Exclusion (expulsion)

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

- The school will use IEPs (individual education plans) to detail support and targets, 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 adjust the positive behaviour plan.
- If a pupil's behaviour has become untenable or the teaching staff feels that a child is not benefiting from a Steiner Waldorf 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 step.

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 at the right time. Parents will be told of their right to put their point of view to the Pastoral Lead 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 and the Pastoral Lead 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 decide 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 values
- Unauthorised leaving of 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 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 Waldorf education (required withdrawal)

Roles and responsibilities

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Pastoral Lead to account for its implementation. The policy will be reviewed by the Pastoral Lead, SENDCo, and DSL at least annually, or more frequently if needed to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Safeguarding Trustee.

The Pastoral Lead, SENDCo and Designated Safeguarding Lead are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure responses are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its principles and practices, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both interventions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering their own behaviour on the school culture and how they can uphold school values and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

Parents and carers where possible should:

- Get to know the school's approach to positive behaviour and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Through the student and parent handbook, school curriculum, and daily interactions with all adults, students will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key values
- Consequences of their behaviour, both positive and negative
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Appendix 1 – Examples of Behaviour and Possible Strategies

(Those in italics generally only applicable to older pupils)

Pupil disruptive in lessons	<ul style="list-style-type: none"> ● Seated at front near teacher's desk so they can be kept on task quietly and/or without desk partner ● Consideration of Individual Educational Plan (IEP) ● May include options to take a break, use a skipping rope, or walk up and down corridor where pupil has attention difficulties for any reason ● Visual cue to remind pupil of the 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	<ul style="list-style-type: none"> ● May be excluded from the lesson for a period and given extra work to do under supervision ● Restorative conversation or IEP
Breaking or damaging school equipment or that of another pupil because of careless behaviour	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Check in with pupil – are they okay? Is there a reason for their behaviour, lateness, rudeness etc.? ● Pass onto Class Teacher and Pastoral Lead ● IEP for repeated occasions
<i>Use of mobile phone in school</i>	<ul style="list-style-type: none"> ● <i>Standardised letter to parents</i>

(unless agreed as part of an IEP)	<ul style="list-style-type: none"> • Confiscation of phone at school for defined period • Repeated use of mobile phone may result in fixed term exclusion and a 'lifetime' requirement to hand phone in on arrival at school
Any unacceptable behaviour	<ul style="list-style-type: none"> • Check in with pupil – are they okay? Is there a reason for their behaviour, lateness, rudeness etc.? • Restorative conversations – reflecting with pupils their responsibilities, impact on others, impact on own education
Inappropriate and offensive behaviour, including disrespect for others' personal boundaries	<ul style="list-style-type: none"> • Pupil may be excluded from classroom for remainder of lesson, with work to do separately • Review of what happened and restorative conversation with a teacher and pupils where necessary • Possible restorative action consequences • Repeated behaviour of this nature may lead to an IEP and/or fixed term exclusion and/or permanent exclusion
Any inappropriate behaviour	<ul style="list-style-type: none"> • 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, alcohol	<ul style="list-style-type: none"> • Confiscation of prohibited items • Confiscation of mobile phones on arrival at school for a period • 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	<ul style="list-style-type: none"> • Confiscation of prohibited items • Police and safeguarding authorities informed • Exclusion with immediate effect, possibly permanent exclusion • Advice and support for addiction and health issues
Possession of drugs, including cannabis	<ul style="list-style-type: none"> • Police and safeguarding authorities informed • Exclusion with immediate effect, possibly permanent exclusion • Advice and support for addiction and health issues
Use of drugs or alcohol in school	<ul style="list-style-type: none"> • Police and safeguarding authorities informed • Immediate exclusion, possibly permanent exclusion • Advice and support for addiction and health issues
Supply of drugs or alcohol	<ul style="list-style-type: none"> • Police and safeguarding authorities informed • Advice and support for addiction and health issues • Permanent exclusion
Breach of any consequences applied (exceptional circumstances considered)	<ul style="list-style-type: none"> • Enquiry and discussion with pupil • IEP

	<ul style="list-style-type: none"> • Fixed term exclusion Permanent exclusion
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Appendix 2 – Sample Plan of Action for Behaviour

- 1) Pupil is referred for an Individual Education Plan (IEP) due to persistent and unacceptable behaviours.
- 2) Key behaviours that need to stop are identified – for example: talking over the teacher, throwing items around the classroom, leaving the classroom without permission etc. Needs of the child are also identified – for example: noise reduction accessory, movement breaks 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 (Satchel) that one warning was issued and the reason. Three verbal warnings may be given in this way.
- 4) If after the third warning in any one lesson, the pupil cannot stop the behaviour, (or some other behaviour that is also on the IEP) they will be asked by the teacher to report to the school office. The teacher will provide work to be completed.
- 5) The pupil must report to the school office and a member of staff will arrange a desk (either in the offices or in another classroom, away from the pupil's peers) and ensure that the pupil has work to complete. The pupil will re-join their class for the next lesson once their current work is complete. The behaviour and time spent away from their class will be recorded on MyConcern.
- 6) Each time a pupil is away from the classroom in this way, parents will be notified. If a pupil is away from 3 separate lessons in one day, parents will be notified of each lesson.
- 7) When a pupil has been away 3 times from a lesson (whether these all happen on the same or on different days), these are accumulative and a one-day exclusion from school follows. The one-day exclusion 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 exclusion.
- 8) The above process can be repeated up to three times. When a pupil returns to school after the third one-day exclusion from school, they will return to their own class. However, teachers will monitor the pupil during this time, and they will also be expected to carry out restorative community service to the school.
- 9) After a week, the pupil's restorative community service will come to an end with the IEP still in place.
- 10) If a pupil continues to behave in a way that necessitates the ongoing use of the IEP, and if they begin to accumulate an additional three days of exclusions from school, this will be the pathway to permanent exclusion, and the IEP process will come to an end. The pupil will be excluded for a longer period while the school starts the process of permanent exclusion. The school will consult with the Local Authority attendance team and support the parents and pupil in finding an alternative education provision.

Notes:

- a) Pupils on an IEP are provided with a flow-chart of the process so that they have a visual reminder of where, at any point, they are within the process.
- b) An IEP is not confined to a half-term, term or academic year. It does not 'reset' itself. In this way, inappropriate behaviour is cumulative. An IEP ends when it is no longer necessary, and the pupil's behaviour improves. In general, if an IEP 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.