



BEHAVIOUR & DISCIPLINE POLICY & PROCEDURE

Reviewed by (School Business Manager).....

Date:.....

Approved by the Board of Trustees

on:.....

Review

Date:.....

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Behaviour and Discipline Policy and Procedure

Aims

The Bristol Steiner School aims to provide a safe environment in which effective teaching and learning for all teachers and students may take place, inspired by values of equal rights, compassion, mutual respect and understanding. The school aims to promote good behaviour among students at all times in order to enable them to develop appropriate social skills, self discipline and an awareness of the consequences of their actions. The school aims to help teachers and parents communicate and work together effectively to surround the children with clear consistent boundaries of good behaviour arising from loving authority. The school acknowledges that each child has individual needs and requirements and seeks to find appropriate strategies to support each child.

Guidelines for behaviour are provided in the Code of Conduct and the School Rules. Good behaviour is praised and rewarded. Where poor behaviour prevents a student or their peers from accessing the curriculum or making progress, the school aims to:

- Have appropriate sanctions and disciplinary measures that may be imposed
- Treat problems when they occur in a fair and consistent manner
- Work closely with colleagues and parents/guardians to better understand children with ongoing difficulties and to develop individual strategies and behaviour plans to

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Rewarding Good Behaviour

Members of staff at the school should have a practice of frequently using encouraging language and gestures, both during lessons and around the school, so that good behaviour is immediately recognised and positively reinforced.

School assemblies provide a forum in which individuals, classes and the whole school may be recognised for their good behaviour.

Some class teachers and subject teachers may or may not choose to adopt a reward system to further recognize good behaviour on the part of whole classes or individuals as described below, depending on the group and class ethos, and the relationship with the teacher.

- **Class Reward Systems.** Some class teachers may adopt a system to recognise good lessons in which the whole class responded well. This could be a sticker chart or a jar to be filled with conkers or marbles, etc. When the jar is full, there may be a whole class reward to follow, such as a fun lesson, a class trip or other treat. Subject teachers may use the class teacher's system in each class or have their own reward system with each class they teach.
- **Individual Reward Systems.** Some class teachers choose to reward the good behaviour of individual children in some way from class four upwards. This may take a number of forms, such as awards for good behaviour (certificates, pedagogically appropriate gifts, etc.) or a reward ticket scheme in which children receive a ticket that reflects the quality of their behaviour over the course of a week (such as gold, silver or bronze ticket). These tickets may be traded for pedagogically appropriate rewards at half-termly or termly intervals. Care should be taken to emphasise effort, so that children who have been associated with poor behaviour are recognised for improvements made, and targets set in Individual Education Plans.

Strategies and Sanctions for Managing Poor Behaviour

When a student's behaviour does not meet the expectations of the Code of Conduct, the school has strategies that can be implemented immediately for cases of low level misbehaviour or unanticipated violence. In the first case, the teacher responsible for the students has authority to impose certain sanctions.

- **Visual Warnings** Each teacher will have a method of conveying expectations to the class. This may include, at the discretion of the class teacher, a display such as traffic lights or a flower on which each child's name is marked. When a child's behaviour exceeds the boundaries of the teacher's expectations, his or her name will be moved to a warning position (e.g. on to the amber light) to give a clear signal that behaviour should improve; good efforts will be recognised and the child's name will be returned to the starting position (e.g. the green light).. If poor behaviour continues, the child's name will be moved to last position (e.g. the red light) and a sanction will be incurred.
- **Temporary Exclusion from the Classroom or Play Area.** Where a child's behaviour makes it unsafe for other students or difficult to maintain a working atmosphere, the teacher may send the child out of the class, to another classroom, or to the school office or library. Perceived risks and needs for supervision will be taken into account in this decision.
- **Tasks and Apologies.** Students should be given the opportunity to redeem poor behaviour. Where another individual or a group has been affected by a child's behaviour, a teacher may ask the child to make a written apology or a sorry card, which may be done in a lost lunch or at home in cooperation with parents/guardians. Other restorative tasks may be set to reflect the child's behaviour, including helping a teacher, cleaning or performing chores in the school, or engaging in calming or focussing exercises.

- **Lost Lunch.** Students in classes one to five may be kept in at lunch break by a teacher for up to half an hour and set a task appropriate to their age and behaviour. This

- **Lost Lunch.** Students in classes one to five may be kept in at lunch break by a teacher for up to half an hour and set a task appropriate to their age and behaviour. This could be sitting in silence, discussing the behaviour and how it may be improved, finishing work not done in the lesson, performing a task or making an apology.
 - Students in classes six and above may have their name added to the lost lunch register and be required to attend the lost lunch detention with the teacher on duty. The teacher setting the lost lunch should specify how long the student is to spend and what they should do in that time. A student incurring three lost lunches during a half termly period will be required to attend an after school detention.

- **Detentions.** Students in class six and above may be set a detention of up to one hour after school by the class teacher or class guardian, or by a subject teacher in cooperation with them. The teacher setting the detention will inform parents at least one day before the event and will be responsible for setting tasks during the detention.
 - Where a student shows ongoing disregard for the expectations of the teachers and the code of conduct, further strategies will be discussed and implemented to aid the student in managing his or her behaviour. At this stage, the class teacher or guardian takes the lead in making decisions, under guidance from the College of Teachers and the Teachers' Meeting as required.

- **Consultation with Colleagues.** The Teachers' Meeting provides a forum for teachers to discuss individual children, share observations and develop individual strategies. Where further observations and insights are necessary, a child study may be initiated with cooperation from parents/guardians. Discussions and child studies may lead to referral to the school doctor and then to other specialists.

- **Working with Parents and Guardians.** Class teachers should have regular contact with parents and guardians of the children in their care. Where ongoing concerns about a child's behaviour arise, the class teacher should contact or arrange to meet with parents/guardians. Another teacher may be invited to such meetings. Parents/guardians are encouraged to support the school in encouraging good behaviour at school and at home. Expectations, rewards and sanctions at home that reflect what is happening at school often prove highly effective.

- **Individual Behaviour Plans.** The class teacher, in cooperation with a child, parents/guardians and the SENCO, may develop a Behavioural Individual Education Plan (IEP) for a child with particular needs or challenges. This should begin with meetings, assessment and self assessment of the child's needs. The IEP should include: short term achievable goals; longer term objectives; strategies for achieving those goals; individual rewards and sanctions to support meeting them; and a risk assessment if the child's behaviour warrants it. The IEP should specify a review period.

- **Report Books.** A book may be kept to record the good and less good behaviour of children when there is a need for increased awareness or record keeping. Depending on the nature of the case, the book may be for recording behaviour in the classroom and/or at break times. It may be that only teachers are aware of the book, but often it will be of benefit to a child to take responsibility for giving the book to the relevant teacher at the beginning of lessons or break times, raising awareness of the child and the teacher that improved behaviour is expected. It may or may not be appropriate for the book to be taken home at the end of each day for parents to review. Details of the report book will be decided by the class teacher in cooperation with the Teachers' Meeting, or as part of a Behavioural IEP, when it is initiated.

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Should ongoing efforts to manage a student's behaviour prove ineffective; teachers, parents and the College of Teachers will discuss how best to meet the student's needs and the exclusion policy may be implemented.

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