

STUDENT DISCIPLINE AND BEHAVIOUR POLICY

Policy Review

This Policy will be reviewed in full every two years.

The Policy was last reviewed May 2017.

It is due for review in 2019.

1 PUPILS

1.1 Student Discipline AND BEHAVIOUR

The aim of the school is to develop self-discipline in the children and an awareness of other people's needs and wishes. The school is like a microcosm of society as a whole and if a child can learn in school to balance his/her own needs and wishes with the needs and wishes of the rest of the school community then they will be well fitted for life in the adult world.

Discipline has two aspects to it. The first is good order. There has to be good order in a classroom and in the school at large for learning and teaching to take place. Children need to be able to develop their powers of attention and concentration without avoidable distractions. Teachers need to be able to give their lessons uninterrupted whenever possible so that children do not lose the thread of the subject being developed.

To enable good order in a school there have to be accepted modes of behaviour and rules which everyone agrees to keep.

The second aspect of discipline is making children aware of consequences or sanctions – what happens when the accepted modes of behaviour are not met and when rules are broken?

How does the school develop good order?

How do children learn acceptable modes of behaviour? This happens in many ways but here are just four examples of methods which are particularly characteristic of the Steiner/Waldorf approach.

- 1 Through appropriate teaching. The Steiner curriculum and methods are designed to match the developmental process of the child. There is a subtle relationship between content of what is taught at a given age and the organic, emotional, intellectual and spiritual stage of the children. When this relationship is right children quite naturally become engrossed in what is going on at school. This process of teaching, which is particularly characteristic of Rudolf Steiner schooling, creates a milieu in which good order (appropriate behaviour) can be developed in a natural way.
- 2 Temperament. Acknowledging different learning styles and personality types, Rudolf Steiner modernised the classical idea of the temperaments; choleric, sanguine, phlegmatic and melancholic, as a guide for teachers. The experiences of many teachers have shown that seating children of similar temperaments near each other has proved to be beneficial. For example, phlegmatic children who are often quiet and slower paced can then have the time and opportunity to be more forthcoming rather than being pre-empted by quicker or louder classmates. Lessons planned and stories told to appeal specifically, at points, to different

temperaments, can be more balance and therefore accommodate all learning styles.

- 3 Pedagogical stories. Young children are not capable of reflecting on their behaviour in the way an adult can. A lot of children's behaviour is impulsive and driven by need. Steiner teachers sometimes address particular problems not by remonstrating with a particular child but by telling a story to the whole class. This can enable the child who has done something wrong (for example telling lies) to come to an awareness of their behaviour through their imagination and feelings so they no longer feel compelled to do it.
- 4 Rhythm. Most will agree that there are certain times of the day best suited to accomplish certain tasks and that most people find their ability to concentrate fluctuates over the course of the day. Teachers endeavour to work with the children in a way that acknowledges the natural rhythms in life. In the Lower School, for example, Main Lessons are structured to allow for singing and moving about, then quiet listening, then active work; rather than setting an unrealistic and unhealthy expectation of extended academic work. We also strive to have daily and weekly timetabled lessons alternate between active subjects such as crafts and more concentrated work such as maths.
- 5 Authority and Responsibility. In the early years the children have to accept the authority of the class teachers and for most young children it is natural to do this – they need to feel that a wise, firm, but fair person is guiding them. Later on the children begin to challenge this authority and then a different approach is needed. There has to be **shared understanding** of rules and standards of behaviour and some negotiation can enter in.

1.2 General Rules

It is necessary, in the interest of everyone, that rules be accepted by parents, pupils and teachers. The rules also apply to all school occasions, assemblies, festivals and outings.

- We expect pupils and adults to be courteous and positive to all members of the School community and to the general public and to have respect for property and the environment.
- We expect pupils and adults to respect their own and others' belongings.
- We expect pupils and adults to abide by the school's equal opportunities policy

- We expect pupils and adults not to swear, bully or harass others.
- We expect pupils to refrain from questionable behaviour on their way to and from school.
- Pupils in Classes 1 - 10 must remain within school bounds from the time of their arrival in school or 8.30, whichever is earlier, until the end of the timetabled day.
- Classes 11 & 12 are free to leave school during morning break and lunchtime.
- Class 13 need only attend for their scheduled lessons and must sign in and out.
- Classes 9 & 10 must have written permission from their sponsor to leave school premises.
- In the Lower/Middle School, electronic devices should not be brought to school. If these items are brought to school they will be confiscated for a period of time. The school cannot be responsible for any loss or damage.
- In the Upper School, the use of laptops for study purposes is allowed in Classes 12 and 13, and with the agreement of the Learning Support Department in Classes 9, 10 and 11.
- The use of electronic books is permitted in the Upper School but for supervised use in the classroom only. (See separate Media Policy.)
- Mobile phones are discouraged and should only be brought to school if absolutely necessary. They should only be used during school time with permission from a teacher. Failure to comply will lead to confiscation.
- There should be no chewing of gum on school premises.
- See separate Dress Code Policy for full details of school dress requirements.

Theft:

When a theft is discovered, every effort should be made to find out how it occurred and encourage the pupil to own up. This can be done by addressing whole classes, talking

to individual pupils or to groups of pupils - Class Teachers/Sponsors would preferably be involved at this stage.

Sometimes confidentiality has to be respected but pupils' own sense of right and wrong should be appealed to. The police may be informed, depending on the nature of the theft, but we are advised that such matters are mostly best dealt with internally when possible.

Once facts have been gathered, they should be passed to the relevant parents. Staff should be informed of thefts in the Teachers' meeting or by placing a notice on the blackboard in the staff room.

Although each case is different it is normal to expect money or goods to be returned and for pupils to undertake some community work within the school.

School trips are regarded in the same way as being at school. School involvement in thefts out of school is very rare, but it could be that the school becomes involved and it would then work with the parents and the police. This is more likely to happen in the case of a boarding student, who is living away from home and whose parents may find it more difficult to be directly involved.

Illegal Substances

Use of illegal substances would constitute a serious disciplinary issue.

See Appendices for Illegal Substances Policy

1.3 Sanctions

In all that follows it is important to bear in mind that what is appropriate for very young children would not be appropriate for older ones and vice versa.

For most simple misdemeanours and lapses of attention a straightforward instruction from the teacher is enough to help a child behave appropriately again. But sometimes children need something more to bring home to them the consequences of their actions, particularly as they get older, and become more capable of reflecting on their own behaviour. There are specific school rules that are broadly speaking to do with safety and security and consideration of other people's needs. Some of the rules include very specific consequences (e.g. with regard to drugs). Class Teachers may also set rules that are appropriate for the age and particular characteristics of their class.

All teachers of classes 3 - 8 use the 1,2,3 method. The measures are clearly explained to the pupils.

When a pupil behaves inappropriately the teacher will remind the pupil of good behaviour. If this does not help we use a method of "counting", which may result in the child sitting out in the classroom. If the disruptive behaviour continues the pupil will be sent with work to a supervised area in the corridor. If the pupil is sent out a letter is sent

home to the parents. We expect the parents to take such a letter very seriously and to make sure that the pupil is aware of the seriousness of the situation.

(See pages 10-12 for 1,2,3 method.)

Corporal punishment in any form is not used in the school, although there may be occasions when a child needs to be restrained for their own safety and those around them (see section 5.6 Physical Restraint of children).

For serious problems that cannot be resolved by the Class Teacher alone, there will be a meeting of the Class Teacher and other teachers, the parents may be consulted, and recommendations will be made. An interval of time will be arranged for observation, and to allow time for suggestions to be followed. A further meeting will then take place to evaluate the child's progress. The matter may also be taken up by the College of Teachers.

In the Upper School (and on occasion with some Lower School children), examples of methods used are:

- Extra work at home or in break time.
- Moving the student to a desk isolated from the group.
- Exclusion from special activities or events.
- Being excluded from the room for part or the entire lesson.
- Detention after school on a Friday is for incomplete work and/or more minor disciplinary issues. (Detentions to be recorded in the Detention Book which is kept in the staff room and managed by Tina Hobday. Please enquire with her regarding the procedure for informing parents and fellow members of staff.)
Once a student has been issued with three Friday detentions in any one term, a letter is sent to the parents by the office. If a student is issued with a fourth detention, a meeting is held with the parents and student, who is put on report with agreed targets. This is organised by the Class Sponsor/s.
Failure to attend a Friday detention without prior parental notification will result in a Saturday detention.
- Detention on a Saturday is for more serious incidents such as vandalism, missing lessons, and rudeness to a member of staff. Non-attendance at a Saturday detention without a valid reason will result in fixed-term exclusion. If a student is issued with three Saturday detentions in any one term, a meeting is called with the parents and student and one of the following options is implemented: a) the student is put on probation or, b) the student is put on report with agreed targets. This is organised by the Class Sponsor/s.

- Being put on report. This involves the student presenting a book in which teachers must record the behaviour at the end of each separate lesson. This is then seen daily by the relevant teachers and brought to LS/US meeting for further review.
- Exclusion is used for serious offences. The decision to do so must be taken by at least 2 members of staff and the child's behaviour/further sanctions discussed at the next possible teachers' meeting. The pupil may only return to school after discussion between Class Teacher/Sponsor and parents. This will normally be after the first College meeting that follows the exclusion.
- Pupils may be put on a period of probation.
- If it seems that permanent exclusion is the likely outcome of a grave breach of rules or repeated unacceptable behaviour, parents will be notified of this possibility by letter. Appropriate consultation will take place between College and parents and pupil, and if permanent exclusion is the eventual outcome, a letter to this effect will be sent by College to the pupil's parents.

1.4 Playground Rules and School Boundaries

Children are allowed to play on the lawn and the Priory Field throughout the year unless the red flag is in centre of field - this indicates the field is too muddy.

The following areas are out of bounds for all pupils:

- the shelter
- the orchard
- the walkway between Music Room and Long Room
- around the Pottery
- behind the Gym
- the wall outside Curative Eurythmy Room
- the Pixie House area is reserved solely for the use of Classes I and II unless they invite older children in to play
- the Cricket Field (except for Upper School pupils)

- Sundial garden

Upper School pupils may:

- use the café at break times
- play football on cricket field (no lower school spectators)
- use the cricket field as long as they remain visible to duty teachers and do not go beyond the line of the cricket pitch
- use pond garden
- have U/S visitors in hut
- eat outside

Upper School pupils may **not**:

- use café during study periods
- smoke, consume alcohol or use drugs at any time on school premises

Lower and Middle School pupils may:

- build camps on school grounds - camps will be inspected regularly for safety by their class teacher
- go outside after 1:00 pm for lunch break
- use scooters (Cl. IV upwards)
- use skateboards and roller blades (safety helmet must be worn) Cl. IV up.
- skate from lavender hedge wall to the Gym.
- play ball games on lawn (Cl II) only
- play ball games on Priory Field Cl III - XIII (except football)

Lower and Middle School pupils may **not**

- throw sticks, stones, apples, sand etc.
- play football (CI I - VIII)
- use the Priory Field before school
- eat food outside the classroom at any time (CI I - VIII)
- run in the corridors or use skates, balls, skateboards etc.
- use scooters etc. whilst passing Classes I and II.
- Walk across the top of the Monkey Bars
- use ramps for skates or skateboarding

If Break Duty teachers decide to call **Wet Break** during break time, they will ring the tower bell repeatedly and also inform the staffroom and classes at the far end of the school. Class Teachers are responsible for their class during this time. If only Class Teachers are on break duty, they must fetch a subject teacher from the staffroom to do this task. Break Duty teachers are responsible for monitoring the corridors.

During your normal break duties:

- please make several circuits around the grounds during break. One teacher needs to stay near basketball pitch.
- please use your discretion in the roughness of games (e.g. touch rugby) and the height of tree climbing etc.
- The member of staff monitoring the corridor should ensure that no games are played outside the Eurythmy therapy/Music room.
- First Aid is available through the school offices where injured pupils should be sent.

1.5 Bullying

We aim to do our utmost to ensure that each pupil feels included, listened to, valued and safe.

We do this through the curriculum e.g. through drama, trust building tasks, cooperative games, religion lessons and class and sponsor lessons; also through the implementation of this Anti-Bullying policy using a variety of strategies depending on the age and understanding of the pupils involved. Any victims or on-lookers are encouraged to expose bullying whenever it occurs, within a culture where it is “OK to tell”.

See Appendices for Anti-Bullying policy. This includes:

- Aims and Objectives
- Definitions of Bullying
- Procedures
- Intervention strategies and techniques

See also section 5.1 on Student Discipline and 5.3 Sanctions.

One-Two-Three Method

The system can be used in different ways and different circumstances will require different approaches. The children will need to be told clearly that there may be differences and that they will need to accept the way any teacher uses the system in particular situations.

The main difference will be over what time span the counting is done. It can be used to get rid of inappropriate behaviour quickly, counting 1-2-3 fairly quickly for a particular situation and starting at 1 again when a next situation arises OR it can be used for a certain time e.g. a whole lesson where the count 1 can come at the beginning of the lesson, 2 in the middle and 3 towards the end.

It will need to be made clear to the children that it is the teacher who decide how the counting is used and any comments from pupils about the counting is inappropriate and will also be counted.

ANYONE WHO IS NOT SURE WHAT THIS IS ALL ABOUT SHOULD SPEAK TO ANY CLASS TEACHER OR ANY SUBJECT TEACHERS WHO HAVE ALREADY USED THE SYSTEM IN CLASS 5 AND 6

(Books and videos about the system are kept in the library.)

Here is to remind everyone again of what it is all about.

1,2,3 COUNTING SYSTEM EXPLAINED

We use counting only for behaviour we would like pupils to stop.

Positive behaviour we would like pupils to start requires a very different approach.

Behaviour we will count

- A pupil who through his/her actions causes a situation where other pupils cannot learn, teachers cannot give instructions or lessons cannot start or finish - e.g.

making noises, talking, attention seeking movements or walking around when a teacher wants to give instructions or is waiting to start or finish lessons.

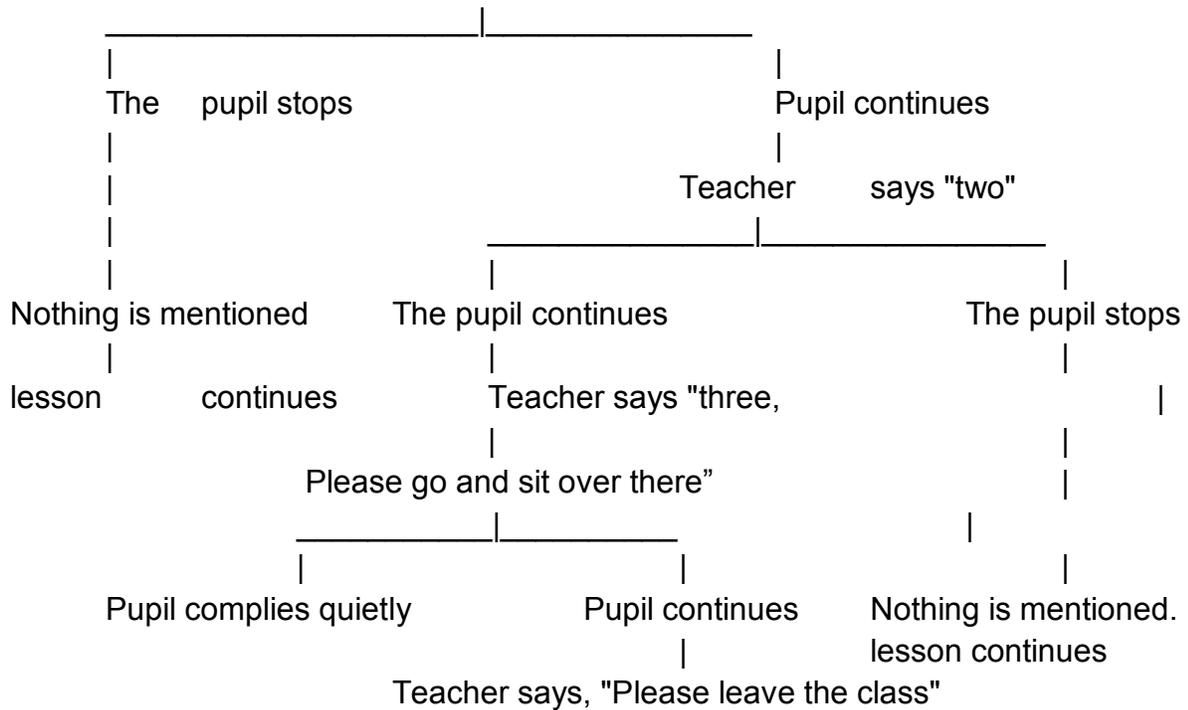
- A pupil who through his/her actions causes a situation where other pupils cannot do their schoolwork - e.g. making noises, talking, walking around, attention seeking movements when the class is asked to work quietly.

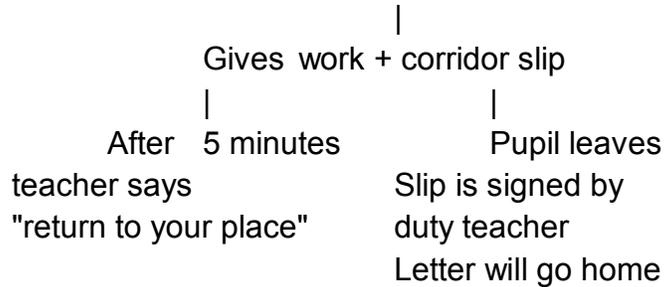
If you are unsure please watch the video or read the examples from the book "one two three magic for teachers."

Procedure when a pupil exhibits the above mentioned behaviour

A pupil misbehaves

Teacher makes eye contact says "one"





When you send a pupil out you must give a fully filled-in corridor slip and appropriate work.

Pupils must go to the staffroom where the 1,2,3 duty teacher will sign their slip and supervise their work in the time out area outside class 8.

If there is no teacher in the staffroom, the pupils must go to the library.

Pupils in the corridor will stay there doing the work they were given until the teacher who sent them out, tells them they can return or until the end of the lesson.

The pupil returns to the class with the corridor slip and gives this to the teacher who had sent them out. This teacher checks the corridor slip, takes in the work and puts the corridor slip in the class teacher's pigeon hole.

The class teacher delivers the slip to Admin, who send the letter home. Once the letter has gone, the slip (with an office mark/stamp on it) is returned to the class teacher for reference.

If several pupils misbehave at the same time the in-class "time out" is skipped and the pupils go outside straight away.

If a second pupil starts misbehaving when the "time out" desk is already occupied the in-class "time out" is skipped and the pupils go outside straight away.

After 3 letters home the parents are asked in for a meeting and it will be discussed how they could help to improve things. Whether the pupil is present at this meeting depends on individual situations. The parents will be told that if the disturbing behaviour continuous the child will go on probation and may ultimately have to leave the school.

Requirements

Every class will need to have a "time out" desk in the class.

Every teacher will have to have work ready to give a pupil who is sent to the corridor.

Every teacher will have to do corridor duty as timetabled.

Packs of corridor slips are kept in the staff room and a standard letter, to inform parents their child has had to be sent out, is kept in the office.

