

## **STUDENT DISCIPLINE AND BEHAVIOUR POLICY**

<b>Policy owner</b>	RSSKL - Principal
<b>Policy lead</b>	RSSKL - Principal
<b>Audience</b>	All staff and volunteers and is available to parents on request
<b>Legislation and regulation</b>	
<b>Formally endorsed by</b>	SMT and the Board of Trustees
<b>Endorsement date</b>	February 2018
<b>Next review</b>	February 2010

This policy must be read in conjunction with the following policies

- Staff Code of Conduct
- Anti-Bullying Policy
- Exclusion Policy
- Playground Rules
- Media Policy
- Illegal Substances Policy

## **AIMS**

### **MANAGING POSITIVE BEHAVIOUR**

#### **RESPONSIBILITIES**

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**1.1 Understanding the rules;**

**1.2 The voice of the students**

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**3.1 Consultation with colleagues**

**3.2 Working with parents and guardians**

**3.3 Individual Behaviour Plans**

**3.4 Pastoral Care and Designated Safeguarding Lead**

## **AIMS**

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.

Pupils are happy to come to school. Happy students and effective learning depend on positive relationships established at school and classroom level. The development of a positive ethos within the school is the foundation for better learning and for a harmonious development of the child.

We aim to provide a happy, safe and enjoyable place to learn where everyone is included as part of a team. We care for and respect others and actively listen to their views. We enjoy sharing and celebrating achievement and success.

## **MANAGING POSITIVE BEHAVIOUR**

Positive behaviour is achieved in two ways:

- 3 **Prevention** – Preventative strategies which encourage each pupil to develop a sense of personality and self-discipline.
- 4 **Management** – When negative behaviour occurs we need to be able to respond positively and effectively.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

## **RESPONSIBILITIES**

**Staff:** The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. School staff is fully committed to following the staff code of conduct.

**Parents:** parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

**Pupils:** Pupils' responsibility is to be responsible for their own positive behaviour and meet the expectations set out by the school.

### **1. PREVENTION**

Class teachers, subject teachers and sponsors promote positive behaviour through the curriculum which is designed to meet the students' development, through acknowledgement of students' different learning styles and personality types, through a healthy learning schedule, through pedagogical stories and discussion and through providing a positive role model.

#### **1.1 Understanding the rules;**

Class teachers, subject teachers and sponsors work actively with their classes so that there is a clear understanding of the behaviour that is required to have a safe and happy learning environment.

Classroom rules are made clear at the start of the year and are applied in every lesson. The higher the class the more the pupils will be involved in the creating of the rules for example in discussing rights and responsibilities.

The four main rules that apply throughout the school are;

1. Respect your classmates, your teachers and other adults working at or visiting the school.
2. Listen respectfully to others and give others the time to formulate their thoughts.
3. Do your work to the best of your ability.
4. Concentrate on your own work and allow others to do the same.

In practice this means that we

- Put our hand up if we want to speak.
- Speak respectfully to others
- Ask permission to leave the classroom.
- Be ready for the start of the lesson.
- Bring the right equipment to our lessons
- Finish our work on time.
- Take care of our buildings and equipment.
- Respect other people's property.
- Walk in the corridors.
- Stay on the right of the stairs.
- Hold the door for others.
- Treat others fairly.
- Include others in our play.
- Take care of and support peers who are upset.
- Stay within the boundaries of our school.
  - Pupils in Classes 1 - 10 must remain within school bounds for the period of the school day.
  - Classes 11 & 12 are free to leave school during lunchtime with permission from parents.
  - Class 13 need only attend for their scheduled lessons and must sign in and out.
- Follow the playground rules. Play Ground Rules.
- Follow the dress code. Dress Code for Pupils.
- Follow the snack rules; not to bring crisps, sweets, sugary drinks, chewing gum/bubble gum or other confectionary into the school.
- To abstain from drugs and other harmful substances. Illegal Substances Policy
- To follow the rules regarding mobile phones, media devices and email communication. Media Policy, Cyber Bullying Policy.

Rules may be displayed on the walls of the classroom.

## **1.2 The voice of the students**

Pupils are actively invited to share their thoughts on the rules they want to have in place to make their school environment happy and safe.

Class teachers and sponsors discuss rights and responsibilities with their classes, dependant on the age of the pupils.

Classes 4 – 8 have a class council which meets weekly with the class teacher or sponsor to discuss items brought by any member of the class or the teaching staff.

Classes 4 – 6 have a joint middle school council which meets fortnightly with one of the class teachers to discuss items brought by any member of the class or the teaching staff.

### **1.3 Leadership**

In every lower school class pupils perform duties on a rotation basis for the class such as sweeping, handing out books or looking after specific areas in the class. Classes may have a greeter.

Classes may follow other systems to promote leadership qualities. For example

- The leader in me <http://www.theleaderinme.org/>
- The Script [www.pivotaleducation.com](http://www.pivotaleducation.com)
- Mind sets; Pupils may study and discuss the difference between growth and fixed mindsets <http://mindsetonline.com/whatisit/about/>

### **1.4 Feedback**

Positive and descriptive feedback both on achievement and on behaviour is an essential motivator for improvement, not only for the pupil who receives the feedback, but also for others who hear it.

Teachers give regular descriptive feedback both on work and behaviour.

### **Classes 1 and 2**

Classes 1, 2 run a system of acknowledging achievements for example coloured stars for the class as a whole. Stars are given for

- Being proactive
- Good listening
- Being ready to work
- Working together
- Showing care / kindness to a friend or nature.

### **Classes 3 - 6**

Classes 3 – 6 run a 'ladder system' where pupils can achieve a C, B or A.

This reward is given for

- Being exceptionally proactive
- Being exceptionally helpful to others
- Significant improvement in pupils' effort
- Setting an excellent example.

When a pupil has climbed the ladder to an A the teacher writes a card to the parent to inform them of the positive achievement.

This is recorded on the school's SIMS System.

## Classes 7 – 8

Pupils are given encouraging verbal feedback. This is recorded in the end of year reports, and passed on to parents at parents' evenings or parent meetings.

## Classes 9 - 13

Pupils receive encouraging verbal feedback. This is recorded in the end of year reports, and passed on to parents at parents' consultation evenings. For exceptional achievements students are sent a postcard detailing what they have done well by the teacher involved.

## **2. MANAGEMENT OF NEGATIVE BEHAVIOUR**

Despite all best endeavours staff will, on occasion, be faced with unsatisfactory work or pupils' misbehaviour.

In such circumstances staff will deal with the situation firmly and directly taking into account any specific circumstances e.g. a students' special educational needs.

Misbehaviour may fall in to any of the following three categories

- Low-level misbehaviour or disruption such as
  - Poor work attitude
  - Calling out in class
  - Disrespect for other students or staff
  - Talking in class
  - Not following the dress code or snack code.
  - Pushing and shoving.
- Serious misbehaviour or disruption such as
  - Swearing
  - Fighting
  - Incidental Bullying
  - Theft
- Extreme misbehaviour such as
  - Persistent bullying
  - Illegal substances abuse

### **2.1 Sanctions for Low-level misbehaviour or disruption**

In all sanctions teachers will follow the staff code of conduct.

#### **Classes 1 – 2**

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.

Teachers may use circle time conversations to discuss a behaviour, often placing it in a different context.

- Pupils may be asked to write or draw a sorry card.
- Pupils may be moved to a desk isolated from the group.
- Pupils may be given a task to do during break or lunch time, allowing reasonable time for the pupil to eat, drink and go to the toilet.

### **Classes 3 – 8**

Teachers may continue to use any of the methods described for classes 1 and 2

Additional sanctions may be

- Pupils may be asked to repeat unsatisfactory work.
- Pupils may be set written tasks, such as writing an essay contemplating behaviour rules.
- Pupils may be 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.
- Pupils may be excluded from special activities or events.
  
- Pupils may be excluded from the room for part or the entire lesson.

All teachers use the 1,2,3-method; a gentle-but-firm approach to managing behaviour. The strength of this system lies in it being delivered in an unemotional way and in the fact that discussion about the misdemeanour is postponed until after the lesson.

### **1,2,3 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 new 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 decides how the counting is used and any comments from pupils about the counting are inappropriate and will also be counted.

(Books and CDs about the system are kept in the library)

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.

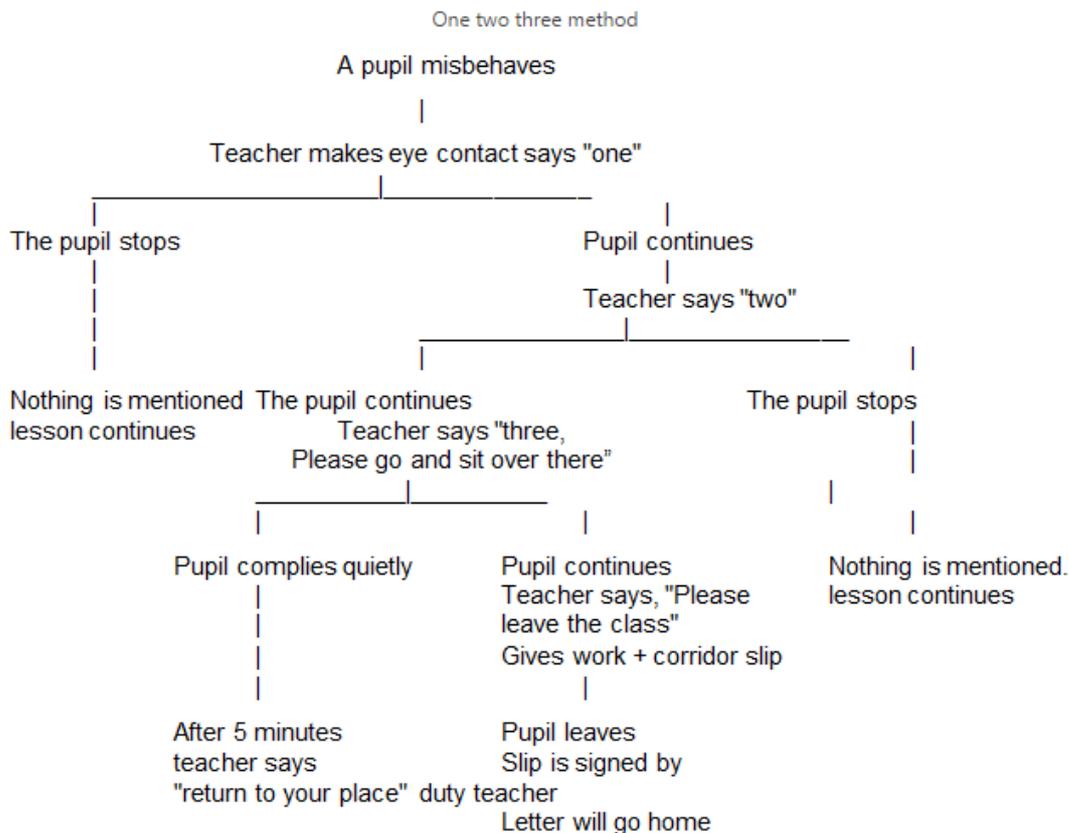
## Behaviour we will count

\* 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 DVD or read the examples from the book "One Two Three Magic for Teachers." These are kept in the library for teachers and parents to borrow.

## Procedure when a pupil exhibits the above mentioned behaviour



When you send a pupil out you must give a fully filled-in corridor slip and appropriate work to the pupil who takes it to the corridor duty teacher in the Staffroom who will then supervise the pupil as s/he works in the time out area outside the staffroom. If the corridor duty teacher is unavailable pupils are required to go to the library where the librarian will supervise the pupil during time out.

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 corridor duty teacher then:

\* sends the pupil back to the class to report to the teacher,

\* signs the corridor slip and gives the corridor slip to the pupil who hands it in to the teacher who sent him / her out.

Any Corridor slips must be given to the class teacher who will deliver 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.

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 continues the child may go on report.

## Requirements

Every class will need to have a "time out" desk or space 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.

In order to make this approach most effective all teachers of classes 3 to 8 must use it. Where a teacher chooses a variation of the system, this has to be clearly explained to the pupils at the start of this teacher's working with the class. In such cases the approach must include record keeping for those who are being asked to leave the lesson and communication with the parents. The 1,2,3 system or a variation can be used in class 2 at the discretion of the class teacher and after agreement with the subject teachers.

## Classes 9 – 13

In the Upper School 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 Cathy Herrington's pigeon hole. 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 (Pat). 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.

#### **a. Sanctions for serious or extreme misbehaviour or disruption**

In cases of serious or extreme misbehaviour a pupil may be internally or externally excluded

In these cases the SMT must be informed and the exclusion policy followed.

### **3. FURTHER SUPPORT FOR STAFF**

#### **3.1 Consultation with colleagues**

The teacher meetings provide a forum for teachers to discuss individual children, share observations and develop individual strategies. A child study may be initiated.

#### **3.2 Working with parents and guardians**

Class teachers and sponsors 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.

#### **3.3 Individual Behaviour Plans**

Where Special Educational Needs are involved class teachers should consult with the learning support teachers.

In cases of ongoing concerns consultation with the learning support teachers may also be helpful.

In either case a behaviour plan may be written and put into practice.

#### **3.4 Pastoral Care and Designated Safeguarding Lead**

Where a teacher is concerned about the well-being or safety of a child the Designated Safeguarding Lead and Pastoral Care Team must be informed. See for further information the Child Protection Policy, Anti Bullying Policy and Cyber Bullying Policy.