


Behaviour and Relationships Policy Incorporating Pupil Code of Conduct

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Endorsement: Full endorsement to this policy is given by:

Name: Thais Bishop
Position: Brighton Waldorf School Trustee

Signed: 

Date: 5th September 2019

Aims

Our aims are:

- To uphold a school behaviour policy supported and followed by the whole school community: teachers (full and part-time), pupils, Trustees, and non-teaching staff based on a sense of common purpose and shared values.
- To create a nurturing environment in which teaching and learning can take place in a safe, secure and positive environment
- To implement a Code of Conduct, which will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.
- To encourage good behaviour by providing suitable recognition and acknowledgement.
- To have clear disciplinary measures that may be imposed on pupils not adhering to the Code of Conduct.
- To treat problems when they occur in a fair, just and consistent manner.
- At Brighton Waldorf School we are working towards the highest standards of behaviour and discipline and have high expectations on these matters.

High standards of behaviour are essential to school morale, effective teaching and learning. It is essential that pupils and teachers (and parents) work together to ensure that a learning and social environment is maintained where concern for others, positive behaviour, responsibility and respect are valued and achieved.

What we expect of Pupils

We appreciate that in order to demonstrate good behaviour it is important for pupils to understand clearly what we expect of them. These expectations are listed as:

Pupil Code of Conduct School Rules

- Wear appropriate clothing, footwear etc as stated in our Dress Code.
- Never swear or shout aggressively at others.
- Always ask permission to leave the classroom.
- Pupils should always walk within the school building as running can cause accidents.
- Treat others fairly.
- Take responsibility for one's own behaviour rather than trying to blame others
- Be ready for the start of each lesson.
- Always have the utmost respect for other people's property and for the school building itself.
- Make sure everyone has a chance to do well in class, by putting your hand up and not shouting out answers.
- Listen carefully to the teacher's instructions, so that they do not have to be repeated.
- Always do the very best one can in the classroom and the playground, and complete homework on time.
- Not to bring sweets, sugary drinks, chewing/bubble gum or other confectionary into the school, and eat only at the proper times.
- Take care of the school buildings, the outdoor areas and everyone who works in it, use litter bins and compost bins
- Always think about how our actions will affect others.
- Be courteous and polite to teachers, staff and to one another. Pupils are expected to address both staff and visitors in a respectful manner and to open doors for them when appropriate.
- To not use mobile phones, gaming devices or any other such electronic devices during school hours (including breakfast and afterschool club)
- To not swap or sell personal possessions (including swap cards / marbles) during school hours.
- To always stay within the school boundaries and within sight of a responsible adult.
- To always encourage a 'telling' environment.
- To never name call, bully or carry out hurtful behaviour.
- Arrive at school punctually.
- Attend school regularly.
- Bring the correct articles they need for the day.
- Report to a teacher or staff member if they are not collected at the end of the day

What we expect of Parents

In order to support their child/children in meeting the above expectations, we ask the following of parents:

- To be acquainted with, and supportive of, the School's code of conduct (School Rules).
- To support children in completion of homework and its timely return.
- To ensure that children arrive and are picked up punctually each day, as this has a direct effect on the self-esteem of pupils.
- Where relevant to ensure that children are safely delivered to their classroom door each morning.
- Meet teachers promptly as and when requested for purposes of review and reflection

What we expect of Staff

To support good behaviour and discipline, staff working with the children will:

- Establish a safe, learning environment for all pupils.
- Create a positive learning environment in which effort and achievement are recognised and rewarded.
- Ensure that their conduct with the pupils and each other is of the highest standard and sets a good example.
- Prepare work carefully, ensure that it is suited to the abilities of the pupils and deliver the curriculum in a challenging and stimulating way.
- Offer the opportunity for individual guidance to pupils to develop, monitor and review behaviour and achievement.
- Allow pupils to show that they can assume responsibilities and act maturely and involve them actively in lessons.
- Endeavour to ensure that written work is neat and done with all the care which can be expected of the particular pupil.
- Ensure that the relationship between the teacher and pupil is friendly yet respectful.

Despite all best endeavours staff will, on occasions, be faced with unsatisfactory work or pupils' misbehaviour. In such instances, staff will:

- Whenever possible deal with the problem firmly and directly.
- Take into account the fact that it is more effective to deal with individuals rather than groups or entire classes. Whole class punishments can be counterproductive.
- Listen to reasons before making judgments, but not accept feeble excuses.
- Be fair and consistent when dealing with pupils.
- Speak firmly to pupils and remain calm.

Staff will not, under any circumstances, do the following:

- Shout, lose their temper or using abusive or degrading language towards a pupil or staff member.
- Never hit, or throw anything at a pupil.
- Only restrain a pupil if it is to prevent injury to the pupil himself or herself, a staff member, a third party, or property, using the minimum of force to remedy a situation.
- Threaten a pupil.
- Use corporal punishment, or offer the threat of such punishment.
- Never be over familiar with a pupil.
- Never cause a pupil to be left unsupervised as a form of punishment.

Rewarding Good Behaviour (sanctions)

- 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.
- Members of staff promote praise to the individual, sometimes highlighting this to the class as a whole.
- Some class teachers and subject teachers may or may not choose to adopt a reward system to further recognise 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 Sanctions

We feel the appropriate reward for positive progress or for mastery of a difficult technique is felt to be praise, voiced to the individual concerned but perhaps also to the class as a whole, confirming the child's achievement and developing their confidence.

There are no artificial and manipulative sanctions. Sanctions are used to re-establish a boundary, or to help the child to learn a necessary lesson. These would be age related and appropriate to the situation concerned.

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 star scheme in which children receive a star that reflects the quality of their behaviour over the course of a week (such as gold, silver or bronze star).

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.

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 focusing exercises.

Lost Lunch/Play Time

Students 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. They must however, have their normal time for their meal.

The older classes may be given tasks to do, such as sweeping the lunch room etc.

Further support for staff

Consultation with Colleagues

The Teachers' Pedagogical meetings provide 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 other specialists.

Working with Parents and Carers

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 Education / Behaviour Plans

The class teacher, in cooperation with a child, parents/guardians and the SENCO, may develop an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) for a child with particular needs or challenges. This should begin with meetings, assessment and self-assessment of the child's needs. The IEP / IBP 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 or IBP 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 5 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' pedagogical meeting, or as part of a IEP / IBP when it is initiated.

Child Protection Officers

Staff should liaise with the designated child protection officers where behaviour is extreme or consistently inappropriate. 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.

Linked Policies:

- Exclusion and Suspension
- Anti-Bullying
- Restraint
- Risk Management

Other:

Dress Codes