

# Norwich Steiner School

## Behaviour and Discipline Policy

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## 1. Aims of behaviour and discipline policy

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 Norwich Steiner School we are working towards the highest standards of behaviour and discipline and have high expectations on these matters. High standards of discipline 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.

## 2. 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 below and shall be known as the School Rules.

1. Always ask permission to leave the classroom
2. Never run inside the school building.
3. Treat others fairly.
4. Never try to get someone else into trouble.
5. Be ready for the start of each lesson.
6. Always be polite to teachers and other school helpers.
7. Never damage or remove anything that belongs to another person in the school, or to the school itself.
8. Make sure everyone has a chance to do well in class, by putting your hand up and not shouting out answers.
9. Listen carefully to the teacher's instructions, so that they do not have to be repeated.
10. Always do the very best one can in the classroom and the playground, and complete homework on time.
11. Not bring sweets, sugary drinks or other confectionary into the school, and eat only at the proper times.
12. Take care of the school buildings, the outdoor areas and everyone who works in it.
13. Always think about how our actions will affect others.
14. Be courteous and polite to teachers and to one another. Pupils are expected to address both staff and visitors in a respectful manner ( Ms, Miss, Mrs, Mr.) and to open doors for them when appropriate. N.B. Teachers should take the initiative in setting an example in these matters.

### 3. 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 [the 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.
- 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.

### 4. 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 recognized 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.
- Encourage children, where appropriate, to reflect on and resolve conflict between themselves.
- 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, avoiding shouting, losing one's temper or using abusive language.
- Never hit, or throw anything at, a pupil. Only restrain a pupil if it is to prevent injury to the pupil himself or herself, the teacher, a third party, or property, using the minimum of force to remedy a situation.
- Refrain from making a threat or a promise that cannot be carried out.
- Be firm, friendly and never over-familiar
- Avoid sending a pupil to stand outside a class, unsupervised, but instead use **1,2,3** method explained below. In cases of real urgency, teachers will send a responsible pupil from the class to fetch another member of staff by means of a written note to the office.

Our school aims to help the pupils to make the transition in Class I to the recognition of school being a place of work. Persistent misbehaviour in lessons needs **sooner**, rather than later, involvement of another colleague. We expect teachers to be **pro-active** and to respond quickly.

## **5. Managing unacceptable behaviour in lessons: the one-two-three method**

The School has developed and agreed a procedure for managing behaviour in the classroom, known as the 1, 2, 3 method.

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

The main difference is over what time span the counting (as explained below) 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. within 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 is 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 is inappropriate and will also be counted.

### **1, 2, 3, COUNTING SYSTEM EXPLAINED**

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

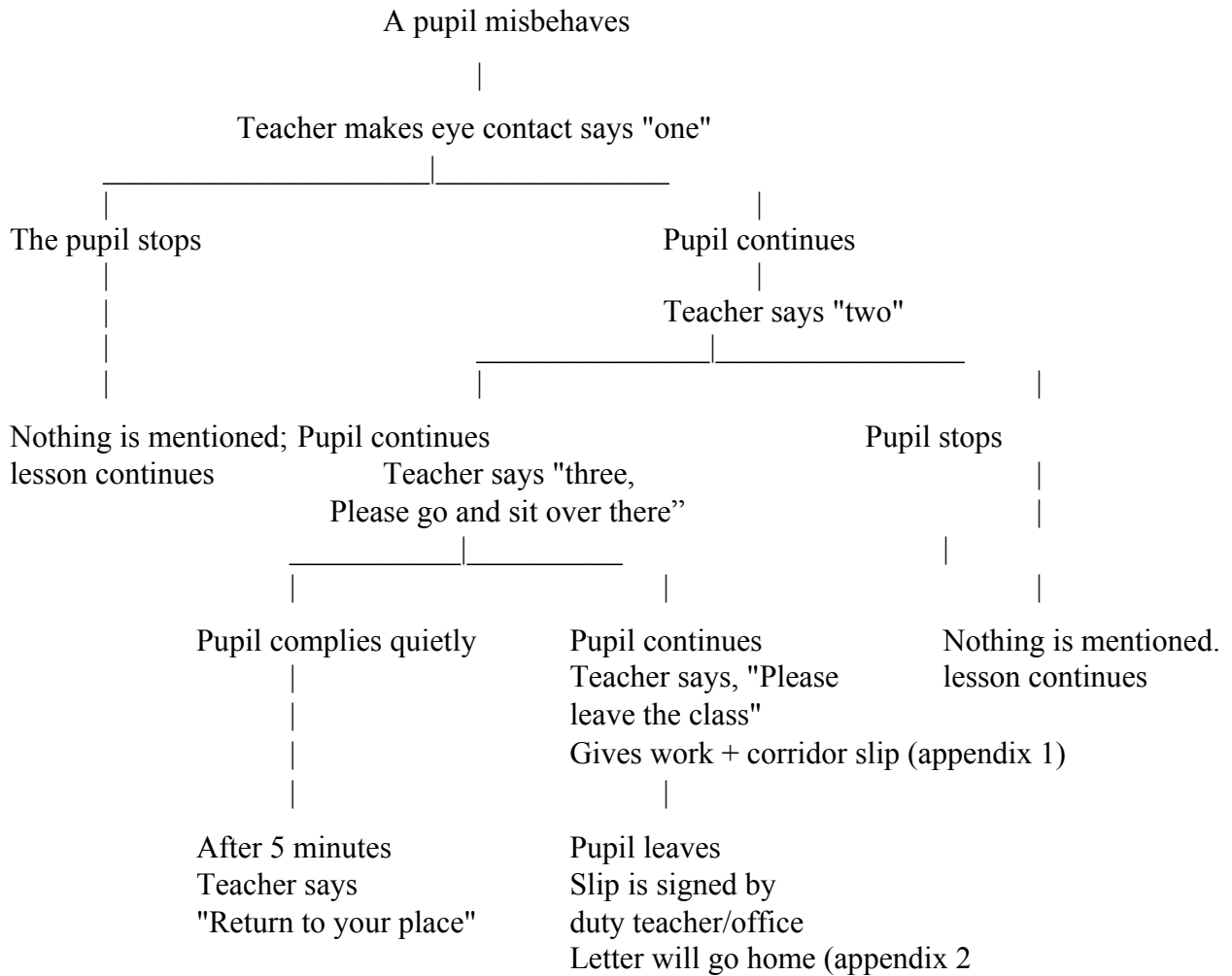
Positive behaviour we would like pupils to start requires a very different approach.

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.

**A different approach is used to support good behaviour and discipline outside of the classroom; this approach and the reasons for it, are outlined further on in this policy.**

## 6. Summary flow chart of the one-two-three procedure



## 7. Managing unacceptable behaviour outside of the classroom

A different approach is required at times of transition, such as between the change of lessons, on the stairs, in the corridors, cloakrooms or toilets, in the courtyard at the end of school and also during break times.

Transition and break times can be emotionally and socially challenging for some pupils, when everyone is moving around and things are less ordered, and such children are more likely to react physically by striking out if they become distressed or concerned. For the same reason, times of transition also offer more opportunities for willful unruliness and bad behaviour to occur.

To reduce the potential for unruliness at transition times, teachers take account of the character of the class as well as that of the individuals in the class and may, for example, use measures such as sending pupils in ones or twos to use the toilets and fetch their coats, rather than allowing the whole class to go at once.

Likewise, at breaktimes, all classes are required to line up in the corridor outside their classrooms before proceeding down to the playground as a class group, with the teacher from their previous lesson usually at the head of the line, to reduce the potential for running in the corridors.

When incidents do occur at these transition and break times, the teacher with the class or the teacher on break duty deals with the situation immediately and according to what has happened.

For example, in the playground/meadow, a typical example might be where something goes wrong in a game being played happily just a few moments previously between a group of children, and one child suddenly hits another. In this situation, the teacher intervenes and deals with the situation, talking to the children about what went wrong and their reactions etc. Sometimes, a child who is having difficulty controlling their emotions or behaviour is asked to sit with the teacher for a defined period of time during the break, to allow time for calming down and for reflection. If necessary the teacher fills in an incident report or if a child is hurt, an accident report and speaks to the parents of both children at the end of school.

## 8. Sanctions for unacceptable behaviour

1. As outlined above, if the misbehaviour is in the classroom and a child is excluded from the classroom (using the 1,2,3 method), a standard letter (appendix 2) is sent home the same day, along with extra work which is to be completed and returned to the school the following school day.
2. After the third exclusion in one term, a formal meeting with the parents will be called by the school, including the class teacher and any other teacher who has been experiencing difficulties. At this meeting, further actions and sanctions will be decided in consultation with the parents, which may include one or more of the following:
  - a. Single or multiple after-school detentions
  - b. Additional work to be completed at home
  - c. Reparatory work, which may also involve time input from the pupil's parents.
3. If the misbehaviour occurs during transition times (e.g. running in corridors) or at break time (e.g. hitting another pupil), then immediate and appropriate sanctions will be used. For example, a child running in the corridors will have to walk all the way back to their classroom and then walk all the way back to the playground. A child hitting another pupil (if a spontaneous reaction rather than deliberate), may be asked to sit out for part or the remainder of break. For deliberate acts, see 9 below.

## 9. Procedure for dealing with persistent unacceptable behaviour

If a pattern of unacceptable behaviour becomes apparent in a pupil, regardless of whether this is in the classroom, the playground or during transition times, the school will discuss with the parents the need to develop and agree an Action Plan to address that behaviour.

The Behaviour Action Plan has several components:

- A meeting between the parent(s) and one or more of the teachers;
- Use of the “ABC” process to gain understanding of the cause for the behaviour. That is, to see what caused or was the Antecedent (A) to the Behaviour (B), which may indicate that if something is Changed (C) the behaviour reduces or ceases.
- A detailed individual child study to be carried out by the teachers (subject to parents permission; details of what this entails available on request) in order to gain a deeper understanding of the child as an individual.
- A class study to be carried out by the teachers, if it is felt that this would support developing an Action Plan for the individual child.

If the behaviour being demonstrated involves deliberate physical violence, or if the health and safety of the pupil him/herself or other pupils/staff at the school are put at risk as a result of the unacceptable behaviour, then the pupil may be excluded whilst a Behaviour Action Plan is developed. See Exclusion Policy for more details.

## 10. Recognition and acknowledgment

Norwich Steiner School’s scheme of recognition and acknowledgment aims to support pupils who make an effort to do their best and also to recognise good work itself. It is considered important to notice those who make a good effort and to acknowledge this. On the other hand, recognition must be sincere.

The school is keen to recognise and acknowledge work and involvement in a wide range of areas, not just the strictly classroom-based. For example, the range of appreciation would cover:

- services to the school
- services to the community
- determination
- perseverance
- special effort
- consistently high achievement
- taking initiative
- taking responsibility

Many of these forms of appreciation will be cumulative and inclusive as the children move up through the classes. Different ways are considered appropriate at different ages and these are outlined below.

Class One:

*The key is praise, guidance, support*

- Verbal praise of an individual pupil, or the class as a whole, by the teacher. This might be in response to a good attempt, a fine piece of work, a good painting, or other aspects such as good listening to others, patience, and so on.

#### Class Two:

*In addition, expectations are now displayed in the classroom, and discussed with the pupils.*

- Encouraging the children to find what is of note in their peers' work.

#### Class Three:

*The teacher focusses on what may be found in a pupil's work that is worthy of recognition as the basis for further improvement. The key is acknowledgment of the work, but not making comparative judgments.*

- Verbal praise of individuals or the class.
- At this stage to praise steadfastness and diligence as much as beauty or neatness.

#### Classes Four and Five

- Verbal praise continues with increasing detail in how such remarks are given.
- Comments are written in the workbooks acknowledging the work, indicating what was already good and suggesting how to improve it.

#### Classes Six to Eight

*The main focus is the work- the pupil is able to look at what is achieved (objectivity), he/she knows where they stand, judgment and responsibility develops from Class 6 to 8.*

- Verbal praise as before
- Individual pieces of good work from each pupil are displayed
- Exceptional work is publicly displayed.
- Teachers also make a special effort to recognise and acknowledge the qualities of perseverance and effort as well.
- Assembly - the quality being praised is described before the host of the assembly names those pupils individually (or in groups) who have achieved it. These mentions are recorded by the classteacher; it is considered important that over an academic year every pupil receives a mention.
- There are possibilities for acknowledgment through letters sent to parents
- Regular reviews of pupils' progress include praise/recognition for all aspects of work and behaviour, a brief report is included.

### **11. Policies associated and linked to the Behaviour and Discipline policy**

- Anti-bullying (revised and on the School website)
- Exclusion policy (currently being revised)
- Child Protection policy (revised and on the School Website)

## APPENDIX 1

### Corridor slip to be given to child excluded from lesson to take to office

Name of teacher excluding pupil from lesson:

Name of Pupil:

Date of exclusion:

Time excluded from lesson:

Time pupil required to return:

Any other instructions to office staff:

Time arrived in office:

Time pupil sent back to class:

Name of person supervising excluded pupil :

Comments regarding behaviour during exclusion:

\*Teachers please note, any excluded pupil should be issued with a corridor slip, which they must present to office staff for completion and which the pupil must then take back and present to the teacher who issued the slip.

\*Office staff should take a copy of the completed slip before presenting it to the pupil and place it on the child's file. A letter should routinely be generated and presented to the parents upon collecting their child at the end of school.

## Appendix 2

### Standard letter to be sent to parents if their child is sent to the office for behaviour or discipline reasons

[Date]

Dear [parent's name]

This letter is to inform you that today, [child's name] needed to be excluded from the classroom and was sent to the office to do their work.

Therefore, [child's name] is being sent home with extra work which needs to be completed and handed in to the relevant teacher, along with the attached return slip signed by you.

If you would like to talk to [child's name] teacher about this incident, please book an appointment with the teacher via Carol; please do not approach a teacher for a discussion at the start of school when they will be preparing to teach their class.

We note from our records that this is the first/second/third letter of it's kind that the school has had to send home this term and within our Behaviour and Discipline policy, when a third letter is sent home, a formal meeting will be arranged between you, as the parents, and the class teacher. Carol will be in touch shortly to arrange a convenient time for this meeting.

Yours sincerely

The administration team  
On behalf of the Lower School Teaching team