Behaviour Policy for Classes 1 - 8

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Approved by:

Date: November 2017 First review with significant changes completed October 2018 and subsequent review October 2019. Reviewed with significant changes in January 2020.

This policy will be trialled from Tuesday 3rd March until Friday 27th March 2020. Teachers, pupils and parents will be invited to contribute feedback to the school in the week starting 23rd March. This will form part of the review process.

Date for next review: April 2020

In this document, “parents” refer to the parents of the child as well as carers or guardians.

Policy Statement

The aim of this policy is to provide a framework for teachers to help our pupils to learn to contribute to the creation of a positive learning environment for all where everyone can feel safe and secure at all times.

Our practice is based on the picture of child development given by Rudolf Steiner. It supports the child in developing a capacity to self-regulate and manage their own behaviour. Guidance is offered implicitly in the early stages of the pupil’s journey in the Lower School before becoming increasingly more explicit.

Within a holistic approach, such as that embraced by Waldorf Education, we recognise that our approach to child behaviour needs to be linked to our understanding of child development, relating to the different stages of school life. For example, a class 1 child will not be able to take responsibility for her actions in the same way as a child in class 4, since she will perceive that the responsibility lies ‘outside of’ herself. A class 1 child, whose thinking is still largely pictorial in nature, will be brought to understanding through an imaginative, pictorial approach by the teacher. A class 6 child, who has developed a keen understanding of cause and effect, will respond to a much more direct approach.

As adults, we recognise the importance of modelling exemplary behaviour at all times, in the understanding that children have an innate sense of our intentions and motivations – so that ‘who we are’ is as, if not more important than ‘what we do.’ This is why a life-long commitment to self-development is so important for anyone who works in our school. How teachers and other adults speak and behave towards one another will have a profound effect on the way the child interacts with the world round around them.

All teachers work from the principle that highlighting and celebrating constructive conduct has the most impact on establishing a positive learning environment for all.
In our endeavour to support each child, the school welcomes a close working relationship between its members of staff and the child’s parents.

Knowing the Child

We recognise that many factors can impact on the way that a child behaves at school. Some of these may be:
- Difficulties at home
- Friendship issues
- Learning difference
- Classroom management

Understanding begins with observation. For this reason, when encountering difficult behaviour, the teacher will begin by carefully observing the child making sure that they are able to describe:

A The Antecedent (what immediately precedes the behaviour)
B The Behaviour (what does the child actually say or do)
C The Consequences (the effect of the behaviour, both on the child and others)

This training is part of the induction for new members of staff. Regular further training opportunities will be offered to Lower School teachers during the Lower School meeting. This aspect of staff training is held by the Chair of Lower School.

By considering each instance in this light, the teacher may become aware of what is going on more generally in the classroom, and may as a consequence develop different classroom management strategies. They will also develop a deeper understanding of the child’s needs and may find that there are avoidable ‘triggers.’

Policy Aims

It is with all of this in heart and mind that this policy has been devised. The key aims of this policy are:

- To ensure that each child is receiving helpful mentoring from the school community to help them thrive in all they do.
- To methodically identify those children that are struggling to meet the expectations the school has of them for their behaviour and conduct; expectations which support their development in all areas and their social engagement with their peers.
- To include the children, parents/guardians, teachers and other school staff in helping the children to find their way back to a positive engagement with their learning, teachers and peers.
- To ensure at all times that the learning environment allows all learners to be safe and learn.
**Behaviour group**

The School has a Behaviour Group whose responsibilities are:

- To ensure consistency in how behaviour challenging the Explicit Behaviour Expectations is met across classes.
- To monitor regularly the Reflection Time folder and report back to the Lower School Meeting weekly.
- To liaise between pupil, teacher, SENDco, group coordinator, teacher, sponsor and Education Manager as appropriate.
- To act as mitigation group to support pupils and/or teacher in the learning environment.
- To liaise with the safeguarding group to raise concerns connected to behaviour monitored.

The Behaviour Group has **core members** who carry overall awareness of the conduct of the pupils across the Lower School.

The Behaviour Group core members are: at least one Lower School Teacher, the SENDco and the Safeguarding officer.

Other members that can be called upon are: at least one Upper School teacher and a pupil advocate (class 6 and above only).

**Classes 1 – 3**

**Behaviour expectations:**

Guided by their teachers, the classes establish a simple code of classroom conduct.

For example class 1 may create symbols that remind each child to treat everyone with kindness, to speak with indoor voices, to raise their hands to contribute to lessons etc.

By class 3 will be asked to contribute their ideas of more specific classroom rules such as “Taking responsibility for a good learning environment for all”.

**While the school does not anticipate serious behaviour incidents at this age, should one occur, we will use the Serious Incident Policy and even Exclusion and Suspension Policy where appropriate.**
| Step 1 | The teacher observes inappropriate behavior observed in class to note the child to receive their behavior. |
| Step 2 | The teacher makes the assistance to help the child to |
| Step 3 | The teacher reviews the lesson to establish when they need to explain and continued the inappropriate behavior. The teacher may |
| Step 4 | It is no change the teacher may ask the child to visit class |
| Step 5 | The teacher completes a meeting observation form and/or a graduated approach form to support the pupil a meaningful is arranged with the teacher, parents and possibly the |
| Step 6 | The teacher seeks advice from the behavior group. The SENDO or another colleague comes into the class for child and class observation. The parents are asked to attend a |
| Step 7 | The teacher fills support from the SENDO or another colleague when the Gap is well established in both progress. |

The core objectives are achieved by every session of the child's progress and the child is part of the process. The teacher checks on the child's progress and teacher uses the feedback to improve the child's progress.

**SENDO**

If there is no change the teacher may ask the child to visit class (3/2/3 option, 3/2/2 options) next.

If there is no change the teacher may ask the child to visit class (2/2/2 option, 2/2/1 options) next.
Classes 4 – 8

Behaviour expectations:

From class 4 onwards the behaviour expectations are:

**EXPlicit behaviour expectations:**
1. Hands up to contribute.
2. Allow others to talk.
3. Respond to requests.
4. Lesson time – lesson work.
5. Be ready to work.
6. Stay at your own desk.
7. Show care and politeness.

The aims of the following steps are:

- To calmly, carefully and clearly highlight to a child that their conduct has become inappropriate.
- To raise this with them in a clear, precise and consistent way.
- To provide opportunity for them to reflect on their situation; seek help and make changes.
- To help the child call upon support from teachers, parents/guardians and peers to aid them in the process.
- To enable both teacher and pupil to resolve the issue.

Administrative responsibilities:

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<th>Pupil</th>
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<tr>
<td>• To attend Reflection Time at 1.30pm during the following lunch break.</td>
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<td>• To reflect on what happened and complete a form.</td>
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<td>• To seek out the teacher for restoration before their next lesson with this teacher.</td>
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<th>Teacher</th>
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<td>• To put Reflection Time information onto the Reflection Time Log in the staffroom.</td>
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<td>• To tick off appropriate column on the Log once the restoration has taken place.</td>
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**Reflection Time duty teacher**

- To monitor and record attendance of pupils who received a Reflection Time.
- To hand out and collect the Reflection Time Form from the pupils attending.
- To add the completed Reflection Time Log and Reflection Time Form(s) from their duty slot to the central Reflection Time Folder.
**Steps for classes 4-8**

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<th>Step 1</th>
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<td>The teacher gives the student their 1st official reminder to follow the Behaviour Expectations during the lesson.</td>
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<th>Step 2</th>
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<td>The teacher gives the student their 2nd official reminder. A blue card is placed on the student desk as a visual reminder. The student has to attend 5 minutes reflection time during the next lunchtime.</td>
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<th>Step 3</th>
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<td>(optional) The teacher can add 1 minute of reflection time every time they feel the behaviour of the pupil warrants it. For each extra minute of reflection time given to the pupil, a purple card is added on their desk as a visual reminder. The pupil might be offered to step outside to regain composure.</td>
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<th>Step 4</th>
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<td>At any point after steps 1 and 2, the teacher can send out the pupil to another class the if they compromise the learning environment and cannot regulate their behaviour. If sent out, the pupil spends the entire lunch break in reflection time and the Behaviour Group will meet with the student.</td>
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**Behaviour Group monitoring**

The behaviour group monitors weekly the Reflection Logs and report to Lower School and class teachers emergence of patterns which might require further action. The relevant Behaviour Group members will liaise and work with the pupil, parents and teachers in order to support the pupil (and teacher(s) if necessary) in order to support Behaviour Expectations being met.

**If a pupil received more than 1 Reflection Time from one lunchtime to the next...**

The pupil meets a member of the Behaviour Group for an in-depth conversation during the next lunchtime.

**If the Behaviour Expectations remain unmet...**

The Behaviour Group and the Lower School will collaboratively agree the next step. The Behaviour Group and Lower School might consider an internal exclusion for at least one day during which the pupil will follow a different schedule filled with activities that support the School environment and community.

**Restoration Time**

After a pupil has attended a Reflection Time, they must seek out the teacher to debrief their Reflection Time together before their next lesson. This allows both parties to discuss the matter without impinging on lesson time.

**Reflection Time schedule:** Every lunchtime 1.30 until 1.50.
Serious Incidents

Any of the following may be judged as serious incidents and be addressed as a temporary exclusion:

- Any recurrence of serious, persistent or inappropriate behaviour that has previously led to a restricted exclusion
- Any deliberate act of threatening or violent behaviour, abusive language or malicious damage to property
- The possession of knives, or any sharp objects which could be used as a weapon or intended as a threat.
- The possession and/or use of tobacco, drugs, alcohol or other illegal substances on the school site or whilst travelling to and from school.
- A refusal by the student to co-operate with a teacher or supervisor or behaviour which causes a total disruption to teaching and learning.
- Behaviour which threatens the safety of other pupils or themselves.

Damage incurred by a pupil

Please note that if any damage is incurred by a pupil, then as per the Finance and Fees Policy: “The school reserves the right to bill parents for breakages and damage beyond reasonable wear and tear, particularly if caused by a pupil’s negligence, vandalism or indiscipline.”

Information/advice/guidance:

- Devon Safeguarding Board website: [http://www.devonsafeguardingchildren.org/?s=Bullying&x=0&y=0](http://www.devonsafeguardingchildren.org/?s=Bullying&x=0&y=0)

Compliance:


References:

- Guidance for Supporting Positive Behaviour in Early Years
- Personal, Social and Health Education General Policy
- Behaviour Policy for Classes 1-3
- Behaviour Policy for Classes 9-12
- Serious Behaviour Incident Policy
- Serious Incident and Bullying Record
- Suspension and Exclusion Policy
- Safeguarding & Child Protection Policy
- Anti-Bullying Policy