

## Behaviour Policy for Classes 1 – 3 v4.

<b>Written by:</b>	Anne Acland/Clare Davies	<b>Date:</b> March 2017
<b>Approved by:</b>	College of Management Council of Trustees	<b>Date:</b> November 2017 <b>Date:</b> November 2017
<b>Reviewed by:</b>	Jeff van Zyl	<b>Date:</b> December 2018
<b>Review details:</b>	Version 4 was amended by Jeff van Zyl to take into account the changes to the (now defunct) Educational Support department, the introduction of SENDCO role and the implementation of Individual Education / Development Plans. Earlier versions of this policy were created in cooperation with LS teachers.	
<b>Date for next review:</b>	December 2020	

### Policy Statement

Helping young pupils in classes 1-3 to learn to become responsible for their actions in an age-appropriate way.

We are committed to:

**Maintaining our idealism and ensuring the continued enrichment of the school's educational life.**

With the guiding question:

**How can we provide a learning experience for children that prepares them to thrive intellectually, socially, emotionally, physically and spiritually in the 21<sup>st</sup> century?**

The insights provided in Steiner's pedagogy direct much of the moulding of the child's behaviour to the efforts of the teachers, and in particular the class teacher. Class teachers, through their knowledge of individual children, and the class as a whole, help each child with the challenges they meet in being part of the class, and facing their learning, in a way that is appropriate for their age, and their individuality.

At the beginning of Class 1 a thorough and considered handover process will have taken place, allowing the incoming teacher to gain as much understanding of the child as possible. This will ease the transition into a new learning environment and will help foster a healthy relationship between the teacher and child.

However, there can be occasions when personal challenges, difficulties at home or changes in the child's circumstances make it difficult for them to follow the guidance of their teachers, and extra support is needed. In order for teachers, parents/guardians and the school to be able to provide this support, it is important that these occasions and episodes are flagged up consciously and handled in such a way that no child feels neglected or unsupported, and to ensure that the child gets the right support at the right time. At such times the following will be put in place:

## **Procedure for Class 1**

In a way that does not impede the flow of the lesson and the learning of others the teacher might deploy the following strategies:

- The teacher will celebrate appropriate behaviour observed in others in order to invite the child to recover their behaviour.
- The teacher will use verbal and non-verbal cues to make the child aware of their current behaviour.

If the unhelpful behaviour continues, the teacher might ask the assistant to help the child to manage their behaviour. The assistant will establish whether:

- the child has all the necessary equipment ready,
- the task is appropriate to their ability.

Once this has been established, the assistant might:

- give the child an individual task,
- work with them on a 1:1 basis in a place where difficulties can be explored in a safe way,
- take the child outside the class room to help them settle.

The class teacher will communicate with the parents at her/his discretion to advise them of the difficulties, and to discover whether the parents can suggest strategies that work for their child at home.

If a child continues to need 1:1 support to manage class room life, the class teacher will seek advice from the SENDCo. The SENDCo will come into the class for a child observation. At the same time the class teacher or a subject teacher may suggest holding a child study in the Lower School Department meeting with the aim to gain clarity about the difficulties and needs encountered and how best to meet them.

## **Process for Class 2**

In the 2<sup>nd</sup> year of class room life in the Lower School the expectation for each child increases. The first steps towards self-regulated behaviour have been fostered in class 1. Now each child is asked to become more self-reliant in remembering good class room manners such as putting their hand up before contributing to the lessons, taking turns and being aware when instructions have been given.

At times when this becomes too difficult for a child to manage, the teacher will employ the same strategies as in Class 1 (see above). When no assistant is present, the teacher will take time during the lesson, or when reviewing it, to establish what might have caused the unhelpful behaviour. The teacher may have a quiet word with the child before home time to remind them what is asked of her/him on the following day. If it becomes clear on subsequent days that the child is not able to

recover their usual class room manners, the teacher may ask the child to visit class 1 or 3. Time away from the class and in a different environment may give the child all they need to grasp what the teacher and fellow pupils require from her/him.

The teacher will communicate with the parents at the earliest opportunity to find out whether there are issues outside school which may be affecting the child.

If the child's behaviour continues to cause concern, the SENDCo will be invited to come into class 2 for a child observation. This may lead to suggestions for the teacher how best to meet the child's needs. In addition, the SENDCo may call for a meeting with the class teacher and the child's parents to discuss whether specific strategies could support the child at home. If strategies have been agreed, these will be documented and reviewed after 6 weeks. It is the class teacher's responsibility to ensure that all teachers and members of staff are aware of the needs of the child and that the strategies are implemented in all lessons. It is the responsibility of the parents to follow agreed strategies at home.

As in Class 1, a child study may be conducted in the Lower School Department Meeting. Throughout this period of collaborative endeavour to understand the child's behaviour the parents will be kept informed and invited to share the insights and concerns they may hold.

### **Process for Class 3**

In Class 3 the regular attendance of a class room assistant during the Morning Lesson is lessened. The interventions and strategies outlined for class 2 continue. However, when a child requires a change of learning environment, it will not automatically be asked to join class 1 or 2. Where this is deemed a beneficial interim solution, all teachers will carefully consider the nature of the child's needs and the type of lesson they might join. As outlined above, the class teacher will inform the parents of any ongoing behavioural changes at school.

If this agreed short term break from taking part in her/his own class room learning does not shift the child's unhelpful behaviour, the SENDCo will be asked to step in to support both child and teacher. An observational visit might lead to an Individual Development Plan (IDP). The child's parents will be informed of the situation and asked to attend a meeting to contribute to and discuss the matter. Depending on the child, this programme will be shared and discussed with her/him in an age appropriate manner.

It will be the class teacher's responsibility to inform all colleagues and members of staff of a child's IDP. It will be the parents' responsibility to support the child at home by implementing agreed strategies outside school. The SENDCo will continue to support the situation and will observe the child in a class learning environment once the IDP has been well established.

The IDP will be reviewed after half a term (or indeed earlier). Teachers, parents and the SENDCo will carefully consider whether the plan has been worked with consistently, and how the child has responded to it. All parties concerned - including the child - may consider whether the targets and

expectations are compatible with the child's needs.

By supporting the child in this manner it is hoped that she/he will feel able to meet her/his individual challenges in a way that does not impede the learning of others.

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:**

- Behaviour and discipline in schools: guidance for headteachers and staff  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- Charlie Taylor's Behaviour Checklist  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/571640/Getting\\_the\\_simple\\_things\\_right\\_Charlie\\_Taylor\\_s\\_behaviour\\_checklists.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf)

### **Compliance:**

- Independent School Standards  
[https://www.legislation.gov.uk/ukxi/2014/3283/pdfs/ukxi\\_20143283\\_en.pdf](https://www.legislation.gov.uk/ukxi/2014/3283/pdfs/ukxi_20143283_en.pdf)

### **References:**

- Guidance for Supporting Positive Behaviour in Early Years
- Personal, Social and Health Education General Policy
- Behaviour Policy for Classes 4-8
- Behaviour Policy for Classes 9-12
- Serious Behaviour Incident Policy
- Serious Incident and Bullying Record