

Behaviour Policy Classes 4 - 8

Written by: Behaviour Group
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Council of Trustees

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Introduction

Helping young people to be personally responsible for their actions in an age appropriate way

In a recent review of our Strategic Plan, we made the following commitment:

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 21st century?

If the children at our school are going to thrive across the board there is a need for them to be able to make the most of the opportunities presented to them on a day to day basis.

All children, and indeed, all people, are good at heart but sometimes unhelpful habits and conditions creep into their experience which can have a detrimental effect on their ability to make the most of their school life, and can also lead them into actions that can be disruptive to an entire lesson (or lessons), and lead to an unhelpful dynamic in the class as a whole.

The insights provided in Steiner's pedagogy directs much of the moulding of a child's behaviour to the efforts of the teachers, and in particular the class teacher. Class teachers (and guardians), through their knowledge of individual children, and the class as a whole, help each child with the challenges they meet in being part of a class, and facing their learning, in a way that is appropriate for their age, and their individuality. However, there can be occasions when personal challenges, difficulties at home or changes in a 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 so that no child feels neglected or unsupported. We aim to ensure a child gets the right support from parents/guardians, teachers, peers, and the school at times when they most need it.

It is with all of this in heart and mind that a new 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 have an early awareness of the possibility that the school or class culture does not seem to 'fit' an individual child, and to hold this carefully rather than allowing it to develop into a protracted problem, which may only add to the stress for all of those involved.

Procedure

Most of the guidance for a child finding their way into a helpful relationship with school life, work, peers and teachers, will come – in an age and individually appropriate way- from their class teacher. This works most of the time.

In exceptional circumstances this approach may not work, and it is in the event of such occasions this policy and procedure comes into being.

The aims of the procedure 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.

Step One

The usual teacher interventions are no longer enough to help a child stay positively engaged. A quiet and calm verbal warning is given carefully and discreetly along with a clear and precise suggestion of what is not helpful in their behaviour. The child is asked if there is anything they

need, or anything they can think of that may help them to manage more appropriately. At this stage they are permitted to flag up any struggles they are having, and can be given time to take a break if needs be.

The aim here is to encourage them to consider what is going on, and to seek any help they may need. The warning is there to let them know that if this is simply 'messing around', then it will not be entertained. The question about their needs should help them to 'own' any personal difficulties they may be having. The child is reminded that the next warning will require them to step outside of the classroom for a short period of time at the teacher's discretion.

Step Two

After an initial warning, if the child is still misbehaving, the teacher quietly and discreetly asks the child to step outside of the classroom for a few minutes. At a natural break in teaching the teacher joins the child outside, re-states clearly what is not helpful in the child's behaviour, and asks again if there is anything they may need to help them manage their behaviour. This could lead to some discussion. Then the teacher asks the child if they think they can re-join the class and get on with the lesson in an appropriate manner, or if they need more time.

When they decide to come back in they can be given the choice of re-joining the lesson fully, or sitting quietly on their own and taking a break. Either way the child agrees to change their unhelpful behaviour in order to re-join the class.

Step Three

If, after re-joining the class, the child begins to misbehave again, they are quietly and discreetly asked to leave the classroom and go to the office for a Reflection Form, and to sit the lesson out.

The teacher does not have to write anything on the Reflection Form, but can do so if they consider it necessary. The child is asked to think about what happened in the lesson; to discuss it with a parent/guardian, and to comment on: whether or not they felt their behaviour was appropriate, if they can understand what might have been contributing to their actions, and what they and their parents/guardians can do to help them. The Reflection Form is returned to their class teacher (not the subject teacher) who keeps a file of them for their class. The teacher issuing the form will update the class teacher of the situation. The class teacher reads the form and discusses it with the child and parent/guardian if necessary. When the class teacher has received and approved the form, a copy will be placed into the Behaviour Group file which is held in the main office.

As well as general instructions, every Reflection Form has the following statement in its header:-

'If this is the first Reflection Form for this half term, it can be filled out and returned to the class teacher; signed by a parent/guardian. If this is the second Reflection Form for this half term, it needs to be filled out, signed and returned in the same way, but additionally the parent/guardian

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will need to be available to meet with the class teacher, and the child should stay at home the following day.'

Step Four

If a child receives a second Reflection Form within one half term, then they are automatically temporarily excluded from school for the following day. The issuing teacher will inform the class teacher of the situation, and also telephone the parents/guardians the evening that the Reflection Form has been handed out, and reiterate that the child needs to stay at home the following day. A meeting will also be arranged as soon as possible between the teacher and parents/guardians.

During the meeting the issues will be discussed, and if a plan can be agreed, the child is expected to uphold the agreement. A Report Card will be issued that will last for two weeks, and will need to be signed, with a short comment as well, by the class or subject teacher at the end of each lesson.

After the two weeks, or sooner if necessary, a second meeting will be held with the parents/guardians and child to discuss the Report Card to decide on the next steps. Ideally, this will simply be that the child is taken off of the report Card. If more serious issues are being observed, and the challenging behaviour is on-going, then another meeting will be arranged with a Behaviour Group member and the class teacher, and further sanctions will be applied as considered appropriate by the class or subject teacher.

In cases of extreme behaviours; where all other steps have been exhausted; then it will be at the discretion of the class teacher in collaboration with the Behaviour Group to decide possible sanctions. These could include temporary or permanent exclusion.

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

It is worth mentioning that Parents/Guardians and the child should be aware that if any child is put on a Report Card, then this will be noted on their school record.

This process is held by the Behaviour Group, who will meet regularly with the class teacher, subject teachers and/or parents/guardians; as deemed necessary.

Information/advice/guidance:

- Devon Safeguarding Board website:
<http://www.devonsafeguardingchildren.org/?s=Bullying&x=0&y=0>
- 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/uksi/2014/3283/pdfs/uksi_20143283_en.pdf

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