



# BEHAVIOUR POLICY & DISCIPLINE PROCEDURES

**Related Documents:**

- Bullying Policy
- Drugs and Alcohol Abuse by Pupils Policy
- School Rules
- Exclusion Policy

Date: 13<sup>th</sup> June 2011

Date for Review: November 2013

## **BASIC PRINCIPLES**

The School's Behaviour Policy is based on the principle of mutual respect between adults and pupils in the School. This includes not only respect for the individuals of the School community, but the physical environment and the School's equipment.

- Children have a right to be cared for
- Teachers have a right to teach
- Children have a right to learn
- Children and Staff have a right to be safe
- Children and Staff have a right to be heard
- Everybody has a right to develop and to get it wrong

But with these individual rights there are moral and social responsibilities;

- Teachers have a duty to teach to the best of their ability
- Children have a duty to do their best in school
- Children have a duty to allow others to learn
- All adults have a duty to maintain a safe environment
- Everyone has a duty to help look after each other
- Everyone has a duty to listen
- Everyone has a duty to support and help those who make mistakes

In accordance with the Equality Act 2010, Canterbury Steiner School does not discriminate against pupils or staff because of their sex, race, sexual orientation, disability, religion or belief.

## **OUR APPROACH TO DISCIPLINE ISSUES**

- As far as possible the School strives to minimise unacceptable behaviour by working with the strong supportive rhythms of the lessons, the development-related content of the curriculum and the relations of trust and mutual respect between pupil, parent and teacher.
- In line with the 2003 Regulations, the School has clear sanctions and punitive measures for bad behaviour (see Warning Points). But broadly speaking and especially with the younger pupils, the School's approach to discipline is 'soft touch'; deploying subtle strategies to gradually alter pupil behaviour and encourage emotional development rather than just trying to stamp out bad behaviour through fear of punishment.
- Parents are involved at an early stage and their co-operation is sought.
- The School aims to address discipline issues on an individual basis, adapted to the specific needs, strengths, weaknesses and character of the pupil.

- Teachers understand that it is part of a child's development to test the boundaries of behaviour which it is the teacher's responsibility to set and maintain.
- Only the College have the right to permanently exclude a pupil. This option will only be taken as a last resort, after all other measures and sanctions have failed.

## **DISCIPLINARY PROCEDURES**

### **WARNING POINTS**

Warning points may be given to pupils from Class 6 upwards for misconduct.

If given by any staff other than the Class Teacher, the latter should be informed and all the details should be passed on for the record.

Warning points given to Upper School pupils are referred to the next Upper School Meeting. The Class Guardian is informed immediately and the incident recorded in the Upper School Incident Book.

Three warning points in any one three month period excluding holidays will result in a suspension for a day.

If a pupil is suspended three times over three consecutive terms the College may decide on a temporary or permanent exclusion.

Class Teachers or Guardians should attempt to notify parents on the same day if a warning point is given, and remind them of the consequence of three warning points within a three month period.

Normally this notification should serve as an invitation to discuss the matter with the Class Teacher/Guardian and/or the teacher giving the penalty point.

### **TRIAL PERIOD**

1. When a new child is accepted, parents should be made aware of the 'trial basis' clause in the Acceptance of Vacancy Form.
2. Problems: Class Teacher / Guardian inform parents/carer in writing, points out possible consequences and invites for interview.
3. No improvement: Child referred to Kindergarten / Lower School / Upper School Meeting (parents to be informed of this)
4. This meeting will either
  - a) Outline conditions for pupil to stay (parents informed in writing)
  - b) Recommend to the College that pupil leave the school. If the College endorses the recommendation, parents, the Administrator and the Office must be informed.

- c) If the College does not endorse the recommendation, conditions are set for the pupil to stay. If problems recur, see 3.

The parents have a right to appeal to the Board against the procedures followed in arriving at any decision to exclude a pupil.

## **AFTER TRIAL PERIOD**

### **KINDERGARTEN**

In the event of bad behaviour, Kindergarten teachers may:

- Divert poorly behaved children onto other activities (eg. bread making)
- Subtly give extra attention to the child to help reassure them (eg. encourage them to be the teacher's 'helper', send them on errands etc).
- Use imitation; using adults or other Kindergarten children as role models to positively reinforce good behaviour.
- Not punish a child. The School does not believe that sanctions help kindergarten children to develop.
- Address behavioural issues through pedagogical stories to reinforce positive behaviour.

Please refer to the Supporting Positive Behaviour in Kindergarten Addendum for full details.

### **LOWER SCHOOL (CLASS 1-5)**

- The 'soft touch' of Kindergarten continues through the younger Lower School classes.
- The teacher may now intervene directly where appropriate in cases of bad behaviour.
- A teacher may decide to hold a child back during break or lunchtime in the classroom.
- Class teachers will continue to address behavioural issues through pedagogical stories.

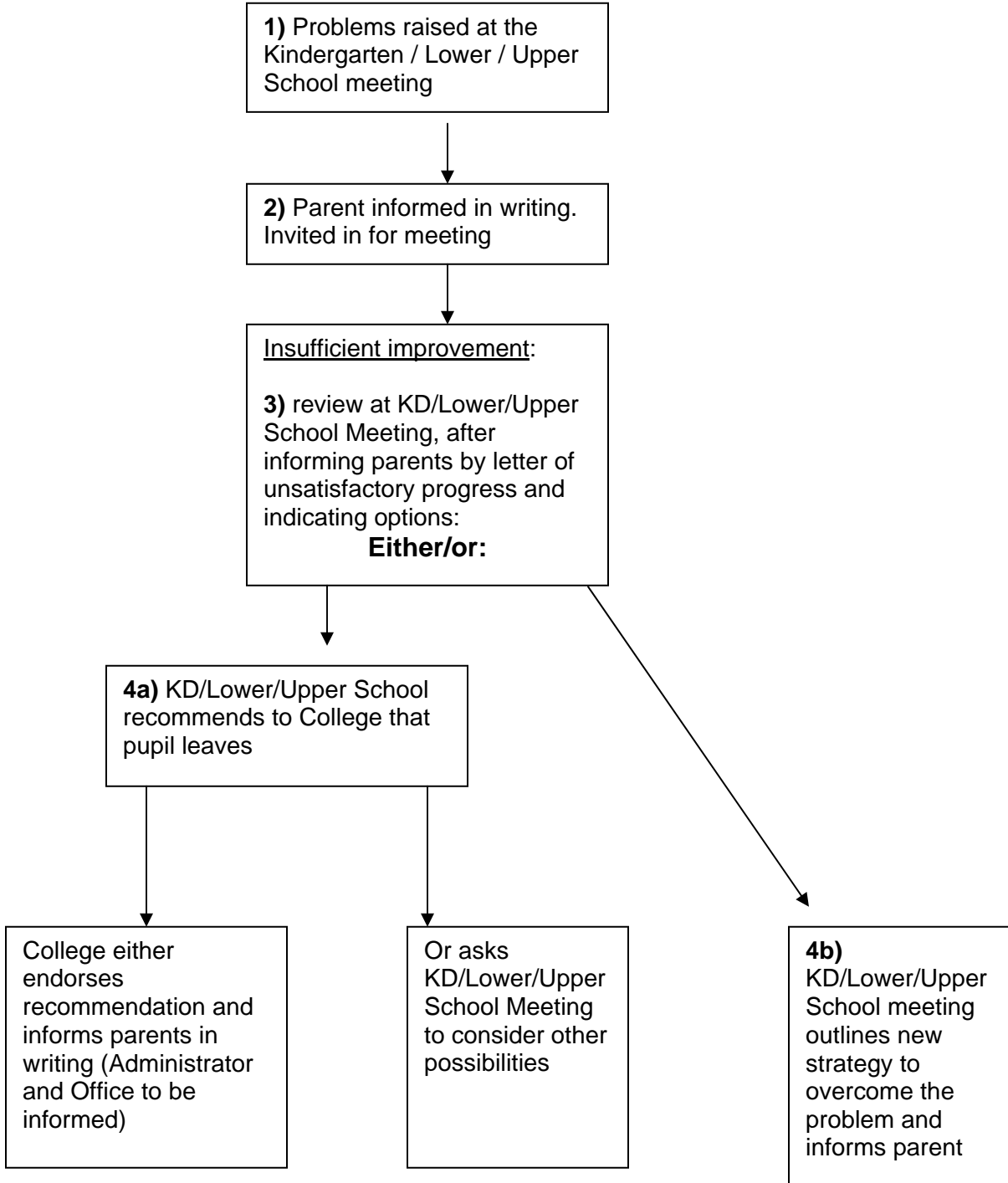
### **LOWER SCHOOL (CLASS 6-8)**

- From Class 6 pupils can be penalised with Warning points for misconduct (see below).
- A teacher may decide to hold a child back during break or lunchtime in the classroom (and on rare occasions after School. Parents will always be informed).

### **UPPER SCHOOL (9-11)**

- The School expects Upper School pupils to take responsibility for their behaviour.
- Pupils receive warning points for misconduct.
- A teacher may decide to hold a child back during break or lunchtime in the classroom (and on rare occasions after School. Parents will always be informed).

## GENERAL SCHOOL PROCEDURE FOR DISCIPLINE ISSUES



**If behavioural problems persist, the procedure restarts from part 3)**

## **FIXED PERIOD EXCLUSION (SUSPENSION)**

Regardless of the above procedures, the School reserves the right to suspend a pupil at short notice for breaches of acceptable behaviour.

## **DETENTIONS**

It is generally against School policy to use detentions to discipline pupils. However, the Teacher does have the right to hold a pupil in their classroom during break and lunchtimes and if necessary after school for poor behaviour. Parents will always be informed.

## **OTHER DISCIPLINARY MEASURES**

The School may decide that some other form of action may be more appropriate than the issuing of a formal warning point or suspension. In this case, the action taken will be recorded, the Class Teacher or Guardian notified and the parent(s) informed.

## **RIGHT TO SEARCH PUPILS**

Under the Education Bill 2010-2011, school staff have the right to search pupils they suspect are in possession of knives, other offensive weapons, alcohol, controlled drugs or stolen items. The list of prohibited items which justify a search without consent has been extended to include personal electronic devices (eg mobile phones), personal music players, pornography, fireworks, cigarettes and other tobacco products and legal highs ('party drugs'). These powers cover searches in school and on authorised school activities elsewhere, including school trips.

## **CONFISCATION**

Confiscated property is stored in the School safe in the Front Office. Teachers must keep a written record of property confiscated and to whom it belongs, the reason for confiscation and how long the confiscation will last. The School follows these principles for confiscated items:

1. Articles of small value (comics, etc) should be returned by not later than the end of the school week in which they are confiscated.
2. Articles of considerable value (jewellery, etc) should be returned by the end of the school day on which they are confiscated.
3. Articles that pupils should not possess such as cigarettes and alcohol should normally be returned direct to the pupil's parents/carers. When illegal articles such as drugs are discovered, the matter should be referred to the police. Confiscations of illegal articles such as drugs should be dealt with by the school and on occasions the police and the parents/carers should always be informed.

**MISSING PROPERTY**

If a pupil reports an item of personal property stolen, staff will take reasonable action to try to secure its return. The police will be involved if appropriate. Unless suspected of carrying weapons, it is illegal to search pupils' clothing or bags. Pupils will be advised not to leave equipment (eg. musical instruments) at the School overnight, or during weekends or holidays.

## **Addendum to Behaviour Policy & Discipline Procedures**

### **Supporting Positive Behaviour in Kindergarten**

#### **Parental Support**

We seek the support of parents by considering the appropriateness of their child's toys and clothing. Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful for social integration and may work actively against what we are doing in the Kindergarten.

#### **Television**

We feel that watching television does not benefit the Kindergarten-aged child. It does not encourage meaningful movement, nourish the child's need for a variety of rich sense impressions, or provide appropriate role models. At an age when play is all-important, it restricts the child's life experiences, some of which may be irreplaceable.

#### **Bullying**

In the Kindergarten young children are not yet fully conscious of their behaviour.

#### **Soft Touch**

The School does not believe that sanctions help very young child to develop. Instead, the School aims to implement subtle strategies to gradually alter pupil behaviour and encourage emotional development rather than just trying to stamp out bad behaviour through fear of punishment.

#### **Role Modelling & Imitation**

The staff endeavour to be role models worthy of imitation. The variety and sequencing of our daily activities build a rhythm into our mornings that provide a reassuring routine for the positive reinforcement of behaviour.

As the children work and play the staff:

1. Encourage respect and care of self, others and the environment.
2. Encourage the learning of self-control.

#### **Difficult behaviour**

Most children experience social difficulties at some time in their development. There are many ways that staff help children according to their age to facilitate better integration into the group. They might:

1. Help the child to express their feeling through words, transferring physical impulses into verbal communication.
2. Redirect the child to new forms of activity.
3. Gain the child's attention with a look, gesture or word to make him/her aware of our attention.
4. Remove the child from the situation and engage him/her with an adult-led task. This stops the inappropriate behaviour and refocuses the child's

attention and enables the child to calm down. When appropriate the child returns to the group.

The above needs to be consistent and practised over days or weeks. If the behaviour of a child still requires more attention, other means may be implemented. Parents will always be informed.

### **Alternative Measures**

1. Parent notification and consultation on a regular basis.
2. Begin a 'Child Study' in weekly teachers' meetings.
3. Teacher review on a regular basis (daily and/or weekly).
4. Discussion with parents, teachers and child where appropriate.
5. Implementation of an action plan to target a particular problem or concern.
6. Recommendation to consult with other professionals for help and support.