# Cambridge Steiner School

# Positive Behaviour and Discipline Policy, including Exclusion Guidance

Reviewed: December 2023

Reviewed by: Tina Hobday

Next review date: July 2024

Related Policies: Special Educational Needs and Disabilities Policy, Equal Opportunities/Inclusion Policy, Accessibility Policy

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee

Signed:

Date: January 2024

At Cambridge Steiner School, our approach to behaviour and discipline in both pupils and staff follows the core principle of Waldorf pedagogy: educating the whole person.   Learning to be an emotionally intelligent, socially responsible person is a continuing process, and teachers are responsible for guiding, supporting, developing and facilitating this in the same way that they take responsibility for children and young people's academic learning.   This means that we actively encourage everyone firstly to recognise the good in themselves and each other; and secondly, to be able to learn and reflect when behaviours are unacceptable.

Positive behaviour is a responsibility towards the happiness, welfare and safety of everyone.  It is rooted in respect and care for oneself and for each other, for the school and the wider community.  It sits at the heart of all that we do, knowing that how we behave, how we learn and who we are, are inextricably linked.  Our commitment as a school is to ensure that everyone supports themselves and others to hold and understand the importance of high expectations in personal conduct.  Our behaviour policy emphasises respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners to achieve this.

Discipline is an essential part of a successful school. Cambridge Steiner School commits to policies, procedures and approaches which at all times:

- Are gentle on the child
- Are firm on behaviour
- Maintain unconditional positive regard, and
- Support the child to behave better next time.

From the outset, this policy makes clear that at the school we do not operate a reward/sanction system of behaviour management.  Our partnership approach supports identifying the consequences of inappropriate behaviour and acknowledging those on whom such behaviour may have had a negative impact.  At the same time, our approach asks teachers and staff to consider 'What is the need which is not being met?' and problem solving collaboratively for a solution, rather than punishing the child showing the unwanted behaviour.  This does not however preclude taking any necessary steps that create space for reflection and learning such as 'time-outs' and that might result in exclusion, as outlined in this policy.

Aims of the policy

- to enable the Pastoral Lead, with the support of staff and trustees, to carry out their responsibilities for the fair and healthy management of order and good discipline in the School;
- to promote good behaviour and a culture of respect for learning, community and for life;
- to ensure, so far as possible, that every pupil in this School is able to benefit from and make his / her full contribution to the life of the School, consistent always with the needs of the school community;
- to provide simple, practical procedures for staff and learners that positively reinforce behavioural norms through promoting self-esteem and self-discipline

- to communicate and authorise the school's approach to behaviour management and any procedures necessary for implementing it.

Positive behaviour at Cambridge Steiner School will be promoted through two key approaches:

- The School Values, and
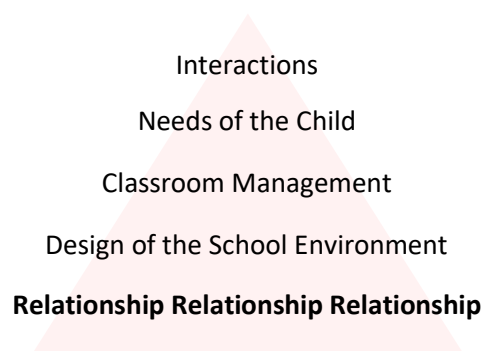- The Behaviour Management Triangle.

**School Values**

Rather than 'rules', the school will frame both positive and challenging behaviour within a simple, memorable and understandable expression of the school's values for children. These are:

- We stay safe
- We value each other
- We love to learn and learn to love

Positive descriptions of children's behaviour, expectations of positive behaviour and descriptions of problematic or challenging behaviour can all be framed within these descriptors, which are then regularly reinforced so that children embody the values in their daily lives.

**The Behaviour Management Triangle**

The Behaviour Management Triangle is based on the work of Lou Harvey-Zahra, a Steiner Waldorf teacher and expert consultant in behaviour management and relationship building[1]. It frames each child's behaviour in a much wider context of adult responsibilities, the meeting of needs and relationships:

Interactions

Needs of the Child

Classroom Management

Design of the School Environment

**Relationship Relationship Relationship**

**Relationship:**

> **"Every human needs to feel like someone is happy that they're here." Lou Harvey-Zahra**

Positive behaviour management is first and foremost founded on positive relationships between children and adults. In order to learn, children need to feel safe, secure, recognised, understood, listened to, accepted, relaxed and supported. The Rhythmical Process of Learning repeatedly supports this through the attunement stage, but other factors include the extended period that teachers spend with their class, small classes, the parent-partnership approach and, more fundamentally, the overarching philosophy and anthroposophical understanding of the nature of the

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[1] Lou Harvey-Zahra, https://www.happychildhappyhome.com/

developing human being. Each child is recognised as a valuable and whole individual, not just an 'adult in waiting'. A key pedagogical tool for Steiner Waldorf teachers is a daily reflection or journalling, including reflecting on the nature of their interactions with individual children, and how these relationships can be strengthened.

Peer relationships are also vitally important, and teachers work to ensure that these are positive and supportive (please also see the Anti-Bullying Policy). Teachers will facilitate regular opportunities for discussion, for example at mealtimes and in class circle times. Feelings around difference, individuality, social inclusion/exclusion, acceptance and tolerance will be explored in an age appropriate way.

## Design of the School Environment

"Classroom environments are public statements about the educational values of the institution and the teacher". Patricia Tarr[2]

Teachers will be committed to creating learning spaces that foster calm, focussed behaviour. The use of colour, light, materials and texture will be carefully considered to ensure that all spaces are optimised for effective learning. All materials within the environment – the décor, the wall displays, the resources, the equipment etc – will be critically selected to ensure that they contribute to children's learning activities and wellbeing and centre children's voices, rather than detract from or silence them[3]. In a similar way to the Reggio Emilia approach, the environment is considered to be the "third teacher"[4].

Classrooms and other learning spaces will be calm, tidy and ordered, giving children the sense that the school environment is 'well held' - predictable, cared for and safe. Teachers will model how the environment should be cared for, which has an impact on how the children perceive the adults' care for them, how the children treat the environment and how the children treat each other.   In turn, children will be encouraged to follow their teachers' lead and to also care for their environment and learning spaces.

Through careful design and management of the physical environment, positive behaviour can be well supported. Shellard and Protheroe (2000) state that "effective teachers think about the little details that enhance the use of available space in the classroom"[5]. Teachers create careful seating plans, for example placing vulnerable children where they will feel safest, and working to provide pupils with opportunities to develop their friendship groups and social skills. Timetables and shared spaces are well managed to avoid times and places where children might struggle, for example in long queues for a meal, in crowded cloakrooms etc. Classrooms are set up so that children can move around freely without impeding their peers, for example by jostling them or not being able to pass behind their chair.

## Classroom Management

"rigorous, joyful and orderly classrooms grant students real independence", Doug Lemov[6]

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[2] Tarr, P (2004) Consider the Walls. Young Children, 59:3. ProQuest Education Journals
[3] Tarr, P (2004) Consider the Walls. YC Young Children, 59:3. ProQuest Education Journals
[4] Gandini, L. 1998. Educational and caring spaces. In The hundred languages of children. The Reggio Emilia approach—Advanced reflections, 2nd ed., eds. C. Edwards, L. Gandini & G. Forman, 161–78. Greenwich, CT: Ablex
[5] Shellard, E. and Protheroe, N. (2000). Effective teaching: how do we know it when we see it? The Informed Educator. Educational Research Services.
[6] Lemov, D (2014) Teach Like a Champion. Jossey-Bass.

Classroom planning, systems and routines are at the heart of the smooth running of any school. In a Steiner Waldorf school, teachers aim to develop lessons and activities that are engaging and where opportunities to think, feel and move are well balanced. In the lower school, main lesson blocks run for 3-4 week periods, allowing pupils to become immersed in a subject, as well as removing constant transitions that can create stress. There is variety in other lessons, so that pupils have access to a variety of learning experiences using head, heart and hands, giving plenty of opportunities for decompression and regulation.

Transitions between activities, between different spaces and between parts of the day are key triggers for behaviours that challenge. Children and young people who have challenges with sensory processing, with emotional regulation, with attention and with speech and language processing may find these times particularly challenging, resulting in dysregulation and externalised behaviours. When classroom procedures and transitions have a demonstrable structure and clear expectations, students feel safer and calmer, and therefore supports positive behaviours. Just as in learning, rhythm is vitally important. Teachers will ensure that the daily routine of the classroom is consistent and explicit. Schedules and routines help children to understand the expectations of the environment and have been shown to reduce the frequency of behaviour problems[7]. All classrooms will have clearly visible visual timetables which will be reinforced regularly by all adults. Transitions will be signalled sensitively, for example by a song, a visual cue or a particular sound, and children will be given sufficient warning to allow them to complete an activity and successfully redirect their attention. Systems, processes and routines such as handing out books and resources, will be practiced so that they are fluent and smooth, reducing distractions and saving precious time that can then be used for productive work and activity. This careful classroom management creates an atmosphere of autonomy and freedom, supporting effective learning behaviours and independence.

**Needs of the Child**

"When we only look at behaviour, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look behind the behaviour, we see that little struggling human who needs help with something." Rebecca Eanes[8].

Maslow's hierarchy of needs demonstrates that growth, or learning, cannot take place effectively until a number of other needs have been met[9]



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[7] Hemmeter, Ostrosky, Artman and Kinder (2008) Planning Transitions to Prevent Challenging Behaviour. YC Young Children. 63:3
[8] Eanes, R (2916) Positive Parenting: An Essential Guide. Perigee Books.
[9] Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396

Many of the approaches outlined above help to ensure that children's needs will be consistently met, but children's home and family circumstances may mean that individual children face particular challenges and difficulties at certain times in their lives that will affect their wellbeing and learning. Any child whose basic physiological needs are not being met on a regular basis would be of significant concern, and would necessitate staff using the Safeguarding and Child Protection Policy. Where children's individual needs are not being met in any way, the school's responsibility is to work with parents to ensure that this is rectified. This might include, for example:

- Working with parents to ensure that children have good sleep at home
- Ensuring that children eat breakfast either before school or at school, so that they are not too hungry to learn
- Running pastoral groups to support children to build social connections and repair relationships as needed
- Working to fill children's 'emotional cup'[10] by providing positive input and building self esteem.

The school will work to understand what unmet need or lagging skills might be driving a child's behaviour, rather than resorting firstly to punishment. Teachers and members of pastoral care teams will follow a 'Collaborative and Proactive Solutions Approach'[11] to understand and help behaviourally challenging students in ways that are non-punitive, non-adversarial, skill building, relationship enhancing, collaborative, proactive, and—most important—helpful.


**Interactions**

> "One emotionally available adult can make all the difference, and for some children that adult will be someone at school" Trauma and Mental Health Informed Schools, 2019[12]

Cambridge Steiner School commits to a Trauma Informed, Mental Health Aware, relational pedagogy which supports children and young people's emotional health, wellbeing and resilience. All staff, teaching and non-teaching, will be trained in this approach to ensure that sensitive adult-child interactions are given the highest priority.

Teachers will strive to support children's emotional intelligence and neural integration by helping them to develop a rich emotional vocabulary through storytelling, the study of literature and in their interactions. This neural integration between the logical pre-cortex and the emotion centres of the limbic system of the brain will allow for "flexibility and adaptability, and expresses itself outwardly as harmony, kindness and compassion" (Sigel and Bryson, 2011[13]). Teachers will adopt an attitude of P.A.C.E., ensuring that interactions are **P**layful, **A**ccepting, **C**urious and **E**mpathetic (D. Hughes[14]):

**P**layful: creating moments of lightness, humour and interest so that children and young people feel safe and relaxed, and less defensive.

**A**ccepting: of the emotion that lies beneath a child's behaviour (but not of inappropriate behaviour itself). Actively communicating to the child that you accept, without judgement, the child's inner life.

**C**urious: children often know that their behaviour was inappropriate. True curiosity is a simple desire to truly understand what an experience was like for a child. It helps children to know that adults are compassionate.

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[10] Upbility Publications: https://upbility.net/blogs/news/the-emotional-cup
[11] Greene, R (2016) Lost and Found: Helping Behaviourally Challenging Students. Jossey-Bass.
[12] https://www.traumainformedschools.co.uk/
[13] Sigel, S and Bryson, T (2011) The Whole Brain Child. Delacorte Press.
[14] http://www.danielhughes.org/p.a.c.e..html

**E**mpathetic: empathy is a way of connecting with a child or young person so that they know that they are not alone when they are in struggle[15]. It is a way to connect to the emotion that another person is experiencing.

Teachers and other adults in school will use positive, curious interaction strategies such as W.I.N.E.[16]:

I **W**onder,       I **I**magine,       I **N**otice,       with **E**mpathy.

All adults in the school will be trained in the neurobiology of stress, and the impact that this has on children and young people's behaviour. They will understand how physical and hormonal responses to triggers can cause fight, flight, freeze, fawn, fib, or flop behaviours, and how to respond to these responses with key relational skills[17]:

**Connection**: get below eye level, give a loving touch, a nod of the head or an empathetic look.

**Affect Attunement**: initially match the child's emotional intensity with your words, tone, body language and volume. Aim to match the intensity of emotion, but not the emotion itself.

**Containment**: stay in your thinking brain – regulated and steady, so that you are not 'blown away' by their emotions. Maintain clear, firm boundaries on behaviour.

**Soothing**: use an appropriate strategy to soothe the child or young person: contingent touch, your voice, movement, going outside, deep pressure, a regulating activity etc.

Adults will understand that recovering from a stress response will take up to 45 minutes, and only once the child or young person is in a state of regulation, will they be able to consider their behaviour and its consequences using their 'thinking brain', and work on strategies for a better outcome next time.


**Procedures**

To provide consistency in approach, communication and consequences, in ALL areas the following will apply –

Staff will be -

1. Calm
2. Collaborative
3. Consistent


Consistency in practice looks like –

1. Meet and greet at the door
2. Refer to school values
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson – praise the behaviour you want to see.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
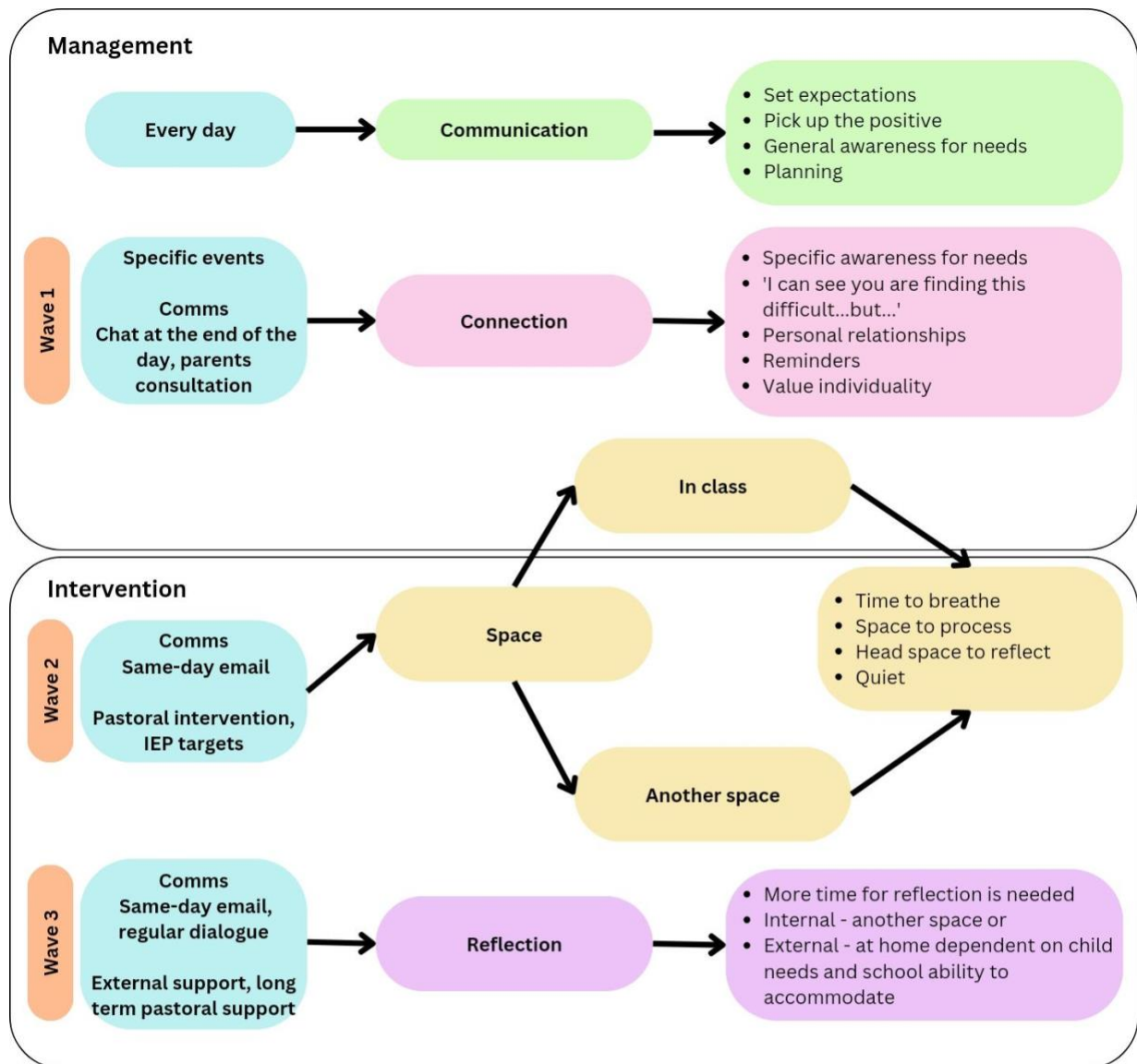8. Never ignore or walk past learners who are behaving badly.

[15] Brown, B (2011). Dare to Lead. Vermillion.
[16] Davies, C. Trauma Informed Schools training. TIS UK.
[17] https://www.traumainformedschools.co.uk/

Colleagues will stand alongside colleagues to support, guide, model and show a unified consistency to the children. The School, through Leads, Trustees and external bodies, will facilitate collaboration, support teachers, encourage professional judgement, address adult behaviour directly and enshrine consistency.

This flow chart applies for all areas of the school.

## Management

**Every day** → **Communication** →
- Set expectations
- Pick up the positive
- General awareness for needs
- Planning

**Wave 1**

Specific events

**Comms**
Chat at the end of the day, parents consultation

→ **Connection** →
- Specific awareness for needs
- 'I can see you are finding this difficult...but...'
- Personal relationships
- Reminders
- Value individuality

## Intervention

**In class**

**Wave 2**

**Comms**
Same-day email

**Pastoral intervention, IEP targets**

→ **Space** →

**Another space**

- Time to breathe
- Space to process
- Head space to reflect
- Quiet

**Wave 3**

**Comms**
Same-day email, regular dialogue

**External support, long term pastoral support**

→ **Reflection** →
- More time for reflection is needed
- Internal - another space or
- External - at home dependent on child needs and school ability to accommodate

Occasionally, some children may behave in a way which is out of character for them. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly. All teachers can deal with these types of behaviour, but other staff members may be involved to support.

Unacceptable behaviours may include:
- Violence (i.e physical contact made with the intention to harm
- Defiance/rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

**Monitoring and evaluating school behaviour**

The teachers are responsible for keeping written records of behaviour incidents, repeated misbehaviour and/or meriting" time-out". The teachers' log concerning behaviour (serious behaviour incidents, "time-outs" or consistent misbehaviour) will be monitored by the Pastoral Lead.

The class teacher is responsible for bringing the issue of the child's behaviour to the SENDCo, the Pastoral Lead and the DSL's attention to make a supportive plan.

Three "time-outs" in one half-term may result in fixed-term exclusion. The pupil's progress in self-regulation of the behaviour will be taken into account.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Pastoral Lead and DSL.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.


**Dangerous, Extreme and Unacceptable Behaviour**

A record will be kept of all sanctions imposed on pupils for serious misbehaviour under this section


**Use of Reasonable Force**

Cambridge Steiner School does not allow any method of physical punishment of pupils. All consequences  should have a clear pedagogical purpose and value.

The use of force as a punishment is unlawful.

Reasonable force can be used to prevent pupils from doing or continuing to do any of the following:

- committing an offence;
- injuring themselves or others;
- damaging property; or
- disrupting good order and discipline in the classroom.


Physical restraint should only be used as a last resort. Physical force should never be used to coerce a pupil to gain compliance with an adult's instruction. Physical restraint may include:

- physically interposing between pupils
- blocking a pupil's path

- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds. Wherever possible, the assistance of another adult should be obtained.

Reasonable force incidents should always be recorded and shared with senior leaders.

**Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for Responding to a report and Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer for early social care support
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

**Exclusion Guidance**

Good discipline in Cambridge Steiner School is essential to ensure that all pupils can benefit from the opportunities provided by our education. Permanent exclusion can only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Before a decision of exclusion can be made, the Pastoral Lead will consult the SENDCo, Teaching and Learning Lead and DSL. There are likely to have been earlier discussions or correspondence between parents and the school regarding the pupil's behaviour except in exceptional circumstances and breach of behaviour policy. The decision to exclude a pupil must be lawful, reasonable and fair. We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We will also give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion, including a behaviour arising from having been subjected to bullying.

**When Exclusion becomes the case**

The school must explain to the parents as soon as possible and preferably by phone:

- why the school has decided to exclude the pupil;
- the steps taken to try to avoid exclusion;
- the arrangements for setting and marking the pupil's work during their absence from school;
- the parents' right to state their case to the deciding group or Trustees;
- their right to see their child's school record

**Types of Exclusion**

There are two types of exclusion:

**Fixed Period (suspension)** – A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

A fixed period exclusion should be used only after an extremely serious breakdown in behaviour. If a pupil is excluded for a fixed period the school will inform the parents immediately of:

- the reason for the exclusion;
- the date when the pupil may return;
- the meeting that needs to be held with child, parent and teacher on the day of return.
- their right to put their case in writing to the Pastoral Lead/Chair of Trustees.

**Permanent Exclusion (expulsion)**

When a pupil is at risk of permanent exclusion (expulsion) due to persistent misbehaviour

- The school will use IEPs (individual education plans) to detail support and targets, which will be shared with the parents to ensure we exhaust all avenues of keeping the child in the school.
- Minutes will be taken during this meeting and all parties will receive a copy and we will review the child's progress and make adjustments to the positive behaviour plan.
- If a pupil's behaviour has become untenable or the teaching staff feels that a child is not benefiting from Steiner education, then this will be discussed with the parents.
- If after the meeting the child remains in the school, the parents will be made fully aware in writing if an expulsion is to be the next likely step.

If a pupil is to be permanently excluded, the school will inform the parent(s) at once, by telephone if possible, of the exclusion and the specific reason for it.

The school will also provide parents with details of any relevant previous warnings, fixed period exclusions or other disciplinary measures in due course. Parents will be told of their right to put their point of view to the Pastoral Lead in writing.

If parents wish to receive further information or appeal against the decision to exclude their child, a meeting will be arranged in which Trustees will hear the case for exclusion from the Class teacher and the Pastoral Lead and the appeal from the parents.

When the discussion has taken place, the Trustees will make their decision and will confirm this in writing, giving their reasons to the parents and the school.

If the Trustees decide that the pupil should return to school, parents will be given the date of return in writing.

**Reasons for Exclusion (fixed term or permanent)**

Exclusion whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable behaviour. This list is not exhaustive.

- Persistent disregard for the school rules.
- Unauthorised leaving the school grounds or truanting.
- Verbal abuse.
- Physical abuse, actual or threatened.
- Indecent behaviour, sexual abuse or assault.
- Damage to property.
- Use/possession/supply of illegal drugs.
- Misuse of other substances.
- Theft.
- Carrying an offensive weapon.
- Unacceptable behaviour, which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Where the parents of a pupil or a pupil have caused undue harassment of staff.
- The behaviour of the Parents is judged by the School to be unreasonable and affects, or is likely to affect, adversely the pupils' or other pupils' progress at the School, the wellbeing of School employees or the reputation of the School.
- Where the pupil of the Parent/s or carer/s continued relationship with the school is not compatible with the aims and objectives of Steiner education (required withdrawal)**.**

**Roles and responsibilities**

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Pastoral Lead to account for its implementation. The policy will be reviewed by the Pastoral Lead, SENDCo, and DSL at least annually, or more frequently if needed to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Safeguarding Trustee.

The Pastoral Lead, SENDCo and Designated Safeguarding Lead are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure responses are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its principles and practice, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**All staff are responsible for:**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school values and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

**Parents and carers, where possible, should:**

- Get to know the school's approach to positive behaviour and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Through the student and parent handbook, school curriculum, and daily interactions with all adults, students will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key values
- Consequences of their behaviour, both positive and negative
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.