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## BEHAVIOUR AND DISCIPLINE POLICY INCLUDING EXCLUSION GUIDANCE SEPTEMBER 2020

**Reviewed by:** Sarah Fox; David van Marle

**Reviewed on:** September 2020

**Next review:** September 2021

**Related policies:** Behaviour and Discipline Policy (EYs); Positive Playground Behaviour Policy; Prevention of Bullying Policy; Exclusion Policy; Withdrawal policy; Admissions policy; Parent's Handbook; Reporting procedure for accidents/incidents/illness and occurrences

### Endorsement

Full endorsement is given to this policy by:

**Name:** Joel Chalfen

**Position:** Cambridge Steiner School Trustee

**Signed:**

**Date:** 20 September 2020

Cambridge Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The aim of this policy is to promote good behaviour amongst pupils and to set out the sanctions to be adopted in the event of pupil misbehaviour, in accordance with the school's duties under paragraph 9 of The Education (Independent School Standards) (England) Regulations 2010. This policy takes guidance from KCSIE 2020.

### Basic Principles of Cambridge's Behaviour Policy

This policy is based on the principle of mutual respect between all adults and children in the community. Parents are included in this community and are expected to foster respect for the School's principles. Also included in this is respect for the physical environment of and all equipment in the School.

Key principles:

- What constitutes good behaviour must be apparent and understood by children.
- Good behaviour should be acknowledged.
- Consequences for poor behaviour should be clear and meaningful.
- All teachers understand that children will test the boundaries and it is adults' responsibility to maintain them. Teachers have the power to discipline pupils for misbehaviour, which occurs in school and in some circumstances outside school.

Behind these principles of behaviour management are certain general rights and obligations:

- 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 grow and to make mistakes
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- 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 assist those who make mistakes.

#### **Kindergarten - see separate policy**

#### **School (Classes I to VIII) Promotion of Positive Behaviour**

Strategies for acknowledgement of good behaviour are devised by teachers and tailored to the age and circumstances of both the class and individuals, including any special educational needs and/or disability. Each class should know what good behaviour looks like. Descriptive praise and celebration of pupils' achievement are fundamental to the teachers' day-to-day work. Respect for self and others and good behaviour are fostered through the curriculum including circle times, assemblies and classroom charters. Positive behaviour is essential to promote learning, regulate pupil conduct and to act as a prevention of bullying. Teachers are given training and work to support one another in developing creative discipline techniques to promote positive behaviour.

#### **School (Classes I-VIII) Behaviour Management**

It is the responsibility of the class teacher to ensure that each class understands the **School Code** (see Appendix 2) and the consequences of poor behaviour.

When a child is behaving in an unacceptable way, breaking the school rules or failing to follow reasonable instructions, the teachers (in some instances assistants or other paid members of staff looking after the children) have the authority to discipline the pupil.

Having done so, the class teacher will endeavour to gain an insight into the cause of the child's behaviour and find solutions in consultation with the parent. It is important to be able to distinguish patterns in behaviour to identify underlying causes and put the right support in place. This includes self-reflection on the part of the teacher, in terms of lesson content, classroom environment etc.

We will monitor breaches of the behaviour policy by subject and class teachers recording persistent misbehaviour and sharing these concerns with parents. The teacher may present a child study at the class teachers' meeting to gain the support and inspiration of all colleagues. An Individual Education Plan may be used to outline strategies specific to support the behaviour of individual children together with the SENDCo.

#### **Consequences**

On a day-to-day basis, misbehaviour by pupils may have the following consequences:

1. During school hours and in some instances outside, pupils will receive a warning for breaking any of the school rules (see appendix 2). Teachers may employ the 1,2,3 warning system when dealing with low level disruption within the classroom.
2. Depending on severity and frequency of the behaviour, the teacher could ask a child to sit out from an activity (within the learning space) until they are able to re-join; speak with the child about what they have done and re-establish expectations for positive behaviour; send a letter, email or call home and/or remove pupil from class (see below).
3. In Classes I to IV a pupil who has consistently misbehaved throughout a lesson can be asked to have supervised "time-out" out of the classroom for a limited time. If this has happened the teacher will help the child to find a resolution afterwards. The 1,2,3 warning system can be particularly helpful in Class III and IV as it can support children to begin to self-regulate more readily.
4. The child can be asked to stay in with the teacher for up to 10 minutes after the lesson. This includes the next available break for the teacher.
5. A teacher may decide that this is also appropriate for Classes V to VIII. An older child can be given "time-out" for a limited and timed amount of time outside the classroom and be sent to a different class or the school office with a note.

The consequence must always happen on the school premises while the pupil is in the charge of a member of staff.

### **Monitoring 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 DSL, via myconcerns.

The class teacher is responsible for bringing the issue of the child's behaviour to the Education Manager, the SENDCo's and the DSL's attention after prolonged difficulties to make a supportive behaviour 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.

### **Personal property**

The use of mobiles, iPods or other entertainment technology during school hours, on school trips or on school premises is not permitted and will result in confiscation. The item will be returned when a parent comes to School at a pre-arranged time, with the child, to sign that they understand the rule and the consequence of breaking it.

Exceptions to this are the use of laptop computers or other electronic auxiliary aids permitted where this is a reasonable adjustment for a student within the meaning of section 20 Equality Act 2010.

The teachers are allowed to confiscate personal property inappropriate for school. The teachers are allowed to search for any item with the pupils' consent. The teacher is also allowed to search without consent for prohibited items, if the teacher has reasonable grounds for suspecting that a pupil is in possession of a prohibited item. While doing so the teacher should have another member of staff present. Unless there is an immediate risk of serious harm the teacher should be of the same sex as the pupil.

A pupil wishing to bring a toy or other personal item to school must first gain consent from their Class Teacher. This includes items such as trading cards. The teacher reserves the right to confiscate such items and will return them to the child/parent at a convenient time. Pupils should also not bring chewing gum, chocolate, sweets, crisps or drinks that have added sugar or sweeteners to school without permission from the Class Teacher. Birthdays and festivals are special occasions – exceptions should first be discussed with the Class Teacher.

### **Dangerous, Extreme and Unacceptable Behaviour**

A record will be kept of all sanctions imposed on pupils for serious misbehaviour under this section, in accordance with paragraph 16 of The Education (Independent School Standards) (England) Regulations 2010.

### **Peer on peer abuse**

This policy should be read in conjunction with the Prevention of Bullying policy where peer on peer abuse is addressed.

### **Exclusion Guidance**

*(Prepared with reference to the DfE publications “Exclusion from maintained schools, Academies and pupil referral units in England” September 2017, “Behaviour and discipline in schools: Advice for Head teachers and school staff” January 2016 and “Behaviour and discipline in schools Guidance for governing bodies” September 2015).*

Good discipline in Cambridge Steiner School is essential to ensure that all pupils can benefit from the opportunities provided by our education. The Government supports schools in using exclusion as a sanction where it is warranted. However, 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 Education Manager will consult the SENDCo and DSL.

Exclusion should be a joint decision by the Class teacher and Education Manager. 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.

This policy is informed by the Equality Act 2010. 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 Education Manager/Chair of Trustees.

• **Permanent Exclusion (expulsion)**

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

- The school will develop a positive behaviour plan, 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 Education Manager 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 Education Manager 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 decides 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.



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- 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).

**Related policies:** Behaviour and Discipline Policy (EYs); Positive Playground Behaviour Policy; Prevention of Bullying Policy; Exclusion Policy; Withdrawal policy; Admissions policy; Parent's Handbook; Reporting procedure for accidents/incidents/illness and occurrences



## **Appendix 1**

### **Use of Reasonable Force**

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

The use of force as a punishment is unlawful (section 548 Education Act 1996).

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.

Section 45 of the Violent Crime Reduction Act 2006 gives authorised staff the right to search pupils for weapons without their consent when staff has reasonable grounds for suspecting the pupil may have a weapon. Reasonable force may be used to accomplish the search.

## Appendix 2 - SCHOOL CODE

Our school encourages positive behaviour. Following this code will ensure we maintain a community in which we can all thrive, work and learn.

### **We aim to appreciate and respect each other and our environment**

- We all look after people and property in our school
- We all work to the best of our ability, so that everyone may learn
- We move around the school calmly and with care for other people, big and small
- We talk to each other with politeness and care
- We remember that the school is judged by our appearance and behaviour outside school. We dress tidily and appropriately according to the Dress Code, and we behave sensibly, safely and politely on all school trips and outings
- We are punctual for the beginning of the school day and for all lessons
- We share the task of caring for our environment, through cleaning and tidying
- We respect each other's differences and treat each other in a spirit of fairness
- We always put the safety of everyone first, and do not leave the school premises during school hours without prior arrangement between teacher and parent.

To help everyone remain safe, learn and work well, the following are not allowed:

- Play equipment or games that could endanger people or property in the playgrounds
- Fighting (deliberate physical harm)
- Swearing or being rude to people (deliberate emotional harm)
- Running in the corridors
- Shouting whilst inside the school building
- Pupils are not allowed to open the front door, or climb on the school roof
- Smoking is not allowed anywhere in the school building or grounds
- No alcohol or intoxicating substances may be consumed on the school premises