

Positive Behaviour and Discipline Policy (Lower School) March 2019

Reviewed by: Sarah Fox and Ute Towriss
Reviewed on: March 2019 [this policy has been identified for further review]
Next review: August 2019
Related policies: Positive Playground Behaviour Policy and Procedure, Prevention of Bullying Policy, Exclusion Policy, Supervision Policy

Endorsement

Full endorsement is given to this policy by:

Name: Claudia Goodbrand

Position: Cambridge Steiner School Trustee

Signed: 

Date: March 2019

BASIC PRINCIPLES

This Behaviour Policy is based on the principle of mutual respect between all adults and children in the school. Parents too are expected to foster respect for the School and all it stands for. Also included in this is respect for the physical environment of and all equipment in the School.

- 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

Along with these school 'rights' go obligations:

- 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.

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:

- Fighting
- Swearing or being rude to people
- Play equipment or games that could endanger people or property in the playgrounds
- Climbing onto the roof or up trees on the school premises
- Pupils are not allowed to open the front door
- Running in the corridors
- Smoking is not allowed anywhere in the school building or grounds
- No alcohol or intoxicating substances may be consumed on the school premises
- Shouting whilst inside the school building

Pupils cannot bring the following to school:

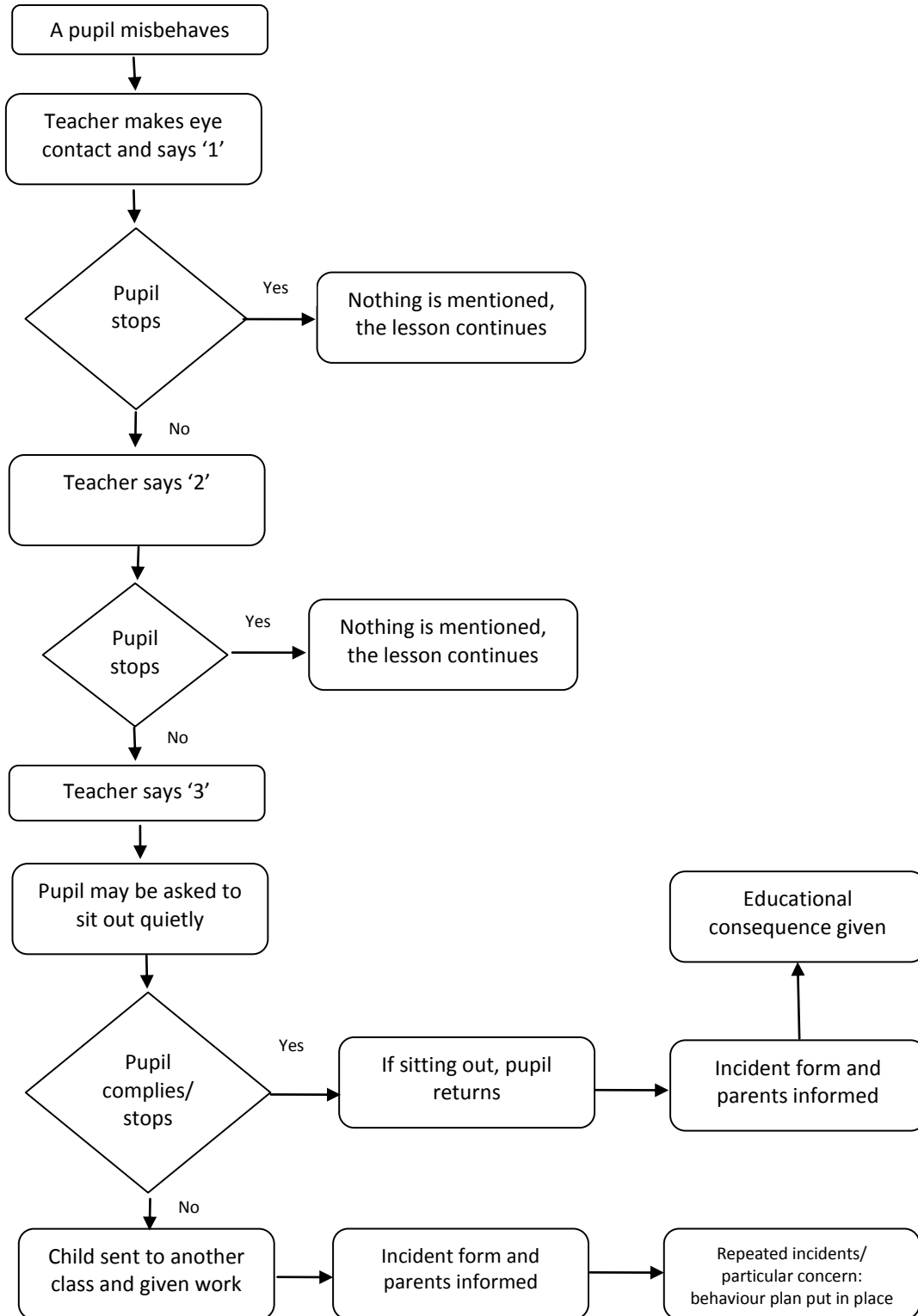
- Sweets, chocolate and fizzy or sugar based drinks
- Any toys, without the express consent of their class teacher
- Weapons (real or imitation), certain items may be allowed at the discretion of the Class Teacher
- Electrical equipment: MP3 players, video or computer game consoles, radios or mobile phones. If seen, they will be confiscated and held in the School Office until the end of the day.

BEHAVIOUR MANAGEMENT STRATEGIES

Strategies vary according to age of children and according to staff members involved. Strategies should aim to respect each teacher's individual approach to discipline while also supporting consistency and clarity across the school.

1. Positive behaviour should be noticed, acknowledged and, if appropriate, rewarded clearly and positively. What constitutes good behaviour should be apparent and understood by children.
2. Sanctions for bad behaviour should be clear and meaningful. What constitutes bad behaviour must be apparent and understood by children.
3. In most situations, there must be ways for children to 'make up for' mistakes and bad behaviour.
4. In most situations, there should be opportunities for all members of the school to state what their difficulties are.
5. All teachers understand that it is appropriate for children's growth that they test the 'boundaries' of behaviour which it is the teachers' responsibility to set and maintain.
6. All teachers understand that disruption, boredom and fear may engender negative feelings in children which may lead to negative behaviour.
7. Significant incidents are logged in a behaviour folder and reviewed on a half termly basis
8. The 1,2,3 Method is used in the Lower School as one means by which to manage inappropriate and disruptive behaviour. It is outlined in the flow chart below:

1, 2, 3 Method Outline



9. The escalation of behaviour management strategies is outlined in the following table.

BEHAVIOUR CHART

Behaviour		Action Taken	Time Scale	Parents Advised
Stage 1	Repeated unacceptable behaviour	Advice and support sought from Lower School Coordinator or Senior Teacher.	1 – 2 weeks	Informal discussion with teacher in person, telephone or via email
Stage 2	Continued persistent unacceptable behaviour	Class Teacher and Senior Teacher/Lower School Coordinator to create a Behaviour Plan containing behaviour targets with parents. SENDCo consulted; Faculty Business Team informed.	3-4 weeks	Meet with parents to set up Behaviour Plan Regular review meetings/updates with parents. Parents informed of seriousness of next stage.
Stage 3	If progress towards target(s) is/are not achieved, the Exclusion Policy may be implemented for a fixed period of exclusion	Refer to Exclusion Policy.	Exclusion: 1 – 45 days in a year	Refer to Exclusion Policy.
Stage 4	Permanent exclusion	Refer to Exclusion Policy.	Exclusion: Permanent	Refer to Exclusion Policy.