

# Lower School Behaviour and Sanctions Policy

**Approved by:**

School Business Manager

**Date:** April 2019

Principal

Deputy Principal

SG Lead Trustee (Education)

Chair of Trustees

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## ***Policy purpose***

Lower School students are expected to abide by the rules detailed in this document when at the School, travelling to and from the School, when representing the School and during trips and visits. Parents and students are expected to support the aims, ethos, policies and rules of the School and to uphold its good name and reputation.

Please note that this document covers the Lower School. Separate Behaviour Policy documents cover the Upper School and Kindergarten.

### ***1. Aims of the Policy***

Our behaviour policy has its roots in our vision, which is for an education that “enables children to have a full experience of childhood and to become responsible, courageous and free individuals who think clearly, observe perceptively, and act constructively for the good of the world.” Our behaviour policy is therefore developmental and needs-based, rather than punitive and correctional. It embraces restorative approaches to support the maintenance and repairing of relationships and actively promotes emotional literacy. It aims to uphold Rudolf Steiner’s intention that education should support the development of our fundamental humanity in a supportive and age-appropriate learning environment.

### ***2. Principles***

- All students, staff and visitors have a right to be free from any form of discrimination
- Violence or threatening behaviour will not be tolerated in any circumstances
- Every student has the right to feel safe, valued and respected
- Every student has the right to learn, free from the disruption of others
- Pupils are helped to take responsibility for their actions
- All teachers are expected to actively work to build trust and rapport with the students
- Staff and volunteers should set an excellent example to students at all times, modelling the behaviour they wish to see in the students
- Rewards and sanctions will be used consistently by staff, in line with the behaviour policy
- Families will be involved in behaviour incidents to foster good relationships between the school and students’ home life
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusion

### ***3. Definitions***

#### ***Misbehaviour is defined as:***

- Disruption in lessons, in between lessons, and at break and lunchtimes
  - Non-completion of class-work (and / or homework in Middle School)
  - Acts of vandalism
  - Going out of defined lower-school boundaries
  - Clothing that is not allowed within the school’s dress code
  - Chewing gum in class, or anywhere on the school site
  - Refusal to engage with reasonable expectations or suitable tasks set during lessons
- These will tend to move a student up towards Stage A, or beyond if persistent.**

### ***Serious misbehaviour is defined as:***

- Repeated breaches of the school rules
- Any form of bullying or serious acts of anti-social behaviour
- Any form of sexualised behaviour, towards any other person, that causes, or is intended to cause, humiliation, pain, fear or intimidation
- Acts of vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

**These will tend to move a student up towards Level B or even Level C**

### **Bullying**

This generally includes an imbalance of power but can be peer-on-peer. It is defined as abuse of one person or group by another, which is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Related policies, see the *Anti-Bullying Policy*

## ***4. Roles and Responsibilities***

### **The Council of Trustees**

Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the Education Management Team to account for its implementation.

### **Principal and Deputy Principal**

The PRINCIPAL and DEPUTY PRINCIPAL are responsible for reviewing and approving this behaviour policy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor staff implementation of this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Establishing a safe and positive learning environment for all pupils, in which effort and achievement at individual level are recognised and rewarded
- Implementing the behaviour policy consistently
- Modelling positive behaviours:
- Providing an approach which recognises the specific behavioural needs of particular students
- Inform parents at the earliest opportunity about successes or concerns about achievement or behaviour,
- Recording behaviour incidents.

The Lower College Chair and PRINCIPAL/DEPUTY PRINCIPAL will support staff in responding to behavioural incidents.

## Parents

Parental responsibility:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the guardians promptly
- Support the school, in reinforcing expectations of behavior

## 5. Student Code of Conduct

**Students are expected to:**

- Support a positive learning environment within the classroom, and respect other students' learning
- Show respect to members of staff, the public, each other and school property
- Behave in an orderly and self-controlled way and move respectfully around the school
- Remain within the school boundaries (appropriate for each class)
- Treat the school buildings and school property with respect
- Wear appropriate clothing in line with the school's dress code
- Accept sanctions when given
- Attend school festivals that take place after school or on a weekend, in suitably agreed attire (see dress code)

**Behaviour Code**

- Doing as you are asked the first time.
- Listening politely to staff and students.
- Being polite and considerate.
- Using equipment sensibly and safely.
- Respecting the environment
- Respecting each other and staff

**Punctuality and Registration**

- Students should be in registration by 08.30 am and 1.35 pm.
- Late students must report to Reception to sign-in, stating their reason for lateness.
- Students should be ready for Main Lesson to begin at 8.45 and other lessons at the bell.

**Dress Code**

- Lower School students are expected to dress in a way that is appropriate for school, safe and socially responsible. See *appendix 5*.

**Ground Rules for pupils at Wynstones**

Ground rules should be understood by teachers and pupils and cited when pupils fail to comply.

(For School Rules see Appendix 1)

1. I will respond to my teachers, other staff and my fellow pupils, in a positive and respectful fashion and strive to resolve any misunderstandings/ difficulties in the same way.
2. I will be attentive whilst the teacher or a fellow pupil is talking.
3. I will be in my place and be quiet ready to begin the lesson and I will be ready to close the lesson according to the requirements of the teachers.
4. I will arrive at lessons prepared with equipment /appropriate clothing.
5. I will refrain from calling out during lessons; I will raise my hand to answer/attract attention.
6. I will treat the premises and property of school and others with respect.
7. I will adhere to the school rules regarding dress code and use of technology.
8. I will take responsibility for my own learning and strive to do my best.

## **6. Student Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEND team will evaluate a pupil who continually exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The following are additional forms of support that are available to the students with the consent of the parents (some incur an additional cost):

- Learning support lessons
- Behaviour Management Coordinator intervention
- School organised counselling sessions
- Art Therapy
- Eurythmy therapy
- Outdoor classroom / outdoor therapy

## **7. Mobile Information and Communications Technology**

*Mobile communication devices include: mobile phones, smart phones, portable music players, tablet computers and cameras.*

Classes 1 - 8 pupils are not permitted to carry mobile communication devices in school or on school trips. In some circumstances Middle School pupils may bring a phone to school, if it is needed before or after school. Where permission is granted, the phone should be handed in to reception at the start of the school day and collected at the end of the school day. Pupils can make calls from Reception in the event of an emergency.

Using information and communications technology to harass or upset other people is prohibited by the school.

## **8. Rewards and Sanctions**

School rules apply both onsite and off-site and when representing the school, during a trip or on the bus to/from school. School rules are not limited to school hours.

### **Rewards**

Positive behaviour will be rewarded with:

- Emotional feedback; such as verbal praise or stars
- An email to the parent/guardian to describe the positive behaviour
- Moving back through the levels of the behaviour stages.

### **Sanctions**

#### 1, 2, 3 sanction system

**1 = verbal warning**

**(Needs: This is your first warning. I need you to....)**

**2 = visual warning** (e.g. name on board) (**Expectations:** *This is your second warning. The expectations are... and .... will happen if you don't comply*)

**3 = Sanction given** (**Consequence:** *Because of ..., I now need you to ...*)

All sanctions are recorded and Class teacher informed via Sanction record (see appendix 6).

Lower School (LS) and Middle School (MS):

- Moved to 'time out' desk
- Removal from class into care of another adult
  - o Refusal to leave the room will trigger a 'collection card' – the card will be sent with a trusted child to the office which will request a member of management to come immediately and remove the child from class

LS: Staying with teacher at break or lunch time to carry out extra jobs/ finish work/ reflective work

MS: Formal detention (up to 20 minutes) during lunch break

### Formal Detentions

Child informed of sanction and directed to attend detention on given day.

Teacher who has set detention will write in detention book:

- Name of child
- Class
- Task to be completed during detention, e.g. additional subject work or reflective task based on behaviour

Detention will be held in complete silence, with children sat apart. Teacher will check quality of work complete before allowing child to leave. Detention time will not exceed 20 minutes.

Detention timetable including teacher in charge, classroom and time will be available to all middle school pupils.

### Escalation of sanctions

If a child receives three or more sanctions in a week:

- Parents informed by letter or email

If child continues to receive three or more sanctions in a week:

- Welfare Officer informed via Lower School Meeting or CPOMs
- Parents requested to attend meeting at school with class teacher and/or relevant subject teachers to form a plan going forward, this may include:
  - o Use of Behaviour Record Card (see appendix 4)
  - o Forming Myplan+ support plan with SMART targets (must include assistance of SEN team)
    - e.g. Additional adult support, reduced timetable, break time restrictions
  - o ABC Behaviour observation record (see appendix 5)

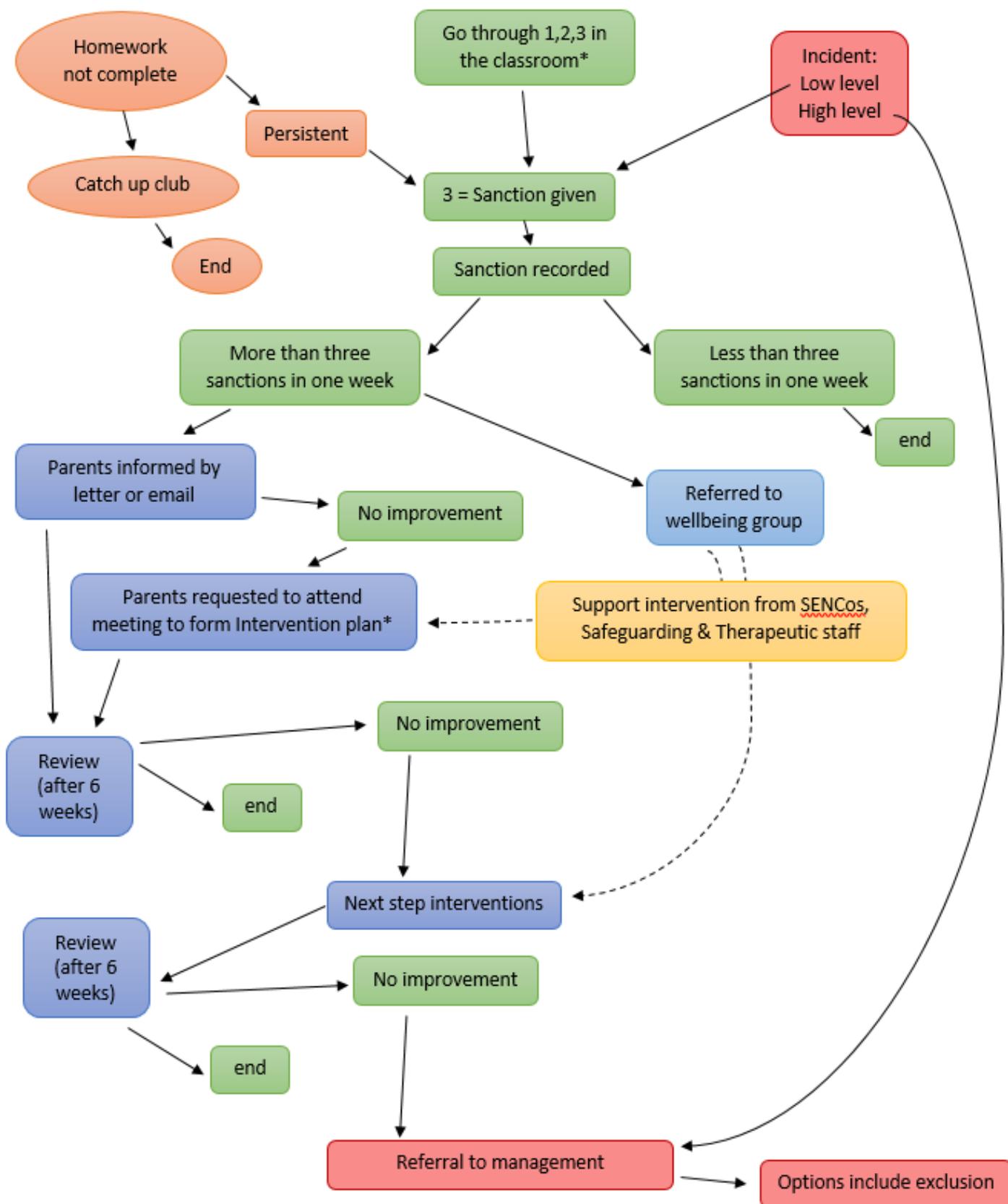
If upon review (after 6 weeks), the child's behaviour has not improved:

- Next step interventions including additional support from SENCo, safeguarding, therapeutic staff, wellbeing and management team
- Management intervention; options include exclusion

***'Behaviour Stages' flow-chart***

Consistency of approach is essential and wherever possible, all staff should follow the procedure set out in this policy above and summarised in figure 1a.

Figure 1a – Support pathway guidance for teachers



\*taking individual learning differences in to account

## **Sanction relating to mobile communication devices**

Contravention of the rules relating to the use of mobile communication devices in the School (as listed above), will result in the confiscation of the device, which would be held in Reception, for an extended period of time.

### ***Restraint***

Members of staff may use positive handling to restrain a student in specific, clearly defined circumstances. (Please see the *Positive Handling Policy*). These are set out in the Child Protection and Safeguarding Policy, and staff are trained in appropriate use of positive handling.

## **9. Exclusions**

Exclusions will only be used as a last resort. The decision to exclude a pupil from school is a very serious one and will not be taken lightly. The College of Teachers can take the initial decision to exclude a pupil. Such a decision will only be taken in response to a serious breach or breaches of school discipline. In most cases when a pupil is excluded there will have been earlier discussions and /or correspondence between parents and the school about pupil's behaviour.

When a pupil is excluded the Deputy Principal or Principal must inform the parents/guardians and the Council of Trustees. The DEPUTY PRINCIPAL/PRINCIPAL (with, if necessary, the class guardian or class teacher) who will be referred to as the school, must:

- Review as soon as possible with parents and explain situation and look at issues.
- Explain why the school has decided to exclude the pupil.
- Explain the arrangements for setting and marking the pupil's work during their absence from time of exclusion.
- Explain the parents' right to state their case before the Council of Management Exclusion Review Panel.
- Explain to the parents their right to see their child's school record.

### **Types of Exclusion**

There are two types of exclusion: fixed period, (formerly known as suspension) under this option a pupil cannot be excluded for a period totalling more than 15 days in one term; and permanent (formerly known as expulsion).

#### **Fixed Period Exclusions**

If a pupil is excluded for a fixed period, the school will inform the parents immediately of the exclusion, the reason for it, and the date when their child will be able to return to school. Parents will also be informed of their right to put their point of view to the DEPUTY PRINCIPAL/PRINCIPAL in writing, and the chair of the Council of Trustees should they wish to do so. For all exclusions of over 5 school days in a term the class guardian or class teacher must arrange an immediate meeting to discuss the exclusion with the parents.

#### **Permanent Exclusions**

If a pupil is to be permanently excluded, the school will inform the parents 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 exclusion or other disciplinary measures taken earlier. Parents will be told of the right to put their point of view to the Chair of Council of Trustees in writing. Parents have the right to see their child's school records before the meeting, which can be arranged through the Chair of College. The Council of Trustees Exclusion Review Panel will hear the case put forward by the parents and the school. The meeting will be chaired by one of the members of the Council of Trustees Exclusion Review panel. The school will give its view of the circumstances leading to the exclusion. Parents will be asked for their comments and will be asked to make their own statement.

The Panel will ask and respond to questions. When discussions have ended the Council of Trustees

Exclusion Review Panel will be left to make their decision, which they will confirm in writing giving their reasons. If the Panel decides a pupil should return to school, parent will be given the date of return in writing.

#### Other Exclusions

The school also reserves the right to exclude pupils on the grounds of non-payment of fees. A representative of the College of Teachers can also send a pupil home from school because of the way he/she is dressed or because they are unwell. This is not the same as exclusion.

### **10. Monitoring arrangements**

This policy will be reviewed by the Lower School annually, after which the policy will be sent to DEPUTY PRINCIPAL/PRINCIPAL and Trustees for approval.

### **11. Linked policies:**

- Child Protection and Safeguarding Policy
- Anti - Bullying Policy
- Physical Restraint Policy

## **Annex 1 : School Rules**

### **A. The following are not permitted on school premises, in the immediate vicinity, or during school activities:**

- 1. Alcohol**, including:
  - bringing and/or consuming alcohol on school premises
  - the supply of alcohol to other school students, including those aged 18 and over
- 2. Drugs and other forbidden substances** (as defined in the *Drugs and Substance Misuse Policy*), including:
  - the supply of drugs or forbidden substances
  - the possession of drugs or forbidden substances
  - the use of drugs or forbidden substances
- 3. Misconduct of a sexual nature**, including:
  - the commitment of a sexual act by a student with another person whether or not the student or the other person is aged 16 or over
  - any act of indecency by a student
  - the supply or possession of pornography the loading or downloading of pornographic images or text to or from the internet
- 2. Other unacceptable behaviours**, including:
  - incidents of theft; blackmail; physical violence; intimidation; bullying (as defined in the *Anti-Bullying Policy*); racism; possession or use of an unauthorised firearm or other weapon; vandalism or computer hacking; use of offensive language in school or on school outings.
  - persistent rudeness to others or the disruption of any school activity whether in class or otherwise
- 3. Smoking**, including:
  - the supply of tobacco to other students including those aged 18 and over
  - the supply or possession of pornography the loading or downloading of pornographic images or text to or from the internet

## **Appendix 2: Dress code**

All clothes and shoes must be well-fitting; clean; in good condition (no tears, holes etc.) free from bright logos or pictures larger than 10cm.

*The following are **not** permitted:*

- skirts, shorts and dresses shorter than 5cm above the knee, unless worn with leggings or tights underneath
- strappy tops (strap width less than 5cm) halter tops
- short tops which reveal midriff or revealing necklines
- low trousers which reveal underwear
- see-through clothing of any kind revealing underwear
- fashion accessories such as trouser chains
- large/long earrings and necklaces
- high-heeled or platform shoes
- flip-flops
- make-up of any kind including nail varnish
- artificial hair colour
- hats or hoods in teaching spaces inc. classrooms, sports hall and the barn (unless for cultural or other reasons agreed by the Faculty Chair)
- ripped jeans or other items of clothing
- No visible body piercing and/or tattoos are permitted (with exception of appropriate earrings and a discreet nose stud not exceeding 2mm).

### **Appendix 3: Sanctions Record**

Date		Teacher		Pupil	
Lesson / time					
Behaviour / misdemeanour					
Sanction given					

**Annex 4: Behaviour Record**

**Report Card**

Name:..... Class ...

WB / /

	1 8.30- 9.15	2 9.15- 10.10	3 10.10- 10.30	Break 10.30- 10.45	4 11.15- 12.00	5 12.00- 12.45	Lunch 12.45- 1.35	6 1.35- 14.15	7 14.15- 15.00	8 15.00- 15.45
Mon										
Tues										
Wed										
Thurs										
Fri										

**Appendix 5: ABC Behaviour observation record**

**ABC Observation Chart**

Name of Child:.....

Day & Date	Time	Antecedents (What was happening before?)	Behaviour (What did..... do?)	Consequences (What happened next?)

