

Behaviour Policy Lower School and Upper School

Last reviewed February 2019

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With reference to:

- Welsh Government 'Independent Schools Registration and Operation Guidance Information' document no: 165/2014 November 2014
- Welsh Government Guidance Document 'Exclusion from schools and pupil referral units' no: 171/2015, April 2015
- Special Educational Needs Code of Practice for Wales (Welsh Assembly Government, 2002)
- The Equality Act 2010 ('the 2010 Act')

1. Our Approach

We believe that a positive, loving and secure environment is a prerequisite for good discipline and that good discipline promotes a positive environment. As a general principle, unacceptable behaviour is not tolerated in the School. If a child does behave unacceptably a member of staff will intervene.

All unacceptable behaviour will be addressed in a positive and creative way and never through negative comment or humiliation. Discipline will always be delivered in a clear and objective manner with any emotional element controlled. It will be made clear that it is the behaviour that is unacceptable not the child who is bad. Discipline and the manner in which it is delivered will always be age appropriate.

In instances of continual unacceptable behaviour an individual approach will be taken. Some instances of misbehaviour are indicative of problems of a deeper nature and require that the teacher and parents/carers work together to find the best means of helping the child. This may include the involvement of the Pastoral Care Team. Teachers and parents/carers will in these cases look for discipline appropriate to specific circumstances and individual children. It is of considerable importance that the growing child is surrounded by adults who seek to resolve conflicts through communication.

2. Purpose of this policy and procedure

Cardiff Steiner School aims to promote and acknowledge positive behaviour and conduct amongst both staff and pupils. The environment should be safe and secure with an emphasis on positive, respectful relationships. Any sanctions will be fair, just, consistent and 'age appropriate'.

3. Aims

- To develop a School Behaviour Policy supported and followed by the whole School community: teachers (full and part-time), pupils, parents/carers, Trustees, volunteers and non-teaching staff - based on a sense of community and shared values.
- By applying positive policies, we aim to create a caring environment in which teaching and learning can take place in a safe, secure and positive environment.
- To complement the aims of the School and ensure that these aims are met.
- To implement a Code of Conduct, which will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.
- To encourage good behaviour by providing suitable recognition and acknowledgement.
- To have clear disciplinary measures that may be imposed on pupils not adhering to the Code of Conduct.
- To treat problems when they occur in a fair, just and consistent manner, appropriate to the age of the child.

4. Responsibilities

All members of the School community are responsible for

- ensuring suitable recognition and acknowledgements for pupils who display positive behaviour, follow the Code of Conduct and achieve what is required
- applying the appropriate consequences for those who breach the Code of Conduct
- helping all members of the School community to treat each other with respect

All pupils have the responsibility to:

- behave in an appropriate way, follow the Code of Conduct and desist from interrupting or disruptive behaviour.

All teachers have the responsibility:

- to establish a safe, learning environment for all pupils
- to ensure that all pupils are suitably and sufficiently supervised at all times of the School day to minimise disciplinary situations and to support the safety of children. Everyone has the duty to make known any perceived or anticipated discrepancy, to the College of Teachers and the School Management Team.
- to take reasonable care of their own health and safety and that of pupils or others affected by their actions or lack of action. Staff **must** obey safety rules and procedures, especially the School's Fire Procedure.
- to create a positive learning environment in which effort and achievement are recognised and rewarded.
- to ensure that pupils abide by the School Code of Conduct and to take appropriate action when necessary.

- to implement the Code of Conduct and this Behaviour Policy
- to know the sanctions/consequences resulting from different actions, and apply them consistently.
- to complete the relevant Behaviour Log, Incident Book, Sanctions File and other documents, and to inform other staff and parents/carers as per this and other School policies.
- to review the Behaviour Log, Incident Book and Sanctions File half-termly at the Faculty Meeting.
- to ensure that their conduct with the pupils and each other is of the highest standard and sets a good example.

All teachers should be able to expect:

- assistance from parents/carers, the College of Teachers, the School Management Team and the Trustees in promoting a positive environment.
- to be able to teach without interruption from any unacceptable or disruptive behaviour on the part of pupils.
- Intervention/advice from the Pastoral Care Team in relation to issues affecting behaviour

5. Recognition and acknowledgment

Cardiff Steiner School aims to support pupils who make an effort to do their best and also to recognise good work itself. It is considered important to notice those who make a good effort and to acknowledge this. On the other hand, recognition must be “true”. Teachers and Subject Teachers will have their own ways of expressing this recognition which may include a merit system.

6. Parents/carers and the Home/School Agreement

The School believes that an effective behaviour policy requires a close partnership between parents/carers, pupils and School. Before admission to the School we ask parents/carers to read the New Parents’ Pack which contains:

- The Parents Handbook
- The Behaviour Policies for Kindergarten and/or Classes which includes the sanctions/consequences system operated within the School
- The Code of Conduct for Classes which includes School Rules and Dress Code
- The Home/School Agreement

Parents/carers sign a declaration on the Registration and Contract that they have read and accept the information contained within the information pack.

7. Teaching staff

At Cardiff Steiner School we insist on the highest standards of behaviour and discipline and have high expectations on these matters. High standards of discipline are essential to School morale, effective teaching and learning. It is essential that pupils, parents/carers and teachers work together to ensure that a learning and social environment is maintained where concern for others, positive behaviour, responsibility and respect are valued and achieved.

To do this we must:

- Ensure that all staff, pupils and parents/carers are clear about the standards of behaviour that are expected and that pupils understand the standard of work and behaviour that is expected of them. The appropriate teacher will talk to each Class about the Code of Conduct each year in an age appropriate manner.
- Give clear instructions. Write them on the board when appropriate.
- Prepare work carefully, ensuring that it is suited to the abilities of the pupils and deliver the curriculum in a challenging and stimulating way. Make sure that all resources are available at the beginning of the lesson.
- Offer the opportunity for individual guidance and counselling to pupils to develop, monitor and review behaviour and achievement. This can include the support of the Pastoral Care Team.
- Take account of School attendance as a possible indicator of behavioural issues such as general class discipline or bullying.
- Allow pupils to show that they can assume responsibilities and act maturely and involve them actively in lessons.
- Mark and return work promptly and regularly, offer appropriate advice and give appropriate recognition and acknowledgement. When homework becomes appropriate it should be set in such a way as to promote pupils' organisational skills and self-discipline.
- Endeavour to ensure that written work is neat and done with all the care which can be expected of the particular pupil.
- Ensure that pupils enter and leave the classroom in an orderly manner.
- Check attendance by keeping a register taken at the beginning of the morning and afternoon sessions.
- Be punctual for lessons and ensure that classes are appropriately supervised. End lessons punctually so that pupils can be ready for their next lesson/break time.
- Ensure that children are only allowed in the playground when a member of staff is present to supervise them.
- Ensure that pupils move around the School in an orderly way. Pupils should not be allowed to wander around the School during lessons.

- Encourage the use of the toilets at designated times to minimise disruption to lessons. The need to leave a lesson for this reason should, for the vast majority of pupils, (unless there are known medical problems), be a very rare occurrence.
- Ensure that pupils care for the building, furniture and equipment etc.
- Ensure that the teacher is always in full control and that the relationship between the teacher and pupil is friendly yet respectful. Over-familiarity may lead to a loss of respect and leadership.
- Be courteous and polite to pupils, refer to them by their forenames and expect pupils both to address staff and visitors in a respectful manner (Miss, Mrs, Mr or as appropriate) and to open doors for them when appropriate.
- Inform parents/carers, in line with this policy, of concerns or successes in achievement or behaviour.

8. Procedures when children behave unacceptably

General principles

- Corporal punishment such as shaking or smacking is not allowed, nor do staff threaten to shake or smack.
- Children are always spoken to in a caring manner and a child is never ridiculed or humiliated.
- In all cases of unacceptable behaviour the children will be made aware that the misbehaviour not the child is unwelcome. The child will be guided towards more positive behaviour.
- If punishments need to be given they will be useful positive actions relevant to the misdemeanour.
- Where damage to someone else's property has occurred the child will do something to restore the damage in addition to apologising to the relevant person and parents/carers will be charged as per our Fees Policy.
- Sometimes the child may be removed from the situation/setting for a short period of time (see 9. Internal Exclusions). Staff do not use any form of physical restraint, unless it is necessary to prevent personal injury to the child, other children, a member of staff or serious damage to property, or if the child's behaviour is of such nature that the other children are unable to access their curriculum. Any incident is recorded and parents/carers informed on the day (for more information see our Positive Restraint Policy).
- Where unacceptable behaviour of a particular child habitually compromises the health and safety of others, or regularly disrupts the working atmosphere of the rest of the Class, it would be expected/advisable that an Individual Development Plan (IDP) with Behavioural Targets is put in place. (*See Section C below*). This may include options for temporary external exclusion. (*See section 10 External Exclusion Policy below.*)
- The School will consider exclusion in the case of the following behaviour:
 - Walking out of class or leaving the School, without permission
 - Rude or abusive language
 - Incidents involving intentional or actual physical harm to another person
 - Refusal to comply with internal exclusion

The decision to externally exclude a pupil in these circumstances will be made in line with the procedure outlined in *Section 10* below.

- Permanent exclusion will be used as a last resort and with due consideration given to the External Exclusion Policy.

The decision to externally exclude a pupil will always be considered in the case of the following behaviour.

The decision will be made in line with the procedure outlined below:

- Walking out of class, or leaving the School, without permission
- Rude or abusive language
- Incidents involving intentional or actual physical harm to another person
- Refusal to comply with internal exclusion

A. A three-stage warning - 'traffic light system'

A 'traffic light system' is used in the classroom throughout the School day to alert children that they are behaving unacceptably and are not following the Code of Conduct. Each Class Teacher will use colours or numbers to indicate clearly to a child which stage they have reached.

1. (Green) A first warning is given and this is recorded in the Class **Behaviour Log**
2. (Yellow) A second warning is given and the child will be moved to sit separately within the classroom while they reflect on their behaviour. This is recorded in the Class **Behaviour Log**
3. (Red) A third warning is given and this is recorded in the Class **Behaviour Log**. The child receives an internal exclusion from the lesson of 10 minutes in the School Office. A standard letter is sent to the parents/carers of the child. This may include extra work to do at home to reflect lesson time lost. A record of the internal exclusion is kept in the School's **Sanctions File**. (*See section 9 Internal Exclusion Policy below.*)

The Behaviour Logs and Sanctions File are monitored half termly by the Teachers for emerging patterns of behaviour.

B. Incident Recording and Reporting

Where unacceptable behaviour constitutes an 'incident', this will be reported in appropriate detail in the **Incident Book** (in addition to the Behaviour Log if applicable) and an appropriate sanction will be applied and recorded (internal exclusion, external exclusion etc.)

An 'incident' is defined as an occurrence relating to health and safety, or safeguarding/child protection, even if nobody is hurt. Such incidents might include a fire, a child leaving the premises unsupervised, a child's behaviour causing a risk or harm to themselves, others or School property, a broken window etc.

This is reported to parents/carers in line with the School's **Accident and Incident Procedure and Policy**.

Incidents recorded by staff other than the Class Teacher, must be reported to the Class Teacher before pick up the same day. It is the responsibility of the staff member recording the incident to inform the Class Teacher. The Class Teacher informs parents/carers on the same day at pick up if possible, or otherwise by telephone the same day.

Bullying if the unacceptable behaviour is recognised as bullying, then the teachers will record the matter in the Incident Book and then use the procedures in the Anti-Bullying Policy.

The Incident Book is monitored half termly by the teachers for emerging patterns of behaviour or other issues.

C. Individual Development Plan with Behavioural Targets

Following the third internal exclusion in a term, or serious or repeated incidents, a meeting is set with the parents/carers and Class Teacher, within two days, to decide how best to deal with the behaviour. It would be expected/advisable that an Individual Development Plan (IDP) with Behavioural Targets is put in place at this point within a week.

In drawing up the IDP:

- The Class Teacher will liaise with the Additional Learning Needs Coordinator (ALNCo).
- The Class Teacher will meet with the parents /carers of the child to finalise the IDP.
- The IDP will detail personalised, specific and reachable behavioural targets; teaching and discipline strategies to be used; time frames and success criteria.
- The IDP may specify the option of planned, temporary external exclusions, where serious and/or disruptive behaviour is repeated (with due consideration given to the External Exclusions policy detailed in section 10), for example if low-level disruptive/unacceptable behaviour continues following an internal exclusion the same day.
- The IDP will be shared with the parents/carers of the child. Progress will be shared with them as advised in the IDP.
- The IDP will be communicated to all relevant staff so that there is consistency of approach.

D. Formal Warning Procedure

Should the implementation of an Individual Development Plan (IDP) with Behavioural Targets have no discernible impact on behaviour the following procedure should be followed.

This procedure is intended for use when a child displays continuing disruptive or unacceptable behaviour, causing problems for themselves, other children and staff. All sanctions will be age appropriate. At this point

the College of Teachers, the School Management Team and the Trustees should be formally informed of the position.

This is essentially a three step procedure: the nature of the warning will vary according to the severity of the behaviour and the age of the child involved. It will remain objective and unemotional.

Step one: Formal Verbal warning

Following continued unacceptable behaviour as described, a discussion will take place with the child concerned. As this is a final verbal warning a full written record will be kept and their parents/carers will be informed that the formal warning has been given. The child will be informed that they are receiving a verbal warning and that this is being recorded in the Sanctions Book. They will be informed that the next time their behaviour is recorded in the Sanctions Book then their parents/carers will be informed and a meeting will be arranged with their parents/carers.

Step two: Formal meeting with parents/carers

If the problem continues, parents/carers will be invited to a formal meeting. A full written record of this will be kept and filed in the Sanctions Book. A written agreement on a support strategy to adopt should be the aim of this meeting. As with an IDP this should have clear objectives, methods and timeframes and a date at which to review progress. A possible outcome of this meeting could be temporary external exclusion (suspension). The length of time of this exclusion will depend on the child's age and the circumstances.

Step three: Second formal meeting

A second formal meeting will take place to monitor levels and intentions of improvement. If there has been no improvement then those who have been involved in the process will discuss the permanent exclusion of the child.

NB: Other situations may arise which leave the School no alternative but to ask the parents/carers to immediately withdraw the child from the School.

9. Internal Exclusions

Internal exclusions should only be used in the following circumstances:

- after three-stage warning - 'traffic light system' has been used for low-level disruptive behaviour
- where behaviour is risking children's safety

Internal exclusions take place in the School Office. The School Administrator, School Business Manager, or another member of teaching staff must be present.

Any excluded pupil is issued with a Corridor Slip, which they must present to Office staff for completion, and which the pupil must then take back and present to the teacher who issued the slip. The child must either be accompanied by another child to ensure they reach the Office, or another child sent to fetch an Office staff member.

There is a limit of 10 minutes for any individual exclusion. The supervising member of staff will return the pupil to the teacher after the agreed length of time. A standard letter is sent to the parents/carers of the child. This may include extra work to do at home to reflect lesson time lost.

A record of the internal exclusion is kept in the Sanctions File and includes:

- Time of exclusion
 - Reason for exclusion
 - Length of exclusion
 - Any other instructions to Office staff including if there is any work to do in the Office or at home to replace lost lesson time
 - Who imposed the exclusion
 - Who the child was left with
 - When the child was returned to class and by whom
 - Behaviour during exclusion
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- The School will consider external exclusion for refusal to comply with internal exclusion. The decision of whether to exclude in these circumstances will be made in line with the procedure outlined in *Section 10* below.

10. External Exclusion Policy

Definition

'External Exclusion' means the removal of a pupil from the School premises either temporarily or permanently. The decision to exclude a pupil from School is a very serious one and will not be taken lightly. In most cases of external exclusion there will have been previous discussions and/or correspondence between the parents/carers and the School about the pupil's behaviour.

The purpose of this policy is:

- To ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and thrive.

- To exclude a pupil only in exceptional/serious circumstances, or where other, ongoing, recorded interventions have not been successful in modifying behaviour.

Circumstances where a pupil may be externally excluded

The decision to externally exclude a pupil will be taken in the following circumstances:

2. In response to a serious breach of the School's Code of Conduct.
3. If allowing the pupil to remain in School would seriously harm the education or welfare of the pupils or others in the School.
4. For unacceptable behaviour which has previously been reported, and for which recorded School sanctions and other interventions have not been successful in modifying the pupil's behaviour.

The decision to externally exclude a pupil will always be considered in the case of the following behaviour.

The decision will be made in line with the procedure outlined below:

- Walking out of class, or leaving the School, without permission
- Rude or abusive language
- Incidents involving intentional or actual physical harm to another person
- Refusal to comply with internal exclusion

The following constitute examples of a serious breach of the School's Code of Conduct:

- Physical abuse actual or threatened
- Indecent behaviour
- Damage to property
- Use/possession/supply of illegal drugs
- Misuse of other substances
- Theft
- Sexual abuse or assault
- Racial/sexual harassment
- Carrying an offensive weapon
- Arson

This is not an exhaustive list, and there may be other situations where the Teaching Team makes the judgement that external exclusion is an appropriate sanction. The process for deciding whether to exclude a pupil is outlined below.

Exclusion procedure

The decision to exclude a student will be taken by the Teaching Team, including the Class Teacher of the pupil where possible. The decision to permanently exclude a pupil can only be made by agreement of the College of Teachers and the Trustees.

- Most external exclusions are for a fixed term and a short duration (usually between one and three days).
- Following the decision to externally exclude a pupil, parents/carers will be notified immediately, and asked to collect the child.
- A letter will be sent immediately by post or email giving the reason for the exclusion and the date and time when the pupil should return to School, any arrangements made for enabling the learner to continue their education. It is the parent's/carer's responsibility to ensure that any work sent home is completed and returned to School.
- If it is a permanent exclusion the fact that it is a permanent exclusion, the date it takes effect and any relevant previous history.
- A 'Return to School meeting' will be held following the expiry of the fixed term exclusion with the parents/carers and the child and the Class Teacher, and many involve another member of the Teaching Team.
- If the fixed term exclusion is greater than five days, or an accumulation of exclusions exceed five days, a support strategy will be drawn up. This needs to be agreed with the School, pupil and parents/carers.
- During the course of a fixed term exclusion where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility as parents/carers.
- Where pupils are excluded for a fixed term and no alternative provision is made before the sixteenth day of exclusion for them to continue their education, they should be marked as an authorised absence in the attendance register using Code E. Where alternative provision is made they should be marked using the appropriate code, such as Code B (Educated off-site).
- Parents/carers have the right to put their point of view using the Concerns and Complaints Procedure.
- The details of all exclusion cases should be treated in the strictest confidence by all those involved in the process.

Before deciding whether to externally exclude a pupil either permanently or for a fixed period the Class Teacher/Guardian, or teacher acting in their absence, will:

1. Ensure appropriate investigations have been carried out.
2. Consider all the evidence available to support the allegations taking into account this Behaviour Policy.
3. Allow the pupil to give her/his version of events.
4. Consider a broader picture of the facts and factors involved, including whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.

5. Ensure they have consulted appropriately and have approval from:
 - temporary external exclusion - two other member of the Teaching Team, and that this is recorded in writing along with the factors involved in the decision
 - permanent exclusions - the College of Teachers and the Trustees

Permanent Exclusion

The decision to permanently exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with behavioural issues following the use of a wide range of other strategies in this policy, which have been used without success. It is an acknowledgement that all available strategies have been exhausted, and is used as a last resort. This would include persistent and defiant misbehaviour including bullying/harassment (which would include racist, sexist or homophobic bullying/harassment,) or repeated possession and or use of an illegal drug on School premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon *
- Arson

The School will consider police involvement for any of the above offences, which may subsequently result in criminal proceedings. This can mean that the School may not be able to hear relevant witnesses or to consider relevant material. The School should not postpone their decision to exclude a pupil simply because of the possibility that criminal proceedings might be brought in respect of the same incident. In these circumstances, a judgement must be made on the basis of the evidence available.

** Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."*

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School.

Permanent exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the pupil concerned.

For permanent exclusions, the School Administrator must inform the child's LA within one School day. In the case of a looked-after child from another local authority area, the 'home' local authority should be informed.

11. Pupils with Additional Learning Needs or other protected characteristics

The Equality Act 2010 protects pupils from discrimination based on protected characteristics. The relevant protected characteristics are disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

'Direct discrimination' happens when a pupil is treated less favourably than others in comparable circumstances because of a protected characteristic. The 2010 Act does not prohibit schools from excluding pupils with a protected characteristic but does prohibit schools from excluding pupils because of their protected characteristic (e.g. excluding a disabled pupil because of their disability) or discriminating unlawfully during the exclusions process. This applies to permanent and fixed-term exclusions.

It is also unlawful to exclude a pupil with a protective characteristic for behaviour that a pupil without a protective characteristic would not be excluded for. For example, if a disabled pupil is excluded for behaviour connected to their disability this could be unlawful discrimination arising from disability unless the school can justify the exclusion as being a proportionate means of achieving a legitimate aim. Whether or not the school has complied with its duty to make reasonable adjustments for the pupil will have an impact on whether or not the exclusion can be justified.

In applying sanctions and exclusions the School ensures it does not treat pupils with a protected characteristic less favourably than pupils who do not have that protected characteristic or would have treated them in similar circumstances.

'Indirect discrimination' occurs when a provision, criterion or practice is applied equally to all but has the effect, or would have the effect, of placing pupils of one or more protected groups, e.g. disabled pupils, at a substantial disadvantage as a result.

In line with the Equality Act and the School's Equality Policy, the School ensures that:

- it does not discriminate against pupils with protected characteristics, including directly or indirectly, in the application of this Behaviour Policy, and makes reasonable adjustments for disabled pupils both to the exclusions process and to disciplinary sanctions.
- that IDPs are in place for pupils with an additional learning need, to reflect any individual variance and reasonable adjustment to the implementation of this Behaviour Policy and Procedure for that pupil, unless it can be shown to be a proportionate means of achieving a legitimate aim.
- other than in exceptional circumstances, and in line with our Admissions Policy, the School avoids permanently excluding pupils with statements of SEN (ALN). The School makes every effort to avoid excluding pupils who are being supported at Wave I, Wave II and Wave III under the Special Educational Needs Code of Practice.
- in most cases, the teacher will be aware that the School is having difficulty managing a pupil's behaviour well before the situation has escalated. The School will try every practicable means to maintain the pupil in School, including seeking LA and other professional advice and support at Wave III, or, where appropriate, asking the LA to consider carrying out a statutory assessment.
- for a pupil with a statement, where this process has been exhausted, the School will liaise with the child's LA about initiating a formal review of the pupil's statement.
- Parents/carers of pupils with ALN who are excluded from the School will receive advice on the options available for their child's future education, including advice and information available through their local ALN Parent Partnership

Issue date

This policy was originally approved and came into effect from November 2015, and was last revised in February 2019.

Review date

This policy will be reviewed and revised by College, in consultation with staff members for at least every two years.

Endorsement

Full endorsement to this policy is given by:

Name: Brigid Bowen

Position: Chair of Trustees, Cardiff Steiner School

Signed:



Date: 15.02.19

Related policies

This policy should be cross-referenced to related School policies including:

- Home / School Agreement
- Classes Code of Conduct
- Accident and Incident Procedure and Policy
- Anti-Bullying Policy
- Positive Restraint Policy
- Behaviour Policy for Kindergarten
- Behaviour Log, Corridor Slip, Standard letters re exclusions
- Equality and Diversity Policy
- ALN Policy
- Pastoral Care Policy

Disciplinary Procedure Classes

Low Level Behaviour

Serious Behaviour/ Incident

