



BEHAVIOUR POLICY

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Basic Principles

It is a primary aim of York Steiner School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. Rather it is based on the principle of mutual respect between all adults and children in the school and respect for the physical environment and equipment in the School. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

We treat all children fairly and apply this behaviour policy in a consistent way. The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

At York Steiner School we believe that:

- Everybody has a right to grow and to make mistakes
- Children and staff have a right to be safe
- Children have a right to be cared for
- Children have a right to learn
- Teachers have a right to teach
- Everybody has a right to be heard
- Behaviour is communication
- Pupils want to behave well

It is expected that everyone, children and adults alike, will:

- Respect and care for each other
- Respect and care for the school
- Try their very hardest at all times to do the right thing

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 remember that everyone has a right to grow and make mistakes and we work with compassion and forgiveness
- We move around the school calmly and with care for other people
- We talk to each other with politeness and respect
- We are punctual for the beginning of the school day and for all lessons
- We respect each other's differences and treat each other in a spirit of fairness
- We always put the safety of everyone first,

Positive Behaviour Management Strategies

Strategy varies according to age of the children. Strategies should aim for consistency and clarity throughout the school. Rudolf Steiner once remarked: “There are three effective ways of educating children – fear, ambition and love. We can do without the first two!”

1. Use empowering language to encourage the child to think about their behaviour and give them the opportunity to alter it.
2. Ensure expectations are clear.
3. Notice, acknowledge and, if appropriate, reward positive behaviour.
4. Make use of whole-class positive behaviour strategies eg kind classmate marks or blossom branches.
5. Make sure rules are clear and understood.
6. Make sure consequences of positive and negative behaviour are understood.
7. Where appropriate, allow children to make amends.
8. Allow opportunities for children to be heard, whether at the time or later.
9. Observe and consider the potential underlying causes of a pupil’s behaviour so that we can best understand the communication before intervening.
10. Where other children are involved, the principles of restorative practice should be followed.
11. Sanctions should be clear, timely, consistent and proportionate.
12. Where additional support is required to improve behaviour, a Positive Behaviour Plan should be developed.

Review

Approved by the Board of Trustees

December 2018

Policy review date:

December 2020

Behaviour Chart

Behaviour		Action Taken	Time Scale	Parents Advised
Stage 1	Unacceptable Behaviour	Advice & support sought from mentor and colleagues	1 – 2 weeks	Informal if necessary
	Persistently Poor Behaviour	Pedagogical – concerns , Strategies & child study	3 – 4 weeks	Discuss concerns with parents to gain a bigger picture
Stage 2	Continued Persistent Poor Behaviour	Education Mandate Group	½ Term	Meet and discuss with parents
	Class 4 and above	Class teacher to devise a programme of responsibilities to enforce positive behaviour	4-6 weeks	Meet with parents to advise of strategies and next stage
	Regular Review of Behaviour Targets in Agreed Fixed Term	Class Teacher to set up behaviour diary until targets reached	½ - 1 Term	Parents advised of programme and requested to sign diary weekly. Parents informed of seriousness of next stage.
Stage 3	If Progress towards target is not achieved the exclusion policy is implemented for a fixed period of exclusion	School Management Group invoke Fixed Period Exclusion	1 – 45 days in a year	Parents informed in writing and invited to meet Chairs of the School Management Group and the Education Mandate Group
	Permanent Exclusion	Decision made by the School Management Group and the Board of Trustees	Permanent	Parents informed in writing and invited to meet with the Chairs of the School Management Group and the Board of Trustees. Parents have a right of appeal

There are times where a child's behaviour can escalate and in the heat of the moment they find it difficult to bring themselves back to behave in an appropriate manner. In these circumstances the child may be asked to go home for a 'cooling off period'. This is **not** considered a temporary exclusion but more a recognition that a short period out of the class gives the child an opportunity to reflect on their behaviour. The Class Teacher along with a member of Education Mandate would approve such an action. The child would be sent home with an incident report explaining to the parent why this action was necessary.