



DANESMEAD, FULFORD CROSS, YORK YO10 4PB

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## **BEHAVIOUR POLICY**

**Revised January 2019**

### **Approval and Review**

This policy was approved by the Board of Trustees on:

Policy review date:

December 2020

### **Related Policies**

- Inclusion
- Exclusion
- SEND
- Attendance
- Physical Handling / Contact

## 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:

- 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.
- Pupils want to behave well.
- Poor behaviour can be a symptom of underlying issues

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 and which will engender appreciation and respect for each other and for our environment.

- We all look after people and property in our school.
- We all work to the best of our ability, so that everyone can learn.
- We remember that everyone has a right to 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**

The primary purpose of sanctions is to manage a child's behaviour for the protection of him/herself and others in the short term and to help to improve a child's behaviour in the longer term.

Our positive behaviour management strategies vary according to age of the children, but always aim for consistency and clarity throughout the school.

In the Kindergarten the focus is on understanding socially appropriate behaviour in play and during activities. This is enabled through a strong rhythm and the repetition of activities, which help the young child integrate into the Kindergarten.

## **KINDERGARTEN**

### **Strategies used in the Kindergarten:**

1. Redirect the child to a new focus or activity, supporting them to reinforce positive behaviour.
2. Gain the child's attention with a look, gesture or word to make them aware of the adult's observations and give them an opportunity to change their behaviour.
3. Remove the child from the situation and engage with an adult led task, enabling the child to experience positive behaviour. When the adult feels the child is ready, the child returns to the group play.
4. Other strategies are employed as are appropriate to the child's age, stage of development and needs. These include one-to-one support and staying inside to help tidy or set up the story.

**If a child's behaviour is consistently disruptive and/or there is cause for concern then the following procedure occurs:**

1. A child's parents may be notified and consulted on a regular basis (daily or weekly).
2. The teacher may discuss a child's behaviour and needs in the weekly Early Years meeting.
3. A teacher may review a child's behaviour on a regular basis (daily/weekly).
4. A teacher may conduct an in-depth 'Child Study' on the child in the weekly Early Years meeting.
5. Positive Behaviour strategies may be established with a child and their parents, in order to target a particular problem or concern. This will be reviewed with a time scale agreed by the teacher and the parents.
6. The teacher may consult with the SENDCo to discuss a child's behaviour, and to arrange an observation within Kindergarten. Teachers will always discuss this with parents.
7. Other professionals may be consulted for advice, help and support where needed. These may include educational psychologists and behavioural experts.

## **CLASSES 1-8**

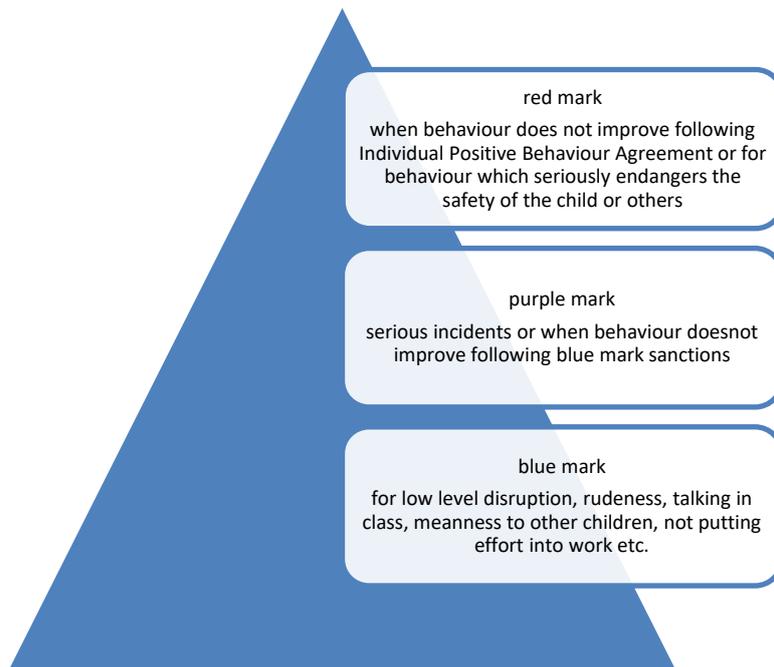
### **Strategies used in the Class years to establish a positive classroom culture.**

1. Establish a clear routine and good working habits from class one.
2. Ensure expectations are clearly formulated and instructions are specific and useful including visual and auditory signals.
3. Ensure rules are known and understood.
4. Notice and acknowledge positive behaviour.
5. Make use of whole-class positive behaviour strategies.

### **When the above strategies fail and a child is unable to self-manage their behaviour, the teacher or an assistant will step in with classroom management techniques.**

1. Make sure all children understand the impact of positive and negative behaviour on the class as a whole.
2. Observe and identify the individual difficulties and their possible underlying causes.
3. Offer support: anchor the child by placing them next to you or an assistant (immediate intervention) and to help remediate these causes by involving learning support (longer term).
4. When a consequence is given offer the child an opportunity to make amends.
5. Allow opportunities for children to be heard, whether at the time or later.
6. The principles of restorative practice should be followed, especially where other children are involved
7. Sanctions should be clear, timely, consistent and proportionate.
8. Where additional support is required to improve behaviour, a Positive Behaviour Plan should be developed.

**If a child's behaviour is consistently disruptive and/or there is cause for concern then the following progressive sanctions programme is initiated:**



## **Blue mark**

Behaviour which may fall into this category includes:

- Low level disruption.
- Distracting others.
- Talking when the teacher is talking; interrupting and calling out (talking out of turn).
- Making inappropriate noises: e.g. drumming, humming, etc.
- Spoiling work: one's own or another's.
- Deliberate sabotage of the classroom environment, for example drawing on desks, breaking or misusing equipment.
- Rudeness.
- Not putting sufficient effort into work; work avoidance.
- Unkindness to other children.

If a pupil receives five blue marks in a lesson, they will face sanctions appropriate to their age. See below for suggested sanctions.

They will also receive a purple mark.

Advice may be sought from mentor and colleagues.

Actions must be recorded in classroom incident book.

At the end of each lesson, all blue marks are removed in order to give the child the opportunity for a fresh start.

## Purple Mark

Behaviour which may fall into this category includes:

- Getting five blue marks.
- Swearing.
- Stealing.
- Prejudiced or discriminatory language – racist, homophobic, etc.
- Refusal to co-operate.
- Running away.
- Rudeness to staff.
- Deliberate damage.
- Knocking over or throwing furniture.

### Suggested sanctions for purple marks:

- **Classes 1-2:** Up to 5 minutes off playtime – possible community task in the classroom.
- **Classes 3-5:** Up to 10 Minutes off playtime – either in the classroom or outside the staff room – community task or class work possible.
- **Classes 6-8:** Losing one big break, possibly spent reflecting on their behaviour/making amends/class work missed as a result of poor behaviour/doing a community task around school according to the behaviour which has led to the purple mark.

When a pupil receives five purple marks in a week, an Individual Positive Behaviour Agreement (IPBA) will be devised. Parents will be informed and invited to contribute to the IPBA.

Parents will receive a copy of the agreement.

The agreement will be reviewed at the end of each half term (or more frequently if appropriate).

Advice may be sought from external advisors.

Actions must be recorded in the incident file in the office. STAR observation charts may be used by the teacher to monitor behaviour.

If immediate action is needed the child will be removed from the situation and taken to a supervised area, where they will be given the opportunity to reflect on their behaviour and continue with set work where appropriate. This will be recorded.

## **Red Mark**

### **Behaviour which may fall into this category includes:**

- No improvement in behaviour following an IPBA
- Putting themselves or others into serious danger.

A red mark will prompt a full review of the child's behaviour and attitude.

Parents will be involved in the process. At this point temporary exclusion will be considered following the school's exclusion procedure.

At this point it will be considered whether York Steiner School is the most appropriate setting to meet the child's needs.

Alternatives may be considered in particular circumstances but the more consistent the approach, the easier it is for the children to understand the consequences to their behaviour.

In order that this sanctions policy is successful, it is imperative that teachers work together to agree on expectations. Class studies involving all teachers of each class should take place at the Pedagogical meeting in order to discuss the children and approaches to classroom management.

Throughout the implementation of the Progressive Sanctions Programme, staff should be aware of underlying issues which may result from special educational needs, mental health challenges or difficulties within a child's home life.

## **Bullying**

### ***Bullying will not be tolerated at York Steiner School***

Unkindness towards other children falls within our behaviour policy, and is dealt with through our positive behaviour programme. If, however, it is sustained, deliberate and involving a power imbalance, we would regard this as bullying. Please read our Bullying Prevention Policy for more details on how we deal with incidents of potential bullying.

## **Violent behaviour**

### ***Violence will not be tolerated at York Steiner School***

If a child is behaving in a manner which is endangering their own safety, or the safety of those around him or preventing their own learning or that of the other children, they will be removed from the group. The child will be taken to a supervised area, where they will be given the opportunity to reflect on their behaviour and continue with set work where appropriate. This will be recorded.

If the child continues to display violent or destructive behaviour, or in the event of an incident of extreme violence, the child will be excluded from school. This will be a fixed term exclusion and parents will be requested to collect their child from school as soon as possible. The conditions of the fixed term exclusion will be discussed with the parents. This will be recorded.

Permanent exclusion will only be considered 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.