

## Behaviour Policy: Return to Learn

### Kindergarten, Class 1 & 2

#### Aims of this policy

The aim of the Steiner Academy Bristol behaviour policy is to ensure that children are able to learn in a disruption free environment. So that:

- Children's attitudes to all aspects of learning are consistently positive, including when being taught as a whole class or working on their own or in small groups. These positive attitudes have a good impact on the progress the children make.
- Children's attitudes to learning are positive across subjects, years, classes and with different staff. Children are properly prepared for each lesson, bring the right equipment and are ready and eager to learn.
- Children respond quickly to staff's instructions and requests, allowing lessons to flow smoothly and without interruption.
- Low level disruption is rare.
- There are no persistent concerns expressed by parents, staff and children about behaviour and safety.
- Children understand the importance of positive attitudes and behaviours in school life, adult life and work.
- There is a positive atmosphere in and around the academy.
- Children conduct themselves well at different times of day, including at lunch and break time, they attend regularly, have good attitudes and are punctual to lessons.
- Children take pride in their work, their appearance and their school.
- Children have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the academy.
- Children's positive conduct and behaviour reflect the academy's effort to promote our ethos. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- Children are safe and feel safe in school; they understand how to keep themselves safe in different situations.

#### A Policy guided by our ethos

Our approaches to young children's learning and behaviour is taken directly from Steiner Waldorf approaches and principles. In the Kindergarten and Classes 1 and 2 teachers aim to be role models worthy of imitation. Role modelling are key to the teaching method, which aims to support and acknowledge positive behaviour, respect and care of self, others and the environment. Key values which we focus on are:

-creating an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships, impartiality, being non-judgmental, collaboration, empowerment and emotional articulacy in our communications and relationships.

### Return to Learn Behaviour Policy

At Steiner Academy Bristol **we never ignore anything**; Positive behaviours will be praised and negative behaviours addressed promptly. In doing so children learn how to be respectful and responsible and take a positive and active role in their community. Teachers will have disruption free classrooms in which they can teach and children will have disruption free classrooms in which they can learn.

### Rights and Responsibilities

This behaviour policy is based on the principle of mutual respect between all adults and children in the school. We believe it is our responsibility to purposefully create a safe, secure and regulated environment, where all children are encouraged to participate fully in learning and manifest better outcomes in their lives. Parents too are expected to foster respect for the Academy and all it stands for. Also, included in this, is respect for all equipment and the physical environment of 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 (within clear age appropriate expectations)

Along with these 'rights' go responsibilities;

- Teachers have a responsibility to teach to the best of their ability
- Children have a responsibility to do their best in school
- Children have a responsibility to allow others to learn
- All adults have a responsibility to maintain a safe environment
- Everyone has a responsibility to help look after each other
- Everyone has a responsibility to listen to each other
- Everyone has a responsibility to support and assist those who make mistakes
- Everyone has a responsibility to speak respectfully to others, even when they disagree.

### Recognising Positive Behaviour

In Steiner Education children should learn to do well out of a love and respect for themselves and their community, developing a passion for learning. It is important, therefore, that all adults use specific verbal praise, motivating and positive language, gestures, or body language, both during lessons and around the school, so that good behaviour, attitude and effort are immediately recognised and positively reinforced. Rates of recognition for positive choices should far outweigh any action regarding negative choices. We believe that, in order to be effective, praise should be specific and directed at positive choices, actions and behaviours, nurturing a flexible/growth mindset.

Appropriate Praise promotes **ENGAGEMENT**, underpins **RESPECT** and supports high **ASPIRATIONS**.

Children are able to showcase and celebrate their work, progress and achievements, both in school and to the wider community. Children are able to share their work with their parents and family at home.

#### **Supporting Positive Behaviour**

Teachers and staff **use a wide range of strategies** to support positive behaviour and challenge children whose behaviour choices are having a negative impact on the learning environment or Health & Safety of themselves or others and are not following the Steiner Academy Bristol Community Rights and Responsibilities.

Children should be actively involved in this process and encouraged to take personal responsibility for their behaviour. Almost all of our work and approaches are to reinforce positive and desired behaviours. However, young children are learning how to manage their behaviour so we help them to use any misjudgements or misunderstandings, to learn more about how to express and manage their emotions well. Through stories and songs, and the high quality interventions, modelling and relationship facilitation that is essential to our practice, we support children to behave thoughtfully and with respect for themselves and others.

#### **Addressing undesired behaviour**

##### **Restorative Approaches**

When children experience difficulties managing their behaviour despite positive support, a clear process for any next steps, ensures consistency of approach. Any steps taken are to support the child to be happy and learning well and not preventing other children from being the same. Restorative approaches are inspired by the philosophy and practices of Steiner education and restorative justice. This strategy puts repairing harm done to relationships and people over and above the need for allocating blame and allotting punishment. At Steiner Academy Bristol, we focus on understanding the reasons for negative behaviour first. There are many causes of poor behaviour choices in life and these are rarely rooted in one overt and obvious cause. Often low self-esteem is the cause of negative behaviour within the classroom for example.

The restorative approach is to challenge children who behave negatively to find a solution that is meaningful and meets the needs of those harmed. It is 'our way', as all members of the school to see incidents where harm has occurred as 'teachable moments', to be learnt from, and seek opportunities to facilitate conversations in which harm can be repaired. This empowers all those involved to 'own' the situation, and find the solution. This is embedded through the school at all levels – from a small chat in the classroom at the outset of a lesson which seeks to establish 'needs' for success, to a mediation session between children briefly

at break, and all the way through to a full debrief conference involving parents, Senior Leadership Team in School, external agencies and Governors or Local Authority officials, where appropriate. We do not advocate punitive sanctions at any level and as adults we model listening, understanding and resist harmful words of anger in the moment, which ultimately aim to punish the young person.

**All expectations are age appropriate and link strongly to our holistic approach to learning.** Children with additional needs are also supported via learning passports and support plans.

**The first instance of negative/disruptive behaviour-** If a child fails to meet any of the Golden Rules (see Appendix 1) a reminder of what is expected will be given by gaining the pupil's attention with a look, gesture or word to make him/her aware of your observations. It is highly likely that most children will respond quickly and positively to this support.

**The second time during a session** that a child fails to meet the Golden Rules they will be given a verbal warning stating the desired behaviour focusing on the Golden Rules.

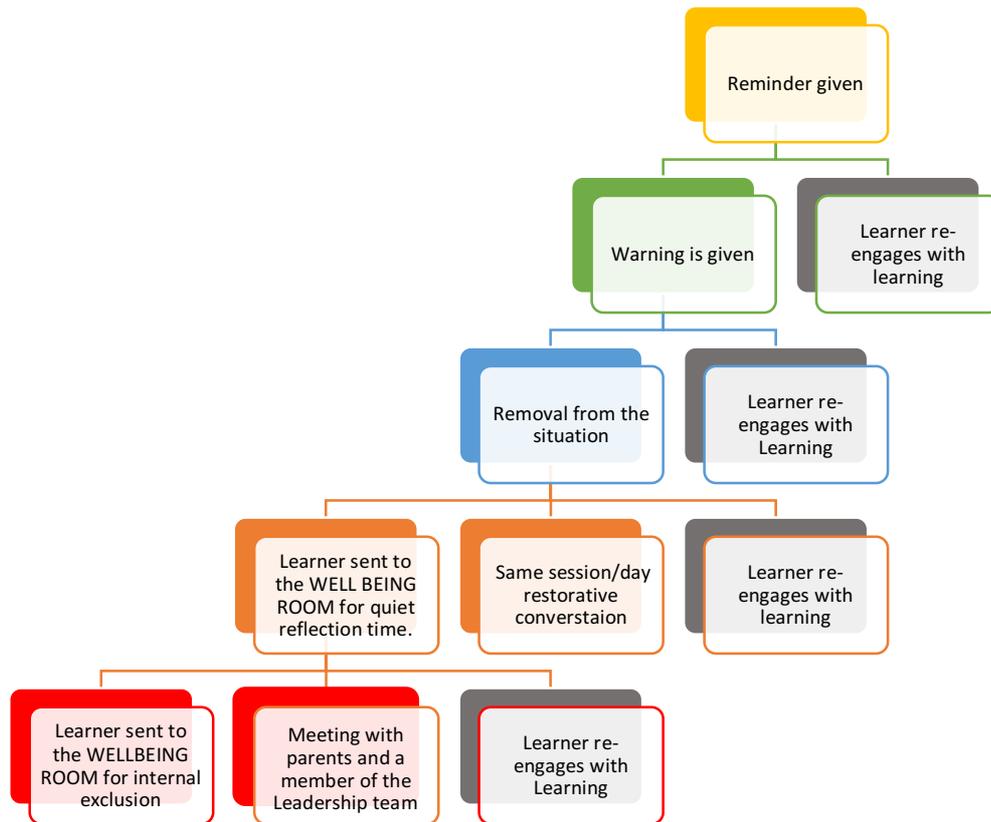
**The third time during a session** that a child fails to meet the Golden Rules they will be redirected to a new focus or activity or they will be removed from the situation and engaged with an adult-led task.

**If the disruption continues**, an adult will take the pupil to the Wellbeing room for a short period. Whilst in the Wellbeing room children will be given time to calm, regulate and refocus. Children will be encouraged to talk about the incident and how to repair any harm caused. Once the child has calmed and is ready, the adult will return them to class. Parents/Carers will be informed at the end of the day.

**If the child's behaviour is consistently disruptive** an adult will supervise the child for an internal exclusion, for the remainder of the day. Parents will be informed. Internal exclusions are very serious and helps to identify those children at risk of fixed term or permanent exclusion so that strategies and support can be put in place as soon as possible (the SENDCo will work closely with the class teacher and parent/carer in these cases) This may lead to implementing an Individual Behaviour Plan, this may include an individualized and flexible timetable to support the child and ensure the child is given opportunity to thrive.

Referral to outside agencies for support where deemed appropriate or in the case of an extremely serious incident, a fixed-term exclusion may be considered.

## Learning Behaviour Flowchart



### Persistent Disruptive/Negative Behaviour

If a child receives two internal exclusions in one term they will be referred to the SENDCo for assessment and implementation/review of a support plan.

Parents will be required to meet with the Class Teacher and SENDCo and a support plan Agreed: this can include testing/referral to external support services to ascertain if there are underlying unmet educational needs.

A report will be created, as a result of the assessment that has taken place. Any teaching adjustments as a result will be shared with staff and parents/carers to support reintegration back into the main class. In addition, the child's name will be referred to Early Intervention Base for primary aged children, highlighted at risk of Exclusion.

NB-Please refer to the SEND policy for further information about how the academy supports children identified as having additional needs.

### Persistent Disruptive/Negative Behaviour

In cases where the child is not responding to the support put in place and is causing persistent disruption, they will be formally referred to Early Intervention Base for primary

aged children, where a request for an alternative school placement will be made. The Behaviour Link Governor will be informed and a Governor meeting with parents arranged. This meeting will be an opportunity to share what has been put in place already to support improvements in behaviour as well as outline the risk of Permanent Exclusion should there be no improvement.

### Exclusion Protocol

The Academy does not believe that exclusion supports improved behaviour and therefore a key priority is for zero exclusion. However, exclusion will be used as an important part in ensuring and maintaining a safe environment for our children and staff.

Steiner Academy Bristol will exclude where a child's continued presence on site would be harmful to any individual or the community. **The Principal makes all decisions about exclusion.**

Fixed term exclusions may be used when it is felt that:

- The child's continued attendance may put others at risk
- The child has repeatedly not responded to other strategies and approaches, therefore, by their own actions and choices they are disrupting the education of other children and/or the smooth running of the academy.

Fixed term exclusions will normally not exceed 5 consecutive school days. It is the responsibility of the child's usual class teachers to set work to cover the main sessions missed. Teachers will be notified of the requirement to set work as soon as practical and must set work within 24 hours of the request being made.

Following exclusion, consideration should be given as to whether it would aid the child's re integration back into school to spend at least one day in the Well Being Area. This can give the academy time to ensure that appropriate plans are in place. In addition it enables the child time to reflect further on the behaviour that led to the exclusion with a supportive adult, allow for any restorative meetings to take place, ensure that the child has fully completed all the work set while on their exclusion and is in a good position to rejoin the rest of the class. The relevant teacher(s) will also be expected to be involved in this process.

It is expected that children who have been excluded will normally be referred to the Behaviour and Emotional Wellbeing adviser for support and to be given strategies for staff to support the child.

If this is the child's first exclusion an Academy Support Plan should be written by the Special Educational Needs (SEN) team, in collaboration with parents, the SEN Coordinator (SENDCo) and the Behaviour and Emotional Wellbeing Adviser and any other relevant professionals. This plan should identify clear targets for the child, to be monitored by the Behaviour and Emotional Wellbeing Adviser.

If the child has been excluded more than once a Pastoral Support Plan should be written in the same manner.

If a child is excluded more than once a Behaviour Panel meeting should be called with parents, relevant staff (including SENDCo), a governor and relevant professionals to look at whether an Early Intervention Base referral should be considered. For this meeting the SEND team will provide the pack of evidence, which could be taken to the Panel Meeting if this is the conclusion of the meeting. The SENDCo will have been involved and will include the approval of the Leadership team.

If after this meeting the child is excluded again it would normally be considered appropriate to make a referral to the Early Intervention Base.

#### **Exceptions to zero permanent exclusion**

There may be exceptional circumstances where in the Principal's judgement it is appropriate to permanently exclude a child in order to ensure the safety of the rest of the community These can include:

- Physical assault against another child or a member of staff
- Inciting violence against other members of the community
- Sexual abuse or assault
- Supplying drugs (see drugs policy)
- Persistent aggressive or intimidating behaviour
- Persistent and serious disruption to learning

In these circumstances, our duty of care to the rest of the community outweighs the needs of the individual.

## Appendix 1

An example of Golden Rules is set out below. There may be varying use of language to suit the age and needs of each class therefore the rules may differ slightly between classes.



<b>Linked Policies</b>	Prevention of Bullying policy
	Online Safety Policy
	SEND Policy
	Equal Opportunity Policy
	Safeguarding Policies
	Assessment Policy
	Behaviour policy: Return to Learn

#### Document Control

<b>Designated Governor (role)</b>	Andrea Cullen
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<b>Governor committee</b>	TLC
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