

## SAB Behaviour Policy: Return to Learn

### When this policy applies

This policy applies to all children in Class 3-10. (A separate behaviour policy exists for Kindergarten, class 1 and 2). It is used by the Principal and all staff employed or volunteering at the Academy.

This behaviour policy applies to all school trips and visits as well as the journey to and from school. The policy applies to any negative behaviour outside the academy impacting the day to day safety or welfare of any children or adults in the academy, including online and social media (e.g. foul language, aggressive, threatening or unsociable behaviour).

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SAB Behaviour Policy: Return to Learn

When this policy applies

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Appendix: Background

### 1. 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.
- Learner’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.

## 2. A policy guided by our ethos

Key values, which we focus on; 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.

First and foremost, this culture is embedded in classroom practice and relationships throughout the school. Key skills, which we model and teach include; active listening, facilitating dialogue and problem solving, listening to and expressing emotion appropriately, and empowering others to take ownership of problems.

Processes and practices we utilise at Steiner Academy Bristol, include interventions when harm has happened, such as:

- Restorative conversations
- Mediation
- Community conferencing

### Return to Learn Behaviour Policy

At Steiner Academy Bristol, **we never ignore anything**; Positive behaviours must 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.

### **3. Academy expectations**

#### **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 and secure 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.

#### **Behaviour around the school**

In school, children are expected to behave in a sociable, considerate and responsible way, in line with the ethos and nature of the academy. This also includes

- Quiet, orderly movement around the buildings
- Considerate and polite language, appropriate in tone and volume.
- Being kind and considerate to others
- Helping keep the campus tidy; putting any litter in the bin

Children whose behavior does not meet our expectations, is antisocial or dangerous during any part of the day, including break and lunchtime, will be required to take part in restorative approaches, including reflection and mediation, to protect other children and so appropriate action and support can be put in place, where required.

### **The journey to and from the academy and home.**

Children are expected to demonstrate a high standard of conduct on the journey to and from the academy. All children are ambassadors of Steiner Academy Bristol and, as such, have a responsibility for ensuring the academy has a good reputation in the local community.

Learner's responsibilities:

- To arrive on time- all children must be in class, ready to learn by 8:45am at the latest.
- To wear clothing that is appropriate for learning (see dress code)
- To use designated crossings safely and be considerate of other pedestrians and road users
- To use the cycle lanes/pathways safely.
- To take any litter home and dispose of it properly.
- To respect our neighbours and all local residents.
- To use language that is appropriate at all times

## **4. 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.

School assemblies provide a forum in which individual children, classes and the whole school may be publicly recognised within their community for their good behaviour, attitude and effort they have put into their learning.

The school reward system further recognizes good behaviour on the part of whole classes or individuals as described below

### **The Class Reward Systems**

Each Class teacher uses a variety of reward systems to recognise good lessons in which the whole class responded well. This could be a jar to be filled with conkers or marbles, etc. When the jar is full, there may be a whole class reward to follow, such as an Extra Main Lesson or Golden time, a class trip or another treat. Other teachers may use a wall chart with a 'flower head' with each child symbolising a petal, when the 'Flower head' is in full blossom the class may receive their reward. Subject teachers may use the class teacher's system in each class or have their own reward system with each class they teach. As such there is a full variety that can be individual to each class and subject teacher's teaching style.

### **Individual Reward Systems**

Children in Class 6 upwards children receive a commendation certificate to reflect a consistently positive behaviour, attitude or effort in learning. These certificates are issued in recognition of behaviour, attitude and effort over the course of a week's subject lessons as well as demonstrating leadership in class or fantastic work. Care should be taken to emphasise effort, so

that children who have been associated with poor behaviour are recognised for improvements made, and targets set in Pupil Passport.

The Class teacher and subject teachers will recognise those children with the highest number of commendation certificates as well as those who have shown the most improvement in their commendation certificates with a pedagogically appropriate reward at the end of each half term or end of year rewards that aims to support children to demonstrate their social emotional and academic achievements throughout the year.

### **Academy Recognition – Positive Behaviour**

Purpose;

- To ensure that children are able to recognise and celebrate positive behaviours
- To foster the nature of healthy enthusiasm between individuals and phase groups
- To recognise achievement
- To promote a culture of engagement, achievement and hard work

### **System-**

Children should be recognised for positive behavior in;

- quality of classwork or homework
- Helping others
- Good effort
- Good behaviour
- Treating others and adults in the school with courtesy and respect

This should be recorded on the academy management information system (Arbor). Children and parents can view the record on the Parent Portal.

### **Supporting positive behaviour**

Staff will always adopt a positive approach towards their children and will be continually looking for ways to give specific praise to children and to challenge them to achieve

Teachers and staff ensure that they understand and apply their power to choose in the moment that they hear or see negative behaviours from a student, allowing them to remain calm, centered and clear – referencing and modelling the skills and strategies they have acquired from training/teaching that they have received.

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.

### **Recognition of positive behaviours**

Rates of recognition for positive choices should far outweigh any action regarding negative choices. (a minimum of 4 positive comments to every negative comment) 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 on a daily basis. We also celebrate the culmination of projects with community events.

#### **Forms of recognition**

- The most form of recognition is specific verbal praise (see above) formal and informal, private and public.
- Specific praise is an integral part of Assessment for Learning (marking).
- Formal praise is recorded on the school information management system.
- Learner achievement is regularly recognised in classes and assemblies.
- Assembly where individuals in the community recognise the commitment and engagement of others.
- Throughout their time at Steiner Academy Bristol children develop a portfolio of achievement.
- Children publicly present work at key points during the year, as part of each project.
- The Principal's commendation recognises sustained commitment, in and out of the classroom, to Steiner Academy Bristol ethos and values, sustained over a number of years.

#### **Attendance:**

High levels of attendance enable a child to benefit fully from our curriculum and so contribute towards good progress. Therefore, we recognise attendance in the following ways:

- Children with 100% attendance for each long term will receive a letter home
- Children with 100% attendance for the year will receive a letter home and also a certificate.

#### **Staff responsibilities:**

- To recognise children achievements regularly and consistently by using the outlined system above
- To celebrate success within the class group and publish achievements
- To curate work to support community celebration and recognition.

#### **Head of Phase responsibilities:**

- To issue certificates/letters when children reach set targets
- To celebrate learner success through displays, notice boards, events and assemblies

#### **Senior Leader/Governor responsibilities:**

- To issue certificates and letters when children reach set milestones
- To celebrate learner success, through phase and whole school assemblies and school events

- To be aware of current trends and impact to inform strategic planning and improvement.

### **Beyond the Academy gates**

We recognise that events happening outside school can impact on life in school. As such we will:

- Celebrate and support the achievements of our children who are excelling in a particular area out of school (e.g. creativity, crafts, arts, theatre, community action, sports, leadership etc.).
- Take action when any children behaviour outside school has a negative or harmful effect on any individual or group in the community- this includes 'cyber' actions on the internet and mobile devices. (see Online Safety Policy)

## **5. Addressing disruptive behaviour**

### **Restorative Approaches**

Restorative approaches are consistent with the ethos and practice of Steiner education. Restorative approaches put 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.

The restorative approach challenges 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 and as adults we model listening, understanding and resist harmful words of anger in the moment, which ultimately aim to punish the young person.

### **A simple choice**

On a lesson-by-lesson basis, children work within clear age related expectations, and are expected to be in class working hard and progressing with their learning. The alternative, is that they are away from their peers so that the learning of others is not disrupted.

### **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.

- Green- In lessons learning
- Rainbow- removed for the duration of the session/class with a restorative meeting

- Red- Internal exclusion or fixed term exclusion

All aspects of this policy are designed to ensure all children can **return to learn** as quickly as possible by ensuring that negative and disruptive behavior is addressed promptly and positive behavior is recognised and celebrated.

### **Conduct in lessons- respect for the learning environment**

Children in classrooms have a responsibility to:

- Arrive on time; at the start of the day and to all classes
- Enter the learning spaces quietly at the start of the lesson
- Get all equipment required for the lesson on the desk (pens, pencils, exercise books, homework etc.)
- Hand mobile devices in to the Class Teacher or TA (who locks them away for the remainder of the day).
- Start the warm up task on the board/desk- without being asked to do so
- Sit silently whilst the register is taken
- Listen respectfully in silence whilst the member of staff leading the lesson speaks
- Listen respectfully in silence when another learner in the group is contributing
- Follow class expectations for asking a question respectfully and at the right time.
- Work their hardest at all times, without disrupting any other learner learning or the teacher teaching.

It is the responsibility of the teacher to

- make sure that behaviour expectations are clearly understood by all children.
- ensure that expectations are applied in an age appropriate manner and relate to the development of the child at different stages of their education. Expectations for class 2 are very different to those in class 10.

**The first instance of negative/disruptive behavior-** If a child fails to meet any of the basic age related expectations a card will be placed on the table, by way of a formal warning, and the member of staff leading the lesson will briefly explain to the learner why they have been given a formal warning. It is expected that most children will respond quickly and positively to this support. The card will only remain on the table for the duration of that lesson.

**The second time during a lesson** that a learner fails to meet the basic age related expectations they will be sent to the '**Rainbow Room**' for the remaining period of the lesson.

**Class 3-4** Any learner attending the Rainbow Room will be supported to return to their lesson and meet their teacher, with their parent if appropriate, for a restorative conversation.

**Class 5- 10** Any learner attending the Rainbow Room will **automatically attend a same day after-school session**, to enable a restorative conversation to take place with the teacher and then make sure that they catch up with any class work missed so a positive start can be made to the next lesson.



NB- Children in class 3-4 will not be in the same room as children in class 5-10

Referral to the Red Room (internal exclusion) is 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 in these cases)

### **If a learner is sent to the Rainbow Room**

The member of staff who sent the learner must meet with them at the end of the day for a restorative conversation. The purpose of this conversation is to allow the teacher to gain a deeper understanding of the situation, including any barriers to learning and engagement so that these may be addressed. It also enables the learner to gain a clearer understanding about what went wrong, why it disrupted learning, and agreements can be made about what can be done differently in the next session.

For children in class 3-4, this conversation can happen during the course of the day.

Failure or refusal to go the Rainbow Room is very serious as the process is designed to provide the child with a safe place where they will be supported first to calm, then to reflect and so return to learn as soon as possible. As such, any failure or refusal will result in a one full day in the Red Room (internal exclusion) to enable a discussion with the parent and further support to be actioned prior to a return to class. Equally, if a child does not follow the Rainbow Room expectations, thus not enabling the adults to support them or disrupting support for other children, this will result in one full day in the Red Room.

### **Red Room Behaviours and Conduct**

A learner will always be given an automatic Red Room internal exclusion if they:

- Defy a member of staff by walking off when being supported to address negative behaviour.
- Are sent to the Rainbow room more than once in any one day
- Swear/use foul language
- Threaten another learner

A learner will always be fixed term excluded if they:

- Swear at a member of staff (even under their breath)
- Threaten a member of staff
- Physically attack another learner or member of staff

### **“Lines in the Sand”**

There are some lines that the academy will not tolerate any child crossing. If they do, it is highly likely that they will be permanently excluded from Steiner Academy Bristol. An indicative but not exhaustive list includes;

- A premeditated or unprovoked physical assault of another learner or a member of staff
- Bringing, using or supplying recreational drugs into school, including Novel Psychoactive Substances (legal highs).

- Bringing, using or supplying alcohol.
- A weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons

### **Smoking**

To protect the health of our children, no learner will smoke on the Steiner Academy Bristol campus or on the journey to and from school.

If a learner smokes, or chooses to associate with smokers whilst smoking is taking place, the consequences are;

- Smoking/associating with smokers will lead to a one day Red Room internal exclusion
- Refusal to hand over smoking paraphernalia when asked by the Principal or Vice Principal will lead to a five-day fixed term exclusion

All tobacco and related paraphernalia will be destroyed [Note: 'Smoking' is defined to include any tobacco based products and also e- cigarettes.]

### **Process-**

Staff send a message to the Rainbow room that briefly explains the reason for referral to the Rainbow Room.

Once a learner has been sent to the Rainbow Room. The process occurs:

1. The learner arrives at the Rainbow Room promptly
2. The learner hands over their mobile phone (if still in possession of one).
3. The learner is given time; this can include meditation or other techniques to ensure that the learner is in a position to fully reflect.
4. The learner completes a reflection sheet; this can be a supported process.
5. Once the reflection sheet is completed the learner is then given additional work to complete.
6. At the end of the day the learner attends a session during which they are expected to engage in a restorative conversation with the teacher who sent them to the Rainbow room. For younger children (class 3-4) this meeting will be supported by their parent.
7. Children in class 5- class 10 then stay until 4:20pm to catch up lost learning

**If the learner chooses not to engage with any of the above process/expectations, they are not ready to return to learn, therefore, they will be given a Red Room whole day internal exclusion to enable further work and support to take place.**

**Parents will be contacted; to inform them their child has been sent to the Rainbow room and, therefore, will be in in a restorative meeting that day:**

- The teacher will have a restorative conversation with the learner (see p.13).
- The teacher will contact home, if the parent was not present, to explain/discuss the incident and the outcome of the restorative conversation (see p.xx)

### **3. Persistent Disruptive/Negative Behaviour**

If a learner receives, two Red Room internal exclusions or five Rainbow Room referrals in one term they will be referred to the Special Educational Needs Coordinator (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 is 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 learner's name will be referred to the Bristol Inclusion Panel for secondary aged children or Early Intervention Base for primary aged children, highlighted at risk of Exclusion.

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

#### **4. Persistent Disruptive/Negative Behaviour**

In cases where the learner is not responding to the support put in place and is causing persistent disruption, they will be formally referred to the Bristol Inclusion Panel for secondary aged children or 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 Behaviour Panel meeting with parents arranged. This meeting will be an opportunity to share what has been put in place already to support improvements in behavior as well as outline the risk of Permanent Exclusion should there be no improvement.

## **6. 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 learner's continued presence on site would be harmful to any individual or the community. The Principal makes all decisions about exclusion - if the Principal is not available this decision is delegated to the Vice Principal (SENDCo) and where possible they will contact the Principal to ratify the decision.

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

- The learner's continued attendance may put others at risk
- The learner 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 learner'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 learner 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 learner 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 student.

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

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

If a learner is excluded more than once a Behaviour Panel meeting should be called with parents, relevant staff and professionals to look at whether a Bristol Inclusion Panel or Early Intervention Base referral should be considered. For this meeting the SEND team will provide the pack of evidence, that will be taken to the Inclusion Bristol Inclusion 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 Bristol area panel.

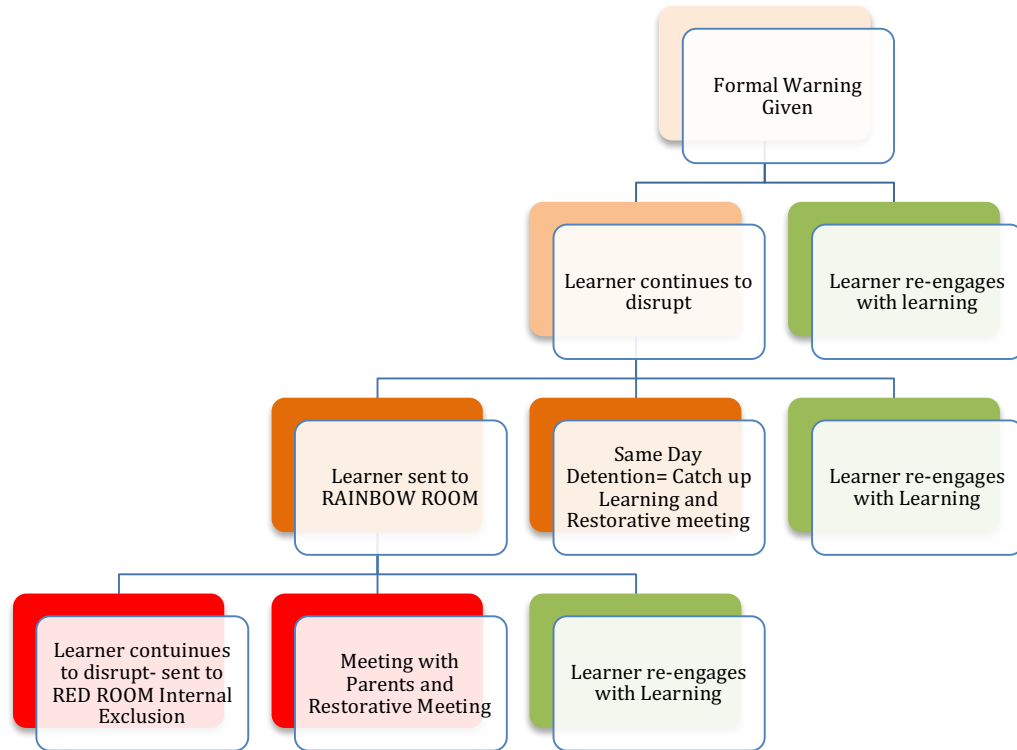
#### **Exceptions to zero permanent exclusion**

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

- Physical assault against another learner 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.

## Lesson Behaviour Flowchart



\*Education Health Care Plan/ children with individual support plans may attend the Wellbeing room as part of their support plan

## Document Control

<b>Designated Governor (role)</b>	
<b>Designated Staff member</b>	Joss Hayes
<b>Governor committee</b>	TLC
<b>Date approved by Governors</b>	Oct 2017
<b>Review date</b>	June 2019

<b>Linked Policies</b>	Prevention of Bullying policy
	Online Safety Policy
	SEND Policy
	Equal Opportunity Policy
	Safeguarding Policies
	Assessment Policy

## Appendix 1: GUIDANCE - What does disruptive and defiant behaviour look like?

**Disruptive behaviour** is anything that stops a child from learning.

**Defiant behaviour** is any time the learner refuses, directly or indirectly, to follow your instructions.

Behaviours may include:

Calling out	Lack of work	Using a mobile phone
Off task chatter	Lack of immediate cooperation	Non completion of work
Talking over teacher	Lateness	Damaging equipment/ property
Distracting others	Poor choice of language	Name calling /unkind words or actions
Bickering	Chewing/eating in class	'Hands on' behaviour

## Appendix 2: Behaviour FAQs What happens if?

A learner leaves my class, but does not arrive at the Rainbow Room?

- The learner has a maximum of five minutes to reach the Rainbow Room. If they do not arrive in this time they will receive a Red room internal exclusion.

I don't send many children to the Rainbow Room?

- If it is because you employ a wide range of behaviour management strategies and have strong relationships with your children, then nothing will happen. You may be asked to be share your strategies with other staff or you may be asked to mentor someone that is having difficulty with behaviour and model the approaches you have in place.
- If it is because you are not using the system fully, as you are concerned that it will appear that you are having trouble, don't worry! The system is there to be used and you will not be judged for sending children to the Rainbow Room. It is better to use the system and be consistent to support the children, and your colleagues, than it is to avoid a problem. Don't be afraid to ask for support and guidance.

I send lots of children to the Rainbow Room?

- If it is because you have a tough class with lots of behaviour issues and you are using the system correctly SLT can provide extra support in that lesson.
- If it is because you are not sure what strategies to use- ask for support, also check your planning for progress and discuss strategies with your faculty colleagues.

Who can I speak to if I have any issues or concerns about behaviour in my classes?

- Someone within your phase or faculty that is having success with the same or similar learner.
- Academy Leaders
- Phase teams for advice and guidance with particular children.
- SENDCo

Learner x has a history of behaviour issues in lessons. How will he/she be dealt with?

- Children who have already exhibited persistent negative behaviours will be identified for conversations with SLT regarding their current conduct. In addition the SEND team

will share support plans that are in place, along with strategies to be implemented. It is important that your planning for progress reflects the needs of the children to give them the best chance to engage in learning.

## Appendix 3: Top tips - restorative conversation and phone call home

**Four simple questions that exemplify this approach to resolving conflict behaviours would be:**

1. What has happened?
2. Who has been affected?
3. How can we involve everyone who has been affected to repair the damage and find a way forward?
4. How can everyone do things differently in the future?

In addition to these approaches to harm we use **proactive processes** and practices that help prevent harm and conflict occurring. These build a sense of belonging, safety and social responsibility. These include Circle/Wellbeing Time and Wellbeing Pedagogy (teachers modelling the values and skills and creating opportunities for their development amongst the children, whatever the subject being taught). All teachers at Steiner Academy Bristol are committed to proactive restorative education and share in the belief that building social responsibility is an essential part of equipping young people to take up their place in society.

### **Top Tips: Restorative Conversation**

The restorative conversation is an important opportunity to rebuild the relationship with the learner that you sent to the Rainbow Room. The conversation is not to be used as a telling off/administration of punishment.

The conversation should:

- Help the learner reflect on their behaviour.
- Move the learner on from that behaviour.
- Address the behavior and not the person.

Reflecting on what has happened:

- How were you behaving when you were sent to the Rainbow Room?
- What do you think about that behavior now?
- What made you behave that way? (listen- you will pick up detail that you may not have noticed or taken into consideration earlier)
- Who is in charge of you? (this is important- the learner may have mitigating information but this does not condone or justify negative or disruptive behaviours)

Moving on from the behaviour incident:

- Reinforce your expectations for behaviour in the lesson.
- How can we/you make things better when you are back in lesson?
- How can I support you when you are back in lesson?
- How could you improve next lesson?



- Reinforce positive aspirations.
- Provide support for positive behaviours.
- Agree on a strategy to improve the learner's behaviour in your lesson over the long term.
- Agree on a change that may benefit the learner (level of difficulty of work, place in the seating plan etc.).

Difficulties you may face:

- Prepare for a difficult or challenging answer. A child protection issue may be a mitigating factor in the behaviour and you will need to raise this with the Designated Safeguarding Lead. There may be another revelation that you may have to deal with and were not expecting.
- Prepare to apologise- it is possible that you may have missed something or sent the wrong learner out. An apology can be a vital tool for building a strong relationship, moving forward.

### **Top Tips- Phone Call Home**

NB- Ideally the Restorative conversation should be held prior to the call as this provides a good starting point to the conversation.

1- Check the MIS for parent/carer info and call home- make sure the call is logged.

**Call not answered?** - Ask the office to email/send letter home.

### **Call answered-**

- Introduction: Hello (P/C name), this is: your first name and role. I am calling to explain why: the child's name, was sent to the Rainbow room today.
- Explain behaviour incident.
- Resolution: I have spoken to: the child's name, and we have agreed that next lesson: the contract made with the child, will happen.
- I hope that we have your support in this matter.

### **Most parents will be supportive, in which case the call ends**

What if –

**Parent/Carer becomes angry/aggressive.** Politely tell them that you are going to end the call. State- I am happy to discuss the matter at another time, you may do so by leaving a message at reception.

**Parent/Carer presents a mitigating reason.** LISTEN If you are satisfied with the reason refer to Phase Leader if not restate school expectations as per the behaviour policy.

**Parent/Carer challenges the decision to send their child out of the lesson.** Response: This was in accordance with the academy behaviour policy. If I could refer you to the letter sent in September and the policy that went out to all parents, you will find details there.

If a parent/carer wants to speak to a senior member of staff please pass on details as soon as possible to the Phase Leader/SLT.

**Behaviour FAQs**

What happens if;

I can't get in touch with home?

- Admin staff will update contact details termly. If details are not accurate, when you do try to contact home, record the attempt and inform admin that the details are incorrect. Admin will send a letter home

I am a part time member of staff and can't make it to the restorative conversation?

- Please arrange to see the learner during break, lunch or a free period.

I miss the restorative conversation?

- Report the missed conversation to your line manager as soon as possible and make arrangements to complete the meeting.
- Restorative conversations are an essential part of our approach to behavior and as such are part of your contracted duties. As with any other policy or procedure, if you are failing to work within the expectations of the academy you are at risk of action under the disciplinary or capability policy.

A learner persists with negative behaviour in my classroom?

- If you have been following the system, the learner will be picked up by the SLT through analysis of the behaviour data. Persistent disruption will not be tolerated, if you wish to discuss ongoing concerns please raise this with the Phase Leader.

**Appendix 4: Top Tips for Teachers and TAs: Strategies for the Classroom**

Before the start of the day: Do something that energises you/cheers you up. Remember, you choose you and the attitude you bring to the classroom.

Before the lesson starts:

<ul style="list-style-type: none"> <li>• Prepare the learning environment.</li> <li>• Consider your seating plans carefully.</li> <li>• Engage with children.</li> <li>• Differentiate fully.</li> <li>• Meet &amp; greet children on arrival-smile.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for your TAs</li> <li>• Brief your TAs before the lesson.</li> <li>• Have a meaningful starter ready.</li> <li>• Be in your room on time.</li> <li>• Read SEND info to prepare for key children.</li> </ul>	<ul style="list-style-type: none"> <li>• Use children to help with 'housekeeping' tasks.</li> <li>• Establish routines and expectations</li> <li>• Be a presence around academy.</li> </ul>
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During the lesson:

<ul style="list-style-type: none"> <li>• Follow the behavior flowchart.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt the task for the learner.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve children in teaching.</li> </ul>
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<ul style="list-style-type: none"> <li>● Make your expectations clear.</li> <li>● Implement IEP/EHCP strategies.</li> <li>● Provide opportunities to succeed.</li> <li>● Model positive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>● Actively and openly reward positive behaviours.</li> <li>● Celebrate moments of success, often.</li> <li>● Encourage positive, respectful and courteous language/actions-etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>● Employ TAs effectively.</li> <li>● Talk to children that could become an issue- be vigilant</li> <li>● Use peer mentors/experts.</li> <li>● Prepare for an orderly dismissal.</li> </ul>
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After the lesson ends:

<ul style="list-style-type: none"> <li>● If there has been an issue, contact home as soon as possible.</li> <li>● Use the restorative conversation to rebuild relationships.</li> <li>● Discuss strategies with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with Specialist Provision /SENDCo</li> <li>● Set behavior management targets in your CPD/PM meetings.</li> <li>● Document any issues/rewards on the MIS as soon as possible.</li> <li>● Prepare for a 'clean start' next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Adapt your seating plan</li> <li>● Make positive phone calls home.</li> <li>● Have children leave the classroom tidy and exit quietly (exit into common spaces with the children to ensure a positive end).</li> </ul>
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## Appendix: Background

Introduction: Why do we need a new approach?

We are a growing school and community in its infancy, with a developing campus and population. As the school has grown this has highlighted a significant minority of children who disrupt lessons on a regular basis, this is especially the case for persistent low-level disruption. These children have also not yet developed the skills and habits necessary to engage fully in their own learning and it is the responsibility of adults in the academy to be consistent and clear in their age appropriate expectations and provide a rich education that takes into account the development of internal will and discipline.

As a priority, Steiner Academy Bristol must tighten up approaches to persistent, low level disruption and ensure a system is in place that is consistent and effective and has clear boundaries and guidelines. This also needs to be an approach understood as an integral part of the ethos of the academy.

a. Below the Radar, September 2014, Ofsted reference 140157

The findings from this report show that teachers, parents and carers are rightly concerned about the frequent loss of learning time through low-level but persistent disruptive behaviour. This report demonstrates that, in too many schools, this sort of behaviour frustrates teachers and disrupts learning.

1.2 Typical features of this sort of behaviour include children:

- talking unnecessarily or chatting
- calling out/talking over another person
- moving around the learning spaces without cause to do so
- being slow to start work or follow instructions
- refusing to follow instruction
- showing a lack of respect for each other and staff
- inappropriate/off task conversation
- not bringing the correct equipment
- using mobile devices inappropriately

In addition our Ofsted report, 2017, noted the need to improve behavior across the academy.