



Elmfield Rudolf Steiner School

Behaviour and Discipline Policy

March 2019

Policy Tracker – Responsibility for monitoring this policy: Simon Birch (Interim School Lead) (Reviewed annually or in response to changes in legislation)			
Date	Reviewed and Updated By:	Role	Date Approved by the Council of Management
27/06/18	Diana Ball	Education Lead	
10/07/18	College of Teachers		10/07/18
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Behaviour and Discipline Policy

Guiding Principles

The foundation of our Behaviour and Discipline policy is mutual respect and recognition of the value of each individual. There is no hard and fast formula for creating the ideal environment for effective teaching and learning, but well-structured, correctly pitched lessons, delivered with good humour and pace, will help to create a positive and healthy atmosphere where pupils are able to learn.

Through our positive behaviour policy we aim to create an environment where all pupils can access the rich and varied curriculum we offer. It is central to our philosophy that we work to develop strong relationships with the pupils in our care. Working out of anthroposophy, we approach each child with love and compassion, study them in order to more clearly understand their needs and work curatively to help them become strong, healthy and balanced.

At Elmfield School we are committed to developing:

- Self-control and an understanding of appropriate behaviour
- Self-awareness, understanding and acceptance of others
- Self-confidence and self-esteem
- Sympathy and empathy
- Self-respect and respect for others
- Motivation and self-discipline

The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs are at the heart of our teaching.

We believe that it is appropriate that pupils test boundaries and that it is the responsibility of teachers and parents/carers to set and maintain these boundaries. Our teachers have the right to teach and our pupils have the right to learn.

Behaviour management and discipline strategies need to be both age appropriate and fairly enforced. Each teacher will have his/her individual approach to discipline within a framework which is clear and consistent across the school and which supports our aims of helping the pupils in our care develop into strong, independent and self-aware individuals.

Teachers will fill in incident forms and notify parents if a pupil's behaviour reaches any of the following thresholds:

1. Any behaviour which is deliberately aimed at hurting or harming oneself or another person or damaging property. Some examples are given below.

- A child hitting his/her head against a wall, scratching his/her forearm with a sharp object, throwing him/herself down a flight of stairs.
 - A child biting, punching, kicking, putting someone in a headlock.
 - A child kicking a door, smashing a window, breaking someone's water bottle.
2. Behaviour which is not deliberately aimed at hurting or harming oneself or another person or damaging property, but which is risky and could have serious consequences. For example:
- A child throwing rocks over the boundary fence.
 - A child running into the road on a school trip.
 - A child using gym equipment (e.g. the asymmetric bars) without teacher supervision.
 - A child tackling another child on the bottom field in an unsafe way.
3. Use of offensive or hurtful language, whether or not the intention was to offend or hurt.

Reparation for damage plays a part in the school's Behaviour and Discipline policy and the school reserves the right to invoice parents/carers for breakages or damage beyond reasonable wear and tear, particularly if caused by a pupil's negligence or ill-discipline.

Behaviour and Discipline in the Early Years

It is our experience that young children learn behaviour best in a relaxed environment with loving and caring adults around them who they can imitate. We also know that without a child being comfortable with the rest of the group and secure in themselves, their later social interaction and academic learning will be less effective. It is therefore of utmost importance to us that the young child develops his/her social skills. To learn to give and take, to share and to begin to become part of a larger group are necessary skills to develop their academic learning and later become effective members of society.

When entering the Early Years Department, we recognise that the children are often making their first social experiences away from their homes and parents/carers. One of the most important aspects of their education at this age is to encourage them to build relationships with the other children and adults in the department.

Occasionally behaviour can be inappropriate, and we experience that for most children diversion to another activity is often helpful. At times a child may have to be told that certain behaviour is inappropriate and may need to be withdrawn from the situation for a period of time.

Hurting another child or damaging property is not condoned. Should it occur, the child in the Early Years Department will be encouraged and supported to rectify the situation. The child may also be removed and taken to another room to help with some other work. Should a child need to be restrained the procedures outlined in the Restraint Policy will be followed and training will be provided for all staff as necessary.

Ongoing difficulties are always communicated with the parents/carers and we would hope that together we could identify the best ways of helping and supporting their child. To this end we might telephone parents/carers, arrange meetings or conduct a home visit. Records will be kept of such events in the child's file.

In the event of major behavioural problems, we would ask the School Doctor (if available) to give advice, which would be recorded and followed.

Should the situation fail to be resolved through any of the above measures it may regretfully have to be decided that the Early Years Department is unable to meet the needs of a particular child and a different educational setting needs to be found for the child (see Exclusion Policy). Whenever possible, staff will provide support in facilitating such a move.

Behaviour and Discipline in the Lower and Middle School

1. The role and responsibilities of the Class Teacher:

In the Lower and Middle School it is the responsibility of the Class Teacher to hold an overview of the academic and pastoral needs of their class. Although pupils spend gradually less and less time with their Class Teacher as they progress from Class 1 to Class 8, including some Main Lessons being taken by other teachers in the Middle School, the Class Teacher should still hold an overview of the needs of the class, including any disciplinary issues.

In an age appropriate way, the Lower School Class Teacher will set and maintain general rules for behaviour within the class as well as sanctions for misbehaviour. As the pupils get older, it will become more appropriate for them to be involved in developing and maintaining classroom rules. Alongside this, the Class Teacher will enforce other policies, such as the Clothing policy, and other agreed school rules.

At the centre of our work with the pupils are the principles of goodness, truth and beauty. We are committed to developing each pupil's ability to listen with empathy, to understand and to express their thoughts and feelings and this emphasis on communication forms the basis of our behaviour and discipline policy.

The Class Teacher will employ a variety of classroom and behaviour management strategies in an age appropriate way in order to ensure the creation of an effective teaching and learning environment. They may include:

Outside lessons:

- Meditative practice
- Careful classroom organisation
- Working creatively with seating plans e.g. considering temperaments
- Detailed planning to ensure healthy rhythm of lessons, appropriate content which is interesting, a balance of thinking/feeling/doing, differentiation
- Working with Child Study* as a way of deepening knowledge and understanding of the pupils in the class
- Working to develop one's own classroom management skills

* Child Study is an important and unique aspect of Waldorf education. This involves individual teachers, groups of teachers (such as Department groups) or the whole College of Teachers meeting to discuss and consider a particular child or group of children, paying attention to their physical, emotional, social and academic development. In the course of this study, the child is brought to mind by all those present, particular issues may be discussed and solutions considered. The results of these Child Studies often go far beyond these solutions: relationships are deepened between staff and the child or children and significant changes are often observed in the child him or herself.

During lessons:

- Clear understanding among the class of what constitutes good behaviour. This may come from stories, discussions etc. in an age appropriate way.
- Clarifying expectations and boundaries
- Clear instructions and consistency in enforcing classroom rules
- Clear beginning and end to each lesson/part of lesson
- Recognition of positive behaviour and effort through praise. This can be verbal or written and may be communicated to the pupil's parents/carers.
- Checking that a pupil has understood the task, getting support from other pupils, differentiating the task as appropriate to make it accessible to the pupil
- Using humour
- Using distraction
- Moving the pupil away from a situation which is proving difficult, giving 'time out'
- Working therapeutically or giving individual support as needed

2. Pupil responsibilities:

Although we expect that each Class Teacher will develop rules for their class depending on their age, there are certain basic expectations which are applicable to all children in the Lower and Middle School.

Our pupils will try to:

- Be gentle, don't hurt anyone
- Be kind and helpful, don't hurt others' feelings
- Be honest, don't cover up the truth
- Seek help if you have a problem, don't try to manage alone
- Look after property, don't waste or damage things
- Try your best: work hard and play co-operatively, don't spoil other people's fun
- Listen to people, don't interrupt
- Be properly equipped for work and activities

3. Parental responsibilities:

We believe that the education we offer at Elmfield is most effective if teachers and parents/carers work closely in partnership with the child. As a result, we ask parents/carers to also fulfil certain basic expectations.

In order to allow each child to engage fully with the education we offer, we ask our parents/carers to:

- Provide healthy rhythms for the child: a healthy diet with a minimum of sugar and salt, adequate sleep and limited access to technology and media.
- Provide suitable clothing and equipment for the child
- Ensure the child comes to school regularly and is punctual
- Communicate regularly with the Class Teacher and attend Parents' Evenings

- Show an active interest in their child's education
- Uphold the policies of the school e.g. food, clothing, homework, behaviour

4. Procedures for dealing with misbehaviour:

Teachers employ a wide variety of methods to ensure pupils understand the behaviour which is expected of them in any given situation. In the event that a pupil cannot or will not modify their behaviour or have failed to meet the expectations above (e.g. have hurt someone), teachers will need to decide on a consequence.

Sanctions for misbehaviour must be clear and consistent. In Classes 1-3 we would expect that the Class Teacher would use their knowledge of the class to apply age appropriate sanctions such as being removed from the situation, apologising, time out, being asked to make some reparation for their misbehaviour.

In Classes 4-8, Class Teachers and subject teachers will continue to use their discretion and knowledge of the class to apply appropriate sanctions for misbehaviour and these must be clearly and fairly enforced. This may be extra work outside of the given homework to make up for work not completed or time spent outside of the lesson doing a different task, for example. Teachers must keep records of these sanctions and, if given by a subject teacher, make sure that the Class Teacher is aware. Additionally or alternatively (depending on the situation), Class Teachers can write a Support Plan for a pupil who is struggling, or if necessary send a pupil out of class in order to ensure that effective teaching and learning can take place.

Serious misdemeanours or incidents will be managed using the Exclusion Policy (see separate policy). Please note that we reserve the right to search pupils or their possessions without consent where we have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Behaviour and Discipline in the Upper School

1. Role and responsibilities of Class Guardians and Upper School teachers

In the Upper School Class Guardians hold the overview of academic and pastoral needs of their class, although they may not actually actively teach the class. Main lesson and subject teachers are responsible for the behaviour and discipline of pupils in their lessons and the Class Guardians will support them in this wherever possible.

Each teacher will have their own approach to discipline, which will be influenced by the subject they are teaching, and it is part of the pupils' learning experience to recognise, understand and adhere to these differences. Each teacher's approach should fit within the overall discipline framework of the school and all teachers should hold the aim of developing strong, independent and self-aware individuals at the core of their practice.

Teachers will employ a variety of techniques to ensure the creation of an effective teaching and learning environment. These may include:

Before lessons:

- Meditative practice
- Careful classroom organisation
- Working creatively with seating plans e.g. considering temperaments, introvert/extrovert, academic needs, balance of gender
- Careful planning to ensure healthy rhythm of lessons, appropriate content, balance of thinking/feeling/doing, and differentiation
- Working with Child Study as a way of deepening knowledge and understanding of the pupils in the class
- Working to develop and improve classroom management skills

During lessons:

- Clear understanding among the class of what constitutes good behaviour. This may come from discussions etc. in an age appropriate way.
- Clarifying expectations and boundaries
- Clear instructions and consistency in enforcing classroom rules
- Clear beginning and end to each lesson/part of lesson
- Recognition of positive behaviour and effort through praise. This can be verbal or written and may be communicated to the pupil's parents/carers.
- Checking that a pupil has understood the task, getting support from other pupils, differentiating the task as appropriate to make it accessible to the pupil
- Using humour
- Using distraction

- Moving the pupil away from a situation which is proving difficult, giving ‘time out,’ e.g. outside the classroom in the teacher’s line of sight or in the pupils’ library or other suitable space

2. Pupil responsibilities

Although we expect that each teacher will manage behaviour in their own way within the discipline framework of the school, there are basic expectations which are applicable to all pupils in the Upper School.

Our pupils will try to:

- Be responsible for their actions
- Be polite and treat others and their property with respect
- Be tolerant of others, regardless of race, gender, religion, sexual orientation, disability and age
- Resolve problems in a non-confrontational manner
- Take care of the school environment
- Work to the best of their ability, including homework
- Be properly equipped for all school work and activities

3. Procedures for dealing with misbehaviour

Teachers employ a wide variety of methods to ensure pupils understand the behaviour which is expected of them in any given situation and to support them in behaving appropriately. In the event that a pupil cannot or will not modify their behaviour or has failed to meet the expectations above, teachers will need to decide on a consequence. This may be extra work outside of the classroom, extra time spent with the teacher outside the lesson or another suitable consequence. Individual teachers need to keep records of these sanctions and ensure Class Guardians are aware.

Additionally, or alternatively (depending on the situation) teachers may write a Support Plan for a pupil who is struggling, or send a pupil out of class in order to ensure that teaching and learning can continue.

Serious misdemeanours or incidents will be managed using the Exclusion Policy (see separate policy). Please note that we reserve the right to search pupils or their possessions without consent where we have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Support Plan Procedure

The Support Plan has been specifically developed to allow teachers to work curatively with each pupil, working through a process where they study the pupils and put in place support measures to help them with whatever difficulties they are experiencing. It may be used formally if a pupil is disrupting lessons and is sent out of class, but it should also be used by teachers for those pupils who are experiencing difficulties and are in need of support.

If concerns are raised about a pupil, the Class Teacher or Guardian will convene a group of teachers who teach that pupil to study the child and consider his/her difficulties. The school SENDCo will be invited to this meeting. Methods of support will be discussed and agreed. Following this meeting a Support Plan form (Chart A) will be filled in by the Class Teacher or Guardian, agreed with the SENDCo and then discussed with the pupil's parents/carers. Pupils will be involved in this process in an age appropriate way. The family will be given two copies of the Support Plan and asked to sign and return one of the copies to school. The class teacher/guardian and the SENDCo will each keep a copy on file.

Methods of support may include:

- Changes to seating arrangements
- Therapies: curative Eurythmy, speech, art etc.
- Time out (safe place and procedures agreed)
- Agreed signals if the pupil isn't coping e.g. head on desk
- A designated member of staff for the pupil to go to for support
- Referral to anthroposophical doctor, educational psychologist etc.
- Support equipment e.g. coloured reading overlays
- Access to counselling/mediation

Copies of Support Plans and reviews should be given to all staff teaching the pupil. The member of staff organising cover lessons should make the cover teacher aware of any Support Plans for that class and staff on break duties should be aware of children with Support Plans. The Support Plan will be reviewed regularly, in consultation with the SENDCo and other members of staff and parents/carers, and modified as necessary. Eventually it may be felt that the pupil no longer needs a Support Plan; or further measures may be needed if the support is not working.

CHART A

**Elmfield School
My Support Plan**

Name :	Class:	Date: Review Date:
Teacher:	Assess: (Identified areas of need and evidence)	
Plan (Desired Outcomes)	Do (Strategies/Intervention)	Review (Outcomes and next steps)

Procedure for Sending Pupils out of Class

At Elmfield we are committed to an inclusive and differentiated approach in our classrooms. It is expected that teachers will have employed various strategies in order to ensure the creation of an effective teaching and learning environment before they decide to remove a pupil from their classroom. Therefore sending a pupil out of a lesson must be seen as a last resort in order to allow the lesson to continue without further disruption.

1. Phase 1

- a. If a pupil disrupts a lesson, he or she will be given a clear verbal warning about his or her behaviour and that if it continues it could result in him or her being sent out and incurring a detention. If the disruptive behaviour continues despite the warning, the pupil will be sent to the office where supervision will be arranged until the end of the lesson. During this time the pupil will be asked to reflect on his/her behaviour by filling in the sheet *Thinking about my behaviour...* (CHART B) The pupil will be issued with a detention slip to take home for parents/carers to sign. The teacher who sent the pupil out needs to fill in a more detailed form outlining the circumstances leading up to the exclusion from class, including strategies employed to help the pupil modify his/her behaviour (CHART C). The teacher will notify or discuss the situation with Class Teacher/Guardians/mentoring group as appropriate. A Support Plan may be developed at this stage.

*See Support Plan procedure for full details.

- b. If the pupil is sent out for the second time, parents/carers will be contacted by phone to discuss the situation and the pupil will incur a second detention. Again, a Support Plan may be developed at this point. This will be shared with all staff who teach that pupil and with parents/carers.
- c. If the pupil is sent out for a third time, parents/carers will be invited for an interview in order to agree a way forward for their child. This may result in clarification of expectations, additional support or other measures being put in place (including modification or development of a Support Plan). The pupil will again incur a detention and will be given a green report book by their Class Teacher or Guardian. This will state clearly the targets/expectations agreed for the pupil by the Class Teacher or Guardian, in consultation with other teachers where appropriate. The aim of this is to help the pupil to become more aware of his/her behaviour and its effects on others, as well as flagging up to the teachers that this pupil is not managing in class and needs support. The teachers will also bring this pupil to the College of Teachers meeting for special awareness. Where there is a breakdown of communication between a pupil and a particular member of staff, mediation/reconciliation will be offered where appropriate.

- d. If the pupil is sent out a fourth time, despite these interventions, he or she will be excluded from class for one day. The pupil will come to school as normal but will be based in the pupils' library or other suitable space for the day. Appropriate school work will be set. This will allow us to work with the pupil and his/her parents/carers to get to the root of the problem behaviour (including relationships with particular teachers) and to understand why the pupil is not managing in class at the moment. The appropriate Department Lead will manage this process. If the pupil has a Support Plan, this will be reviewed as part of this process by the Class Teacher/Guardian in collaboration with the Department Lead, SENDCo and other teachers as appropriate. If the pupil does not have a Support Plan, one will be developed at this point.

2. Phase 2

- a. When the pupil returns to school, the Class Teacher/Guardian, in consultation with the parents/carers, may decide to continue with the green report book to keep awareness of the pupil's difficulties.
- b. If the pupil is sent out of a lesson after their exclusion, he or she will incur a detention and his/her parents/carers will be contacted by phone to discuss the situation. He/she will be given an orange report book by their Class Teacher or Guardian. This will state clearly the targets/expectations agreed for the pupil by the Class Teacher or Guardian, in consultation with other teachers where appropriate.
- c. If the pupil is sent out a second time, parents/carers will again be contacted to discuss the situation and the pupil will incur a second detention.
- d. If, despite these interventions, the pupil is sent out for a third time, he or she will again be excluded from class for one day. The pupil will come to school as normal but will be based in the pupils' library or other suitable space for the day. The procedure followed will be the same as for Phase 1, including a review of the Support Plan by the Class Teacher or Guardian.

3. Phase 3

- a. If, after returning to school, the pupil is sent out of a lesson, he or she will incur a detention and parents/carers will be contacted to discuss the situation. He/she will be given a red report book by their Class Teacher or Guardian. This will state clearly the targets/expectations agreed for the pupil by the Class Teacher or Guardian, in consultation with other teachers where appropriate.
- b. If the pupil is sent out a second time, parents/carers will again be contacted to discuss the situation. The pupil will incur a second detention.
- c. If, despite these interventions, the pupil is sent out for a third time, the Exclusion mandate group will meet to consider the way forward. Procedures in the Exclusion Policy will then be followed.

Only in truly exceptional circumstances will this procedure be used for pupils in Classes 1-3. For pupils in Classes 1-5, detentions will be set at lunchtimes. For pupils in Classes 6-11, detentions will be after school.

Pupils will start each school year with a clean slate, with the exception of any exclusions, which will stay on the pupil's records.

Please note that any serious breaches of discipline will be addressed in line with our Exclusion Policy.

Appeals procedure

You have the right to appeal against the exclusion of your child. If you wish to appeal, you must write within 15 days of receiving notice of the exclusion to:

The Chair of the Council of Management
Elmfield School
Love Lane
Stourbridge
West Midlands
DY8 2EA

Please mark your envelope 'APPEAL'. Your letter should include the reasons why the decision to exclude your child should be overturned. The Council of Management Appeal Group must meet within 15 days of receipt of the letter to decide whether to uphold the decision. The 15 days allow time for all parties to prepare and/or obtain legal advice if they so wish. You are free to submit further written argument prior to the appeal hearing and we strongly advise that you attend the meeting. You may bring a friend or colleague with you for support.

CHART B

Thinking about my behaviour...

Name: _____ Class: _____ Date: _____

What happened?

Why did it happen?

How did it affect other people in the class, and the teacher?

What can you do to begin to put things right?

Is there anything the school can do to help you behave better in future?

What else would you like to say?

Signed: _____

CHART C

Pupil sent out of class: Teacher's report

Referring teacher:	Date and time:
Subject:	Pupil:
Circumstances leading to warning being given: (Include strategies tried, behaviour exhibited, any other contributing factors)	
Was a formal warning clearly given? Yes _____ No _____ If not, why not?	
Circumstances leading to exclusion from class: (Include: effect of warning, other strategies tried, behaviour exhibited, other contributing factors)	
Next steps/action plan:	
Personnel informed (tick or initials): C/T or Guard: _____ Subj Teach: _____ Parents: _____ Other: _____	
Signature of teacher and date of report	