



# Behaviour Policy

Reviewed by (Headteacher/DSL): Ruth Glover, Erika Taylor & Jess Dawson

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## **Bristol Steiner School Behaviour Policy**

### **1. Rationale**

Bristol Steiner School (BSS) aims to provide a safe environment in which effective teaching and learning for all teachers and pupils may take place, inspired by values of equal rights, compassion, mutual respect and understanding. All children learn and grow in their understanding of socially appropriate and desirable behaviour. Good behaviour amongst pupil enables them to develop appropriate social skills, self-discipline and an awareness of the consequences of their actions. This Behaviour Policy will be a working document that will change and grow as our expertise and knowledge does.

Our Behaviour policy is an essential part of our Safeguarding practice. BSS is committed to safeguarding and promoting the welfare of young people and vulnerable adults. We believe the welfare of the child is paramount and that no child should suffer harm of any form, either at home or at school. Everyone who works at or visits our School has the responsibility to make sure all our children are safe.

*For the purposes of this policy, 'staff' also includes agency staff, volunteers, and students working in our Schools, and 'parents' includes carers and legal guardians – unless this is clarified further within the text.*

### **2. Aims**

BSS aims to:

- provide a safe and supportive environment in which all children are enabled to have positive learning experiences;
- promote and celebrate positive behaviour;
- help teachers and parents communicate and work together effectively;
- surround the children with clear consistent boundaries of good behaviour arising from loving authority;
- acknowledge each child has individual needs and requirements;
- help children become aware of their actions and the responses of others to their actions;
- have appropriate expectations of all children;
- raise self-esteem and confidence, and give encouragement and praise for achievements;
- work in partnership with other agencies, in order to meet individual needs;
- share information and good practice to inform a whole School approach;
- support staff in managing challenging behaviour.

### **3. Implementation**

This policy is the responsibility of everyone who works at, volunteers for or visits BSS. The Headteacher, Senior Management Team (SMT) and the Designated Safeguarding Lead (DSL) will ensure that arrangements will be made to bring this policy to the notice of all staff (including new, temporary, and part-time employees), agency and other contract staff, volunteers, visitors and students during Induction so that they fulfil their duties to co-operate with this policy. This policy and procedure will apply in all these contexts, including school activities taking place off site. We also expect that the services delivered by partner organisations within the School, and at other venues in partnership with us, to work in accordance with this policy. This policy should appear on the School website. Parents will be informed of the Behaviour Policy by including a summary in the prospectus.

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#### **4. Monitoring and Review**

BSS will seek to continually improve all its related safeguarding policies, procedures and guidelines. BSS will review this policy on a regular basis to confirm that content and approach is still appropriate. The review will take place whenever there are significant changes and not later than 12 months from the previous review date.

#### **5. Other related policies**

This policy works with the School's following policies:

1. *Absence*
2. *Anti-bullying*
3. *Code of Conduct (staff)*
4. *Complaints*
5. *Curriculum*
6. *Equalities*
7. *Safeguarding and Child Protection*
8. *SEN Policies*
9. *Staffing*

#### **6. Safeguarding**

The School will take effective action to prevent and tackle discriminatory and derogatory language used in the School to ensure children feel safe. Physical punishments must not be threatened or used in the School. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. It is important that all staff, pupils and volunteers know what constitutes a physical punishment. If any staff, volunteers or pupils are aware that physical punishment or inappropriate physical restraint is being used towards children by other staff, volunteers or pupils they must:

- seek to comfort the child
- notify emergency services, if appropriate
- record the incident
- speak to the Designated Safeguarding Lead (DSL) as soon as possible.

More information on allegations of abuse made to staff can be found in the Safeguarding and Child Protection policy.

#### **7. Recording Behaviour**

All incidents are recorded on the incident form and copies are given to parents at the end of the day and placed in the pupil's school file. At the end of each week the Office compile a list on incidents for the DSL who ensures that appropriate action is taken by bringing to the attention of SMT, Teachers'/Staff meeting and Class Teacher and recording further actions.

The class teacher is responsible for following through actions and reporting to DSL.

#### **7. Principles of behaviour management**

Staff are expected to:

- embrace the values of the School: honesty, trust, respect, and integrity;
- model positive behaviour;
- base their expectations on children's age, experience and progress;
- assign each child a key worker/class teacher;

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- provide sufficient and appropriate resources for each child that, match the children's age and maturity, the activity, and group size;
- appreciate the value of outdoor play in promoting good behaviour;
- take into consideration the needs and feelings of all the children in the class;
- encourage positive behaviour;
- believe that repetitive reinforcement of rules and expected conduct guides a child's behaviour within clear, consistent boundaries and that the rhythmic use of repetition strengthens the will and builds an inner sense of security;
- help children to learn to resolve their own conflicts;
- involve parents as much as possible in discussions about their child's behaviour;
- implement appropriate intervention strategies when a child presents with consistent inappropriate behaviours
- seek further support will be sought from other professionals/outside agencies when necessary.

### **8. Promoting good behaviour**

Guidelines for good behaviour are provided in the School Rules and Pupil Code of Conduct, Dress Code; Kindergarten rules (see Appendices). It has long been established that rewards are more effective than punishments in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. This policy specifies what sanctions are available to staff should pupils' behaviour require. BSS aims to strike the right balance between:

- Rewards and sanctions; and
- Rewarding consistently good behaviour and rewarding improved behaviour.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the School, so that positive behaviour is instantly recognised and positively rewarded. A more formal system of credits may be adopted by each teacher to recognise and congratulate pupils when they set a good example or show improvement in their behaviour. Praise and rewards may be for an individual pupil, whole class or for the whole School. These may include:

- frequently using encouraging language and gestures;
- recognition of positive contributions and behaviour;
- positive feedback during assemblies;
- feedback to parents through the annual School Report; and
- an individual or class reward system.

Reward systems could include:

- **Class Reward Systems** - Some class teachers may adopt a system to recognise good lessons in which the whole class responded well. This could be a sticker chart or 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 a fun lesson, a class trip or other treat. Subject teachers may use the class teacher's system in each class or have their own reward system with each class they teach.
- **Individual Reward Systems** - some class teachers choose to reward the good behaviour of individual children in some way from class four upwards. This may take a number of forms, such as awards for good behaviour (certificates, pedagogically appropriate gifts, etc.) or a reward ticket scheme in which children receive a ticket that reflects the quality of their behaviour over the course of a week (such as gold, silver or bronze ticket). These tickets may be traded for pedagogically appropriate rewards at half-termly or termly intervals. 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 Individual Development Plans.

The School will pay attention to pupils who have previously been associated with poor behaviour or standards of work, so that it is not always the same 'good' pupils who receive praise and rewards. This will balance rewarding pupils with consistently good behaviour and those achieving substantial improvement.

### 9. Challenging Behaviour

Challenging behaviour is defined as:

- *The behaviour itself or its severity is inappropriate, given the person's age and level of development.*
- *The behaviour is dangerous either to the person himself or to others.*
- *The behaviour constitutes a significant additional handicap for the person by interfering with learning of new skills or by excluding the person from important learning opportunities.*
- *The behaviour causes significant stress to the lives of those who live and work with the person, and impairs the quality of their lives to an unusual degree.*
- *The behaviour is contrary to social norms.*

(Zarkowska and Clements, 1988)

Where challenging behaviour is observed in a pupil, the School aims to:

- Have appropriate sanctions that may be imposed;
- Treat problems when they occur in a fair and consistent manner;
- Work closely with colleagues and parents/guardians to better understand children with ongoing difficulties and to develop individual strategies and behaviour plans to support them.

Appropriate sanctions, disciplinary measures and strategies may include:

- **Visual Warnings** - Each teacher will have a method of conveying expectations to the class. This may include, at the discretion of the class teacher, a display such as traffic lights or a flower on which each child's name is marked. When a child's behaviour exceeds the boundaries of the teacher's expectations, his or her name will be moved to a warning position (e.g. on to the amber light) to give a clear signal that behaviour should improve; good efforts will be recognised and the child's name will be returned to the starting position (e.g. the green light). If poor behaviour continues, the child's name will be moved to last position (e.g. the red light) and a sanction will be incurred.
- **Temporary Exclusion from the Classroom or Play Area** - Where a child's behaviour makes it unsafe for other pupils or difficult to maintain a working atmosphere, the teacher may send the child out of the class, to another classroom, or to the school office or library. Perceived risks and needs for supervision will be taken into account in this decision.
- **Tasks and Apologies** - Pupils should be given the opportunity to redeem poor behaviour. Where another individual or a group has been affected by a child's behaviour, a teacher may ask the child to make a written apology or a sorry card, which may be done in a lost lunch or at home in cooperation with parents/guardians. Other restorative tasks may be set to reflect the child's

behaviour, including helping a teacher, cleaning or performing chores in the school, or engaging in calming or focusing exercises.

- **Lost Lunch** - Pupils in classes one to five may be kept in at lunch break by a teacher for up to half an hour and set a task appropriate to their age and behaviour. This could be sitting in silence, discussing the behaviour and how it may be improved, finishing work not done in the lesson, performing a task or making an apology.
- **Consultation with Colleagues** - The Teachers' Meeting provides a forum for teachers to discuss individual children, share observations and develop individual strategies. Where further observations and insights are necessary, a child study may be initiated with cooperation from parents/carers. Discussions and child studies may lead to referral to other specialists.
- **Working with Parents and Carers** - Class teachers should have regular contact with parents of the children in their care. Where ongoing concerns about a child's behaviour arise, the class teacher should contact or arrange to meet with parents. Another teacher may be invited to such meetings. Parents are encouraged to support the School in encouraging good behaviour at school and at home. Expectations, rewards and sanctions at home that reflect what is happening at school often prove highly effective.
- **Individual Development/Behaviour Plans**. The class teacher, in cooperation with a child, parents and the SENCO, may develop a Behaviour Plan (BP) for a child with particular needs or challenges. This should begin with meetings, assessment and self-assessment of the child's needs. The BP should include: short term achievable goals; longer-term objectives; strategies for achieving those goals; individual rewards and sanctions to support meeting them; and a risk assessment if the child's behaviour warrants it. The Behaviour Plan should specify a review period.
- **Report Books** - A book may be kept to record the good and less good behaviour of children when there is a need for increased awareness or record keeping. Depending on the nature of the case, the book may be for recording behaviour in the classroom and/or at break times. It may be that only teachers are aware of the book, but often it will be of benefit to a child to take responsibility for giving the book to the relevant teacher at the beginning of lessons or break times, raising awareness of the child and the teacher that improved behaviour is expected. It may or may not be appropriate for the book to be taken home at the end of each day for parents to review. Details of the report book will be decided by the class teacher in cooperation with the Teachers' Meeting, or as part of a Behavioural Plan, when it is initiated.
- **DSL** - Staff should liaise with the DSL where behaviour is extreme or consistently inappropriate.

Should ongoing efforts to manage a pupil's behaviour prove ineffective; teachers, parents and the SMT will discuss how best to meet the pupil's needs and the exclusion policy may be implemented.

## 10. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children; it is crucial however that they only do so in ways appropriate to their professional role and in relation to the child's individual needs. Motivation is key and the reason for contact must be

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absolutely clear. Contact should be relevant to their age and understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child. Staff should therefore use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to a DSL. The School recognises there are some children for whom touching is unwelcome because of their cultural background or personal history. Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these children may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries. Children with disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

Times when physical contact with a pupil may be necessary may include:

- During sports lessons;
- Giving first aid;
- If a pupil is in distress;
- Congratulating or praising a pupil;
- To demonstrate how to use a musical instrument;
- Holding a pupil's hand at the front or back of the line on a trip etc.

The School will aim to develop clear common practice towards particular groups of children and events, and between staff and children of the opposite sex. Children in Kindergarten (age 7 and under) retain a need for physical contact, especially when hurt or upset, or to show affection to staff. However, staff must be careful that cuddling does not become excessive and be sensitive to when the child no longer needs to be comforted in this way, if at all.

### **11. Positive Handling**

At times staff may be involved in some form of physical intervention with pupils but this should never be used as a substitute for good behavioural management. All teachers need to develop strategies and techniques for dealing with difficult pupils and situations, which they should use to diffuse and calm a situation. In non-urgent situations, staff should always try and deal with a situation through other strategies before physically intervening. Staff need to first recognise triggers that may lead to conflict and avoid them. They must be able to defuse/distract from conflict using non-physical calming methods wherever possible. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated. Medical and/or behavioural intervention plans will be carried out for children who are known to have medical or behavioural needs which may place them in danger to themselves or others. These plans will be made known to the child's parents and documented appropriately by the pupil's teacher.

Section 550A of the Education Act 1996 allows teachers, and other members of staff at an establishment who are authorised by the Headteacher to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. There is no absolute legal definition of reasonable force. The Criminal Law Act (1967) allows any person to use such force as is reasonable in the circumstances to prevent an offence (e.g. physical assault) being committed. Reasonable minimal force must be a matter of personal professional judgement and based on experience of the pupils involved.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result. According to the Department of Education non-statutory guidance 'Use of Reasonable Force' 2013, the lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. At BSS, reasonable force that is used to either control or restrain pupils in their best interests is called 'positive handling'. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. Control can mean either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as removing a pupil from a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. All members of School staff have a legal power to use reasonable force. This power applies to any member of staff at the School and it can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a School organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Circumstances in which positive handling might be considered are:

- preventing an accident;
- preventing injury or damage;
- preventing a crime;
- preventing pupils exposing themselves to possible danger by leaving the premises; or
- removing a weapon or other harmful object.

Specific examples of when positive handling may be used include:

- interposing between pupils;
- blocking a pupil's path;
- leading by the arm;
- holding, pushing or pulling;
- preventing a pupil from running into a busy road;
- removing disruptive children from the classroom where they have refused to follow an instruction to do so;
- preventing a pupil behaving in a way that disrupts a school event or a School trip or visit;

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- preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; or
- restraining a pupil at risk of harming themselves through physical outbursts.

If positive handling becomes necessary the teacher should:

- take a calm and measured approach explaining what they are doing and the reason for it;
- be clear that the intervention will stop as soon as it ceases to be necessary;
- assess the level of risk to him/herself and other pupils and remove anyone who is at risk and send for help;
- continue to talk to the pupil and try to prevent the incident from escalating;
- consider the age, understanding and gender of the pupil; and
- take no action that may cause an injury.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### 12. Safe holding

In BSS, restraint of pupils is termed as 'safe holding' and must only be considered as an option if calming and defusing strategies have failed to de-escalate the situation and where the response is in the paramount interests of any pupil involved. Not intervening is likely to result in more dangerous consequences than intervening. Therefore, use of safe holding must:

- involve the minimum force necessary;
- be applied only until the pupil is calm;
- be used to de-escalate a potentially dangerous situation;
- not be used as a threat or a punishment;
- not inflict pain;
- be administered calmly and rationally not in response to anger or frustration;
- be the result of a professional judgment about the pupils' safety, taking account of the age and abilities of the pupils; and
- be in the best interests of the pupils.

Pupils will always be monitored for health and safety during physical restraint. Pupils must **not** be placed on the floor unless staff have received specialist, accredited training. During ground holds the young person's wellbeing should be monitored continuously and monitoring should continue immediately after the restraint until the young person has recovered. Holds must stop immediately if the following signs are noted eg. difficulties in breathing, sudden change in skin colour, vomiting etc. This monitoring will be according to the specialist training. Staff should avoid any actions that could be viewed as sexual. It is relevant to note that failure to take action in circumstances which merit it, can be as serious as over-reaction. The teacher's duty of care is to restore safety if at all possible and this may warrant physical restraint.

BSS staff cannot use force as a punishment – it is *always* unlawful to use force as a punishment. Staff also have the legal duty to make reasonable adjustments for disabled children and children with

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special educational needs and disabilities (SEND). The School does not require parental consent to use force on a pupil.

Incidents involving the use of reasonable force should be recorded in detail, making a note of:

- child's name;
- time and location of incident;
- what triggered the incident;
- nature of the incident;
- others involved;
- witnesses;
- how the situation was handled;
- what form of restraint was used; and
- the level of force used and any consequences.

A copy of these details should be made and kept with the child's files.

It is the policy of BSS to ensure parents/carers sign to confirm that they are aware that physical intervention was used on their child and why. All complaints about the use of force should be thoroughly, speedily and appropriately investigated using the BSS Complaints policy. When a complaint is made the onus is on the person making the complaint to prove that their allegations are true – it is not for the member of staff to show that they have acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force. As employers, schools have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **13. Pupil Probation**

Pupils joining BSS are required to have a probationary period of one half term. This will ensure that the placement is appropriate and successful for the pupil, family and School. Unless any concerns are raised during this time, the SMT will agree to pass the probationary period. Any educational or behavioural concerns arising during the probationary period may result in an extension of the probation in order to trial different strategies to address the issues. Only one extension will be granted. More serious issues, which cannot be resolved by reasonable adjustment, or other measures, will result in failure to pass the probationary period and the family will be asked to withdraw the pupil. Pupils who do not pass their probationary period on behavioural grounds may, depending on the reason for the failure, be given the opportunity to appeal the decision. The parents will be invited to a meeting to discuss the issues within 48 hours of the decision to fail the probationary period. If the parents decide to appeal the decision, they must do so, in writing to the Headteacher, no longer than 24 hours after the meeting. If the appeal is denied, the parents will be asked to withdraw the pupil from the School immediately. Should the appeal be upheld, an agreement will be drawn up between the School, parents and the pupil stating the improvements required. In breach of this agreement, the parents will be invited to an immediate meeting and a final warning will be issued. The next breach of this agreement will result in immediate, permanent exclusion.

### **14. Exclusion**

The BSS Exclusion policy aims ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and

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succeed. **Exclusion means the removal of a pupil from the School premises either temporarily or permanently.** The decision to exclude a pupil from School is a very serious one and will not be taken lightly. In most cases of exclusion there will have been previous discussions and/or correspondence between the parents and the School about the pupil's behaviour.

There are two types of exclusion, fixed period and permanent. A pupil may be excluded for a specific length of time e.g. 1 day up to a maximum of 45 days. For serious incidents, or an accumulation of incidents, the School may decide on a permanent exclusion.

Parents who repeatedly refuse to honour their financial commitments to the School and/or refuse to discuss their financial difficulties in relation to School fees or refuse to honour their debts may result in their child being excluded. This type of exclusion is usually permanent and re-entry to the School would require resolving the financial issues and a new application.

Parent Contract related exclusions may result when the parents refuse to cooperate with the School, and/or will not meet to discuss their child's needs or concerns the School may have.

If a pupil is to be excluded for a fixed period the following actions must take place:

- The School will inform the parents immediately of the exclusion, the reason for it and the date when their child will return to School. A letter will be sent confirming these details in writing.
- For an exclusion period of longer than 5 days, a return to School meeting will be implemented to discuss the exclusion with the parents. Two staff members will always meet with the parents.
- If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, the Class Teacher will make relevant work available for the pupil to complete at home.
- During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility.
- If a pupil has been excluded on several occasions, they may only return to school on the condition that they behave appropriately at all times. A clear behaviour plan will be implemented and the parents must be aware of the plan and give their support to it.
- Should any instance of inappropriate behaviour occur a parent should be available to collect their child from School immediately and keep them at home until they can make a further commitment.
- A record of exclusion will be kept in individual children's files and in the exclusion folder.

Permanent exclusion will only occur in cases of extreme unacceptable behaviour, or may be the last step in a process of support for a pupil with behaviour issues. If a pupil's behaviour continues to demonstrate that they are not able to commit to uphold all the School behaviour values, a meeting will be arranged with the parents of the pupil to discuss whether the needs of the pupil can be met at our School. In such cases, the impact of the pupil's behaviour on the rest of the class must be given due consideration. The decision to permanently exclude a pupil will be made by the Headteacher with the SMT and supported by the Chair of Trustees. The Headteacher will meet with the parents to clearly outline the reasons for exclusion. This will be followed up by a formal letter detailing the reasons for exclusion and a copy of the minutes from the meeting will be sent. Parents  
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will be informed of their right to review/appeal the decision to exclude and given details on how to make an appeal.

Exclusion whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable behaviour:

- persistent disregard for the School Rules;
- verbal abuse;
- physical abuse actual or threatened;
- indecent behavior;
- damage to property;
- use/possession/supply of illegal drugs;
- misuse of other substances;
- theft;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson; and
- unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. Exclusion will not usually be imposed instantly unless there is an immediate threat to the safety of others in the School or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- ensure appropriate investigations have been carried out;
- consider all the evidence available to support the allegations;
- allow the pupil to give her/his version of events; and
- check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

In reaching a decision, the School will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the School will consider:

- a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour policy;
- b) the effect that the pupil remaining in the School would have on the education and welfare of other pupils and staff.

Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School's usual policy in this particularly serious matter to issue a permanent exclusion.

If a pupil completely refuses to co-operate with a teacher or supervisor in such a way that they are causing a total disruption to teaching and learning; or if they are threatening the safety of other pupils or themselves, it may be necessary to contact a parent, or emergency contact to remove them from the School premises.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing Body.

### 15. Kindergarten

Positive behaviour is promoted by all staff in the Kindergarten, leading by example, as the child of Kindergarten age is naturally imitative. The use of the rhythm and repetition in our daily and weekly activities helps the child feel safe and secure and sets the foundation for good habits. Activities are meaningful and age appropriate, and encourage sharing, negotiation and taking responsibility. Respect is also therefore nurtured. As children work and play the teacher encourages respect and care of self, others and the environment, and the learning of self-control. We work gently with the children guiding them into forming good habits socially. Pedagogical stories with themes which support behaviour that is occurring within the group may be told to the whole group over a period of time. Children may be encouraged to express their feelings through words transferring physical impulses into more acceptable forms of communication. Our aim is that through an understanding of each child and their phase of development any inappropriate behaviour can be redirected in a constructive and non-confrontational way. If a child's behaviour continues to be a cause for concern teachers will work in partnership with parents to resolve this.

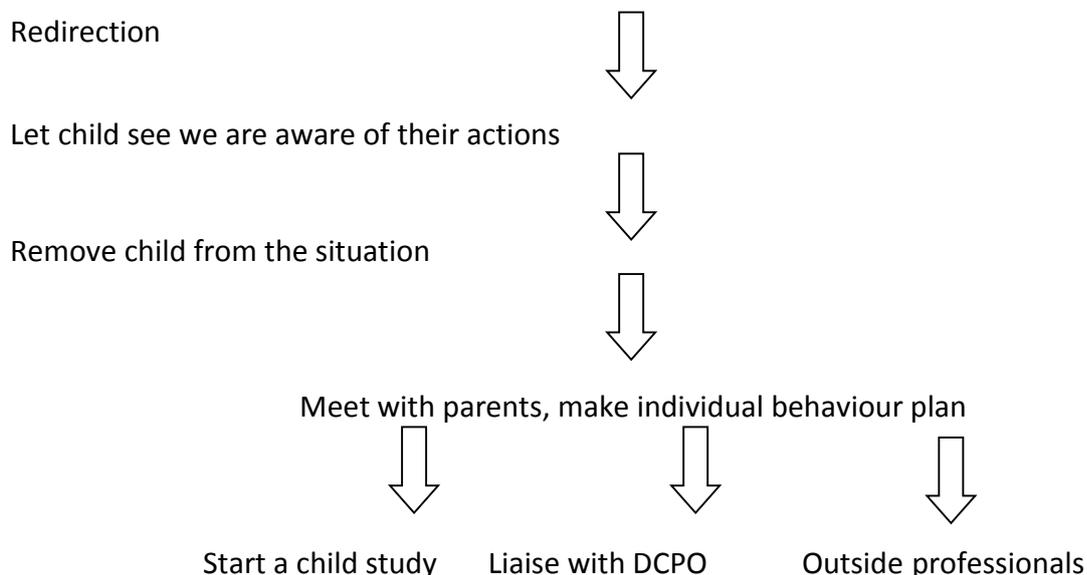
Each Kindergarten teacher acts as the Key Person for each of the children in their group with support from their assistant. Assistants may be asked to make special observations of individual children, and will have the opportunity to share any other observations they have made during their weekly meeting. The Key Person will be responsible for communicating with parents about their children's progress and development regularly, including any behavioural issues. They are responsible for helping each child achieve their potential and guiding parents in supporting their children's healthy development at home.

Most children experience social difficulties at some time in their development. There are many ways in which the staff at the Kindergarten help the children to integrate into their Kindergarten group to ensure a positive experience for them, their classmates and the group as a whole. What follows is guidance for teachers to follow, however every child is unique so these guidelines may be adjusted:

1. Redirect child to a new focus or activity.
2. Gain the child's attention with a look, gesture or word to make them aware of our observations.
3. Remove the child from the situation and engage them with an adult-led task. Halting the challenging behaviour through refocusing their attention and enabling them to calm down,

or they may be asked to sit quietly in another class for a short period. When appropriate the child will return to the group.

4. If challenging behaviour continues over a period of days, and the above steps have not been helpful, then parents will be invited in to discuss with their child’s teacher an individual development or behaviour plan for their child. We feel the children in Kindergarten are very young to look at in terms of exclusion but we may ask parents to be available in order to take their child home in cases of behaviour that endangers their child or others, or is extremely disruptive.
5. Consider a child study. (see Child Study in the Curriculum policy)
6. Liaise with and seek advice from the DSL.
7. Teacher and/or parents can seek advice and support from outside professionals’ i.e educational psychologist.
8. If after the above points have been followed and the situation has not been resolved then we will meet with parents and discuss whether The Rowan Tree Kindergarten is the right School for their child, and review assessments related to reasonable adjustment.



**16. Professional Development**

BSS will provide all staff with Behaviour Management training on a regular basis to help them develop best practice in regard to dealing with challenging behaviour. Ongoing staff training will be provided through discussion at meetings, supervision, courses for individuals, and group or whole School training sessions, delivered by School staff and external speakers. The School should identify staff who need training to ensure they have appropriate skills in positive handling and safe holding.

**17. Appendices**

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Member of the Steiner Waldorf Schools Fellowship Company Number 1131462 Charity Number 310257

1. School Rules
2. Pupil Code of Conduct
3. Dress Code
4. Kindergarten rules

## School Rules

*This is not a definitive list and more information is in the School's policies and procedures. The rules have evolved for pedagogical or safety reasons.*

- To ensure that the School is a safe and comfortable place for pupils and staff, please remember: that everyone is worthy of respect; that everyone should use positive and friendly language; that the rules are there to help everyone.
- Pupils must remain in School until 3:15 pm when the School bell is rung.
- Under normal conditions, all pupils should have left the premises within thirty minutes of the end of School.
- The road outside Redland Hill House is busy and dangerous. Children in classes 1-5 must use the pedestrian crossings, unless accompanied by an adult.
- Bicycles, skateboards and roller-skates may not be used in the School grounds, but must be taken to the storage area.
- Pupils must not climb or sit on the walls.
- Nothing should be thrown out of windows or over walls.
- No running inside the building.
- Pupils should not kick anyone or anything.
- Respect School property. Wilful damage will be taken very seriously.
- Dispose of litter properly. Pick up litter if you see it.
- Items not allowed in School: war toys, radios, knives, matches, fireworks and caps, comic books, personal stereos, computer games or battery operated toys should not be brought to School.
- Mobile phones, iPods (or similar) may not be used in school or on school grounds. Failure to comply with this rule may mean that the phone is taken to the school office to be collected by a parent.
- No chewing gum, sweets, chocolate, chocolate covered biscuits or fizzy drinks.
- No water fights; nor is it appropriate to pour water on your head or neck. Garden taps are for gardening purposes only.
- Swearing is not acceptable or appropriate

## Back Garden: Classes 1-5

The areas which class 1 may use will be identified in the Teachers' Meeting (Terms 1&2 only in magic garden, term 3 bottom half of the garden)

No climbing on walls or fences

The edge of the well may be used for sitting on - no standing

The cultivated garden areas should be respected

Day on which equipment may be used will be decided in the Teachers' Meeting

The Teachers' Meeting will decide when Wellington boots must be worn: at other times the duty teachers will decide

Children should ask before going back into the building for any reason

## Pupil's Code of Conduct

*Parents and teachers should be familiar with this and remind pupils of its contents if necessary.*

### In School:

- walk quietly around the building, especially when lessons are going on
- open doors carefully
- help to keep the School tidy by putting rubbish in the bins
- keep to the right on the stairs
- be considerate while playing in the front and back gardens
- remember the rules for outside play
- listen to the duty teacher
- do not wear outdoor clothes in the building
- eating and drinking should only happen at break times, unless allowed by your teacher
- treat everyone with respect and consideration

### In Class:

- be on time and enter the room quietly
- respect other pupils' right to work
- ask the teacher if you need to leave your desk or leave the room
- have the right equipment for each lesson
- when in the School building wear indoor clothes only
- remember to eat or drink only during snack or lunchtime, or other specified times as agreed with your teacher
- treat your friends, other pupils and all staff with respect and dignity. Try to speak with kindness and consider the well-being of others
- make sure you have the right equipment before the start of each lesson
- pupils are expected to show respect for teachers, staff and other pupils and property.

The repetitive reinforcement of this code guides a child's behaviour within clear, consistent boundaries. The rhythmic use of repetition strengthens the will and builds an inner sense of security.

## Dress Code

- Clothes should be neat, clean and appropriate for School, and should reflect the time of year and weather conditions.
- No bare midriffs or shoulders (but cap sleeves are acceptable). Shorts should be appropriate for School i.e. in general, skirts and shorts should not be more than 4 inches above the knee.
- Footwear must always be worn on School premises and should be suitable for School activities. Flip-Flops are not suitable; sandals should have backs in order to allow running, etc.
- Children in class 1 to 5 will need a pair of named Wellingtons in School. All pupils should have a waterproof coat available for break times and outings etc.
- Gym kit comprises shorts/leggings, loose plain t shirt and gym shoes/trainers.
- A small ear stud is allowed; one or two rings or a simple necklace are acceptable. Any other jewellery or body piercing is for outside School hours only.

## Kindergarten Rules

### Rules for Communal Areas

- We only walk throughout the building
- No playing, jumping or sliding on the stairs or banisters. (We play elsewhere)
- Children to walk carefully on the stairs
- Feet are always wiped on the mat when coming in (We always wipe our feet)
- No wellies to come past the boot room
- Home shoes or slippers to be worn inside the building
- Coats and waterproofs should be hung up
- Do not play with things hanging on other children's pegs or other children's personal belongings
- Parents must be ready to collect their children by 12.45, 1.45 or 3.15
- Parents should please wait quietly as the children are listening to the story
- Once collected children must stay with their parent/carer
- Children must be handed over to the teacher in the morning by their parent/carer
- No-one should enter the building if the fire bell is ringing
- Parents should help all children in their care keep these rules, even if they are not part of Kindergarten

### Classroom Rules

- We move slowly in the classroom.
- Only soft balls may be thrown (We only throw soft balls gently into the target)
- Teachers must be able to see inside children's dens at all times
- Big voices should be kept for outdoors
- Indoor shoes should be kept on at all times except in the indoor sandpit.
- There must be careful use of the furniture and play equipment
- A member of staff must be supervising children at all times
- Children must be accompanied when in any kitchen area

### Kindergarten Playground Rules

- 1 Sand must stay in the sand pit.
- 2 Potions may be made on/in the digging area or mud kitchen.
- 3 An adult must position themselves so the whole playground is supervised.
- 4 At least two adults must be in the garden if more than one group is out.
- 5 When a teacher goes inside it must be agreed with at least one other member of staff in the playground that they will cover.
- 6 The 12.10 pm tidy up song is the signal to shut the sandpits and put things away. All children are expected to help the teachers.

- 7 Everything must be put away properly at the end of the morning, or at the end of outside morning if you go in early. Also at the end of afternoon care. Mixtures must be emptied.
- 8 The skipping rope to be used for skipping and wiggly worm games or building constructions, and should be put away after use.
- 9 Walk when carrying sticks and carry them down low.
- 10 Children to face towards the building when they are on the swing.
- 11 Swings do not go side to side or round and round.
- 12 No walking in front of the swing when in use.
- 13 No running on the bark chips around the swings.
- 14 Nothing may be taken home out of the garden.
- 15 We only dig in the mud pits.
- 16 Footwear should always be worn in the garden.
- 17 The metal spades used under supervision and should be put away after use.
- 18 Wipe feet when coming indoors.
- 19 We leave flowers and foliage growing in the garden.
- 20 The wheelbarrows are not for running or racing with.
- 21 Children should not pull each others' clothes.
- 22 Children should not pick each other up.
- 23 Nothing should be put under the monkey bars or any part of the climbing frame.
- 24 A member of staff should stand by the monkey bars if children are on them.
- 25 Only hanging upside down while holding with hands if a teacher is near.
- 26 Children should not climb on the bricks or the wood stack.
- 27 Fill in big holes in the mud pit before tidy up time.
  
- 28 Tools and the saws in particular are not to be kept in sight of children. Should always go back into the cupboard.
- 29 Catapults should not be used in the garden.

