



Policy Number / Ref	BEH_01	
Version	1.1	
Reviewed by / Date	JD/LT	Jun 2018
Approved by / Date	BoT	Jun 2018
Further Information	SISEF3 Welfare, health and safety of pupils	

RINGWOOD WALDORF SCHOOL **BEHAVIOUR POLICY**

Including Discipline, Exclusions, Anti Bullying and Harassment, Code of Conduct

1. Aims

- 1.1 To develop a school behaviour policy supported and followed, by the whole school community. This includes teachers (full and part-time), pupils, trustees and non-teaching staff.
- 1.2 To complement the overall aims of the school
- 1.3 To apply positive policies which create a caring environment in which teaching and learning can take place in a safe, secure and positive environment

2. Principles

The Principles which underpin our behaviour management strategies are as follows. They include those pertaining to our underlying philosophy of education and those pertaining to day to day management of classroom interactions.

- 2.1 Our teaching strategies and behaviour management strategies change according to the different stages of development and the temperament of the individual child.
- 2.2 We strive for consistency in our approach.
- 2.3 the teacher is responsible for managing the behaviour in the room. If things are not working the teacher needs to adapt their approach.
- 2.4 It is important that inappropriate behaviour has clear, relevant and timely consequences. While negative consequences sometimes change behaviour, they do not change attitude. Positive reinforcement strategies will be implemented to produce long-term attitudinal change.

3. Parents

Ringwood Waldorf School believes that an effective behaviour policy requires a close partnership between parents, pupils and school. Before admission to the school we ask parents to read the Parents Handbook which contains:

- The school rules
- The school dress code

- The Code of Conduct for teachers

We believe that the education we offer is most effective if teachers and parents/carers work closely in partnership with each other and the child. In order to allow each child to engage fully with the education we offer, we ask parents to:

- 3.1 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
- 3.2 Provide suitable clothing and equipment for the child
- 3.3 Ensure the child comes to school regularly and is punctual
- 3.4 Communicate regularly with the Class Teacher and attend Parents' Evenings
- 3.5 Show an active interest in the child's education
- 3.6 Uphold the policies and ethos of the school e.g. food, clothing, homework, behaviour.

4. Code of Conduct

At Ringwood Waldorf School we insist on the highest standards of behaviour and discipline. These are essential to school morale and effective teaching and learning. It is essential that pupils and teachers work together to ensure that we provide a learning and social environment, where concern for others, positive behaviour, responsibility and respect are valued, maintained and achieved.

To do this we must ensure that all staff, pupils and parents are clear about the standards of behaviour that are expected. Specific rules might be posted in the classroom, usually after discussion with the class teacher. The lower school rules are posted on the Class 8 window and in the 1,2,3, Garden.

All teachers have the responsibility:

- 4.1 To establish a safe learning environment for all pupils
- 4.2 To take reasonable care of their own health and safety and that of the pupils in their care. Staff must obey safety rules and procedures, especially the School's Fire Procedure
- 4.3 To create a positive learning environment in which effort and achievement are recognised and rewarded
- 4.4 To ensure that their conduct with the pupils and each other is of the highest standard and sets a good example
- 4.5 To ensure that pupils abide by the school rules and take appropriate action where necessary
- 4.6 To implement the Code of Conduct.

Teachers should be able to expect:

Assistance and support from parents, the School Management Team and the Trustees in promoting a positive environment.

5. Pupils have a responsibility to:

- 5.1 Behave in an appropriate way both in and out of school.
- 5.2 To be respectful and attentive, avoiding interruption of lessons and disruptive behaviour
- 5.3 Carry out their work to the best of their ability
- 5.4 Show consideration to others at all times
- 5.5 Abide by the School Rules

6. All members of the school community have the responsibility:

- 6.1 To ensure suitable recognition and acknowledgement for pupils who display positive behaviour, abide by the rules and carry out their work as requested
- 6.2 To apply the appropriate consequences for those who fail to comply with the agreed limits
- 6.3 To help all members of the school community to treat each other with respect

7. Recognition and Acknowledgement.

Ringwood Waldorf School's scheme of recognition and acknowledgment aims to support pupils who make an effort to do their best and also to recognise good work itself. It is considered important to notice those who make a good effort and to acknowledge this. Recognition must be genuine. Children are encouraged to evaluate their own work and not become dependent on external judgements of their efforts.

7.1 Lower School – (Classes I to IV)

Verbal recognition and/or acknowledgement of an individual pupil or class as a whole by the teacher.

7.2 Middle School – (Classes V to VIII)

The main focus is the work- the pupil is able to look at what is achieved (objectivity), he/she knows where they stand. Judgement and responsibility develops from Class VI to VIII.

Verbal praise continues, plus written comments. Teachers also make a special effort to recognise and acknowledge the qualities of perseverance and effort.

7.3 Upper School

Please refer to the Upper School Diploma for details of how students' work is graded and accredited.

8. Sanctions/Consequences

8.1 Initial Consequences

Despite our best endeavours all staff will, on occasions, be faced with unsatisfactory work or pupils' misbehaviour or misconduct. In this case the following strategies will be used as appropriate:

- Behaviour logged using Incident Form (see Appendix 1)
- Reprimand by a teacher who may impose a break/lunchtime activity as appropriate. e.g. completing unfinished work, writing a letter of apology and/or explanation
- Isolation within the class
- The consequence should relate to the behaviour whenever possible, e.g. Community based tasks to make amends for destructive behaviour or missed work in lessons to be practiced during break times
- Have an interview with the Class or Subject Teacher followed by an appropriate response
- Have an interview with a group of teachers followed by an appropriate response
- Use a Target/Report Card for a specific length of time. This details the behaviour expected and the targets which have been set. This is discussed with the child and signed by the teacher
- Parental interview to discuss ways of dealing with future problems should they arise
- Inform parents in writing of specific actions or consequences
- Refer the child to the Teachers' Meeting, where the incident will be evaluated and a Behaviour Plan may be implemented
- Exclusion to another class
- Fixed term exclusion
- Permanent exclusion

8.2 Further Consequences

Persistent misbehaviour or misconduct and/or totally unacceptable behaviour of a serious nature will be dealt with by the School Management Team, who will use any of the following sanctions and strategies where appropriate:

- Isolation of the pupil with work
- Detentions
- Withholding privileges where these do not form an essential part of the curriculum
- Parental interviews
- Contract with pupil, parents and school
- Disciplinary meeting with pupil and parents
- Fixed term exclusion

- Permanent exclusion

8.3 Exclusion

The decision to exclude a pupil from school is a very serious one and will only be taken in response to a serious breach of discipline. Only the School Management Team can take the initial decision to exclude a pupil. In all probability, there will have been earlier discussions or correspondence between parents and the school regarding the pupil's behaviour.

The decision to exclude a pupil must be lawful, reasonable and fair. We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race, we will also give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

There are two types of exclusion:

- Fixed Term (suspension) – no more than 15 school days in a term;
- Permanent Exclusion (expulsion).

8.3 (a) A fixed period exclusion should be used only after an extremely serious breakdown in behaviour. If a pupil is excluded for a fixed period the school will ask parents to collect their child and inform them immediately of:

1. the reason for the exclusion;
2. the date when the pupil may return;
3. Their right to put their case in writing to the School Management Team and to the Trustees.

If a pupil's behaviour has become untenable or the teaching staff feel that a child is not benefiting from Steiner education then on the first instance this will be discussed with the parents. Minutes will be taken during this meeting and all parties will receive a copy of these.

8.3 (b) Permanent Exclusion- If a pupil is to be permanently excluded, the school will inform the parent(s) at once, by telephone if possible, and in writing, of the exclusion and the specific reason for it.

The school will also provide parents with details of any relevant previous warnings, fixed term exclusions or other disciplinary measures.

Parents will be told of their right to put their point of view to the School Management Team and Trustees in writing.

If parents wish to receive further information or appeal against the decision to exclude their child, a meeting will be arranged in which the Trustees will hear the case for exclusion from the teachers and the appeal from the parent(s) or guardian.

When the discussion has taken place, the Trustees will make their decision and will confirm this in writing,

giving their reasons.

If the Trustees decide that the pupil should return to school, parents will be given the date of return in writing.

The following behaviours may result in a fixed term or permanent exclusion (This list is not exhaustive):

- Aggressive or violent behaviour
- Abusive behaviour and reactions
- Overt and repeated swearing and bad language
- Persistent teasing and bullying whether overt or not
- Smoking or the possession and use of drugs or alcohol
- Continued absence or lateness without permission or notification
- Persistent failure to fulfil work requirements
- Persistent failure to co-operate with lessons and given instructions
- The behaviour of the parents is judged by the school to be unreasonable and affects, or is likely to affect, adversely the Student's or other pupils' progress at the School, the wellbeing of School employees or the reputation of the School.

8.3 (c) Exclusion Notification

When a pupil is excluded the Chair of SMT must inform the parents/guardians and the Board of Trustees.

The Chair of SMT (with if necessary the class guardian or class teacher), who will be referred to as the school, must:

- Review as soon as possible with parents and explain the situation and look at issues.
- Explain why the school has decided to exclude the pupil.
- Explain the parents' right to Appeal in the case of permanent exclusion
- Explain to the parents their right to see their child's school record.

8.3 (d) What happens in the event of a permanent exclusion?

If a pupil is to be permanently excluded, the school will inform the parents at once, by telephone if possible, of the exclusion and the specific reason for it. Parents will be told of the right to put their point of view to the Chair of Trustees in writing. Parents have the right to see their child's school records before the meeting, which can be arranged through the Chair of SMT. The Board of Trustees will hear the case put forward by the parents and the school. The meeting will be chaired by one of the members of the Board of Trustees. The school will give its view of the circumstances leading to the exclusion. Parents will be asked for their comments and will be asked to make their own statement. The Panel will ask and respond to questions. When discussions have ended the Trustees will be left to make their decision, which they will

confirm in writing, giving their reasons. If the Panel decides a pupil should return to school, parents will be given the date of return in writing.

8.4 Appeals Procedure

Parents/guardians have the right to appeal against the exclusion of their child. Appeals must be submitted in writing within 15 days of receiving notice of the exclusion to the College of Teachers in an envelope labelled 'APPEAL'. The letter should include the reasons why the decision to exclude the child should be overturned. The Appeal Group must meet within 15 days of receipt of the letter to decide whether to uphold the decision.

9. The question of restraint or positive handling.

Teachers are allowed to restrain or physically remove a child from a situation if he/she

- Is in danger of hurting themselves or another pupil or member of staff
- Is disrupting the learning of other children and refuses to stop and/or leave the room

10. School Rules

The school rules apply to the school premises at all times and to school outings.

A. General

- All children should arrive before 8.25 so that they are ready to begin lessons at 8.25.
- Belongings are to be carried in suitable bags, satchels or rucksacks. Plastic bags should not be used.
- Peanuts are banned from the school premises or on school outings as some children have severe and/or life threatening reactions to peanuts.
- Coffee, tea, fizzy flavoured drinks, sweets, chocolate and chewing gum are not allowed on the school premises or on school outings except by special arrangement.
- No children may leave the school grounds during school hours without the permission of a teacher.
- Knives, weapons, matches, lighters, fireworks, stolen goods, illegal drugs, illegal images, alcohol and tobacco products are not allowed in school.
- Aerosols of any sort, including deodorants, are not allowed in school.
- Toys from home, including balls should not be brought into school except by special arrangement with a teacher.
- Only soft balls may be used in the courtyard.
- Digital Media Devices are not allowed in school (For exceptions refer to Digital Media Policy).
- Mobile phones are only allowed to be brought in from Class 8. They must be handed in to the Office at the beginning of the day.

- After school, Classes 5 and below must stay in the courtyard or 1,2,3 garden, until they have been collected. The basketball court may not be used. If children are still on site beyond 3.40pm (or 1.10pm) they will be accompanied to the Office.

B. Clothing (Lower School)

- All clothing should be clean at the beginning of each day, in good repair and appropriate to the season and activity.
- Clothing should be plain without pictures, writing or logos.
- All children should have a waterproof coat or jacket with a hood, at school.
- Good, school type or casual shoes should be worn with flat soles and heels no higher than 1 inch.
- Footwear needs to be securely attached to feet with laces, buckles, Velcro straps etc. Flip flops, Crocs, slippers and the like are not suitable.
- Extremes of fashion should not be worn. Nothing should be worn that causes unnecessary distraction or gives offence to members of staff or fellow students.
- Underwear must not be visible.
- Tops should cover the abdomen.
- Shorts or skirts should come down to at least mid thigh.
- Children will wear smart clothes on Festival days.
- All outer wear, including shoes, should be clearly named.
- No jewellery (except ear studs/sleepers).
- No tattoos or body art.
- No make-up including nail polish.

C. Courtyard, Field and Main Playground

- Waterproof coats and hoods or hats should be worn in uncovered areas when it is raining
- Bicycles, skateboards, scooters etc. are to be walked or carried in these areas
- Chalk is only to be used outside by or with a teacher's permission
- Children may only go into lobbies or classrooms with a teacher's permission, during morning and lunch break times
- Only retrieve things from outside the play area with a teacher's permission
- No kicking
- No throwing of hard objects
- No climbing on buildings or fences
- No eating or drinking outside
- No running in the walkways or swinging from overhead bars

11. School Rules Amendments or Additions for Upper School

a. General

- The school rules apply to the whole of the school premises at all times, and to school outings
- Pupils should arrive before 08.25 so that they are ready to start school at 08.25.
- Belongings are to be carried in suitable bags, satchels or rucksacks. Plastic bags should not be used.
- No pupils may leave the school grounds during school hours without the permission of a teacher, except at break times where parental consent is in place. If visiting the Lantern Centre during break times, Upper School pupils must sign out and sign back in, in the Office.
- Knives, matches, lighters, fireworks and cigarettes are not allowed in school.
- Facial piercing, body piercing and tattoos may not be displayed
- Crafts such as blacksmithing and carving require sturdy closed footwear
- If Upper School Pupils come to school in inappropriate clothing, they may be required to wear something from the wardrobe, or parents may be asked to bring something suitable in.

b. Mobile Phones and Electronic Media Devices – See DMD Policy

12. Anti-Bullying & Harassment

It is a basic entitlement of all children at Ringwood Waldorf School that they receive an education free from humiliation, oppression and abuse. Class Teachers/Guardians encourage parents to communicate any concerns they have regarding their child or other children who attend the school - swift response is essential in order to act effectively.

12.1 Definition of Bullying

Bullying can be described as the repeated wilful, conscious desire to hurt, threaten or frighten somebody physically, verbally, emotionally or mentally. It can take the form of physical, verbal, sexual or cyber.

It is also important to note that children's relationships to others in the school can vary unexpectedly. Parents and staff need to be aware that temporary breakdowns in relationships do not necessarily constitute bullying, but nevertheless no incidents of the above-mentioned behaviours will be tolerated.

12.2 Definition of Harassment

Harassment is unwanted conduct related to a relevant characteristic which has the effect of violating an individual's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive working environment for them.

Harassment is normally characterised by more than one incident of unacceptable behaviour, particularly if it reoccurs, once it has been made clear by the victim that they consider it offensive. One incident may constitute harassment, however, if it is sufficiently serious. Harassment on any grounds will not be tolerated.

12.3 School Procedure for dealing with Incidents of Bullying and/or Harassment

Class Teachers and Class guardians should remind pupils that they have a responsibility to report any incidents of bullying and harassment, of which they become aware. If a working community member has knowledge of a situation that is emerging or they have identified, they must alert the Class Teacher and the Pastoral Care Lead.

Children will be made aware and periodically reminded, that they should report incidents and they may do so to any teacher. Staff will be watchful and observe relationships. Where appropriate, mention should be made in the weekly meetings, and/or a note should be made to the Class Teacher/US Guardian.

12.4 What action will be taken when an incident of bullying and/or Harassment is reported?

The Class Teacher / Guardian will:

- alert the Pastoral Care Lead.
- write a formal record on the Incident Form regarding all facts and pass to the Pastoral Care Lead.

The Class teacher/Guardian and/or Pastoral Care will:

- work with the pupils involved to provide an opportunity to discuss the situation further.
- talk to anybody that the victim states witnessed any bullying behaviour to establish a full picture of the series of events that have been taking place.
- share information with each other that will provide support to a pupil involved or affected in bullying and/or harassment.
- add an outline of concerns regarding any pupil/s – victims or bullies - on the agenda at the Whole school, Lower School, Upper School meeting so that other members of staff will be able to provide extended awareness throughout the School.
- ensure any written reports are kept in the relevant pupil file/s.
- It may be appropriate to talk over the incident, the problems behind it and possible solutions with the victim and the bully.

In serious and persistent cases, the Designated Safeguarding Lead will be informed.

12.5 Recording

Records of incidents are made including factual information, notes of any actions taken or sanctions imposed and any further intervention or support required. Incidents will be recorded using the form in Appendix 1.

INCIDENT RECORD
(Bullying, behavioural responses etc)

DATE:	TIME:	LOCATION:
INCIDENT REPORTED BY:	INVOLVED/NOT INVOLVED (Please delete as appropriate)	
YOUR NAME:	SIGNATURE:	
JOB TITLE:		
RECORD OF INCIDENT: (Be factual, include who, what, when and any witnesses) Continue on the back if needed.		
NOTE ACTIONS YOU HAVE TAKEN: Has class teacher/guardian been informed? Have parents been informed? If not please state why.		
DOES THIS INCIDENT REQUIRE FURTHER INTERVENTION/SUPPORT? Please describe.		
OPEN/CLOSED INITIALLED: (Please delete as appropriate)	DATE CLOSED:	