

Ringwood Waldorf School Discipline Policy

(Autumn term 2016)

1. Aims

Our aims are to develop a school behaviour policy supported and followed by the whole school community: teachers (full and part-time), pupils, trustees, and non-teaching staff - based on a sense of community and shared values.

By applying positive policies to create a caring environment in which teaching and learning can take place in a safe, secure and positive environment.

- To complement the aims of the school and ensure that these aims are met.
- To implement a Code of Conduct, which will promote responsible behaviour, encourage self discipline and encourage in pupils a respect for themselves, for other people and for property.
- To encourage good behaviour by providing suitable recognition and acknowledgement.
- To have clear disciplinary measures that may be imposed on pupils not adhering to the Code of Conduct.
- To treat problems when they occur in a fair, just and consistent manner.

2. Code of Conduct

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

To do this we must:

- Ensure that all staff, pupils and parents are clear about the standards of behaviour that are expected and that pupils understand the standard of work and behaviour that is expected of them. Give clear instructions. Write them on the board when appropriate.

- Prepare work carefully, ensure that it is suited to the abilities of the pupils and deliver the curriculum in a challenging and stimulating way. Make sure that all resources are available at the beginning of the lesson.
- Offer the opportunity for individual guidance and counselling to pupils to develop, monitor and review behaviour and achievement. Allow pupils to show that they can assume responsibilities and act maturely and involve them actively in lessons.
- Mark and return work promptly and regularly, offer appropriate advice and give appropriate recognition and acknowledgement. When homework becomes appropriate it should be set in such a way as to promote pupils' organisational skills and self-discipline.
- Endeavour to ensure that written work is neat and done with all the care which can be expected of the particular pupil.
- Ensure that pupils enter and leave the classroom in an orderly manner.
- Ensure that pupils care for the building, furniture and equipment etc.
- Ensure that the teacher is always in full control and that the relationship between the teacher and pupil is friendly yet respectful.
- Inform parents at the earliest opportunity of concerns about achievement or behaviour and of successes.

Despite all our best endeavours all staff will, on occasions, be faced with unsatisfactory work or pupils' misbehaviour: Whenever possible deal with the problem yourself firmly.

It is more effective to deal with individuals rather than groups or entire classes.

- Always listen to reasons before making judgements, but do not accept feeble excuses. Be fair and consistent when dealing with pupils.
- Speak firmly to pupils. It is not always necessary to shout and you should never lose your temper or use abusive language. It is essential to remain in control of a situation.
- Never hit, or throw anything at, a pupil. Only restrain a pupil if it is to prevent injury to themselves, yourself, a third party, or property.

3. All teachers have the responsibility:

- To establish a safe, learning environment for all pupils
- To take reasonable care of their own health and safety and that of pupils or others affected by their actions or lack of action. Staff must obey safety rules and procedures, especially the School's Fire Procedure.
- To create a positive learning environment in which effort and achievement are recognised and rewarded.
- To know the recognitions, acknowledgments and sanctions/consequences resulting from different actions.
- To ensure that their conduct with the pupils and each other is of the highest standard and sets a good example

- To ensure that pupils abide by the school rules and take appropriate action when necessary
- To implement the code of conduct

4. Teachers should be able to expect:

Assistance from parents, the College of Teachers and the Trustees in promoting a positive environment.

5. Visitors to lessons

Ringwood Waldorf School tries to be open to visitors who visit for professional reasons - i.e. applicants for jobs in the school, school-approved students, visiting colleagues (peers) for mentoring, review, etc.

Parents will only be invited to visit lessons for specific reasons e.g. open days, assemblies etc

6. All pupils have the responsibility:

To behave in an appropriate way, desisting from interrupting or disruptive behaviour.

7. All members of the school community are responsible

- To ensure suitable recognition and acknowledgements for pupils who display positive behaviour, stick to the rules and achieve what is required.
- To apply the appropriate consequences for those who fail to comply with the agreed limits.
- To help all members of the school community to treat each other with respect.

8. General school rules for pupils

Polite behaviour is expected of all pupils

Pupils must remain in the school grounds throughout the school day unless given permission otherwise.

Be in class in good time.

Put litter in the bins provided.

Prohibited Property includes:

- knives or weapons
- alcohol
- chewing gum

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Out of bounds areas: Keir Hall Foyer, the forge, craft workshops and the car park, unless a member of staff is supervising or has given consent for a specified reason.

9. Pupils' movement around the school

Show consideration to others at all times

Keep hallways and landings clear and tidy

Don't run in the walkways

10. Rules for pupils which apply to every lesson:

Arrive on time to lessons and enter the room quietly.

Stand behind your chair where appropriate at the start of the lesson

Bring the correct books and equipment to each lesson.

Listen carefully to instructions the first time they are given.

Do not shout out in class. Raise your hand before answering or speaking. Present your work neatly always do your best.

Treat others, their work and property with respect.

Complete homework set and hand it in on time.

No chewing in lessons.

11 Behavioural management

The school has a number of strategies to help support positive behaviour.

They include:

- Reprimand by a Teacher who may impose a break/lunchtime activity (detention) as appropriate. Community-based tasks to make amends for poor effort, behaviour or work in lessons, or practice to improve for next time.
- Interview with the Class Teacher followed by an appropriate response.
- Interview with a group of teachers followed by an appropriate response.

- Referral to a Teachers Meeting - which will:
- Implementation of a **Child Study**. This is an important and unique aspect of Waldorf education. This involves collegiate meetings 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. NB. Child studies are not solely for the management of bad behaviour.
- Persistent misbehaviour in lessons needs sooner, rather than later, involvement of another colleague. We expect teachers to be pro-active and to respond quickly.
- Inform parents in writing.
- Parental Interview to discuss ways of dealing with future problems should they arise.
- Issue a **report card** for a specific length of time (eg. a week) which details the behaviour expected and the goals set. This is discussed with the child first, and signed by the teacher present at the end of every lesson, clearly stating that the child has / hasn't met the required goals. Parents are involved in this process and sign the report cards at the end of each day, The class teacher oversees this process and reviews it at the end of the agreed time frame, together with the child. This proves to be a good tool for children to have the opportunity to reflect on their behaviour, receive recognition if changes have been made and to be supported in this task by all the adults around them.

Totally unacceptable behaviour of a serious nature will be dealt with by the College of Teachers, who may use any of the following sanctions and strategies:

- Isolation of pupil with work.
- Detentions.
- Withholding privileges such as participation in school trips or sports events where these do not form an essential part of the curriculum.
- Parental Interviews.
- Contract with pupil, parent and school.
- Disciplinary meeting with pupil and parents.
- Fixed term exclusion.
- Permanent exclusion.

(NB - 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 Council of Management Appeal Group must meet within 15 days of receipt of the letter to decide whether to uphold the decision.)

The Individual 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 should be used by teachers for those pupils who are experiencing difficulties and are in need of support.

The Process.

Concerns are raised about a pupil. The Class Teacher will convene a group of teachers who teach that pupil to study the child and consider his/her difficulties. Methods of support will be discussed and agreed. An ISP form will be filled in by the Class Teacher and shared with all teachers at Staff Meeting or College. It is also shared with the pupil's parents/carers either by phone or through a meeting, they are given a copy and are asked to sign and return a school copy. Pupils will be involved in this process in an age appropriate way. A copy will be placed in the Teachers' Room.

Copies of Individual Support Plans and reviews should be given to all staff teaching that pupil

The member of staff organising cover lessons should make the cover teacher aware of any ISPs for that class

ISPs are confidential to staff so should be removed from the Teachers' Room when it is used by members of the public e.g. Summer Fair.

Staff on break duties should be aware of ISPs

Methods of support may include:

- i. Therapies: curative Eurythmy, art etc. available within school/community
- ii. Time out (safe place and procedures agreed)
- iii. Agreed signals if the pupil isn't coping
- iv. A designated member of staff for the pupil to go to for support
- v. Referral to anthroposophical doctor, educational psychologist, Extra Lessons practitioner etc.
- vi. Changes to classroom environment e.g. needs to be nearer the board, away from window
- vii. Support equipment e.g. coloured reading panes
- viii. Regular meetings with Class Teachers/Guardians
- ix. Access to counselling/mediation

12. 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 school information pack which contains:

A summary of the Code of Conduct, including the School Rules and Dress Code, together with recognition/acknowledgment and sanctions/consequences system operated within the school. We believe that the education we offer is most effective if teachers and parents/carers work closely in partnership with the child. 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