

# Ringwood Waldorf School

## PROMOTION OF POSITIVE BEHAVIOUR POLICY

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### 1. PRINCIPLES

- 1.1 The school's policies reflect and promote a positive experience of education, in a safe and secure environment, where each child is free to develop to his/her full potential.
- 1.2 Positive behaviour is encouraged and expected, both in the classrooms and playground. Activities and celebrations engender an atmosphere of care within the classes and across the school.
- 1.3 It is recognised that all children and adults are sometimes capable of unkindness. It is therefore essential that teachers are seen to set a good example in this area, as positive role models who care for those around them.
- 1.4 Low levels of inappropriate behaviour in children, sensitively dealt with, will reduce the number of incidents of a more serious nature.
- 1.5 Report cards are employed in older classes to address disruptive or disrespectful behaviour (See **Discipline Policy**).
- 1.6 Close co-operation with parents through parents' evenings and other meeting opportunities, as suggested in '**Guidelines for Teachers**' (Appendix 1), is intended to enable and strengthen the promotion of positive behaviour within the school.
- 1.7 Children are encouraged to say 'No' firmly, when they are unhappy with a situation.
- 1.8 Periodic class discussion sessions allow children to raise issues concerning themselves, or on behalf of others. Here, raising a concern for another is not seen as 'telling tales'. College surgeries offer the same facility to parents, on behalf of the children.
- 1.9 It is important to create the environment where children can see their own inappropriate behaviour in a way that preserves sufficient dignity to allow them to effect a lasting change in that behaviour.
- 1.10 The best is expected from each child, and labels such as 'bad' are not used in relation to perpetrators as these can become self-fulfilling prophecies.
- 1.11 '**Bullying**' is not, and will not, be tolerated. Here bullying is seen as the repeated, wilful and conscious desire to hurt an individual or

individuals in any way, with reference to the Dfes document '**Don't Suffer in Silence**' (saved in this folder)

## **2 PROCEDURE**

**2.1** Where a child is observed, or understood, to have been unkind, or the victim of unkindness at the hands of another or others, the teacher will attempt to unravel the situation in an age appropriate manner, in order for each party to 'own' their part in it and feel the measure of the other's pain or distress. An apology will normally follow.

**2.2** The teacher will bring any remaining concern, or a request to monitor certain individuals, to the rest of the staff through the teachers' meeting.

**2.3** Where a recurring pattern of behaviour is exhibited, then every effort will be given to understanding and addressing the reasons for this, in consultation with the parents as suggested in the '**Guidelines for Teachers**' (**Appendix 1**). A child study may also be arranged. The **Pastoral Care** teacher may be brought in. Close monitoring of the situation will be arranged. If child abuse is indicated by abnormal behaviour the **Designated Senior Person for Child Protection** will be informed. (See **Safeguarding Policy**).

**2.4** Any child who hurts another, physically, is expected to come to the teacher themselves to call for assistance – **even if the incident was an accident**. They will then be given some task such as fetching a tissue, a friend of the victim or of comforting him/her themselves, in order to make amends. The incident will be 'unravelling' by the teacher, in order for each party to 'own' their part in it. An apology will normally follow.

**2.5** If an incident is serious and deliberate, or the victim is injured, then the perpetrator may be sent home until the appropriate course of action is decided upon. The parents of the victim and perpetrator will be informed the same day, normally followed by meetings to discuss the most effective way forward.

**2.6** Where serious incidents persist are considered bullying, and the measures taken do not effect a change in behaviour, sanctions may be introduced limiting the lessons available to the child, culminating in exclusion. Council will be informed.

**2.7** The family of a excluded child will have the right to appeal to the School Council.

## APPENDIX 1

### GUIDELINES FOR TEACHERS

As teachers, we strive to build up as complete a picture as possible of each child to facilitate better understanding of their developmental and educational needs.

Appropriate testing of academic achievement will give important but limited indications for each child. It is recognised that this needs to be qualified and enhanced by the development of a broader relationship with parents and child, where aspects such as family circumstances and life events can be properly understood and taken into account. This is normally the responsibility of the class teacher.

This picture-building relationship begins in class 1 with 'home visits' where the teacher pays a 'social' call, perhaps for tea, and has the opportunity to see the child in his/her home environment. Observing the child's room and home habits can be illuminating.

Regular meetings between class teacher and parents are recommended to build trust, explore concerns and share good news. It is also normal for a teacher to be available at short notice (by phone or a meeting within a few days) to discuss particular issues.

Where a particular concern cannot be addressed by these means, the class teacher may call a meeting of all the teachers who are involved in the education of that child or class.

A pedagogical story may be used in the younger classes to address a particular issue. In the older classes, group discussions may be used.

In order to further support and understand a particular child, he/she may be taken up as a 'Child Study' in the Teachers meeting. Here the child is considered in great detail over a period of three weeks during which time his/her physical, movement, sensory, emotional and spiritual nature will be closely monitored alongside a detailed biography, supplied by the parents. Recommendations and strategies will be gained from this activity.

As the child matures it will encounter many different challenges as he/she develops towards maturity. This is particularly seen around class 3 (age 8/9) and class 6 (age 11/12). It is understood that to meet this, the child is gradually brought into a position where they are able to be objective about their own education. The **Pupil Discipline Policy** is intended to aid this process alongside periodic discussion sessions. (See **Promotion of Positive Behaviour Policy**).

The 'picture-building' outlined above may sometimes highlight or suggest problems of a more serious nature such as substance abuse, emotional, physical or sexual abuse. In any such case, the child must be referred to the **Designated Senior Person for Child Protection**, who will take appropriate action as outlined in the **Safeguarding Policy (or Drug Abuse Policy)**