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## **Relational Behaviour Management Policy**

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## **1. Aims**

### **1.1 Aims of this policy**

Ringwood Waldorf School's vision statement includes that 'young people can develop into capable, confident adults who want to contribute positively to society'. It embraces restorative approaches to support the maintenance and repairing of relationships and actively promotes emotional literacy. It aims to uphold Rudolf Steiner's intention that education should support the development of our fundamental humanity in a supportive and age-appropriate learning environment.

This policy aims to:

- Set out the key principles of this policy
- Clearly state legislation and statutory requirements
- Define unacceptable behaviour including bullying and discrimination
- Set out Roles and Responsibilities
- Clearly state Behaviour expectations
- Set out how RWS promotes positive relationships and behaviour
- Outline interventions and consequences

This policy should be read in conjunction with the Anti Bullying Policy, and Exclusions Policy. In addition, please reference the separate Kindergarten Behaviour Policy.

### **1.2 Key Principles**

- All behaviour is recognised as a form of communication.
- Behaviour expectations are clear and age appropriate.
- Consequences for poor and unacceptable behaviour should be clear and meaningful.
- The school promotes a sense of belonging for all.

## **2. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Preventing and Tackling Bullying

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

Under the Equality Act 2010, schools are under a legal duty to prevent all forms of bullying and harassment related to race, gender, sexuality, disability and other protected characteristics covered under the Act..

Finally, under the Children Act 1989, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (DfE, Preventing and Tackling Bullying (2017)). Keeping Children Safe in Education states that 'all staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse' referencing bullying and cyberbullying.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude, e.g. being uncooperative, speaking rudely.
- Not adhering to the school rules or dress code.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, or sexual assault
- Sexual harassment, which is any unwanted conduct of a sexual nature, such as;
  - sexual comments
  - sexual jokes or taunting
  - physical behaviour like interfering with clothes
  - online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or other discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers, electronic cigarettes (vapes)
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

## **4. Roles and Responsibilities**

### **4.1 The Board of Trustees**

The board of Trustees is responsible for monitoring this Behaviour Policy's effectiveness and holding the School Leadership Team, SLT, to account for its implementation.

### **4.2 The School Leadership and Management Teams**

The School Leadership Team (SLT) is responsible for reviewing this behaviour policy.

SLT, together with The School Management Team (SMT) will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure consistency.

### **4.3 Staff**

All staff are responsible for:

- Modelling positive behaviour
- Creating a positive learning environment in which effort and achievement are recognised
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording/reporting behaviour incidents or areas of concern (see appendix 3)
- Seeking support with responding to behaviour incidents where necessary

### **4.4 Parents**

Ringwood Waldorf School believes that an effective behaviour policy requires a close partnership between parents, pupils and school. In order to allow each child to engage fully with the education we offer, we ask parents to:

- Provide healthy rhythms for the child: a healthy diet, ensure adequate sleep, and limit access to screen devices in accordance with our Media and Technology Guidance.
- Support their child in adhering to the school rules and pupil code of conduct, including:
  - providing suitable clothing and equipment for the child
  - ensuring regular and prompt attendance
- Show an active interest in the child's education
- Attend Parents' evenings
- Discuss any behavioural concerns with the class teacher promptly
- Inform the school of any changes in circumstances that may affect their child's behaviour
- collaborate with the school and staff to implement individual support plans.
- Seek help with issues around parenting and other relationships within the home, particularly if they are likely to affect the child's physical, emotional or mental wellbeing. A list of contacts and resources are provided in the pastoral care section of this document.

## **5. Behaviour Expectations**

The school expects every member of the school community to behave in a considerate and respectful way towards others and to take responsibility for their actions.

## 5.1. School Rules and Dress Code

*These apply to the school premises at all times and to school outings and are reviewed annually.*

There is **no formal uniform** at Ringwood Waldorf School. However, as our learning environment seeks to support both individual voice and community spirit, in addition to the safety of pupils, the following expectations apply. Please see the parent handbook and school website for behaviour expectations and dress codes. Or see the following documents:

- General School Rules
- Break Times Rules
- Kindergarten Clothing Policy
- Lower School Dress Code
- Upper School Dress Code

## 6. Promoting positive behaviour

The school ethos is to value and care for each individual so that they become confident young people, with good self-esteem and courage in taking their next steps when they leave the school. We recognise that a positive learning environment is a necessary condition for effective teaching and learning to take place. We believe that teaching children in a way which promotes their self-esteem also promotes good learning behaviours and helps to prevent bullying. Each class should know what good behaviour looks like, and we assist and support children to self-regulate and manage their feelings and behaviour.

- **Good behaviour needs to be role modelled by staff and parents.**
- **Teachers develop a positive relationship with pupils.** Teachers will be accepting, curious and empathetic and aware of individual needs.
- **Teachers are expected to recognise, appreciate and promote good behaviour.** Teachers devise strategies for acknowledgement of good learning behaviour and qualities such as perseverance, respect for self, others and the environment. Strategies are tailored to the age and circumstances of both the class and individuals, including any special educational needs and/or disability.
- **Celebration of pupils' achievement** and descriptive praise are part of the teachers' day-to-day work. Kindergarten crafts are often displayed in the kindergartens. Lower School pupils also share work and progress with other classes in Friday assemblies. Upper School students' work is graded and accredited in line with the procedure set out in the Ringwood Waldorf School Upper School Diploma. Students throughout the school are encouraged to evaluate their own work and not become dependent on external judgements of their efforts.
- **Respect for self and others and good behaviour are fostered through the curriculum**, by regularly including curriculum content specifically intended to touch the feeling realm and develop empathy and understanding for others. The school ethos of appreciating and placing value on all subjects encourages balanced social development amongst children. Children learn that everyone has strengths and struggles, giving all pupils the opportunity to shine and be recognised, and in this way they also learn to appreciate one another.
- **School routines and rhythms** take into account the needs of the developing human being and promote positive behaviour. Lessons and timetables aim to be engaging, with well balanced opportunities to think, feel, and move.
- **Our class teacher/ guardian system** allows teachers to really get to know each child well and differentiate not only for academic learning, but also for the benefit of their social and emotional wellbeing.
- **There are regular opportunities for addressing relational behaviour concerns** such as through circle times, classroom charters and code of conducts, story telling, PSHE lessons and class discussions which are facilitated by teachers. Feelings around difference, individuality, social exclusion/inclusion, acceptance and tolerance are explored in an age-appropriate way.
- **Break times are well supervised** to support harmonious social interactions and provide intervention where necessary

- **Teachers are given training** and work to support one another in developing creative discipline techniques to promote positive behaviour.

## **7. Interventions and Consequences**

### **7.1 Interventions**

If a pupil's effort, perseverance and/or behaviour is not acceptable, the teacher should seek to understand the cause of this. It is important to be able to distinguish patterns in behaviour to identify underlying causes and put the right support in place. This includes self-reflection on the part of the teacher, in terms of lesson content, classroom environment, and what the child is trying to communicate through their behaviour.

Intervention should help pupils to feel understood and supported. Teachers should be mindful of their voice and language, keeping their tone friendly and interested, and their language positive. In this mode, offers of help can include:

- support with the work
- offer talk time with an emotionally available adult
- offer time out in a safe space
- offer an apology to repair pupil/teacher relationship where a misunderstanding has occurred.
- The teacher may consult with staff, parents and other agencies and present a child study at the class teachers' meeting to gain the support and inspiration of all.
- A Behaviour Support Plan may be used to outline specific strategies to support the behaviour of individual children together with the SENCo.

Behaviour concerns must be logged using MyConcern.

### **7.2 Initial Consequences**

Despite best endeavours, all staff will on occasion be faced with unacceptable work or pupils' misbehaviour. We will monitor breaches of the behaviour policy by teachers recording persistent misbehaviour and sharing these concerns with parents.

The following strategies will be used as appropriate, where interventions as above are not sufficient.

- Immediate confiscation of any prohibited item (see list in section 3)
- Facilitate reflection time (with a trusted adult where possible) where pupils are reminded of the school rules and appropriate codes of conduct.
- Communication with parent(s)/carer(s).
- Send the pupil to another member of staff, preferably in pastoral care.
- Meet at lunchtime to complete work and/or restorative action.
- Refer the child to the Teachers' Meeting, where the incident and follow up will be evaluated and further positive action towards restoration and change may be discussed.
- If communication with parents highlights issues at home, we will refer to the SENCo and Safeguarding Lead where appropriate avenues of support for the family can be explored.

### **7.3 Further consequences**

Persistent or serious misbehaviour will be dealt with by the School Management Team, who will use any of the following sanctions and strategies where appropriate.

- Use discipline points (Upper School only) and a Target/Report Card (class 5+) for a specific length of time to support the plan. The report card will detail the behaviour expected and the targets which have been set. It will also detail what support is available to pupils and teachers. This is discussed with the child and signed by the teacher after each lesson. Parents will also sign at the end of the day.
- Detention - This will only be applied where the importance of play and 'off-task' time has been considered regarding the timing of the detention. It will always be accompanied by an emotionally available adult who is able to support the work set.

- Withholding privileges where these do not form an essential part of the curriculum - such as offsite permission, ensuring the pupil understands when and how this will be reviewed.
- Disciplinary meeting with pupil and parents with the purpose of gaining a better understanding of the issues surrounding the behaviour, including how it impacts others, and what possible consequences might be.
- Code of Conduct Contract between pupil, parents and school, setting out standards and actions.
- Fixed term exclusion
- Permanent exclusion

#### **7.4 Off-site behaviour**

Sanctions may also be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

#### **7.5 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the SMT will address the behaviour in accordance with this policy.

Please refer to our Safeguarding Policy (part B:17), which states the procedures for dealing with allegations of abuse against staff.

### **8. Reasonable Force**

#### **8.1 Use of reasonable force, control and restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Reasonable force may be used to:

- Remove disruptive children or young people from the classroom where they have refused to follow an instruction to do so
- Prevent a student from behaving in a way that disrupts a school event, trip or visit
- Prevent a student from leaving the classroom, where allowing them to leave would risk their safety. If intervening with the child may cause injury to yourself, the preferred course of action is to leave them in and evacuate the other children.
- Prevent a pupil from attacking a member of staff or another pupil
- Stop a fight
- Restrain a pupil from hurting themselves

**Force cannot be used as punishment. This would be defined as corporal punishment and is illegal.**

**The school has a legal duty to make reasonable adjustments for children with disabilities and/or special educational needs. This should not only depend on the circumstances, but also on the information and understanding of the needs of the pupil concerned.**

The DfE guidance 'Use of Reasonable Force in Schools 2013' says that a 'no contact' policy is inappropriate, because there is a real risk that it may place a member of staff in breach of their duty of care towards a student or even prevent them from taking the action needed to stop a pupil causing harm. Parental consent is not required to use force on a student, but by taking steps to ensure that staff, pupils and parents are clear about when reasonable force may be used, the likelihood of complaints will be reduced when force has been properly used.

Ringwood Waldorf School provides training on Use of Reasonable Force. A list of those with up to date training is available on request.

## **8.2 Procedure after a serious incident involving the use of physical restraint:**

In deciding what a serious incident is, staff should use their professional judgement to consider the:

- Degree of force used
- Effect on the pupil or member of staff
- Pupil's age
- Pupil's behaviour and level of risk presented at the time of the incident.

In a serious incident, any member of staff who has used physical restraint must remove themselves and be relieved by another member of staff from the incident at the earliest possible opportunity ensuring the pupil and others are safe and supervised. They must then report to the office and complete a behaviour incident form and give a full written account of their involvement. This will be submitted to SMT who will investigate the incident. Cover for the next hour will be arranged and the staff member may not become involved with the incident again. This includes speaking to the children involved or parents. Any parent meeting must be arranged through the office, and must be held 24hrs after the incident and be attended by an SMT member to protect all parties. The staff member must meet with the SMT member prior to the meeting to ensure they are fit to attend the meeting.

## **8.3 Searching student's property**

The School does not need a pupil's consent to search their property, if there is 'a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency'. However, consent must be sought from the DSL or deputies. This could include concern that the pupil is carrying a prohibited item (see list above). Any search must have two members of staff present, the searcher and the witness. Ideally both are the same sex as the perpetrator. Any complaints by parents must be made using the School's complaints procedure.

## **8.4 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **8.5 Complaints about force, control and restraint**

**Please refer to the RWS Complaints Policy for parental concerns and complaints.**



If a student complains that force has been used on them, the following factors must be considered:

- Investigation: all complaints should be thoroughly, speedily and appropriately investigated
- **Defence:** where a member of staff has acted within the law (i.e. force in order to prevent injury, damage to property or disorder), this will provide defence to any criminal prosecution or other civil or public law action
- **Evidence:** Should a pupil make a complaint, the onus is on the person making the complaint to prove the allegation is true. It is not for the member of staff to prove they acted reasonably.
- **Suspension:** Staff should not be automatically suspended when they have been accused of using excessive force. The guidance 'Keeping Children Safe in Education' should be referred to. It makes clear that a person must not be automatically suspended without careful thought. Should they be suspended, the school should ensure that person has access to a named person who can provide support.
- **Duty of care:** As employers, schools have a duty of care toward their employees. It is important that pastoral care is given to any member of staff who is subject to a formal allegation following a use of force incident.

## 9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 10. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 11. Training

Staff are informed of the school's approach to managing behaviour, as part of their induction process. Staff are given a line manager who will be able to give further assistance where required.

All Staff are expected to read and implement this policy.

If any amendments are required before the review date, all staff will be informed of the changes.

## 12. Monitoring arrangements

This behaviour policy will be reviewed by the SLT and approved by the BoT annually.

## 13. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy

- Child Protection & Safeguarding policy
- E-safety policy
- PSHE Curriculum Policy
- SEND Policy
- Health & Safety Policy
- Kindergarten Behaviour Policy
- Kindergarten Clothing Policy
- Class 1-8 Behaviour Expectations and Rules
- Class 9-12 Behaviour Expectations and Rules

## **APPENDICES**

- Incident Record (Bullying, behavioural responses etc)
- Letters to parents about pupil behaviour
  - 2nd Letter and request for meeting with Class Teacher
  - Request for meeting with SMT
- Detention letter
- Physical Intervention Reflection Form for Teachers
- Contract for social conduct

**INCIDENT RECORD**  
(Bullying, behavioural responses etc)

<b>DATE:</b>	<b>TIME:</b>	<b>LOCATION:</b>	
<b>INCIDENT REPORTED BY:</b>	<b>INVOLVED/NOT INVOLVED</b> (Please delete as appropriate)		
<b>YOUR NAME:</b>	<b>SIGNATURE:</b>		
<b>JOB TITLE:</b>			
<p><b>RECORD OF INCIDENT:</b> Continue on the back if needed. (Be factual, include who, what, when and any witnesses)</p> <p>WHO WHAT WHEN WHERE WHY</p>			
<p><b>NOTE ACTIONS YOU HAVE TAKEN:</b> Continue on the back if needed. Has class teacher/guardian been informed? Have parents been informed? If not please state why.</p>			
<p><b>INFORMING OTHERS:</b> Parents informed? Y/N Written/verbal If no, why? Class teacher/guardian informed? Y/N Written/verbal If no, why? Has DSL informed? Y/N Written/verbal If no, why? Any outside agencies informed/involved (police/ambulance/social services)? Y/N</p>			
<p><b>DOES THIS INCIDENT REQUIRE FURTHER INTERVENTION/SUPPORT?</b> Please describe.</p>			
<b>Incident No.</b>	<b>Incident Type</b> (use matrix)	<b>Major/Minor</b>	<b>Restorative Approach Y/N</b>
<b>OPEN/CLOSED</b> (Please delete as appropriate)			
<b>DATE CLOSED:</b>		<b>INITIALLED:</b>	

**Appendix: letters to parents about pupil behaviour – templates**  
**Second behaviour letter**

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to the school rules.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**SMT Behaviour Meeting letter for parents  
(after initial phone call and a further phone call or email)**

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_,  
has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their  
behaviour in school.

I would be grateful if you could attend a meeting with the SMT chair, the special educational needs  
co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange  
the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Physical Intervention Reflection Form for Teachers

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Incident Details:

- Briefly describe the situation that led to the physical intervention.

### Decision-Making:

- What factors influenced your decision to physically intervene?

### De-escalation:

- Did you try de-escalation techniques before the physical intervention?

### Teacher's Well-being:

- How did the incident affect your emotional and physical well-being?

### Collaboration with Colleagues:

- Describe any collaboration with other staff members during the incident.

### Preventive Strategies:

- Consider strategies to prevent similar incidents in the future.

### Self-Reflection:

- Reflect on your emotions and reactions during the incident.

[Teacher's Signature: \_\_\_\_\_]

*Use the back of the page for more space if needed. Please submit this form to the school administrator for review and further action.*

## **CONTRACT FOR SOCIAL CONDUCT AT RINGWOOD WALDORF SCHOOL**

Everyone has the right to feel welcome, happy, safe and secure at school. It is the responsibility of all individuals at school to work towards this aim.

There are expectations for communication and care towards each other so that everyone can agree to work constructively towards this common goal. These expectations are around language, thoughts and feelings being expressed appropriately without causing hurt to others, and around the actions that can be taken to remedy a difficult situation.

**1. It is expected that everyone expresses themselves with kindness and consideration towards one another. The following actions are not acceptable because they can be embarrassing, humiliating, unsafe and hurtful. This list is not exhaustive:**

- Damaging, taking, hiding or commenting unkindly on other people's property.
  - Name calling and swearing
  - Mimicking how a person moves or speaks
  - Making up rhymes or stories about another person
  - Being unfriendly and excluding someone
  - Commenting on someone's family or other associations
  - Commenting on personal characteristics such as height, weight, looks and clothing in a derogatory way, either through talking about this to someone else or by direct or indirect teasing or banter
  - Commenting on protected characteristics in a derogatory way either through talking about this to someone else or by direct or indirect teasing or banter. Some of the characteristics protected by law are religion and beliefs; disability; race; sexuality
- 2. It is expected that everyone takes responsibility for the above by noticing when it happens and by taking appropriate action. Appropriate action will always be aimed at repairing any damage caused.**

The following are deemed appropriate actions:

- Talking about it together when something happens: Let the other person know what you cannot accept. Take responsibility by apologising for hurtful behaviour.
- Telling a teacher on duty when it happens, preferably immediately, but within a day. If it is not possible to talk to a teacher at the time, seek out a teacher in the Hub or ask to speak to Liz or Geli in the office
- Telling parents and asking them to contact the class teacher.

**3. It is expected that students treat teachers with respect at all times and follow instructions promptly to ensure the school is a safe and orderly environment.**



**4. School property also needs to be treated respectfully and this includes not damaging materials and equipment or being wasteful with school resources.**

Teachers will take action in line with the school's safe-guarding, behaviour and anti-bullying policies. This will include talking to all parties involved and where necessary, will include their parents.

Any action in this process will be aimed at ensuring better awareness, repairing damage and re-establishing good relationships.

I understand the contents of this contract and agree to abide by the rules of social conduct at Ringwood Waldorf School

Signed:

Date:

Staff Member:

Date: