

The St Michael Steiner School

Behaviour Policy

Code of Conduct

Our Code of Conduct is based on the principle that there should be as few rules as possible and that those we have exist for good reasons and must be respected by everyone.

Children need to be given the opportunity to regulate their own behaviour; too many rules and too much adult intervention can encourage children to rely on them and can inhibit the development of independent judgement.

Young children need strong boundaries that guide them towards good habits in the way they behave and treat each other. These boundaries need to be held by the adults around them and, generally, as they get older, become first wider and then looser as they are given more responsibility for their own behaviour. This is a process that takes many years; it is clear that young children cannot be expected to take responsibility for, or understand the consequences of their actions in the same way as teenagers or adults can.

With these principles in mind, we have devised a Code of Conduct that outlines our expectations and gives guidance to teachers and parents, as well as the pupils themselves, about what is ideal, what is expected, what is acceptable and what is not.

1 Everyone has the right to be treated with respect, so:

Be considerate towards everyone you meet

Do not use language that may offend, insult or harm anyone who may hear it

Do not hurt other people; either physically or emotionally

Do not interfere with, take or use other people's belongings without their permission

2 School is a place where young people come to work and learn, so:

Come to school on time every day

Come to school properly equipped for the lessons you have each day

Come to school ready to work

Do not disrupt lessons in your own or other classes

Do not prevent others from working

Do not bring anything to school that might distract you or others

Parents should not be on the premises during school time without a legitimate reason.

Discipline and Behaviour

Discipline is discussed regularly in the Pedagogical meeting, so that a general standard of acceptable behaviour, based on the Code of Conduct, can be commonly applied throughout the school in lessons and at break times. This helps the children to feel secure and helps teachers to know where the boundaries lie.

Every effort is made to ensure that parents also respect school rules; all children are strongly influenced by the actions and attitude of their parents and look to them for guidance. Teachers need to be aware when issues arise between parents and the school, or when parents are clearly disregarding any aspect of the Code of Conduct, and take steps to resolve the situation so that the children are not unsettled.

Discipline is also part of classroom management and should arise out of the relationship between the children, their teachers and each other, and out of good organisation and planning on the part of teachers. Within this, provided that teachers have made every reasonable effort to plan and organise their lessons well and with our Code of Conduct and Safeguarding policy as a basis, teachers are free to impose whatever disciplinary measures they feel are appropriate in each case. *However, they should also be aware that their actions stand within the overall framework of the school and that any decisions they make will affect the freedom of others to do so.* Teachers should consult each other whenever imposing any but the most routine sanctions and be careful not to use measures that their colleagues may not be able to support.

Sanctions

If children are bullying or hurting others or frequently disrupting lessons, it is the teachers' first responsibility to ensure that the other children's wellbeing is not compromised. (See Anti-bullying policy) The primary purpose of sanctions is to protect the other children by helping to improve the behaviour in the longer term and by managing it and, if necessary, separating the children concerned from the others, in the short term.

Examples of sanctions and strategies that have proved effective:

- Moving a disruptive child to the front of the class, close to the teacher's desk, so that he/she can be quietly kept on task.
- In the case of a young child who is frequently disruptive, disrespectful to teachers etc., sending the child home as soon as the behaviour begins. Parents need to be warned that this is the intended strategy and you need to have their support.
- For older children, keeping them after school to work.
- In certain cases, contacting the child's parents when there has been an incident or, in the case of ongoing bad behaviour, keeping in regular contact.
- For a child who is frequently disruptive in lessons, excluding him/her from the lesson for a period of time and giving him/her some extra work to do under supervision.
- A young child who hurts other children or uses bad language or otherwise breaks school rules can be made to sit on the bench at break time with the duty teacher instead of playing.
- A series of shorter tasks for children who are easily distracted and disrupt because they struggle to focus.
- Pupils who break or damage things because of careless behaviour should be expected to repair or replace them, with help if necessary.

- Beyond preventing them from hurting anyone, children who often lose their temper are best dealt with the day after an incident, when they have calmed down.
- In all cases, teachers need to be conscious of how much time and attention is given to disruptive or badly behaved children and ensure that the other children get what they need in this respect.
- Examples of sanctions used in specific situations are available in the Incidents book in reception.