

Prepared using the Dfe publications

- **Behaviour and discipline in schools, Guidance for governing bodies Sept 2015**
- **DFE Exclusion July 2017**
- **DFe School attendance Nov 16**

Aims of behaviour and discipline policy

Our aims are:

- To uphold 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 common purpose and shared values.
- To create a nurturing environment in which teaching and learning can take place in a safe, secure and positive environment
- 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.
- At The Iona School we are working towards the highest standards of behaviour and discipline and have high expectations on these matters.

High standards of behaviour are essential to school morale, effective teaching and learning. It is essential that pupils and teachers (and parents) 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.

What we expect of Pupils

We appreciate that in order to demonstrate good behaviour it is important for pupils to understand clearly what we expect of them. These expectations are listed below and shall be known as the **School Rules**

1. Wear appropriate clothing, footwear and avoid jewellery
2. Never swear or shout aggressively at others
3. Always ask permission to leave the classroom
4. Pupils should always walk within the school building as running can cause accidents.
5. Treat others fairly
6. Take responsibility for one's own behaviour rather than trying to blame others
7. Be ready for the start of each lesson.
8. Always have the utmost respect for other people's property and for the school building itself.
9. Make sure everyone has a chance to do well in class, by putting your hand up and not shouting out answers.
10. Listen carefully to the teacher's instructions, so that they do not have to be repeated.
11. Always do the very best one can in the classroom and the playground, and complete homework on time.
12. Not bring sweets, sugary drinks, chewing/bubble gum or other confectionary into the school, and eat only at the proper times.
13. Take care of the school buildings, the outdoor areas and everyone who works in it, use litter bins and compost bins
14. Always think about how our actions will affect others.

15. Be courteous and polite to teachers, staff and to one another. Pupils are expected to address both staff and visitors in a respectful manner and to open doors for them when appropriate.
16. To not use mobile phones, gaming devices or any other such electronic devices during school hours (including breakfast and afterschool club)
17. To not swap or sell personal possessions (including swap cards) during school hours
18. To always stay within the school boundaries and within sight of a responsible adult
19. To report to a teacher or responsible adult if they are not collected at home time.
20. To always encourage a 'telling' environment
21. To never name call, bully or carry out hurtful behaviour to not carry out any form of sexual harassment.
22. Arrive at school punctually
23. Attend school regularly
24. Bring the correct articles they need for the day.
25. Report to a teacher or staff member if they are not collected at the end of the day

What we expect of Parents

In order to support their child/children in meeting the above expectations, we ask the following of parents:

- To be acquainted with, and supportive of, the School's code of conduct [the School Rules]
- To support children in completion of homework and its timely return.
- To ensure that children arrive and are picked up punctually each day, as this has a direct effect on the self-esteem of pupils.
- Ensure that children are safely delivered to their classroom door each morning
- Meet teachers promptly as and when requested for purposes of review and reflection

What we expect of Staff

To support good behaviour and discipline, staff working with the children will:

- Establish a safe, learning environment for all pupils
- Create a positive learning environment in which effort and achievement are recognized and rewarded
- Ensure that their conduct with the pupils and each other is of the highest standard and sets a good example
- Prepare work carefully, ensure that it is suited to the abilities of the pupils and deliver the curriculum in a challenging and stimulating way.
- Offer the opportunity for individual guidance 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.
- Endeavour to ensure that written work is neat and done with all the care which can be expected of the particular pupil.
- Ensure that the relationship between the teacher and pupil is friendly yet respectful.
- To learn and understand the pupils code of conduct.
- To ensure that any form of sexual harassment between pupils is dealt with promptly and not dismissed as "banter"

Despite all best endeavours staff will, on occasions, be faced with unsatisfactory work or pupils' misbehaviour. In such instances, staff will

- Whenever possible deal with the problem firmly and directly.
- Take into account the fact that it is more effective to deal with individuals rather than groups or entire classes. Whole class punishments can be counterproductive.

- Listen to reasons before making judgments, but not accept feeble excuses. Be fair and consistent when dealing with pupils.
- Speak firmly to pupils and remain calm

Staff will not, under any circumstances, do the following

- Shout, lose their temper or using abusive or degrading language towards a pupil or staff member
- Never hit, or throw anything at a pupil.
- Only restrain a pupil if it is to prevent injury to the pupil himself or herself, a staff member, a third party, or property, using the minimum of force to remedy a situation.
- Threaten a pupil
- Use corporal punishment, or offer the threat of such punishment
- Never be overfamiliar with a pupil
- Never cause a pupil to be left unsupervised as a form of punishment

Rewarding Good Behavior

- Members of staff at the school should have a practice of frequently using encouraging language and gestures, both during lessons and around the school, so that good behavior is immediately recognised and positively reinforced.
- Members of staff promote praise to the individual, sometimes highlighting this to the class as a whole.
- Some class teachers and subject teachers may or may not choose to adopt a reward system to further recognize good behavior on the part of whole classes or individuals as described below, depending on the group and class ethos, and the relationship with the teacher.

Class Reward Sanctions.

We feel the appropriate reward for positive progress or for mastery of a difficult technique is felt to be praise, voiced to the individual concerned but perhaps also to the class as a whole, confirming the child's achievement and developing their confidence.

There are no artificial and manipulative sanctions. Sanctions are used to re-establish a boundary, or to help the child to learn a necessary lesson. These would be age related and appropriate to the situation concerned.

Strategies and Sanctions for Managing Poor Behavior

When a student's behavior does not meet the expectations of the Code of Conduct, the school has strategies that can be implemented immediately for cases of low level misbehavior or unanticipated violence. In the first case, the teacher responsible for the students has authority to impose certain sanctions.

Each teacher will have a method of conveying expectations to the class. This may include, at the discretion of the class teacher, a display such as traffic lights or a flower on which each child's name is marked.

In an age appropriate way, the Lower School Class Teacher will set and maintain general rules for behaviour within the class as well as sanctions for misbehaviour. As the pupils get older, it will become more appropriate for them to be involved in developing and maintaining classroom rules.

In the case of sexual harassment, the teacher will speak to the DSL

Temporary Exclusion from the Classroom or Play Area.

Where a child's behavior makes it unsafe for other students or difficult to maintain a working atmosphere, the teacher may send the child out of the class, to another classroom, or to the school office or library. Perceived risks and needs for supervision will be taken into account in this decision.

Tasks and Apologies.

Students should be given the opportunity to redeem poor behavior. Where another individual or a group has been affected by a child's behavior, a teacher may ask the child to make a written apology or a sorry card, which may be done in a lost lunch or at home in cooperation with parents/guardians. Other restorative tasks may be set to reflect the child's behavior, including helping a teacher, cleaning or performing chores in the school, or engaging in calming or focusing exercises.

Lost Lunch play time

Students in classes one to five may be kept in at lunch break by a teacher for up to half an hour and set a task appropriate to their age and behavior. This could be sitting in silence, discussing the behavior and how it may be improved, finishing work not done in the lesson, performing a task or making an apology. They must however, have their normal time for their meal.

The older classes may be given tasks to do, such as sweeping the lunch room etc.

Dangerous, Extreme and Unacceptable Behaviour

A record will be kept of all sanctions imposed on pupils for serious misbehavior under this section, in accordance with paragraph 16 of The Education (Independent School Standards) (England) Regulations 2010

Introduction

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 a member of the College of Teachers 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 behavior.

This policy is informed by the Disability and Discrimination act.

Good discipline in The Iona School is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports schools in using exclusion as a sanction where it is warranted. However, permanent exclusion can only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behavior policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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

When an Exclusion becomes the case

When a pupil is excluded, the College Chair or Class Teacher must inform both the parents and the School Management Team.

A representative of the College of Teachers must explain to the parents:

- why the school has decided to exclude the pupil;

- the steps taken to try to avoid exclusion;
- the arrangements for setting and marking the pupil's work during their absence from school;
- the parents' right to state their case to the School Management Team or Trustees;
- Their right to see their child's school record.

Types of Exclusion

There are two types of exclusion:

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

Fixed Period Exclusion

A fixed period exclusion should be used only after an extremely serious breakdown in behavior.

If a pupil is excluded for a fixed period the school will inform the parents immediately of:

- the reason for the exclusion;
- the date when the pupil may return;
- Their right to put their case in writing to the College of Teachers and to the School Management Team or Trustees.

Prior to permanent exclusion (expulsion)

- If a pupils behavior 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
- If, after the meeting the child remains in the school the parents will be made fully aware, in writing if an expulsion is to be the next likely step.

Permanent Exclusion (expulsion)

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

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

Parents will be told of their right to put their point of view to the College of Teachers and School Management Team/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 School Management Team/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 School Management Team/Trustees will make their decision and will confirm this in writing, giving their reasons.

If the School Management Team/Trustees decides that the pupil should return to school, parents will be given the date of return in writing.

Further support for staff

Consultation with Colleagues.

The Teachers' Meeting provides a forum for teachers to discuss individual children, share observations and develop individual strategies. Where further observations and insights are necessary, a child study may be initiated with cooperation from parents/guardians. Discussions and child studies may lead to referral to other specialists.

Working with Parents and Guardians.

Class teachers should have regular contact with parents and guardians of the children in their care. Where ongoing concerns about a child's behavior arise, the class teacher should contact or arrange to meet with parents/guardians. Another teacher may be invited to such meetings. Parents/guardians are encouraged to support the school in encouraging good behavior at school and at home. Expectations, rewards and sanctions at home that reflect what is happening at school often prove highly effective.

Individual Behavior Plans.

The class teacher, in cooperation with a child, parents/guardians and the SENCO, may develop a Behavioral Individual Education Plan (IEP) for a child with particular needs or challenges. This should begin with meetings, assessment and self-assessment of the child's needs. The IEP should include: short term achievable goals; longer term objectives; strategies for achieving those goals; individual rewards and sanctions to support meeting them; and a risk assessment if the child's behavior warrants it. The IEP should specify a review period.

Report Books.

A book may be kept to record the good and less good behavior of children when there is a need for increased awareness or record keeping. Depending on the nature of the case, the book may be for recording behavior in the classroom and/or at break times. It may be that only teachers are aware of the book, but often it will be of benefit to a child to take responsibility for giving the book to the relevant teacher at the beginning of lessons or break times, raising awareness of the child and the teacher that improved behavior is expected. It may or may not be appropriate for the book to be taken home at the end of each day for parents to review. Details of the report book will be decided by the class teacher in cooperation with the Teachers' Meeting, or as part of a Behavioral IEP, when it is initiated.

Child protection officer.

Staff should liaise with the designated child protection officers where behavior is extreme or consistently inappropriate.

Should ongoing efforts to manage a student's behavior prove ineffective; teachers, parents and the College of Teachers will discuss how best to meet the student's needs and the exclusion policy may be implemented.

Issue date


This policy takes effect from August 2009

Review date

This policy will be reviewed and revised by the school manager on an annual basis.

Endorsement

Full endorsement to this policy is given by:

Name:	Mr Martin Taylor
Position:	Iona School Trustee
Signed:	
Date:	13.08.18

Review date

This policy will be reviewed (and if necessary revised with the approval of the School Management Team) on an annual basis.

Related documents:

- Pupil Code of Conduct and School Rules
- Exclusion Policy
- bullying policy
- Physical handling policy

The Iona School