

Greenwich Steiner School

Positive Behaviour and Discipline Policy

Basic Principles

This behaviour policy is based on the principle of mutual respect between all adults and pupils in the school.

Our school is founded upon a belief in the uniqueness of the individual, and seeks to develop individual strengths while bringing weaknesses into balance. This can only happen if there is respect for each other and for the whole community. Out of such respect a caring, friendly and fair community can evolve in which pupils are able to consider each other's feeling and opinions without prejudice. The behaviour expected in our school should reflect this statement.

Teachers will expect all children to show a willingness to take part in the lesson and to be properly equipped.

Our approach to behaviour management is through positive recognition, guidance and encouragement. The child has a need to be heard.

Our teachers endeavour to know the different needs of the pupils, to recognize signs and to be proactive to avoid potential disruptions and misbehaviour- 'nip it in the bud.' We acknowledge that these can occur in any normal day. It is a part of the teachers' creativity to deal effectively with the 'small stuff' while observing patterns of behaviour change which need a more considered approach. In normal routines Teachers are expected to:

- . outline behaviour guidelines each New Year and revisit if appropriate.
- . avoid 'ranting' at the whole class when only individuals are concerned.
- . address the behaviour not the person.
- . in the case of bullying ascertain that the 'victim' is safe and cared for.
- . avoid confrontation
- . avoid sending a child out of the room where they are unsupervised.

Misbehaviour

In single incidents of rudeness to teacher, unkindness to pupils, unco-operative behaviour: teachers find creative solutions addressed age appropriately.

When a pattern of misbehaviour develops, and normal techniques are ineffective:

- a) consult with colleagues for short term 'united' strategies that are age appropriate.
- b) inform parents
- c) have a child study, as a way to understand and be effective in the long term in helping the child to change behaviour.

Serious misdemeanours

- . remove the pupil from the situation where further action could occur.
- . inform other colleagues
- . contact the parents

- . have meeting with parents, (and pupils if above C4) and at least one other colleague.
 - . determine sanctions that are deemed to be achievable and effective.
 - . inform pupil that teachers will confer to devise a behaviour plan which all teachers follow
- Sometimes may be necessary to:
- . devise an IEP behaviour plan
 - . begin a conduct card (report card) to measure progress through lessons.
 - . review after agreed time (in –school monitoring)
 - . start a ‘formal report’ – involving teacher and parent monitoring.
 - . decide on fixed term exclusion. *

Playground misbehaviour

Any incidents such as use of bad language or rudeness to teachers are recorded in the Incident Book. The class teacher is told, who puts it in their Report Book and the pupil will get a detention which consists in staying after school hours, from 3.15 to 3.45. Parents will be informed by letter minimum 48 hours notice.

After 3 Detentions, the teacher will call a meeting where there will be:
2 teachers and parents/carer of the pupil.
In this meeting will be considered the future of the pupil in the school.

- * See policy on:
 - Fixed term exclusion
 - Banned substances and items
 - Clothing Policy

