

Mulberry Tree School

Behaviour for learning Policy

Incorporating discipline and exclusion

Our behaviour for learning policy is a practical expression of our school's values.

"The need for imagination, a sense of truth, a feeling of responsibility... The vital thing being that there is always contact and that teachers and pupils form a unity."

Towards a Deepening of Waldorf Education: Rudolf Steiner

1. At Mulberry tree our intention is to enable all children to:

- 1.1. Fully engage in a healthy balance through high expectations of work and play.
- 1.2. Enjoy and achieve in their learning through high expectations of work and behaviour enabled *by recognition, acknowledgement and celebration* as well as *explicit, consistent and fair consequences* to inappropriate behaviour in which *learning from mistakes is encouraged and valued.*
- 1.3. Make a positive contribution in the school and wider community.
- 1.4. Access a rich and varied range of learning opportunities for 'heads, hearts, and hands' in a calm, positive and caring environment.
- 1.5. Behave appropriately in a wide range of social and educational settings.
- 1.6. Value the uniqueness and rights of each individual.

2. The principles of our Behaviour Policy are:-

- 2.1. To develop our pupils' self esteem and sense of self.
- 2.2. To promote/develop empathy and respect for self and others.
- 2.3. To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- 2.4. To ensure regular attendance and punctuality.
- 2.5. To develop an awareness of and adherence to appropriate behaviour for learning.
- 2.6. To encourage pupils to value the school environment and its routines.
- 2.7. To ensure that pupils are confident of their right to be treated fairly.
- 2.8. To empower staff to determine and request appropriate behaviour for learning from everyone.

- 2.9. To acknowledge that the maintaining of good behaviour for learning within the school is a *shared* responsibility between teachers /pupils/parents and carers.
- 2.10. To work within a positive proactive reflective approach to behaviour management
- 2.11. To ensure the policy is fully understood and is consistently implemented throughout the school.
- 2.12. To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- 2.13. To ensure the rights and responsibilities of all members of the school community

3. How do we implement our Behaviour Policy?

- 3.1. Through the following:-
 - The school ethos
 - The curriculum
 - The expectations of the school community
 - Informal and formal recognition and acknowledgement
 - Sanctions: The Student Behaviour Report System
 - Support systems for individual pupils `needs
 - Support system for staff
 - Support systems for parents and carers

4. School ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life and in modelling good social behaviour from all adults within the school community.

5. Curriculum

- 5.1. At Mulberry Tree, through our Waldorf Steiner curriculum, we teach pupils the above mentioned principles *through our main subject lessons* using a variety of methodologies
- 5.2. We believe that a 'holistic', appropriately structured curriculum and effective learning contribute enormously to good behaviour. Thorough planning for the needs of the pupils, the active involvement of pupils in their own learning and structured feedback all help avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that teachers have a clear understanding of their pupils and then differentiate to meet the needs of a range of abilities. Marking and record keeping can be used both as supportive activity, providing feed-back to the pupils and their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

6. Expectations of the School Community

6.1. *Lower School* –‘Our Golden Rules’-These expectations cover all aspects of school life at Mulberry Tree including breaks and lunchtimes.

- Be gentle, don't hurt anyone
- Be kind and helpful, don't hurt others' feelings
- Be Honest, don't cover up the truth
- Look after property, don't waste or damage things
- Work hard and play co-operatively, don't spoil people's fun
- Listen to people, don't interrupt
- Be properly equipped for work and activities

7. Recognition & Acknowledgement

7.1. At the Mulberry Tree the teachers recognise and 'acknowledge' the good behaviour for learning of our pupils, their social skills and work as we believe that this powerfully develops and encourages an ethos of kindness and co-operation rather than merely deterring poor behaviour.

We seek to consistently recognise and appropriately acknowledge positive behaviour for learning, social skills and work through-

- Verbal praise appropriately given to our pupils
- Positive written comments in work books
- Positive feedback in end of year reports
- Positive formal and informal feedback to parents and carers

8. Sanctions Procedure

8.1. At the Mulberry Tree School the use of sanctions should be characterised by certain features as outlined in The Student Behaviour Report System

- Students where possible and appropriate must be given 3 'opportunities to change' before any use of sanctions
- It must be clear that the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions (unless appropriate) should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences with each sanction given in accordance to the level of severity:- Level 1; Level 2; Level 3; Level 4 (see below)
- It should be the behaviour rather than the person that is sanctioned.

8.2. We divide unacceptable behaviour into 4 levels each of which bring opportunities for teachers and pupils to reflect upon why and how things went wrong and the way in which the teachers/pupil relationship might be redeemed and improved.

- **Level 1.** Misbehaviour that can be effectively managed within a classroom lunchtime environment by teachers.

- **Level 2** More serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. The teacher involves the pupil's class teacher and may involve parents at this point. Pupil may be placed on short term report in conjunction with the pupil's class teacher. An ISP (an Individual Support Plan) may be created at this stage facilitated and monitored by the class teacher and implemented by the whole staff. (See Appendix 3)

- **Level 3** Very serious misbehaviour or incident, persistent level 2 behaviour. Formal involvement with the college of teachers and parents. Pupil placed on report and ISP Possible short term exclusion.

- **Level 4** Continuing serious behaviour but at this stage pupil enters a 6week evaluation period in which whilst every effort is given to helping the pupil via their ISP, the school is scrupulous in its monitoring and record keeping. If at the end of this formal 6 week evaluation there has been no significant improvement in the pupils' behaviour, the school will permanently exclude the pupil.
A serious physical and verbal assault will result in short or longer term exclusion as well as behaviour that result in putting students or school property at risk.

9. Support Systems for Individual Pupils' Needs

9.1. If there is a persistent problem the class teacher will draw up an individual improvement Programme to support the pupil in partnership with the parents.

9.2. All staff working with the pupil will be informed of this giving a consistent approach throughout the school day.

9.3. For pupils who are having these difficulties the school will provide pastoral support or mentoring by adults or peers.

9.4. The student Behaviour Report System is there primarily to help support students in developing a more positive behaviour and discipline their behaviour.

10.Support Systems for Staff

- 10.1. The Mulberry tree will support all staff to ensure their emotional well being as the school recognises this as a fundamental requisite for a healthy working environment. There is a mentoring system for all teachers which is reviewed. Advisors form the fellowship visit the school to assist both new and established teachers and teachers are able to attend relevant training courses and conferences.
- 10.2. It is the school practice to discuss behavioural issues (informally with colleagues on a daily basis as well as formally through weekly Child Study meetings with all staff and the ongoing professional development programme) in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs.
- 10.3. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Whilst no one member of staff has overall responsibility for this important area, all teachers are encouraged to discuss behaviour issues primarily with the class teacher or wider group or college. Again, as children, teachers need supportive relationships to help tackle behaviour problems. Most importantly, the school encourages teachers to find away to be honest with themselves as well as finding a way to meet the needs of the child.

11. Support Systems for Parents/Carers

- 11.1. School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, appointments need to be made in advance to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment. It is especially important that in order not to distract the lessons these advance appointments are made. At Mulberry Tree important urgent messages are best sent by text in the morning using either kindergarten mobile number or the class teacher's number. It is usually possible to speak briefly with a teacher to arrange an appointment at the end of the school day. Staff numbers are available on class contact sheets.

- 11.2. In the event of an incident in which a pupil's behaviour has not been managed satisfactorily or in accordance with this policy, parents and carers have recourse to the Mulberry Tree complaints Procedure available on the school web site or in the through the administrative office.

12. Monitoring and Review

- 12.1. Behaviour management will be under constant review throughout the school on a class and individual basis.
- 12.2. This document is freely available to the entire school community through the school web site.

References

- Primary national Strategy. Developing and reviewing your whole school behaviour and attendance policy 2005 DfES 1735-2005PD5-EN
- Key Stage 3 National Strategy Advice on whole school behaviour and Attendance policy 09/2003 DfES 0628-2003R

Appendix1.

Recognition and Acknowledgement Strategies

Early Years recognition and Acknowledgement is implicit:-

- Children are given special tasks rather than being allowed to choose, e.g. leading group to wash hands before snack; blowing out the story candle
- A consistency of language which directs the child towards positive behaviour e.g. 'hands are for work and play'
- Children not singled out with comments but encouraged and included within the group.

Lower School- Recognising and Acknowledging Positive behaviour through:-

- Positive comments which are a description of observation e.g. "I can see that you have worked hard" ; "I saw how kind you were to Jasper"; I just want to acknowledge your perseverance in finishing your work." Giving specific feedback as opposed to just "Well done" or "Good" is more effective in encouraging the will
- More positive comments are given than challenges. The ideal ratio is 5 positive comments to one challenge. NB The teacher also needs to be very aware of their tone of voice.
- Regular opportunities to share and show examples of work for others to appreciate.
- Systematic and regular opportunities for teachers to feedback positive comments to parents and carers through a brief word in the playground or a note home as well as the end of year report.
- Lower school children are given the privilege of a special task of even the recognition of choosing a special task.

Appendix 2

Strategies for Challenging Disruptive and Challenging Behaviour

Early Years~ challenging disruptive behaviour happens through an implicit rather than an explicit approach, for example:-

- The use of 'creative discipline' in which diversion and distraction are employed-i.e. changing tasks (only in the event of dangerous or extreme behaviour is an explicit challenge used).
- Working alongside the child to support and encourage them-role modelling to enable them to go back into the play
- Adult led task away from most of the group for example washing up followed by positive reinforcement "you have worked hard." N.B. The ultimate goal always being to enable the child back into play.

- Sharing concerns with parents/carers and offering suggestions to implement at home both informally at the start or end of the day and more formally through a recorded meeting.

Lower School challenging disruptive behaviour can be taken a number of strategies for example:-

Formal Strategies

The 3 chance system:-

- Pupils are given 3 chances/opportunities to STOP & THINK and ALTER their behaviour- always communicated by the teacher in a calm and constructive manner.
- If despite these three chances the pupil persists, then the pupil is asked to sit apart from their class to have TIME OUT again as an opportunity away from the class to STOP & THINK etc- not only to enable the pupil but also enabling the class to continue with their learning.
- After a period of time which is consistently observed and is related to the age of the class, the pupil is allowed back into the lesson and the 3 chances process resumes but, if at the end of these 3 chances their behaviour does not improve then the pupil is asked to leave the lesson and ideally given work to take to another class.
- Teacher meets with the pupil at first available opportunity for example the first possible break or lunchtime to ensure this does not happen again. It's important that the teacher's approach is constructive. What did the pupil learn? How might the pupil help themselves avoid this scenario in the future? What help might the pupil need? This is the golden opportunity to rebuild 'the contact' between teacher and pupil at the heart of the Waldorf Steiner ethos. It also interrupts a potential pattern of behaviour.
- If the above occurs 2 or 3 times the next step is contact with parents/carers through letter or phone call informing them of the situation as well as the action that is being taken.
What is essential is that at this stage the class teacher co-ordinates a considered procedure that is communicated clearly and calmly to the pupil and their parents and carers.
- Simply placing a pupil on report without consideration & discussion with colleagues is to be avoided.

Behaviour Reports

The purposes of placing a pupil on report are:-

- To help both parents and teachers monitor and develop pupils' progress through providing a specific period (depending on the level of sanction) for reflection * action and subsequent recognition.

- To help identify the potential problem areas a pupil may have in learning and to therefore help create better learning opportunities for the pupil preventing disruptive behaviour
- To develop the vital Home/School partnership through enabling parents & carers the opportunity to monitor & encourage their child's progress.
- To create a clear, fair & consistent whole school approach in supporting & enabling pupils to develop a more positive behaviour for learning.
- The duration of a Behaviour report is dependent upon the pupil's level of unacceptable behaviour (MT Behaviour for learning 8.2). The first point at which a pupil can be placed on report is at Level 2 and is for 1 week.

Behaviour Reports are used in a 3 stage process:-

1. 1st Report (Green):1week
2. 2nd Report(Amber):2weeks
3. 3rd Report (Red) :4weeks

Depending on the period of time since a pupil was placed on a Green report, a pupil may be placed on another Green report as opposed to automatically being placed on an Amber report.

Informal Strategies

As well as the previous formal strategies teachers will employ a range of informal strategies with 'a light touch' to help develop a positive relationship with their pupils as the most effective context for encouraging behaviour for learning. At all times, teachers will endeavour to put into action the Waldorf Steiner philosophy based upon bringing, 'the right feeling to disciplinary situations, achieving the delicate balance that allows a teacher to be a loving authority'

Petrash states p113 in Understanding Waldorf Education; Teaching from the Inside Out:

'The challenge in discipline is that the teacher has to represent both grace and justice at the same time. The offender has usually acted out of a place of need. She needs to be inspired, uplifted, and strengthened in confidence. If she is ashamed in front of the class, the opposite effect is achieved. On the other hand, the class needs to see that justice has been done, that a crime will not go unpunished.'

Very often a teacher will 'tackle' the pupil's behaviour outside of the class during a break or lunch time conversation so justice is observed and the necessary strengthening can take place.

Appendix 3

The Individual Support Plan (ISP)

The purpose of an ISP is in response to Level 2,3 or 4 behaviour:-

To create a clear, consistent and practical whole school approach in supporting and enabling a pupil to develop positive behaviour.

An ISP is necessary when a pupil has become 'stuck' in disruptive behaviour and does not have the individual resources to make consistent and lasting changes. At this stage there is a need in the pupil for ongoing support and supervision as well as other possible interventions to enable the pupil to learn more effective/appropriate behaviours. Therefore an ISP is a proactive strategy to assist the pupil to learn appropriate behaviours. It may involve-

An ISP is co-created at a formal meeting with the class teacher or guardian in conjunction with other key teachers who together think about and implement a range of measures to support and enable the pupil to learn. For example, these may involve regular pre-arranged meetings between pupil and a key teacher for 'strengthening purposes, reviewing progress and difficulties, exploring & developing effective behaviour strategies, settling realistic goals; regular prearranged mentoring sessions with a mentor, and agreed place for the pupil to have 'time out' ; curative eurhythm; access to art and craft sessions; positive involvement in community work.

An ISP is written & managed by the class teacher and a copy must be made available to parents and carers and also clearly communicated with all staff to enable a whole school, consistent approach to the pupil's needs and is reviewed on a monthly basis.

When the ISP is no longer needed, every opportunity to acknowledge the pupil's achievement must be taken.

It is particularly important in the case of a pupil at risk of permanent exclusion that the ISP is clearly reviewed and implemented.