



School Rules *Respect, Reverence, Responsibility*

Good manners, courtesy and respect have to be practiced in all small interactions of daily life and as teachers and parents we are called upon to set an example to the children. In time this will instil in them a sense of appreciation of other people, themselves and the life around them. The framework that discipline gives allows a child to unfold in all his or her capacities as a physical, emotional, intelligent and spiritual being. It is like a vessel within which the child can safely strive towards becoming truly adult.

The school aims to help children develop self-awareness and self-discipline. Discipline problems are handled by the teacher concerned, with the assistance of the class teacher if necessary. The teacher's authority is based on mutual respect. Corporal punishment is not permitted.

It is necessary in the interest of everyone at Brighton Steiner School that rules be accepted by parents, pupils and teachers. Conforming to all rules is a condition of attendance at the school. The rules also apply to all school occasions, assemblies, festivals and outings. The school rules set out the school's expectations in the following areas:

In the school grounds:

- Break times should be a safe and enjoyable activity for the children.
- Aggressive violent behaviour is not allowed in the school grounds.
- There are always teachers and supervisors on duty and children are expected to comply with any instruction given them by a teacher or staff member.
- Children who do not follow instruction be sent inside for supervision until the teacher in question can speak to them about their behaviour or in serious cases be sent home.

In the school building:

- Every pupil is to behave with courtesy and consideration for other members of the school and community at all times and with respect for property and the environment.
- Pupils must not misuse or damage school property. Parents will be responsible for wilful or careless damage.
- Pupils must conduct themselves in a calm manner through out the building.

In the classroom:

A harmonious atmosphere is fostered in the classroom and all children are expected to participate fully in the lessons. As a basic guideline we ask that pupils should:-

- Be on time for lessons, stand at desks, stop talking and be ready for the lesson when the teacher arrives, greet the teacher promptly and politely.



- Raise hands for questions/answers, no shouting out, listen to the contribution of others.
- Have adequate equipment;
- Not swear or otherwise behave rudely to other pupils or the teacher;
- Not eat or drink in lessons;
- Not wear hats or other inappropriate items;
- Not attend to other material during a lesson, or allow mobile phones or other electronic gadgets to distract the class;

When homework has been set we expect it to be completed fully and on time. We ask the parents to support in this.

Pupil behavior and Discipline Policy and Procedure

Rationale

The aim of this policy is to encourage a safe learning environment for all concerned as a basis for healthy development & self-esteem leading to moral responsibility. We view this as having a twofold aspect: that each individual adult & child feels secure & respected: that the communal life of a school should seek to provide a context in which moral & social qualities can flourish.

Procedure

In the Classroom

The teacher is responsible for maintaining discipline within their teaching space. This means encouraging positive behavior and also imposing sanctions to safeguard the learning environment for the whole class. These will include:

- Praising co-operative pupils
- Using strategies to engage less co-operative pupils
- Offering incentives to individuals | whole class
- Verbal Warnings
- Writing names on the board
- Sending a pupil to other teachers | spaces
- Loss of playtime
- Formal Detention
- Suspension (following advice and consultation with a college member).



Consequences of Behavior

In order to change behavior where necessary there needs to be consequences for both acceptable and unacceptable behavior. In addition to immediate responses within the classroom there needs to be a longer term approach to disciplinary issues based on the behavior observed by different teachers over several days 'these could include:

- Some form of reward for the well behaved e.g. half-termly conduct report for parents which would indicate good and bad conduct: or relief from / extra classroom duties for good/poor conduct or some other system devised by the Class Teacher possibly in conjunction with the pupils.
- Use of individual pupil, behavior book to help pupil focus more on their behavior. Different format for older & younger pupils
- A conduct sheet in each pupils file may be used to record any incidents.
- Warning slips to inform parents that a pupil's behavior is falling short of the requirements (see appendix for format).
- *All systems should offer opportunities for pupils to redeem themselves.*
- For younger pupils either individually or as a whole class there would be the use of pedagogical stories and other creative activities to transform behavior.

More intractable problems

Where a pupil is not able to respond to the above methods and/or more disturbed behavior is observed, parents would need to be informed. If a pupil's behavior is not responding to normal sanctions and support then a more therapeutic approach may be required

- A Child Study in the Pedagogical meeting (A copy to placed on pupils file)
- Some children may need referral to Anthroposophical Doctor/Art Therapy/Curative Eurythmy or there may be a need to suggest parents approach a Psychologist for reports
- Any child subject to special' programmes of activity etc to support behavior should be entered on the **pupil support register** so that all teachers, including those doing cover | supply lessons are aware of them



TEMPORARY EXCLUSION POLICY

Temporary Exclusion is used to make it clear to the child that its behaviour has been unacceptable and that Temporary Exclusion is a serious consequence. Notice of Temporary Exclusion goes on child's file and forms part of their school record. It therefore needs to be used appropriately. Temporary Exclusion can be both a warning and a cooling-off period. The child then has the opportunity to reflect on what has taken place and realise that he/she is falling short of our expectations. It is not necessarily a first step towards Permanent Exclusion, which has its own procedure and policy, though it may well lead up the 'Amber Light' stage. It is important that teachers are well acquainted with both procedures since it is often necessary to act quickly and teachers must make sound decisions. In view of this Temporary Exclusion should only be given after consultation with the Class Teacher/or Guardian and one or more members of the form and order group or other College member. This is to ensure that Temporary Exclusion is used as a measured response to behaviour rather than merely a reaction to it. This may mean that a child would need to be sent home/collected by parents or kept segregated pending a decision to formally exclude.

The length of the Temporary Exclusion from attending school should usually be 1-3 days, at the discretion of the teacher.

Reasons for Temporary Exclusion may be: unacceptably disruptive behaviour; violent behaviour towards others; serious damage to property; truancy; refusal to obey reasonable requests from teachers; persistent refusal to do homework, etc. In most cases warnings should be given – but not too often, or Temporary Exclusion is no longer a tool of discipline. Warnings may be either verbal or in writing as part of a longer process of changing unacceptable behaviour. e.g. persistent failure to produce homework despite warnings and detentions may lead to a letter advising parents that the next step would be Temporary Exclusion unless... Similarly failure to attend detentions would prompt a letter to parents saying that failure to support school rules by attending detention will lead to a Temporary Exclusion.

In the case of a very serious offence, a child may be Excluded without a warning having been given, but only after consultation with the Class Teacher/Guardian and one or more members of the Form & Order Group or other College member. Parents must be informed and then the child must be sent home a.s.a.p. (See steps under TEMPORARY EXCLUSION PROCEDURE and follow them).

There should always be discussion with parents in the event of a Temporary Exclusion. This could involve a formal meeting with teachers concerned and a representative from the Form & Order Group or a conversation depending on



the circumstances. Record keeping is essential in all cases. A useful step in addition is to get the parents to make notes as well on their understanding of the situation.

EXCLUSION POLICY

- The Brighton Steiner School reserves the right to exclude any pupil from the school in certain circumstances e.g. when they present a serious danger to themselves or others, where there has been gross abuse of school facilities and or a serious breakdown in co-operation between the pupil, the family and the school.
- We acknowledge that being asked to leave the school is a very painful process and not one to be undertaken lightly.
- We are committed to finding resolutions to problems that fall short of exclusion wherever possible and to involve the family and wider community if appropriate to address pupil's behaviour as well as the school's own disciplinary policies and procedures.
- We acknowledge the parent's right to be kept informed of disciplinary measures relating to their child and especially where there is a risk of exclusion.
- In the event of exclusion we acknowledge a responsibility to work with the child and family to seek alternative school placement if required.
- We undertake to monitor the use of exclusion within the school to ensure that there is no discriminatory practice.
- We acknowledge the right of pupils and parents to appeal against any decision to exclude a pupil from the school.