

# Moorland Waldorf School

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## Behaviour Policy

Policy Reviewed: January 2020

Next Policy Review Date: January 2021

### BASIC PRINCIPLES

This behaviour policy is based on the principle of mutual respect between all adults and children in the school. Parents and carers are also expected to foster respect for the school and all it stands for.

- Children have a right to learn and to be cared for
- Teachers have a right to teach
- Children and staff have a right to be safe and to be heard
- Everybody has a right to grow and to make mistakes.

Along with rights go obligations:

- Teachers have a duty to teach to the best of their ability
- Children have a duty to do their best in school
- Children have a duty to allow others to learn
- All adults have a duty to maintain a safe environment
- Everyone has a duty to help look after each other
- Everyone has a duty to listen
- Everyone has a duty to support and assist those who make mistakes.

### PROMOTING GOOD BEHAVIOUR

The child-centred curriculum and regular rhythm of each day are themselves encouraging of good behaviour. The close relationship between teacher and class and regular dialogue with parents are also factors that aid in the promotion of good behaviour. Particular strategies vary according to the age of the children and according to the staff members involved. Strategies should aim to respect each teacher's individual approach to promoting good discipline while also supporting consistency and clarity across the school. Rudolf Steiner once remarked: "There are three effective ways of educating children – fear, ambition and love. We can do without the first two!"

1. Positive behaviour should be noticed, acknowledged and, if appropriate, rewarded clearly and positively. What constitutes good behaviour should be apparent and understood by children.
2. Sanctions for bad behaviour should be clear and meaningful. What constitutes bad behaviour must be apparent and understood by children.
3. In most situations there must be ways for children to 'make up for' mistakes and bad behaviour.
4. In most situations there should be opportunities for all members of the school to state what their difficulties are.

5. All teachers understand that it is appropriate for children's growth that, from time to time, they test the 'boundaries' of behaviour that it is the teachers' responsibility to set and maintain.
6. All teachers understand that disruption, boredom and fear may engender negative feelings in children that may lead to bad behaviour.
7. Pupils are expected to
  - be polite and considerate of fellow pupils and adults
  - behave in lessons in such a way that learning is encouraged
  - observe the dress code
  - move around the school and the car park in an orderly way
  - help to keep the building and grounds tidy and free from damage
  - respect the school's being smoking, drug and alcohol free.
8. Teachers are expected to
  - give clear instructions
  - prepare lessons carefully, appropriate to the abilities of pupils, and teach in a stimulating way
  - offer pupils guidance and appropriate opportunities to assume responsibility
  - mark and return work promptly and regularly
  - be punctual for lessons and to check the attendance and punctuality of pupils
  - ensure that the relationship between teacher and pupils is friendly but respectful
  - be in full control and to guide the pupils in their behaviour
  - inform parents and carers promptly of concerns about achievement or behaviour.

## **SANCTIONS**

To assist with the above, teachers may reprimand pupils and sometimes impose community-based tasks or extra practice, which may involve extra activity during break time. Where appropriate, teachers should complete an incident slip for the class teacher. Teachers may involve the class teacher or other colleagues in interviewing pupils. As far as possible, pupils will not be sent out from the classroom but, if this does happen, pupils will be sent with work to do to another teacher, an incident slip will be completed and sent to the class teacher and a report will be made to the teachers' meeting.

Persistent or more serious misbehaviour will be reported to the class teacher and, as appropriate, to the teachers' meeting via the incident book. Parents will be informed promptly. If there is no improvement, parents will be involved in meetings and the College of Teachers will be informed. Learning support and child study options may be considered.

Totally unacceptable behaviour (including making malicious allegations against staff) will be dealt with by the College of Teachers, which may use any of the following sanctions and strategies:

- temporary isolation of pupil with work
- detention
- withholding privileges
- contract with pupil, parent and school
- disciplinary meeting involving parents
- fixed term or permanent exclusion
- referral to the police if there are grounds for believing a criminal offence may have been committed.

## **CORONAVIRUS CONSIDERATIONS**

In addition to the above teachers are aware of the additional stress and anxiety that pupils may have experienced during the pandemic and the lockdown. This may have an impact on their engagement, self-Eskdale Community Trust for Education

esteem and behaviour. Teachers recognise that some children may need additional social and emotional support during the period of transition when they return to full-time school.

Pupils will be expected to:

- follow the teacher's instructions regarding special measures in place during the pandemic. The reasons for these measures will be clearly explained to them.
- take more responsibility for their personal belongings, taking items home at the end of the day and remembering to bring them the next morning

**Endorsement:**

**Name:** Linda Parker

**Position:** Chair of ECTE

**Date:** ..... 10/02/2020