



Promoting Good Behaviour Policy

February 2008

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Steiner School Behaviour Policy

“Waldorf Schools pursue their pedagogical tasks out of the spirit of human rights, thereby contributing to building a society founded upon mutual respect, tolerance and cooperation between all human beings.” Stuttgart Declaration 2007

1. General Philosophy

The philosophy of Lancaster Steiner School's Behaviour Policy is embodied in a profound respect for every individual human being and a belief in the value of community.

(It should be noted at this point that some detailed examples of how staff might work to promote good behaviour and respond to poor behaviour are given in the Promoting Positive Behaviour Policy at the end of this document. Such an approach is used in relation to all kinds of behaviour and not just bullying.)

2. Aims of the Policy

- a) To develop a moral framework within which initiative, responsibility, sound relationships and a sense of community can flourish.
- b) To enable all children and adults to develop a sense of self worth and a respect for and acceptance of others.
- c) To produce an environment in which children and adults feel safe, secure and respected.
- d) To maintain and develop our good behaviour ethos.
- e) To reduce and prevent where possible instances where children are subject to any form of bullying.
- f) To build good personal self-esteem.

3. Objectives

For children and staff to feel

- a) self respect
- b) respect for others

For children to develop

- a) self control
- b) sensitivity and consideration for others
- c) an enthusiasm for school activities
- d) a will to carry through these activities
- e) a sense of responsibility for their learning and their environment
- f) independence of mind
- g) a respect for and acceptance of different ways of living and opinions
- h) non prejudiced attitudes
- i) a sense of security in the knowledge that their needs will always be addressed
- j) an ability to deal appropriately with abuse

4. Implementation

Staff

All staff

- a) will treat all children with equal respect, irrespective of their background.
- b) play an active part in building up a sense of community and will apply the agreed standard of behaviour consistently.
- c) have a responsibility to model the type of behaviour felt to be acceptable.
- d) be alert to signs of bullying, racist and sexist harassment and address these problems immediately.
- e) alert other staff to such problems
- f) deal sensitively with children in distress, listen to them and address any related incident
- g) support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

5. Children

- a) Support and respect will be shown to all children at all times.
- b) Children's good attitudes to work and play will be observed and supported.
- c) Children are given opportunities to share their work with others.
- d) Children will be given individual responsibilities and tasks to perform.
- e) Examples of children's work will be displayed in classrooms around the school.
- f) Children failing to achieve good attitudes and behaviour will be corrected in a way that is respectful to all concerned.

6. Unacceptable Behaviour

Unacceptable behaviour includes

- a) disobedience
- b) biting, spitting, hitting and kicking
- c) foul language and swearing
- d) making unkind remarks
- e) damaging property
- f) answering back, rudeness or aggression to adults
- g) stealing
- h) truancy
- i) racist and sexist comments
- j) forming gangs and bullying

Temper tantrums and physical disputes must be dealt with and pupils restrained if necessary.

7. Sanctions

A firm reprimand from a member of staff is expected to be sufficient to correct errant behaviour. Staff will first attempt to draw a child's attention to their own behaviour, away from the class situation, thus enabling children to be aware of their own responsibility for and ability to manage themselves. However, if this fails to correct the behaviour of a child the following procedures may be adopted.

In the classroom:

- a) Time taken at break time to consider the problem behaviour
- b) Brief exclusion from the classroom
- c) Removal to another class

In the playground:

- d) A pupil is taken indoors for "cooling off".
- e) A community task is given – this may also apply with poor classroom behaviour.

Ongoing and extreme bad behaviour

- f) A letter/telephone call to a parent from the teacher.
- g) A meeting with the parents to work out strategies.
- h) Establishment of a behaviour record and home/school book for daily communication between home and school.
- i) Other sanctions following discussion between parents and teacher.

- j) Short term exclusion from school.

Unmanageable behaviour where

- i) the school does not have the resources to meet a child's needs.*
- ii) teachers believe the child could be better supported elsewhere.*
- iii) behaviour is continually detrimental to the rest of the class*

- k) permanent exclusion from school.

8. Racism and Sexism

These issues are addressed in a way appropriate to the particular situation and are never ignored.

9. Reward

Good behaviour, good attitudes and good work is rewarded through consistent praise and encouragement.

10. Parents

Parents have a vital role in promoting good behaviour in school. Effective home/school liaison is very important.

The school asks parents to give their full support in dealing with their child's behaviour.

We ask parents to

- a) Keep us informed of behaviour difficulties they may be experiencing at home.
- b) Inform us of any trauma, which may affect their child's performance or behaviour at school.
- c) Inform us of their child's ill health and any absences connected with it.
- d) Support teacher's decisions or query them in a respectful manner which is conducive to good relations all round.
- e) Attend parent evenings, which include group work and information giving, regarding curriculum and other matters.
- f) Ensure uninterrupted and punctual attendance.
- g) Foster respect for the school and what it stands for.

The staff will endeavour to achieve good home/school liaison by:

- a) Promoting a welcoming environment within the school.
- b) Giving parents regular constructive and positive comment on their child's work and behaviour.
- c) Communicating by telephone, e-mail and making home visits.
- d) Encouraging parents to attend parent evenings.
- e) Keeping parents informed of school activities by letter, newsletter etc.
- f) Involving parents at an early stage in any disciplinary problems.

11. Other Agencies

Where applicable, following meetings with the parents, Education Welfare or Social Services will be approached. In other cases a parent may be advised to consult their GP with a request for specialist help.

Police

Value is placed on good relationships with the police and liaison is encouraged.

12. Care of School Premises and Site

Everyone within the school community is asked to take responsibility for the care of the school premises. Children, parents and staff encouraged to feel a sense of ownership for the school and its environment.

- a) Staff will display children's work to a high standard
- b) The building will be kept clean and tidy
- c) The grounds will be kept free of litter.
- d) The plants will be well maintained

Promoting good behaviour Policy

Bullying is defined in this case as behaviour which involves persistent and ongoing harming of another child or children by one child or one group of children. It can be active as in physical assault or name-calling, or passive as in the deliberate social exclusion of a child.

Lancaster Steiner School's policy is never to ignore or tolerate such behaviour, but to work with the problem until it has been eradicated. All reports of bullying are taken seriously and acted upon in a number of ways.

As with behaviour generally, these approaches take into account the individual circumstances of each case and are dealt with differently in the kindergarten than in the school. Our promoting good behaviour policy includes strategies that are both **pro-active** and **responsive**.

The Kindergarten.

1. Since children of Kindergarten age learn best by imitation children are first and foremost encouraged to show respect to others through the respectful and caring example of the teachers, both in the way they relate to the children and each other.
2. The children are observed and supervised at all times and are protected from any harm that may arise through the thoughtful intervention by the teacher.
3. Good communication between the teachers and the parents are established from the very first.

The School

1. Under the "**pro-active**" heading comes first and foremost the indication from Rudolf Steiner that we should "teach from the heart", using, for example, daily meditation on each pupil in order to foster a deep respect for the individuality of each child.

The teachers cultivate also a self respect, which encourages the children to respect them. Teachers cultivate a habitual reverence towards each other and other adults. This mutual respect between those in and under authority creates an example so that we deliberately foster a real sense of community.

2. Our work with individual temperament is also important. For instance, a "choleric" (i.e. assertive) child can often become caught up in a bullying cycle. Such a child is inclined to be bossy and can become aggressive, which can be off-putting to the other children. They can then become the bullied party, suffering rejection and exclusion. We work with choleric children in the classroom, by giving them specific opportunities to lead, whilst at other times, we encourage them to restrain their domineering approach.

A "melancholic" (sensitive) child, is vulnerable to developing a self-pitying, victim mentality, which invites attack. Such a child is encouraged to develop self respect and empathy towards others, thus decreasing vulnerability and increasing sociability.

3. The stories which are told to the children on a daily basis throughout their school career are chosen for the moral issues that are raised by them. These include the fairy tales with their good and evil characters and righteous outcomes; stories of the Saints, which encourage goodness; Old Testament stories, with their strong moral content and indications of the consequences of good and bad behaviour.
4. The games lesson is an important time for developing self-disciplined respect for self and others and helping to prevent impulsive aggressive behaviour. E.g. playing at attacking others without really doing so in a straightforward game of "tag". This helps children to experience the feelings involved in attacking and being attacked, within a safe context, in which rules are strictly adhered to and without acting them out in a harmful way. They learn to develop a sense of humour and not always to take things to heart.
5. There are also frequent opportunities given to the children to discuss as part of a group, what constitutes kind and good behaviour, for instance in response to a particular story, or the Ten Commandments.
6. We also **respond** quickly, should a bullying situation occur. We request that parents inform us immediately of complaints that may arise as regards bullying.
7. In the short term, teachers intervene immediately, try to get to the bottom of what has taken place, and make observations and discuss if the event is a repeated occurrence. As well as offering advice and giving instructions (e.g. "Tell the teacher if D. is annoying you."), we ask the children to think how they might get along better. The class teacher is then informed and where necessary, sanctions may be used as listed in the Behaviour Policy.
8. In the long term, some of the above-mentioned strategies are employed in a more specific way. A teacher will, for instance, create and tell a "pedagogic story", to the whole class, which addresses a specific issue, without referring directly to the individuals involved.
9. Children's individual needs are addressed through the personal poems, written for each child once a year, which they are required to learn and recite to the class weekly. Such a poem may, in the verbal content of the poem, or through the use of specific rhythm and metre, indirectly address a behaviour issue.
10. A games lesson can be used to address a bullying issue. A bullied child might be paired with his "bully" in a game which requires the children to care for the other, as in leading the other blindfold, perhaps under a skipping rope. This may be done with or without explanation. In short our entire approach to both play and work within the school is geared to the development of both good attitudes and good behaviour towards others.