



## **Behaviour and Discipline Policy**

Policy owner	Headteacher	September 2025
Formally endorsed by	Trustees	
Review date		Currently under review

## **Behaviour and Discipline Policy**

St Paul's Waldorf School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The aim of this policy is to promote positive behaviour amongst pupils and to set out the sanctions to be adopted in the event of pupil misbehaviour, in accordance with the school's duties under paragraph 9 of The Education (Independent School Standards) (England) Regulations 2014. This policy takes guidance from KCSIE and the Equality Act 2010.

The trustee body ensures that a positive behavior policy including sanctions is drawn up, made available on the website, and effectively implemented.

### **Basic Principles of St Paul's Behaviour Policy**

We are continually working on creating and improving a positive learning environment. What constitutes good behaviour must be apparent and understood by children, teachers and staff. Positive behaviour should be acknowledged. The consequences of negative behaviour should be clear and meaningful. All teachers understand that children will test the boundaries and it is the adults' responsibility to maintain them. Teachers have the power to discipline pupils for misbehaviour, which occurs in school and in some circumstances outside school. All staff are responsible for the safety of pupils and as such will intervene when needed.

This policy is based on the principle of mutual respect between all adults and children in the community. Parents are included in this community and are expected to foster respect for the School's principles.

At St Paul's Waldorf School:

- Children have a right to be cared for
  - Everyone has a right to be safe
  - Children have a right to learn
  - Teachers have a right to teach
  - Children allow others to learn
  - Children do their best in school
    - Everyone listens
  - Everyone has a right to be heard
- Everybody has a right to grow and to make mistakes
- Children help look after each other and the environment
  - All adults maintain a safe environment

## **Kindergarten Behaviour Management**

Providers are responsible for supporting, understanding and managing children's behaviour in an appropriate way. (EYFS 3.58)

It is understood that the behaviour of the young child is a part of their language and one of the ways in which they communicate their needs. Kindergarten teachers get to know the children and families well – through a home visit and holding parent teacher meetings.

Steiner-Waldorf Kindergartens accommodate children of ages 3 to 6. The expectations in relation to behaviour vary according to the child's age and development.

In Kindergarten the teacher will promote positive behaviour by creating a homely environment where the children's stages of development are supported with care and understanding. The teacher will always model positive behaviour. The Kindergarten teachers will record observations, assessments and planning regarding each child to support their development.

### **Ways of promoting/implementing positive behaviour in the kindergarten:**

- The predictability of the rhythm of the day and week supports children's well-being and behaviour.
- The teacher will strive to be worthy of imitation.
- The teacher will give clear boundaries, and clear instructions when needed.
- Teachers notice and comment on positive behaviour
- The teachers will implement the Kindergarten rules. E.g.:
  - "Hands are for work and play,"
  - "Running feet are for the garden,"
  - "Kind words,"
  - "Gentle hands,"
  - "Listening ears,"all under the umbrella of "We look after each other."
- Pedagogical/healing stories are used to promote good behaviour, for particular behaviour issues or to heal where there are challenges for a child.
- Self-regulation is developed through play, ringtime, games, domestic and craft activities which give opportunities to practice turn taking, sharing, waiting and delayed gratification.
- Teachers help children to understand and manage their emotions by wrapping simple language around big emotions, e.g. 'I wonder if you are feeling really angry/sad/excited?'
- Children are taught the foundations of consent such as asking to give a friend a hug or stopping hugging or any other behaviour when another child says, e.g. 'stop,' 'I don't like it,' 'please can you stop.'
- Children are supported in their communication and language development, to help reduce frustration levels and so that they can learn to communicate verbally rather than physically. We may support this by encouraging them to 'use their words', and by modelling suitable phrases.
- Children are supported in reading the body language of others, e.g. learning not to get into another person's personal space, or in learning to read another person's facial expressions.
- The teachers will always focus on guiding the behaviour, not criticizing the child, using language which protects the children's self-esteem, e.g. "let's find our working hands."
- There is a focus on restorative practice - what can we do to make it better?
- Teachers model saying 'sorry' and, through imitation and as empathy develops, the children learn to feel sorry and to say 'sorry'.

### **Managing inappropriate behaviour:**

- If a child hurts another child, the teacher or assistant will intervene to stop the behaviour, they will be encouraged by the teacher to comfort the hurt child to help them understand the consequence of their behaviour and to care for that child. For example:
  - The child may be asked to get a tissue for the hurt child's tears.
  - The child may be asked to do a drawing for the hurt child.
- If a toy/equipment has been damaged by inappropriate behaviour, the child will be asked to help by mending, alongside the teacher, the toy/equipment.
- There will be times when the child displaying inappropriate behaviour will be taken to sit out of the game or activity.
- On rare occasions a child might join another Kindergarten group until they are ready to join their group again.

When a child has a pattern of behaviour that concerns the teachers, we will promote positive behaviour by working closely with the child's parents. In order to meet and support the child's needs a Short-term plan will then be drawn up by the teacher in collaboration with the child's parents and the SEN Department, with strategies put in place to support the child's behaviour. The teachers' log on CPOMS, of concerning behaviour (serious behaviour incidents or consistent misbehaviour) will be monitored by the DSL. It is important to be able to distinguish patterns in behaviour to identify underlying causes and put the appropriate support in place. This may include referral for assessment to identify special educational needs. A child study may be recommended to gain a full picture of the child's behaviour in the Kindergarten and at home.

### **Positive handling with Kindergarten children**

Physical intervention may take place to avert immediate danger of personal injury to anyone (including the child) or to manage the child's behaviour if necessary. Records will be kept of such interventions on CPOMS and parents/carers must be informed on the same day, or as soon as reasonably practicable. (EYFS 3.60)

Physical interventions may include moving or lifting a child away from a situation, removing their hands from another child or removing an object from their hands.

Staff must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. (EYFS 3.59)

Staff use Safer Handling techniques.

### **School (Classes I to VIII) Promotion of Positive Behaviour**

Positive behaviour is essential to promote learning, regulate pupil conduct and to act as a prevention of bullying.

In school the focus is on the habit life of each class. Key routines in school are reinforced and practiced, such as moving carefully around the building, lining up and being quiet, taking part in a moment of reverence at the beginning and end of each lesson, at festivals and assemblies, listening and working in pairs or groups in classes. Classes are encouraged to work together to foster good habits for efficient learning and positive class dynamics. Taking turns and self-regulating can be practiced in lessons such as Games and Eurythmy. The day is made predictable to the pupils through visual timetables. Each child should know what positive behaviour looks like. The classroom charter is present in all the classes for students to refer to when needed. Teachers and staff know and care for the children and have high expectations for their behaviour. Descriptive praise and celebration of pupils' achievement are fundamental to the teachers' day-to-day work. Respect for self and others and the environment and positive behaviour are fostered through the curriculum including circle times, assemblies. Strategies for acknowledgement of

positive behaviour are devised by teachers and tailored to the age and circumstances of both the class and individuals, including any special educational needs and/or disability.

In Classes I – II something like the 'Shining Star' method of acknowledging and monitoring positive behaviour is used. When a class has worked well together in a lesson, a piece of their six-pointed star is coloured in. Once the entire star is complete an all-class reward can be given, such as 'Golden Time.'

In Classes III – IV verbal praise is given when positive behaviour has been observed by the teacher. In some cases, a class teacher may choose to use something visual to acknowledge positive behaviour, such as marbles in a jar; each marble equating to all class positive behaviour. Once the jar is full, the class teacher will decide on an appropriate reward.

In Class V and up, verbal praise is also given, particular focus on exceptional behaviour. When the whole class has demonstrated positive behaviour, a collective, popular, reward might be given.

In the Middle school the school rules will be reviewed in class and joint assemblies. Good behaviour and successes will be celebrated.

### **Classes I-VIII Behaviour Management**

It is the class teacher's responsibility to ensure that each class understands the School Rules (see Appendix 2) and the consequences of negative behaviour and modelling positive behaviour. Pupils are explicitly taught what good behaviour looks like. Pupil behaviour does not normally disrupt teaching, learning or school routines. Subject teachers are devising subject specific requirements for their subjects, such as how to use tools safely. It is everyone's responsibility to create a safe environment where children can learn.

When a child is behaving in an unacceptable way, breaking the school rules, or failing to follow reasonable instructions, the teachers, assistants, or other paid members of staff looking after the children, have the authority to discipline the pupil. The aim is to make it safe and de-escalate the situation to restore calm. Incidents will be communicated back to the class teacher.

We will monitor breaches of the school rules by recording persistent or serious misbehaviour including behaviour meriting detention and sharing these concerns with parents. It is important to be able to distinguish patterns to identify underlying causes to why a child needs support to manage behaviour. It could be the result of an unmet need or a change in circumstances in the child's life. The class teacher will endeavour to gain an insight into the cause of the child's behaviour and find solutions. Depending on the nature of the behaviour, teachers will work together with the parents for further solutions.

The teacher may look at both pastoral care and sanctions as not mutually exclusive actions. The teacher may present a Child study at the Teachers' Meeting or College to gain insight, support and inspiration from all colleagues with the parents' permission.

Some children might continue to need extra support to manage behaviour expectations. An Individual Behaviour Plan may be used to outline strategies specific to support the positive behaviour of individual children together with the Learning support department.

Parents play a crucial role in supporting behaviour in school. They should be regularly updated on the child's behaviour and take part in the review of specific behaviour interventions. The teacher will send a letter, email or give a phone call home after a serious behaviour incident in school. If the incident happens at the end of the day, the parents might be taken aside and informed at the gate. Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

### **Consequences and sanctions**

The sanction needs to be proportionate, reasonable, and meaningful.

Sanctions will be given by a teacher or a paid staff member, on school premises, or when pupils are under supervision of a teacher or staff member outside the premises, such as on outings, trips and on "the Green" or Shrubbery. In some circumstances, even outside school. The teacher or staff member must consider the child's age, level of understanding and SEN.

- Low level sanctions can be:
  - Sitting out of a game
  - Confiscation of a ball for a set amount of time or remainder of break
  - Time out on a bench, usually for 5 minutes
  - A warning, verbal or written
  - A verbal reminder of expectations
  - To be asked to apologise and make amends

Repetitive and/or serious misbehaviour merits a higher-level sanction, these may be given by the pupil's teachers or head teacher. The class teacher will be informed by the member/s of staff who witnessed the incident, who will also record the incident on CPOMS.

- Higher level sanctions can be:
  - Further warnings, verbal or written
  - Being sent to different classroom
  - Spending break in a different playground or inside
  - Losing right to play football for a fixed period
  - Sent to Head teacher to go over the undesirable behaviour
  - Conversation with teacher during break or after school (10 min).
  - Detention, including same day detentions
- Detention can be staying inside with the teacher during playtime to either catch up on work that is unfinished, or to take on a task that improves the classroom environment and can benefit the entire class. For example, organising the bookshelf. Reasonable time will be given for eating snack or lunch and using the toilet.
- **In Classes V to VIII a pupil receiving three warnings in a day, or five warnings in one week, or in the case of a single serious incident, must attend a detention after school on an arranged day from 15.40 to 16.20.** Parents will be informed of the detention unless it is a short stay behind after school. The parents do not need to consent to the detention and cannot choose the day, but the detention must not coincide with medical appointments. It does not matter if it is inconvenient for the parents but the safe journey home matters.
- **Homework detention will also be given to pupils in Classes VI, VII and VIII for failure to complete homework three times in a row-one half term.**
- Being removed from the classroom is a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
- A pupil who has behaved in a way that is dangerous for themselves and others may need to have supervised "time-out" out of the classroom with an adult for a limited time. Depending on the circumstances, the child's parent/guardian may be contacted to collect that child from school before the end of the school day.
  - Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

If a child is consistently disruptive or finding it hard to follow instructions, and does not respond to the general behaviour management, a child may be given a Positive Behaviour Support Plan determined by the class teacher, SENCo or

other learning support teachers or senior teachers. Parents will be informed of this step and are expected to take part in the review.

It is possible that a child with persistent difficulty in managing behaviour will have an underlying special educational need, but it is not necessarily an SEN. The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Support could include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of space outside of the classroom where pupils can regulate their emotions

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Monitoring behavior and pupil support**

The teachers and staff tasked with looking after children are responsible for keeping written records of behaviour incidents, repeated misbehaviour and/or behaviour meriting detention. The log on CPOMS, of concerning behaviour will be monitored by the DSL and DDSL and brought to the T&L meeting to ensure enough support is in place. The class teacher is responsible for bringing the issue of the child's behaviour to the Headteacher's, the SENCO's and DSL's attention after 2 detentions in a half-term to make a supportive behaviour plan (Appendix 3).

A record will be kept of all sanctions imposed on pupils for serious misbehaviour under this section, in accordance with paragraph 16 of The Education (Independent School Standards) (England) Regulations 2014.

The DSL and in DSL's absence, DDSL will report to trustees on serious or persistent behaviour.

### **Confiscation and searching**

Based on Searching, Screening and Confiscation Advice for schools July 2022.

The use of mobiles, iPods or other entertainment technology during school hours, on school trips or on school premises is not permitted and will result in confiscation. Exceptions to this are the use of laptop computers or other electronic auxiliary aids permitted where this is a reasonable adjustment for a student within the meaning of section 20 Equality Act 2010.

The teachers can confiscate private property inappropriate for school. This will be returned to the pupil or collected by the parents at the end of the day. This includes the Kindergarten, where a child's item will be put away until the end of the day to be given to the parent to take home. Often the item is put on a shelf for the duration of the day.

The teachers can search for any item with the pupils' consent. The teacher needs to make sure the pupil understands the reason for the search.

The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. The Headteacher, Class teacher, DSL, DDSL, SENCO and Assistant SENCO can search **without consent for prohibited items** if there are reasonable grounds for suspecting that a pupil has a prohibited item. While doing so, the teacher should have another member of staff present, unless there is an immediate risk of serious harm.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff suspects has been or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations/school rules:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The search can only be done in the presence of the child unless it is unsafe. The teacher/DSL should be of the same sex as the pupil.

### **Child on child abuse**

This policy should be read with the Anti-bullying policy where child-on-child abuse is addressed.

### **Exclusion Guidance**

Positive discipline in St Paul's Waldorf School is essential to ensure that all pupils can benefit from the opportunities provided by our education. The Government supports schools in using exclusion as a sanction where it is warranted. However, permanent exclusion can only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Before a decision of exclusion can be made, the Headteacher will consult the SENCO and DSL.

Exclusion should be a joint decision by the Class teacher, DSL and Headteacher. There are likely to have been earlier discussions or correspondence between parents and the school regarding the pupil's behaviour except in exceptional circumstances and breach of behaviour policy.

The decision to exclude a pupil must be lawful, reasonable and fair.

This policy is informed by the Equality Act 2010. We have a statutory duty not to discriminate against pupils based on protected characteristics, such as disability, race or gender identity. We will also consider the fair treatment of pupils from groups vulnerable to exclusion, including a behaviour arising from being subjected to bullying.

### **When Exclusion becomes the case**

The school must explain to the parents as soon as possible and preferably by phone:

- why the school has decided to exclude the pupil;
- the steps taken to try to avoid exclusion;
- the arrangements for setting and marking the pupil's work during their absence from school;
- the parents' right to state their case to the Headteacher;
- their right to see their child's school record

### **Types of Exclusion**

There are two types of exclusion:

- Fixed Period (suspension) – A fixed period exclusion is when your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.
- Permanent Exclusion (expulsion)

### **Fixed Period Exclusion**

A fixed period exclusion should be used only after an extremely serious breakdown in behaviour. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

If a pupil is excluded for a fixed period, the school will inform the parents immediately of:

- the reason for the suspension;
- the date when the pupil may return;
  - the meeting that needs to be held with child, parent and teacher on the day of return.
- Their right to put their case in writing to the Headteacher.

## **When a pupil is at risk of permanent exclusion (expulsion) due to persistent misbehaviour**

- The school will develop a positive behaviour plan, which will be shared with the parents to ensure we explore all avenues of keeping the child in the school.
- Minutes will be taken during this meeting, and all parties will receive a copy, and we will review the child's progress and adjust the positive behaviour plan.
- If a pupil's behaviour has become untenable or the teaching staff feels that a child is not benefiting from Steiner education, then this will be discussed with the parents.
- If after the meeting the child remains in the school, the parents will be made fully aware in writing if an expulsion is to be the next likely step.

## **Permanent Exclusion (expulsion)**

If a pupil is to be permanently excluded, the school will inform the parent(s) at once, by telephone, if possible, of the exclusion and the specific reason for it.

The school will also provide parents with details of any relevant previous warnings, fixed period exclusions or other disciplinary measures in due course.

Parents will be told of their right to put their point of view to the Headteacher in writing. Any exclusion of a pupil, even for short periods, must be formally recorded.

If parents wish to receive further information or appeal against the decision to exclude their child, a meeting will be arranged in which Trustees will hear the case for exclusion from the Class teacher, DSL, the Headteacher and the appeal from the parents.

When the discussion has taken place, the Trustees will make their decision and will confirm this in writing, giving their reasons to the parents and the school.

If the Trustees decide that the pupil should return to school, parents will be given the date of return in writing.

## **Reasons for Exclusion (fixed term or permanent)**

Exclusion whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable behaviour. This list is not exhaustive.

- Persistent disregard for school rules.
- Unauthorised leaving the school grounds, Green or Shrubbery or truanting.
- Verbal abuse.
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Physical assault, actual or threatened.
- Indecent behaviour, sexual abuse, or assault.
- Damage to property.
- Use/possession/supply of illegal drugs.
- Misuse of other substances.

- Theft.
- Carrying an offensive weapon. Use, or threat of use, of an offensive weapon
- Unacceptable behaviour, which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Where the Parents of a pupil or a pupil have caused undue harassment of staff.
- The behaviour of the Parents is judged by the School to be unreasonable and affects, or is likely to affect, adversely the pupils' or other pupils' progress at the School, the wellbeing of School employees or the reputation of the School.
- Where the Parent/s of a pupil has a continued relationship with the school that is not compatible with the aims and objectives of Steiner education (required withdrawal.)

#### Related policies

- Withdrawal policy
- Admissions policy

St. Paul's Waldorf School does not allow any method of physical punishment of pupils.

## **Appendix 1**

### **Use of Reasonable Force**

The use of force as a punishment is unlawful (section 548 Education Act 1996).

- Reasonable force can be used to prevent pupils from doing or continuing to do any of the following:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Physical restraint should only be used as a last resort. Physical force should never be used to coerce a pupil to gain compliance with an adult's instruction. Physical restraint may include:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the center of the back
- (in extreme circumstances) using more restrictive holds

Wherever possible, the assistance of another adult should be obtained.

Reasonable force incidents should always be recorded and shared with senior leaders.

Section 45 of the Violent Crime Reduction Act 2006 gives authorised staff the right to search pupils for weapons without their consent when staff has reasonable grounds for suspecting the pupil may have a weapon. Reasonable force may be used to accomplish the search.

## **Appendix 2**

### **School Rules**

- O Social
- \* Classroom
- ❖ General

#### **Social**

- O All members of the community are to be treated with respect, in a courteous and positive manner
- O I will strive to resolve any misunderstandings or difficulties in a positive and polite fashion
- O I will be respectful of different views, race, culture, gender and sexuality
- O I will be inclusive and kind
- O I will not use offensive language

#### **Classroom**

- \* I will be on time, in my place and quiet at the beginning of the lesson
- \* I will listen whilst others are talking
- \* I will raise my hand to answer/attract attention
- \* I will not call out during lessons
- \* I will follow instructions and do my best in lessons
- \* I will be ready to close the lesson as my teacher directs
- \* I will be prepared for physical movement activities in school, wearing the correct clothing, long hair tied back and no dangling jewellery.

#### **General**

- ❖ Students should bring healthy packed lunches and snacks. No sweets, chocolate, crisps, chewing gum or sugary/fizzy drinks
- ❖ I will not eat food during lessons but at designated times for snack and lunch
- ❖ During school hours students should remain on school premises, (including the Green/Shrubbery) and not leave school without authorisation of their teacher

- ❖ Students should not enter classrooms out of school hours unless permitted by teaching staff. Students should not enter another classroom or staffroom unless invited to do so
- ❖ Students may not climb on school's walls or use the climbing frame during break unless supervised by a teacher
- ❖ Kicking games, stick fighting and play fighting are not allowed
- ❖ Riding bicycles, skateboards, scooters, skates/blades are not allowed on school premises
- ❖ I will respect the dress code at St Paul's. No clothing with logos, camouflage, slogans or words in full. No strappy tops and no mid drifts or underwear on show. Make up, nail varnish and hair dye are not allowed
- ❖ I will look after my own and others' belongings, showing respect and care for equipment and the environment
- ❖ Personal electronic equipment including phones should be kept to a minimum. All electronic equipment brought into school will be placed in a designated class box during the school day
- ❖ Mobile phone use is not allowed anywhere on school premises

### Appendix 3

<b>BEHAVIOUR PLAN</b>		
<b>PUPIL NAME:</b>	<b>CLASS:</b>	<b>YEAR GROUP:</b>
Date of birth:	Medical conditions/needs:	
Date plan starts:	Staff working with the pupil:	
Date of next review:		
<b>Challenging behavior</b>	<b>Targets</b>	
What does it look like?	What are we working towards?	
What triggers it?	How do we get there?	
<b>Strategies for positive behaviour</b>	<b>Early warning signs</b>	
How do we maintain positive behavior?	How do we prevent an incident?	
<ul style="list-style-type: none"> <li>• Phrases to use</li> <li>• Rewards, motivators</li> </ul>	<ul style="list-style-type: none"> <li>• What to look out for</li> <li>• How to respond (reminders, alternative environment)</li> </ul>	
<b>Reactive strategies</b>	<b>Support after an incident</b>	
How do we diffuse the situation?	How do we help the pupil reflect and learn from the incident?	
<ul style="list-style-type: none"> <li>• What to do and what not to do</li> <li>• Phrases to use</li> <li>• Calming techniques</li> </ul>	Is there anything that staff can learn about working with this pupil?	
At what stage should another member of staff be informed? Who should this be?		
<b>Agreement:</b>		
Parent name	Staff name	
Parent signature	Staff signature	
Date	Date	
<b>Skills and Talents</b>	<b>Achievements</b>	
<b>Likes</b>	<b>Dislikes</b>	
<b>IBP evaluation and next steps:</b>		
How effective is the plan?		
Record suggestions to be considered when this plan is reviewed.		