



## **WALDORF KNOLL ACADEMY**

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# **Behaviour Support and Discipline Policy**

## **Rationale**

At Waldorf Knoll Academy it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, by providing a spiritual, moral, social and cultural education. This requires teaching an understanding of:

- Right and wrong
- Honesty, truth and fairness
- Respect for others and self
- Importance of positive relationships
- Self-discipline and a sense of responsibility

Waldorf Knoll Academy has established the following general expectations for all students:

- Will demonstrate respect for others, others' property and school's property.
- Avoid causing disruptions to the educational process.
- Follow directions and respect authority of teachers and staff.
- Refrain from chewing gum at all times on campus.
- Refrain from eating and drinking in classrooms.
- Follow the dress code.
- No use of mobile phones in school.
- Student may not bring any items on campus that are not for educational use.

At Waldorf Knoll Academy, every member of staff shares a responsibility to support students to demonstrate behaviours that enable fulfilling relationships and full participation in learning activities.

## **The way young people learn behaviour**

At Waldorf Knoll Academy we understand that young people learn behaviour through:

- Their relationships
- Patterning and copying
- Reminding
- Repetition and structure
- Clear and agreed boundaries
- Praise and reward when successful

- Comfort when not successful

## **The way we teach positive behaviours**

At Waldorf Knoll Academy we teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

## **Key elements in planning**

It is the responsibility of every member of staff to seek to understand the behaviour of the young person. The key elements to inform such understanding are:

- Think
- Plan
- Respond

## **A Therapeutic Mentality**

At Waldorf Knoll Academy we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

## **When faced with a challenging behaviour**

Any adult seeking to support a young person whose behaviour is presenting a challenge can act in a way that can make the situation worse or can calm the situation. Supporting a young person can be achieved through one of, or a combination of the following as method:

- Positive phrasing e.g.
  - - *“Stand next to me”*
  - - *“Put the toy on the table”*
  - - *“Walk beside me”*

- Limited choice e.g.
  - *“Put the pen on the table or in the box”*
  - *“When we are inside, lego or drawing”*
  - *“Talk to me here or in the courtyard”*
- Disempowering the behaviour e.g.
  - - *“You can listen from there”*
  - - *“Come and find me when you come back”*
  - - *Come down in your own time”*
- Use of a De-Escalation Script e.g.
  - *Use the person’s name – “Bola”*
  - *Acknowledge their right to their feelings – “I can see something is wrong” Tell them when you are there – “I am here to help”*
  - *Offer help – “Talk to me and I will listen”*
  - *Offer a “get-out” (positive phrasing) – “Come with me and....”*

## **Recording, monitoring and analysis of incidents**

When an incident happens e.g a student bullies another student teachers have to record the incident (Fill an incident report). This also enables patterns of incidents to be identified which will inform support planning.

## **Consequences**

At Waldorf Knoll Academy adults have the responsibility to use consequences, which have a relation to the problem behaviour and as a result help the young person learn and develop positive coping strategies/behaviour. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. Consequences may include: completing a task, limiting access to play resources, being escorted when moving between classes, time out, sending student to the administrative office etc.