



Positive behaviour and behaviour management policy

Review date	Reviewed by	Amendments	SGT review of amendments
20/9/24	EH	Full review of policy	
23/9/25	EH	Full review	

Date for next review: September 2025

References

This policy has been written with reference to:

- Independent Schools Standards Wales 2024 (Schedule 1, part 3, para 9)
- The Education Act 2002
- Welsh Government advice to managing behaviour in schools

1. Context

The Steiner-Waldorf movement seeks to recognise that each human being is an individual to be valued, treated with love and compassion and supported to develop at a pace appropriate for each individual. At Nant-y-Cwm, we embrace restorative approaches to maintaining and repairing relationships and strive to promote age-appropriate emotional literacy.

2. Aims and scope

This policy is for:

- Parents/guardians
- Pupils
- Staff

The key principles that guide the content of this policy are:

- The recognition that all behaviour is a form of communication
- Expectations of pupil behaviour is age-appropriate and are clear for all
- Consequences implemented for unacceptable behaviour are clear and meaningful
- Behaviour management promotes a sense of belonging and community for all involved

The aims of this policy are:

- Define unacceptable behaviour including bullying and discrimination
- Clarify the roles and responsibilities of staff and parents/guardians
- Bring clarity to expectations of behaviour at school

- Set out how Nant-y-Cwm seeks to promote positive behaviour and relationships

3. Definitions

- i. 'Misbehaviour' includes
 - a. Disruption to one's own or others' learning during lessons
 - b. Rudeness and lack of cooperation with staff requests
 - c. Not adhering to school rules or dress code
- ii. Unacceptable behaviour includes
 - a. Repeated breaches of school rules and expectations
 - b. Any form of bullying
 - c. Violence or assault
 - d. Sexual harassment including comments, jokes, taunts, online comments/messages or physical behaviour.
 - e. Possession of items prohibited on school grounds:
 - i. Knives/weapons
 - ii. Alcohol
 - iii. Illegal drugs
 - iv. Tobacco or cigarettes
 - v. Fireworks
 - vi. Pornographic images
 - vii. Any other items staff member reasonably suspects has or may be used to cause injury or offence.
 - f. Vandalism
 - g. Theft
 - h. Discriminatory behaviour or language including racist, homophobic, sexist or other prejudiced language.

4. Responsibilities

- i. All **Staff** are responsible for:
 - Modelling positive behaviour and professional relationships
 - Creating a positive learning environment in which all children's effort, development and achievement are recognised.
 - Consistent implementation of the behaviour policy
 - Providing an individualised approach to the specific behavioural needs of each child with particular reference to ALN.
 - Consistently reporting and recording behaviour incidents or areas of concern
 - Seeking support with responding to behaviour where necessary.
- ii. The **Class Teacher** holds overall pastoral responsibility for their class and is the first point of contact for parents regarding issues relating to behaviour. The Class Teacher is responsible for:
 - Setting behaviour expectations within the classroom
 - Providing rhythm that facilitates age-appropriate boundaries

- Providing opportunities for children to develop virtues of truth, beauty and goodness.
 - Facilitate the development of empathetic listening, freedom of expression and respectful communication.
- iii. **Parents/guardians** are responsible for:
- Providing healthy rhythms for their child including adequate sleep before school days.
 - Supporting their child to adhere to the school expectations
 - Supporting their child to follow the dress code and arrive at school on time
 - Maintaining effective communication with staff on matters concerning their child

5. Expectations and Procedures

- i. **Building positive climate for learning:** All staff aim to foster positive behaviour and support for all pupils within the school.

This may be supported through:

- Discussion between colleagues of strategies for an individual child
- A child study conducted during a teacher's meeting
- Individualised approaches for children with identified ALN
- Consistent work on fostering positive and productive relationships between children and staff
- Communication and meeting with parents/guardians
- Ensuring children are sufficiently supported to access and engage with their work

- ii. **Responding to misbehaviour:** Teachers employ a variety of methods to facilitate a positive and productive learning environment. Age-appropriate sanctions for expectations not being met are, in the first instance, the responsibility of the Class Teacher.

In Class 1-8 this includes:

- Being supported to remove themselves from the situation
- 'Cooling off time' with another member of staff before being supported to re-join the group.
- Being supported to make amends for unkind behaviour
- Having a one-to-one conversation with the teacher following misbehaviour
- Meeting with parents/guardians to discuss and plan to support the child
- Completing work missed due to misbehaviour outside of lesson time.
- Time spent with the teacher outside of lesson to talk through reasons for misbehaviour.

- iii. **Further consequences for misbehaviour:** Where misbehaviour is persistent or a child does not respond to the sanctions given by their Class Teacher, support from the Teaching Team, School Manager or School Management Team may be

sought. The following actions may be followed in such cases, depending on the particular needs of the child:

- A meeting with parents/guardians to discuss expectations, sanctions and possible behaviour contracts between child, parent/guardian and school.
- Implementation of a behaviour plan
- Target or report cards for use by teachers in lessons and reviewed by another member of staff
- Temporary exclusion for failure to comply with behaviour plan

iv. **Responding to incidents of unacceptable behaviour:** where a pupil fails to comply with the expectations listed under the 'unacceptable behaviour' in 2, ii above, the following consequences will be put in place:

- **Repeated breaches of school rule:** the above (5, iii) will be followed. If repeated temporary exclusions do not result in modification of behaviour, procedures for permanent exclusion will be pursued (see Exclusions Policy).
- **Bullying:** see separate Anti-Bullying Policy
- **Possession of prohibited items:** at the discretion of the Management Team, this may result in immediate temporary exclusion. Further consequences will depend on the nature of the incident and will be clearly communicated to parents/guardians in each case.
- **Vandalism and theft:** dependent on the level of severity, at the discretion of the Management Team, this may result in immediate temporary exclusion. Further consequences will depend on the nature of the incident and will be clearly communicated to parents/guardians in each case.
- **Discriminatory behaviour:** dependent on the level of severity, at the discretion of the Management Team, this may result in immediate temporary exclusion. Further consequences will depend on the nature of the incident and will be clearly communicated to parents/guardians in each case.

All temporary exclusions are followed by a reintegration meeting on return to school involving relevant members of staff, parents/guardians and child. See Exclusions Policy.

6. Use of reasonable force

In some situations, staff may use reasonable force to restrain a pupil in order to prevent escalation or harm from occurring. This may include:

- Causing themselves or another child harm
- Damaging property or another's belongings
- Causing other children undue distress

Reasonable force may be used to:

- Remove a disruptive child from a classroom where they have refused to follow instructions from more than one member of staff

- Prevent a child from behaving in a way that endangers or disrupts during a school visit or trip
- Preventing a child from leaving a room where to do so would put themselves or others at risk of harm
- Intervening to prevent a child causing themselves, other children or adults harm or injury
- Stopping a physical altercation between children

Physical restraint must always be used as a last resort and should follow the principles of:

- Be applied using minimal force and for the minimum of time possible
- Be used to maintain the safety and dignity of all concerned
- Never be an aspect of punishment or consequence for a child's actions
- Be recorded, logged and communicated with parents on the same day

The school has a legal duty to make reasonable adjustments for children with ALN or other identified disabilities. In the Welsh Government guidance on the use of reasonable force in schools, 'Safe and effective intervention – use of reasonable force and searching for weapons – 2018' states that where pupils are at greater risk of requiring physical intervention, plans should be put in place involving teachers, ALNCo and parents/guardians. Where consent from parents/guardians is unreasonably withheld, information regarding the risk assessment and plan for a child can still be shared with staff if it is deemed to be in the best interest of the child and/or other children.

Plans for children with ALN should include:

- Planning for teaching opportunities to help children learn how to communicate in times of crisis and strategies to use in a crisis situation that are personalised to the child.
- A designated member of staff to be called in incidents relating to a particular child arise.
- A set of plans for how a child will be dealt with by staff that is clearly communicated to child, parents/guardians and all staff who come into contact with the child.

Following the use of physical restraint, staff should follow the following procedure:

- Following the use of reasonable force, remove themselves from the situation and be relieved by another member of staff at the earliest point possible whilst ensuring the safety of all pupils.
- Report the incident and exact actions taken on the incident log form in the office. Notes can be attached to the form where needed.
- The staff member should not be involved further with the child in the immediate time following the use of physical restraint.
- Another member of staff will follow up the incident with the child and with parents/guardians.
- A parent/guardian meeting will be held within 24 hours of the incident.

For complaints about the use of reasonable force, reference should be made to the Concerns and Complaints Policy.

7. Searching a pupil's property and confiscation of personal items

In some situations, where staff have reasonable reason to suspect a child has prohibited or dangerous items in their possession, the school does not require a child's consent to search their property. Where a 'risk to serious harm' is identified a search should be carried out as soon as possible. Consent should be sought by the DSL or deputy. All searches should involve:

- Two members of staff (one to search and one as a witness).
- At least one and ideally both members of staff should be of the same gender as the child.
- The search should be carried out in a quiet, calm space away from other children.
- Consent should be sought from the child, but is not required by law

Parents/guardians will be informed as soon as possible following such an incident and on the same day.

Any prohibited or dangerous items found during a search will be kept in the school office, in a locked safe and will not be returned to pupils directly. Following discussion with parents/guardians, items may be returned where appropriate. Eg. A penknife.

8. Other relevant policies

- Anti-bullying policy
- Exclusion policy
- Safeguarding policy
- ALN policy
- Health and Safety policy
- Concerns and Complaints policy
- Supporting positive behaviour in KG policy

The above policy and procedures have been agreed by:

The School Management Team	The School Governance Team
 Signature	 Signature
EMILY HOPFINGER	
Date: 2/09/2024	Date:

APPENDIX A

Use of reasonable force – post incident form for staff

Following any incident where a staff member has used physical restraint, the following form should be completed and returned to the office.

Staff member's name		Child's name		Date	
Staff witness name		Other witnesses			
Briefly describe the situation leading up to the use of physical intervention					
Describe your decision making – what factors influenced your decision to use physical intervention?					
What interventions were used to try to de-escalate the situation before physical intervention was used?					
Staff well-being Please note any impact on your personal well-being.					

Staff member's signature		Date	
Follow-up staff – what actions were taken following the use of physical intervention?			
Follow up staff member's signature		Date	

APPENDIX B

Main School Rules 2024

The following are the school rules including the rules of the playground that have evolved for pedagogic, educational or safety reasons. It is not a definitive list, but it should help reduce misunderstandings between parents, pupils and teachers.

Please note that these rules also apply to school functions such as work days, outings, open days, fairs etc as children are always representing the school. Parents' cooperation in helping uphold the school rules is appreciated.

To ensure that the school is safe for everyone, please remember:

- **Every member of the school is worthy of respect.**
- **Please use positive and friendly language with children and staff.**

School and Playground Rules

- Be kind to each other.
- Treat everyone with respect.
- Use appropriate language at all times.
- Leave sticks on the ground.
- Respect and look after the environment (equipment, buildings and gardens).
- Keep your shoes on in the playground and in the field.
- Keep within designated boundaries.
- Do not throw anything unless part of an accepted game.
- Keep your food and drink for inside (unless given permission to eat outside with your class teacher).
- Water fights are not allowed.
- Do not throw hoops above head height.
- No rough, aggressive behaviour or play fighting.
- No climbing walls or trees.
- No war games.
- The ball games "All against All" and "Storm the Castle" and football can only be played by Class 4 and above.
- Ask permission to fetch a ball that goes out of the playground. Use the gate to go out. (Class 4 onwards; Classes 1 to 3 must ask an older child or a teacher on duty to accompany them)

- Let the teachers on duty know if you or someone else is hurt.
- Always talk to the teachers on duty if you have any concerns.
- Come and tell a teacher on duty if you find dog poo.
- Ask permission if you need to go inside the school during playtime.
- Ask permission to get a piece of play equipment. You are responsible for its return.
- Bicycles, skateboards, scooters and roller skates are **not** to be ridden in the school grounds unless on specific days organised by the teachers.
- Dispose of your litter in the bins and pick up any if you see it.
- Items not allowed in school are: home toys of any kinds, electronic devices, matches, fireworks, comic books. Computer games, battery toys and games. Mobile phones may **not** be brought to school, unless in exceptional circumstances for the older children; please check with the Class Teacher.
- Tobacco, alcohol and any illegal substances are not allowed at school under any circumstances.
- Pupils must remain in school until 3.30pm when the school bell is rung, unless by prior arrangement with the class teacher.
- At the end of school all children must wait with their class teacher until they are collected by their parents or an authorised person from their pick-up list.
- Pupils are expected to abide by a Classroom Code of Conduct. A copy is in every classroom from class 3 and up.

Clothing

There is no school uniform, but clothes should be neat, clean and appropriate for school; logos or images are discouraged. The school day may involve many activities throughout the day and clothing must not restrict their participation in both indoor and outdoor activities. Clothes should reflect the time of year and weather conditions. Skirts and shorts should be appropriate for school (i.e. no shorter than mid-thigh length) and there should be no bare midriffs or chests. The class teacher may contact parents regarding appropriate clothing. Shoes should be suitable for all school activities. For safety reasons bare feet are not allowed anywhere on the school grounds. Children are expected to wear well-fitting non-slip indoor shoes in the classroom. Please avoid loose-fitting, floppy or caricature slippers as these can be dangerous when moving about the school building.

We strive to make the most of our beautiful surroundings here at Nant-y-Cwm and have a varied outdoor curriculum spread throughout the year, so please ensure that your child has wellies (or other waterproof boots), a reliable waterproof coat **and** waterproof trousers in school **at all times** - it severely impacts our outdoor activities if children are not appropriately dressed. Children will also be unable to go out at break times without a suitable coat on rainy days.

Jewellery

Discreet earring, such as a small stud in each ear is allowed, for health and safety reasons. No other jewellery for class 3 and below. From class 4 upwards, 1 or 2 finger rings are acceptable. One discreet chain or necklace. No other body piercing or jewellery is to be worn.

Hair Styles

The school encourages avoiding attention being prematurely drawn towards the child's physical appearance.

No dyeing of hair in classes 1–7. Only natural hair colour dyes allowed in class 8.

No make-up

Make-up is not to be worn in classes 1–6 and only discreetly in the oldest classes. This includes nail varnish and any tattoos.

Food

Should be nutritious, simple, wholesome and easy to manage for the children. Please make sure your child brings a bottle of water. NB. No glass containers or cans. No sharing food between children is allowed. No chocolate bars, chewing gum or sweets please. We encourage minimum packaging wherever possible to support the children's eco-awareness of limiting waste.