



Positive Relationships (Behaviour) Policy

Policy Owner:	Principal
Formally Endorsed By:	Board of Trustees
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Human *Connection* in all we do

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1. POLICY STATEMENT

At Michael Hall, we aim to develop responsible, creative and free-thinking young people who will contribute to society and a sustainable environment with vision and purpose.

We believe that the foundation of a strong community is based on trusting, positive relationships between all members and that fostering self-discipline, empathy and responsibility will promote positive behaviour and personal growth among everybody in the community.

A strong community improves learning and wellbeing for all. Positive relationships and good behaviour allow for a positive learning climate and is the foundation for students to feel safe at school and enjoy a harmonious and respectful learning environment.

Underpinning our education are the “Four Pillars of Waldorf Education” as outlined by Rudolf Steiner and these strengthen the positive relationships and good behaviour (see Appendix D).

The Government grants schools the powers they need to provide a safe and structured environment in which teachers can teach, and children can learn. This Behaviour Policy is compliant with the guidance set out in the 2022 Department for Education document, Behaviour and Discipline in Schools: Advice for Headteachers and School Staff. This policy is designed to promote the behaviour outlined by our *school expectations*, as well as deterring anti-social behaviour and to support students to recognise and take responsibility for their own actions (*behaviour*).

2. POLICY PURPOSE

- To help students make positive choices, take control of their behaviour and to be responsible for the consequences.
- To provide clear expectations of behaviour for the whole school community to build a community which values kindness, care, good humour, co-operation, and empathy for others.
- To provide a consistent approach to behaviour management including practical procedures such as rewards and sanctions so that all students are treated fairly by ensuring that negative behaviours are challenged and followed up consistently and positive behaviours and attitudes of students are recognised.
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management including providing parents and carers with a clear understanding of the behaviour expectations of the school.
- To provide details on staff induction, development and support
- To outline pupil transition including induction and re-induction into behaviour systems, rules and routines.

Students are expected to abide by, and agree with, the expectations and aims detailed in this document when at the School; travelling to and from the School; or

when representing the School and during trips and visits.

Parents and students are expected to support the aims, ethos, policies and expectations of the school and to uphold its good name and reputation.

Please note that this document covers the Main School from Class 1-12 and the Early Years (Kindergarten) where specified.

3. ROLES AND RESPONSIBILITIES

a) The Council of Trustees

Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the SLT to account for its implementation.

b) Senior Leadership Team

SLT is responsible for reviewing and approving this behaviour policy. SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor staff implementation of this policy to ensure rewards and sanctions are applied consistently.

SLT will:

- Celebrate staff, leaders and students who go above and beyond expectations
- Regularly share good practice and support staff when dealing with behaviour issues.
- Support teachers and staff in managing students with more complex or social and emotional needs.
- Use behaviour data and recording to target when interventions and additional support are needed for a staff member or pupil.
- Regularly review provision for students who fall beyond the range of written policies.
- Be available to support festivals and school events.

c) All Teachers

All teachers are responsible for:

- Implementing the behaviour policy consistently.
- Never walking past or ignoring students who are behaving inappropriately
- Modelling positive behaviours and building relationships (connect before you correct).
- Meeting students with a fresh slate each day, the climate in their classroom and how they respond to behaviour.
- Embedding and referring to the school expectations of Ready, Respectful, and Safe.

- Recognising positive behaviour, and celebrating it and giving first attention to best conduct.
- Being calm and giving take up time when going through the behaviour steps.
- Follow up every time, retain ownership, and engage in reflective dialogue with students.
- Providing an approach which recognises the specific behavioural needs of particular students.
- Recording behaviour incidents on iSAMS.

d) Parents and other members of the school community

Parents and other members of the school community are expected to:

- Adhere to and model the schools core values/expectations of when interacting with any members of the school community or on school property.
- Support their child in adhering to the pupil code of conduct and school behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour and work with staff and teachers to support their child.
- Discuss any behavioural concerns with the Class teachers or Guardians promptly
- Support the school, in reinforcing expectations of behaviour.

4. SCHOOL SYSTEMS AND SOCIAL NORMS

a) Behaviour Expectations

i) Behaviour

School expectations and expectations apply both when onsite and when off-site when representing the school, such as on a school trip or on the bus to/from school. They are similarly not limited to school hours. The school expects that students will:

- Attend all classes on time.
- Work hard and achieve their best both in classwork and homework.
- Support a positive learning environment within the classroom and respect other students' learning.
- Show respect for other people, their property and opinions, including the use of respectful language.
- Remain within the school boundaries (appropriate to their class).
- Follow the requests and instructions of staff at all times.
- Wear clothing in line with the school's dress code (see page 7 of this policy)
- Be prepared and fully equipped each day.
- Tell the truth.
- Take pride in the school site, keeping it free from litter, graffiti, and damage.
- Not bring prohibited items into school.
- Strictly follow the school mobile device rules (see page 7 of this policy).

- Ensure that all students, staff, and visitors have a right to be free from any form of discrimination.
- Not engage in violence (including play fighting) or threatening behaviour in any circumstances.
- Engage in dialogue about behaviour and accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside the school, travelling to and from school, on school trips or attending a school activity or festival.
- Attend school festivals that take place after school or on a weekend as far as possible.

ii) Punctuality and Registration

Main School:

- Students should be in their classroom/registration by 8.10 am and at the end of lunch break.
- Late students must report to Reception to sign-in.
- Students should be ready for Main Lesson to begin at 8.20 am and other lessons at the second bell.
- Students leaving the school site during school hours must sign out at reception.

Early Childhood:

- Children arrive to their setting between 8.10-8.30am when registration takes place.
- Families who arrive after 8.30 must go to Reception to sign-in.
- Children who leave the school during school hours must arrange, through their child's practitioner, for a member of staff to walk their child to the gate at the given time.

Students are expected to be in school during school hours. Extended absences have an impact on learning, social cohesion, and access to the curriculum. See the Attendance Policy for further information.

iii) Food

The school is committed to supporting healthy eating and seeks to support and educate students to make good choices around diet and food choices.

The following food/drink items are not permitted in school in **Classes 1 - 5**:

- sweets, sugary snacks (with the exception of Birthday cakes)
- potato crisps
- fizzy, sugary drinks, energy drinks

The following food/drink items are not permitted in school in **Classes 6 - 12**:

- Fizzy/sugary drinks
- Energy drinks

Chewing Gum

Chewing gum is forbidden in school and must be removed prior to entering school grounds. It is also forbidden on school outings.

iv) IT

Also see online safety policy.

Any inappropriate use of school IT resources can result in the removal of log-on privileges, for a period dependent on the nature and frequency of the abuse.

v) Mobile Devices

Michael Hall is a mobile phone, mobile device and smart watch free school.

1. Students in Classes 1-5 should not bring in any mobile devices (including smart watches).
2. Students in Classes 6-12 should hand phones and smart watches into their Class Teacher or Guardian (switched off) when they arrive in school and collect them from Reception at the end of the day.
3. Checks will be done on a regular basis and students found breaching the above rules will be subject to the following sanctions which start at i., and escalate for each further breach.
 - i. Have it confiscated immediately and told they can collect it at the end of the day. Parents informed.
 - ii. Have it confiscated immediately and parents have to come and collect it.
 - iii. Have it confiscated immediately, and a meeting arranged with the Principal and the parents to discuss an appropriate sanction. The device will not be returned to the student until after the meeting has taken place.

vi) Dress Code

Students are expected to wear temperature appropriate clothing for the time of year and sufficient bodily coverage for ease and confidence of movement. Makeup and jewellery other than ear studs are not permitted in Classes 1-8. Additionally, in Classes 1-8, there should be no writing/slogan larger than 6cm diameter and in the Upper School there should be no offensive slogans/writing.

Ease and confidence of movement are considered to be:

- Tops covering the area of a t-shirt down to the waist ("T" shaped with at least very short sleeves)
- Skirts, trousers or shorts that are no higher than the bottom of the fingertips if arms are held straight at the sides.
- Shoes that allow comfort and ease of movement i.e. no flip flops or sliders

- No items of clothing worn in a way that exposes any underwear

If a student is not wearing appropriate clothing, they will:

- Be asked to change into their gym kit for the day
- If they do not have their gym kit in school, their parents will be called to bring suitable clothing in
- If parents are unavailable, the student will be provided with a suitable item of clothing from the school stock of spare items

b) Behaviour Definitions

Poor behaviour choices are defined as:

Disruption in lessons, in between lessons, and at break and lunchtimes.

Non-completion of class-work or homework.

Minor acts of damage or inappropriate use to classroom resources.

Going out of defined boundaries.

Clothing that is not allowed within the school's clothing expectations.

Chewing gum in class, or anywhere on the school site.

Refusal to engage with reasonable expectations or suitable tasks set during lessons or outside them.

Breaches of the school's mobile phone policy.

Being late for class or registration without a valid reason.

Not being ready to learn at beginning of lesson.

Serious breaches are defined as:

Repeated breaches of the school expectations.

Any form of bullying or serious acts of anti-social behaviour.

Any form of unwanted sexual behaviour, towards any other person.

Major or repeated acts of vandalism or graffiti.

Theft.

Fighting.

Smoking/vaping or the supply of related materials to other students

Racist, sexist, homophobic or discriminatory behaviour.

Possession, consumption/use or supply of any prohibited substances or items.

Bullying

Michael Hall School is fully committed to providing a safe space for students and the whole school community and will not tolerate bullying in any form, physical, threats or abuse of any kind.

The school's processes and procedures to prevent and respond to bullying are outlined in the Anti-Social behaviour and Bullying policy and Online safety policy.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, SLT will decide upon the appropriate sanction depending on the nature and impact of the allegation.

Please refer to our Safeguarding & Child Protection Policy: 'Managing allegations/concerns about adults in the school' for more information on responding to allegations of abuse.

SLT will also consider the pastoral needs of staff accused of misconduct.

c) Rewards

Positive behaviour will be rewarded with:

- Emotional Non-verbal; such as a smile.
- Emotional Verbal Feedback: praise.
- Feedback to Parents/Guardian .

Behaviour that goes over and above:

- Recognition to fellow students and staff.
- An email or phone call to the parent/guardian to describe the positive behaviour.
- A positive postcard sent home.

d) Sanctions

Main School Sanctions:

It is important to note that sanctions do not change behaviour. Rewarding the positive behaviour is more effective. Engagement with learning should always be the primary aim. The warning of a sanction can help influence students' behaviour, always frame it as a choice: *"Mary if you continue to stop John from working you will be choosing to meet with me at breaktime."*

Staff will always model positive behaviour and deliver any consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Sanctions are to be used when students break the school's expectations. Unless the misbehaviour is serious or dangerous, staff will always warn students that they will receive a sanction first, giving them the opportunity to choose to behave appropriately.

Repeated low-level behaviour or any behaviour that warrants a reconciliation meeting or higher sanction must be logged on iSAMs.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

(Staff should use behaviour management techniques to try to support and deescalate any situation, examples may be, seating plans, instructing children to move seats, appropriate humour and conversations or diverting students and redirecting towards the task).

- Reminders of expectations.
- A verbal warning.
- Instructing the student to move to a different seat within the class.
- A 30 second intervention and restorative conversation with the teacher concerned, as soon as possible.
- Time out or conversation outside the classroom to redraw boundaries.
- Expecting work to be completed in the student's own time.
- Removal of log-on privileges to access computers.
- Use of a buddy class.
- A breaktime reconciliation meeting.

The sanctions above can be applied by any Staff member. Those below can only be applied by specific staff in the case of repeated poor behaviour choices or serious breaches.

- Head of School or Class teacher/Guardian issuing a student with a support/report card.
- After school reconciliation meeting, Head of School
- Fixed term exclusion (suspension) – this can only be decided upon by the Principal or Head of School, as a member of SLT.
- Permanent exclusion - this can only be decided upon by the Principal, as a member of SLT.

Off-site misbehaviour

Serious, persistent and or dangerous behaviour may lead to the student being removed from the trip or outing immediately, at the parents' expense.

Restorative conversations

They are primarily used to build rapport with the student, and to ensure that they understand why their behaviour was unacceptable. They are used as a positive means to build trust and relationships, and to encourage the correct behaviour, engage empathy and avoid escalation. Its aim is to explore the behaviour and the reasons behind it and create time for the staff member and student to create a plan for next time.

Break time and after school reconciliation meetings

These mark an escalation in behaviour sanctions and are recorded on iSAMS.

Break time reconciliation meetings should only be used when the behaviour is persistent, of a certain threshold or all other behaviour steps have been followed.

The teacher holding the reconciliation meeting must ensure the student is clear about why it is being held and when and where they need to attend; the staff member must retain ownership of this process. It is also best practice to speak with the student's parents to gain support from home and ensure the parents are aware

of the student's behaviour at school.

Support/Report Cards

Cards can be used in a variety of situations where students are **regularly** not managing to:

- Complete work set in a lesson or for homework.
- Arrive on time for lessons, suitably equipped for those lessons.
- Support a positive learning environment, avoiding behaviour disruptive to their peers' learning.
- Show a positive attitude towards their own learning.

The Aim is to:

- Support a student to change their behaviour and provide a reminder of the expectation or focus.
- Allow a student to get immediate feedback on their behaviour or how they are being perceived.
- Allow a class teacher or guardian to gain an understanding of how a pupil is managing in different areas of the school.

Support/Report cards are issued by the Guardians/ Class teachers or Head of School and checked on a daily or weekly basis. The student must have no more than 3 targets. All staff must be informed the student is on the card and parents must be informed. It is each teacher's responsibility to accurately record the student's behaviour on the improvement card. A support card is put in place often with the student's agreement to support them to improve their behaviour and show the best of themselves. A report card is put in place if negative behaviours continue to be shown to monitor how often and where they are being shown. This can then inform the next steps.

If the completed card shows a satisfactory improvement, then the student will be taken off the card. Please see Appendix C for Support/Report card blanks.

Restraint

Even though very rare at Michael Hall, members of staff may use reasonable force to restrain a student in specific, clearly defined circumstances. This would always be as a last resort and in order to prevent that Student coming to, or causing others harm or damaging or destroying others property.

Exclusion

Only the Head of School/Principal can take the final decision to exclude a pupil. When a pupil is excluded, the Principal must inform the Parents/Guardians and the Council of Trustees. (For further guidance, please see the *Exclusion Policy*).

Fixed Term Exclusion (Suspension)

The School can issue a fixed term exclusion for persistent or serious misbehaviour depending on the behaviour in question.

Alternatively, it can be triggered by a range of serious behaviours such as: Bullying, racist or homophobic comments, fighting, swearing, refusal to cooperate, causing a health and safety risk, causing damage to school property, smoking and bringing the school into disrepute. This list is not exhaustive.

Under the Education and Inspections Act 2006, parents are responsible for ensuring their students are supervised during the first five days of fixed term exclusion. Parents or guardians are liable to a penalty fine if students on exclusion are seen by school staff or police unsupervised during the exclusion.

For fixed term exclusions that last for more than five days, the school is responsible for providing full time education from day six onwards. Following a fixed term exclusion, the student and their parent/guardians will be expected to attend a re-integration interview with a member of staff at the school before the student is allowed to return. This will be to discuss the reason for the exclusion and ensure the student is fully aware of the expectations on them moving forward.

Immediate Permanent Exclusion

Rarely, some behaviours may result in an immediate permanent exclusion. These could include:

- The trading, supply, use or possession of illegal or prohibited substances on the school grounds or during school activities and trips.
- The mis-use or possession of any object deemed to be a weapon by the Police (including any blade or knife) on school grounds, or during school trips or activities.
- Serious unprovoked violence (the intention to cause or actually causing serious injury), threatened or actual; towards another student, member of staff or of the public.
- Serious abuse of digital technology to publicly or privately abuse another student or member of staff; or to gain illegal access to confidential data.

Early Childhood Sanctions:

All pupils learn and grow in their understanding of socially appropriate and desirable behaviour. In the Early Childhood setting the practitioners continually work with social behaviour by endeavouring to be role models worthy of imitation. Practitioners treat the children in an age-appropriate way and have behaviour expectations that are in accordance with their age and stage of development.

As the children play and learn, the teachers encourage:

- Respect and care of self, others, and the environment.
- The learning of self-control.

Parental support will be sought in minimizing exposure to screens including TV, film, iPads/tablets, computers, and smartphones as part of the media free ethos of our Early Childhood setting.

Challenging Behaviour in Early Childhood

The EYFS states: 3.53. Providers are responsible for managing children's behaviour in an appropriate way.

Most pupils experience social difficulties at some time in their development. There are many ways that the teachers help pupils to better integrate into the Early Childhood setting. For example:

1. Using distraction. Redirect the pupil to a new focus or activity. Gain the pupil's attention with a look, gesture or word to make him aware of our observations.
2. Remove the pupil from the situation and engage him/her with an adult-led task.
3. Use Trauma Informed Language "name it to tame it".
4. If the disruption continues, a practitioner may take the whole class out of the room for a short period of time and the remaining practitioner will engage the child in tasks in the Early Childhood setting.
5. Tell a therapeutic story may be shared with parents to tell at home and to be used within the setting to help the child shift behaviour.
6. If the child displays high risk or regularly disruptive behaviours during the Early Childhood morning on several days and the above steps have not been helpful, parents may be asked to be available to collect the child. This strategy will form part of the Challenging Behaviour Risk Assessment.

It is paramount that all the children's needs in the group are met and if the behaviour of a pupil requires more attention than can be achieved by the daily efforts described above, particularly when aggressive or dangerous behaviour is exhibited, then it may be deemed necessary to implement other means to ensure the most positive experience for the pupil and the class.

The EY SENCO/ Early Childhood Head of School will be contacted and together with practitioners and from the list below, appropriate strategies will be put in place.

1. Implementing a Setting Based Support Plan or implementing an EABC observation cycle
2. Implementing a Challenging Behaviour Risk Assessment (CBRA)
3. Stay in close communication with the Parents/Carers.
4. Regular teacher reviews with parents, AP, EY SENCO

In the rare instance where behaviour strategies and procedures have been unable to help a child, and where it has been identified that more individualised support is required (that is beyond which the school can reasonably provide) the school may judge that a child is likely to thrive better in a different academic environment. This can only be decided on by the Early Childhood Head of School and the Principal as a member of SLT.

5. PROHIBITED ITEMS AND CONFISCATION

Prohibited Items include (but are not limited to):

- Knives or weapons (apart from sanctioned tools at Michaelmas/for bushcraft, etc.)
- Alcohol, drugs or other forbidden or psychoactive substances (see Drugs and Substance Misuse Policy)
- Tobacco and cigarette papers
- Stolen items
- Fireworks
- Pornographic images
- Mobile phones
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Any prohibited items found in a student's possession will be confiscated. These items will not be returned to students.

Any item found to be harmful or detrimental to school discipline can and will be confiscated. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening of students is conducted in line with the DfE's document [Searching, Screening and Confiscation](#)

6. STUDENT SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCo or Early Years SENCo will evaluate a pupil who continually 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, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it regularly.

The following are additional forms of support that are available to the students with the consent of the parents (some incur an additional cost):

- Learning support lessons.
- School organised counselling sessions.
- Art Therapy.
- Eurythmy therapy.
- Attending lessons with younger classes to act as a supportive presence.
- Where appropriate, possibly working in the school garden.
- Attending lunch clubs or groups.

In addition to SLT, the following groups are available to assist teachers in supporting students:

- Safeguarding.
- Wellbeing/Pastoral support.
- Learning Support.
- Tutors.

In addition to these a student can be brought to the School Faculty as a Child Study to help staff better understand the needs of the student.

7. STAFF INDUCTION, DEVELOPMENT AND SUPPORT

a) Induction:

New staff members receive comprehensive induction training, which includes familiarisation with the Behaviour Policy and strategies for managing student behaviour effectively.

b) Ongoing Training and Development:

- Regular training sessions and professional development opportunities are provided to all staff members to enhance their understanding of behaviour management principles and techniques.
- Training focuses on proactive strategies, de-escalation techniques, positive reinforcement, restorative practices, and understanding the underlying needs of students.

c) Support:

- Staff members receive ongoing support and guidance from designated leaders and senior staff in managing behaviour issues.
- Opportunities for staff reflection, collaboration, and sharing best practices are provided to create a supportive professional community.

8. PUPIL TRANSITION

a) Induction:

- New students receive a comprehensive induction process, which includes clear explanations of behaviour expectations, rules, and routines.
- Support is provided to help new students integrate into the school community,

fostering a sense of belonging and connection.

b) Re-induction:

- At the beginning of each academic year, all students participate in a re-induction process, revisiting behaviour systems, rules, and routines to ensure consistency and reinforce expectations.
- Students receive reminders of the school's values and the importance of respectful behaviour.

9. LINKED POLICIES

This policy is linked to the following Michael Hall policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-social Behaviour and Bullying Policy
- Drugs and Substance Misuse Policy
- Online Safety Policy
- EMF Policy
- Attendance Policy

In addition, this policy is based on advice from the Department for Education (DfE) and has used the following resources:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [NEU2222 Behaviour policy after covid.pdf](#)

APPENDIX A - Examples

For students:

We Like	We Dislike
Doing as you are asked the first time.	Not following instructions.
Talking quietly and politely	Shouting, screaming, swearing or rudeness
Respecting the environment	Litter or damage to the environment
Students remaining in bounds	Fighting or play fighting
Students involved in constructive activities	Destructive activities
Treating others with respect	Any actions or behaviour that could cause upset or injury

For adults:

Key Behaviour	Example
Maintaining dignity and respect	Even when the child has misbehaved
Resolving conflict	Use relationships and restoration Apply sanctions without grudges
Protecting safety, psychological and physical	Avoid sarcasm and put downs and challenge students who use them
Making mistakes is part of learning	Deal with them as choices that didn't work
Managing emotions	Use compliance time and time out to help reduce agitation
Deescalating	Even when met with anger
Protecting relationships	Restore heal relationship

Restorative conversation example:

What happened?

What were you thinking feeling at the time?

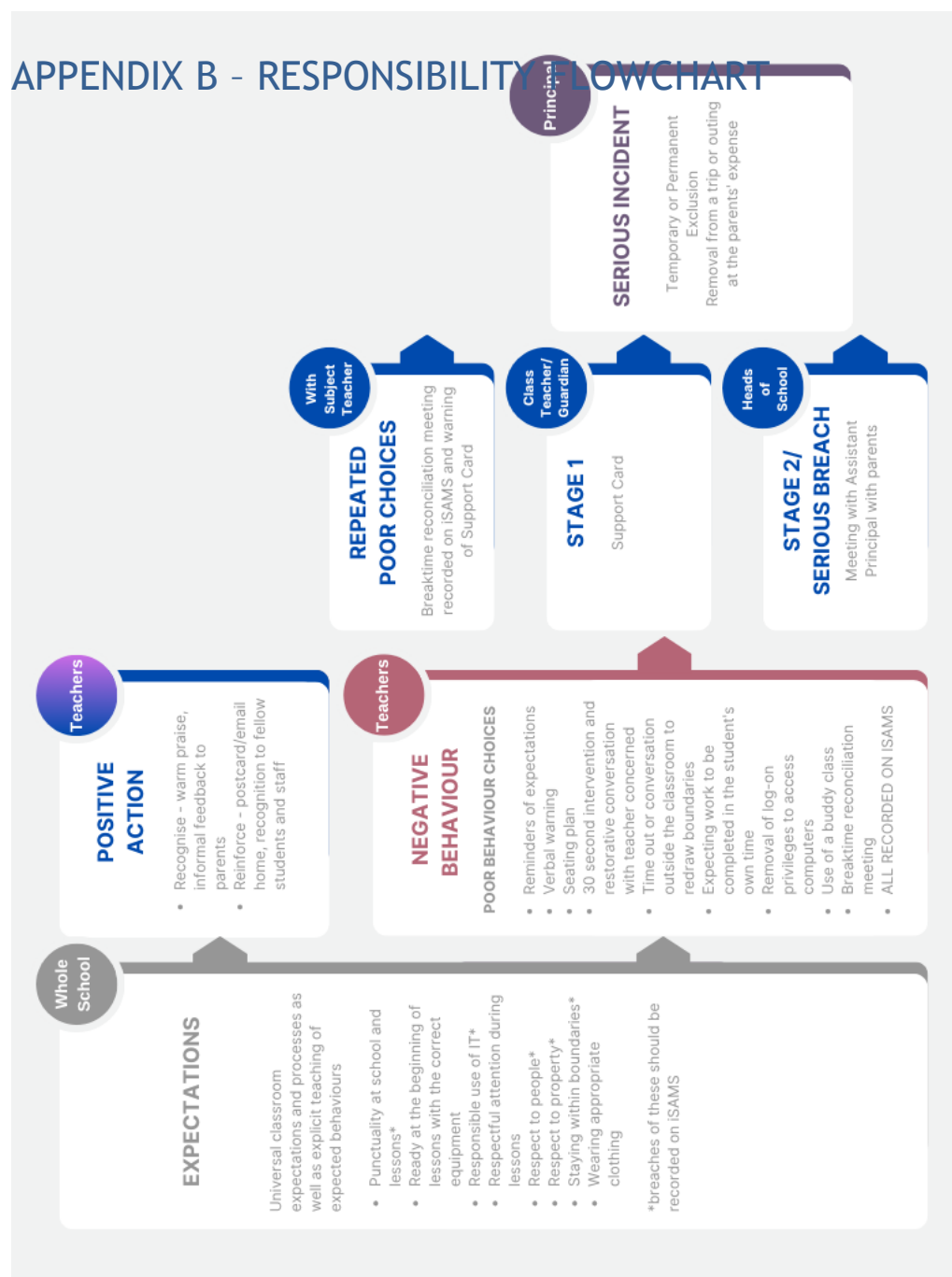
Who has been affected and how? (Encourage the student to think widely)

What can we do to put things right?

How could we do things differently in the future?

What can I do to support you with this?

APPENDIX B - RESPONSIBILITY FLOWCHART



APPENDIX C – TARGET CARD

Name													
Start date							Reviewer						
Targets	1												
	2												
	3												
Success criteria	1												
	2												
	3												
		Main lesson		P3		P4		P5		P7		P8	
Monday	T1												
	T2												
	T3												
Tuesday	T1												
	T2												
	T3												
Wednesday	T1												
	T2												
	T3												
Thursday	T1												
	T2												
	T3												
Friday	T1												
	T2												
	T3												
Parent													

Review

Name

Class

Reviewer comment

Behaviour Report

Stage 1

Give this card to your teacher
at the start of each lesson

Student response

Ask them for feedback on your behaviour
in the lesson, and to grade your behaviour
as described in your targets.

Ask your teacher to initial the card for the
lesson.

**It is your responsibility to get your
card marked by the teacher.**

Next steps.

**Keep this card somewhere safe,
such as stapled to your planner.**

Guidance for teachers: With regard to the target behaviour,
G = Green. Generally good. The student responded well to
normal behaviour management.

A = Amber. Not good. The student's behaviour was
problematic.

R = Red. Poor. The student's behaviour was unacceptable.

Yes = The student met this target. No = The student did not
meet this target.

APPENDIX D: The Four Pillars of Waldorf Education

“Firstly that the teacher in general and in detail, in the general spiritualizing of his profession and in his manner of uttering individual words, of stating individual ideas, of creating every single feeling, reacts on his pupils. Remember that the teacher is a person of initiative, that he must never be slack; but must put his whole being into what he does in school, in his behaviour with the children. That is the first thing: *The teacher must be an individual of initiative in general and in detail.*

“The second is that as teachers we must take an interest in everything in the world and everything that concerns people and mankind. As teachers we must be interested in all worldly and all human matters. To keep ourselves aloof on any occasion from anything of possible interest to man — if we were to do this as teachers, it would be greatly to be deplored. We ought to be able to take an interest in the biggest and smallest matters that concern the individual child. That is the second thing: *The teacher must be interested in every aspect of the world's life and human life.*

“And the third thing is: *The teacher must be an individual who never strikes a bargain with untruth.* The teacher must be profoundly and inwardly true, he must never make a compromise with untruth, otherwise we should see falsehood coming into our teaching by many and devious channels, especially method. Our teaching will only bear the stamp of truth if we are ourselves unfailingly intent on aspiring to truth.

“And then something easier said than done, but which is also a golden rule for the teacher's work: *The teacher must not dry up and not become soured;* he must have an un-withered, fresh disposition of the soul. He must not get dry, and he must not get sour. To the very contrary is what the teacher must aspire.

Practical Advice to Teachers, R. Steiner