

BE YOUR BEST BEHAVIOUR POLICY

March 2019

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Once approved, a copy of this document should be sent to the following for information only.

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Aims

The Steiner Academy Exeter encourages good behaviour through a mixture of high expectations, clear policy and an ethos that fosters excellent relationships between all members of the school community.

The Steiner Academy Exeter has in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the 'Be Your Best' at The Steiner Academy Behaviour Policy. These will be proportionate and fair responses; they may vary according to the age of the students and any other special circumstances that affect the student.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students. The commitment of staff, students and parents is vital in order to develop a positive whole school ethos. The expectations of staff, students and parents are outlined below.

Student Expectations

- Students will try their hardest in all lessons and show respect for all members of the school community.
- Students will have high standards of behaviour in the school and the local community and act as positive ambassadors for The Steiner Academy Exeter.
- Students will always come to school with the correct equipment and ready to do their best.
- Students will respect each other, celebrate the success of others and encourage each other to achieve high standards of education and behaviour.
- Students will respond positively to the support they are offered.
- Students will follow any sanctions that are issued and work hard to improve their behaviour to avoid further consequences.
- Students will demonstrate high standards of behaviour on their way to and from The Steiner Academy Exeter.
- Students at The Steiner Academy Exeter will act as members of a team and a community.

Staff Expectations

- Staff will plan and deliver lessons that engage and motivate students to achieve.
- Staff will celebrate the success of students through a range of different means.
- Staff will develop positive working relationships with students in their classes.
- Staff will communicate both successes and concerns with parents.
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- Staff will celebrate the success of students through a range of different means.
- Staff will develop positive working relationships with students in their classes.
- Staff will communicate both successes and concerns with parents.

Parent expectations

- Parents will encourage their children to achieve their very best at The Steiner Academy Exeter.
- Parents will encourage their children to have high standards of behaviour in and out of the school.
- Parents will join The Steiner Academy Exeter in celebrating the success of their child's learning.
- Parents will work with school staff to help their child accept responsibility for their behaviour.
- Parents will work with school staff to support their child and will take advantage of additional support.
- Parents will support any sanctions that are issued by The Steiner Academy Exeter.
- Parents will support the school's restorative justice work.

Celebrating Success

The Steiner Academy Exeter are looking to regularly celebrate the success of all students in a variety of ways. We recognise that focusing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed by students, parents and staff during the academic year.

Early Years Phase

- Smiley face notices to go home to parents/carers
- Encouragement and celebration of success used by all staff
- Star of the week certificate
- Children sent to Lower/Middle School Lead/Principal to have successes celebrated - special sticker awarded.

Primary Phase

- Praise and informal recognition used by all staff.
- Star of the week: staff can nominate students for a star of the week award for exceptional work or achievement.
- Whole class reward systems
- End of term reward event: students with no on calls and 5 BL's or less are invited to attend a special end of term reward event suggested by the Student Council.

Upper School - Honouring Visionaries

Awards Evenings - annual celebration evenings for each year group of the school, where students and their families are invited.

Subject Awards - are awarded by departments for exceptional effort or progress and are handed out in assembly.

Behaviour Management

To ensure we always maintain the highest standards of behaviour across all phases of the The Steiner Academy Exeter, the following non-negotiables are in place:

- Every lesson or teaching episode will have a set of ready to learn expectations displayed in the classroom.
- No child or group of children will be allowed to prevent another from accessing learning or from feeling secure and happy in that environment.
- A minimum of three Award Points will be awarded per lesson/teaching episode.

At times behaviour will need to be challenged. This should be done in a depersonalised way, using the following processes within each of the phases. In all cases, it is not acceptable to sanction a student for an issue related to a special educational need or disability unless all reasonable adjustments have been made within the lesson to accommodate that need.

Please note that incidents of serious behaviour could accelerate the processes taken within these systems. These include physical assault towards any members of the school community (biting, kicking, hitting, spitting) and actions which jeopardize the health and well-being of staff.

Early Years

We aim to encourage positive behaviour from our youngest children by setting an example and celebrating the good things we see, using the Personal, Social and Emotional areas of learning in the EYFS curriculum.

We establish and revisit the positive behaviours regularly using our GOLDEN RULES - simple rules which all children are expected to follow and are taught.

Poor/inappropriate behaviour that is not acceptable includes:

- Deliberately breaking or damaging Kindergarten property or things belonging to others
- Physically hurting other children
- Physically hurting adults

If a child demonstrates any of the inappropriate behaviours above, the following processes are followed.

- Talking to the child about the behavior.
- Removal of the child from the area/situation by engaging them in another activity.
- If behaviour continues, the child may (when the teacher feels it is appropriate) be asked to spend a short amount of time with a named adult or in an adjoining room with another teacher/group. Parents will be informed at the end of the session.
- In cases of extreme behaviour when a child shows severe aggression or violence, parents may be called to remove the child for the remainder of the session. A follow up meeting will take place with the class teacher/Early Years Lead and an action plan put in place.

Any incidents where a child has been hurt or has become extremely upset must be recorded using an Incident Form. If the child has been hurt by another child, the parents of both parties must be seen by the class teacher/ Early Years Lead on the same day to explain the incident professionally and with sensitivity. The class teacher/ Early Years Lead is responsible for ensuring that the agreed actions/Behaviour Plan is implemented and followed up and for keeping a record of Behaviour Incident forms and Behaviour Plans.

Language used will match the language used in Primary and Secondary. In isolated cases, it may be appropriate for the use of the Behaviour Hub for a child in Reception.

Corporal punishment must NOT be used under any circumstances. A record must be kept of any occasion where physical intervention is used, and parents/carers informed on the same day or as soon as reasonably practicable.

NB: Physical intervention is only to be used with minimum force and only in order to prevent accident or injury a child or to prevent damage to property or disruption to learning (see 'Use of Reasonable Force' below).

Lower School/Middle School

<u>System Used</u>	<u>Examples of Behaviours</u>	<u>Additional Consequences</u>
<p><u>Warning 1:</u> Students given a verbal warning.</p>	<p>Failure to meet 'Be Your Best' expectations</p> <ul style="list-style-type: none"> • Chatting • Calling out • Off task behavior • Non compliance with teacher requests • Swearing • Goading/winding others up 	
<p><u>Warning 2:</u> Name on board</p>	<p>Repetition of previous inappropriate behaviour, escalation or different incident of inappropriate behavior.</p>	<p>Student has to stay behind at the end of the teaching episode to discuss why they received the warning.</p>
<p><u>Warning 3</u> BL (Behaviour Log) recorded on Arbor and time out in another classroom for 10 minutes. Name moved to BL on board.</p>	<p>Third incident of failing to meet 'Be Your Best' expectations.</p>	<p>Student has to stay behind at the end of the teaching episode to discuss why they received the BL.</p> <p>4 BL's in a week results in loss of one afternoon playtime and parents/carers will be contacted by telephone. Please note that BL's cannot be earnt off.</p>
<p>On Call: Student asked to leave the lesson and is taken to the Behaviour Hub for the rest of the teaching episode. This is recorded on Arbor</p>	<p>An accumulation of the above or a serious separate incident such as violence towards another pupil or member of staff, refusal to transfer to another classroom, weapons, bullying, fighting. (This list is not exhaustive)</p>	<p>Loss of break and lunchtime playtime. Parents/carers will be contacted by telephone.</p> <p>Two on calls in one day and the student will spend the next 24 hours in the Behaviour Hub.</p> <p>Two on calls in one week or three on calls in one half term and parents/carers will be invited to a meeting with a member of SLT/Phase Lead. A IBCP will be created/reviewed and additional support discussed.</p>

Upper School

<u>System Used</u>	<u>Example of Behaviours</u>	<u>Additional Consequences</u>
Warning 1. Students given a verbal warning	Failing to meet 'Be Your Best' expectations. <ul style="list-style-type: none"> • Chatting • Calling out • Off task behavior • Non compliance with teacher requests • Swearing • Goading/winding others up 	
Warning 2 Students given a second warning and a BL recorded on Arbor. Name moved to the BL on the board.	Repetition of previous inappropriate behavior, escalation or different incident of inappropriate behavior.	4 BLs in a week results in a 1 hour detention after school and parents being notified.
On Call Students are asked to leave the lesson and go to the Behaviour Hub for the rest of the lesson.	An accumulation of the above or a serious separate incident such as violence towards another pupil or member of staff, refusal to transfer to another classroom, weapons, bullying, fighting. (This list is not exhaustive)	Break, lunch and 1 hour after school detention immediately after the On call. Two On calls in one week and the next 24 hours in the Behaviour Hub. Two on calls in one week or three on calls in one half term and parents/carers invited in to meet with SLT/ Phase Lead. A IBCP will be created/reviewed and additional support discussed.

- Warnings and Behaviour Logs (BL's) - students who are not working or showing a negative attitude in class should be challenged and this may be done through giving them a warning and a chance to change their behavior. A BL is an electronic record kept where a student has not responded to warnings or met expectations on behavior on Arbor.
- Cooling Off/Time Out - a student may be given a chance to cool off immediately outside a classroom at a teacher's discretion. However, this should be for only a few minutes and the door should be left open. Some students are issued with a Time Out pass to support them in managing their behavior as part of their Behaviour Care Plan. Passes indicate a safe place for them to go, and a key adult will supervise them. Some students may be placed on report cards to support them in regulating their behaviour. Lower School may mean a Smiley Chart.
- On call - Where students fail to respond to warnings or BLs, or where their behaviour is more serious, students can be removed from the class or learning environment and sent to work in the Behaviour Hub. The teacher should discuss the issue with the student before their next lesson together. Restorative conversation will be arranged by the Behaviour Hub team before the end of the day to ensure a fresh start in the next lesson.

Schools are able to issue detentions outside school hours without parental consent. However, we will always try to inform parents so that arrangements can be made for the child to get home safely. In addition to the above, staff may also issue detentions for poor break and lunchtime behaviour, lateness, missing equipment or for failure to complete homework.

Serious School Sanctions

Internal Isolation (II) - We are committed to inclusion of all and to preventing exclusion. However, where a student (for example) repeatedly fails to follow instructions; attend detentions; receives two On Calls in one week, or is involved in a specific serious incident, the school will isolate the student for part of a school day or entire days. This means they are supervised in our Behaviour Hub, given work to do, and given the chance to reflect on their behaviour. When this happens, students also lose their free time at break and lunchtime.

Fixed Term Exclusion (FTE) - We will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the school behaviour policy, including persistent disruptive behaviour and behaviour that threatens the health and well-being of staff, where these are not serious enough to merit permanent exclusion nor minor enough for detention or II to be appropriate. Fixed term exclusion is likely to be the minimum sanction for a malicious allegation against a member of staff. Repeated malicious allegations are likely to result in

Permanent Exclusion.

Permanent Exclusion (PEX) - A decision to exclude a student permanently should be taken only:

- a) in response to serious breaches of the school behaviour policy; and
- b) if allowing the student to remain at the school would seriously harm the education or welfare of the students or others at the school.

The school follows the latest DfE guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against.

Statutory Guidance: Exclusion from maintained schools, academies and student referral units in England: <https://www.gov.uk/government/publications/school-exclusion>

If a decision to permanently exclude a student is made by the Principal the Governing Body will be required to follow the latest DfE guidance, as above, and set up a Disciplinary Hearing to review the Principal's decision.

The Governors' Panel will comprise of three members of the Governing Body; they should not be Parent Governors, Staff Governors or Associate Governors. They should have had sufficient training to be able to effectively challenge the Principal's decision and ensure all necessary evidence is considered appropriately. One member of the Panel should be elected to chair the hearing. The Chair will also be responsible for providing a letter detailing the Panel's decision and also sign and date the hearing minutes as accurate.

The following people should be invited to attend and every effort made by the school to enable them to attend:

- Parents/carers (the student may also attend).
- A Local Authority representative (typically an Inclusion Officer) The Principal and other relevant representatives from the school.

Prior to the hearing, The Steiner Academy Exeter will also provide a body of evidence that contains the following reports/statements to all parties prior to the disciplinary panel hearing.

A log of behaviour incidents and associated sanctions

The letter from Principal to parent/s confirming exclusion and stating the reason/s for exclusion.

- Details of any previous exclusions.
- Previous correspondence between school, parents and other agencies (if involved)
- Staff and any other witness statements regarding the incident/s that led to the permanent exclusion. (The school will anonymise or summarise student statements to protect the identity of those providing statements.)
- Reports of counselling undertaken □ Details of the support provided the student prior to the decision to exclude.
- A statement from the SENCo detailing the student's needs and the school's adjustments to meet these needs, and any additional reports from other professionals such as Educational Psychologists.
- A copy of the school's policies on behaviour and up-to-date DfE guidelines.
- A record of the student's attendance/absence.
- A copy of any external or other reports by other agencies e.g. social care, EWO, which may be appropriate.
- A report of action taken against other students who may have been involved in the incident/s.

The typical structure for the hearing is set out below; however, the order may be varied at the discretion of the Chair of the panel.

- Introductions and initial questions
- Principal's report and presentation of school evidence
- Questions of the Principal from the panel members
- Questions of the Principal from the others represented at the hearing □
Presentation from the parents/carers
- Questions of parents/carers from the panel
- Questions of the parents or carers from others represented at the hearing
- A short final statement from the Principal
- A short final statement from the parents or carers
- An opportunity for comment from the Local Authority representative
- The hearing will then be suspended to allow the governors to make a decision.

Once a decision has been agreed, the governors will reconvene the hearing and inform all parties of their decision.

At the Governors Review Hearing, the Governing Body Disciplinary Panel will decide whether to uphold the exclusion or direct reinstatement of the student immediately or on a particular date.

Should further information be required to make the decision the Disciplinary Panel may adjourn the meeting to a later date agreed by all parties.

A letter detailing the Disciplinary Panel's decision should be sent to all relevant parties. The minutes taken from the hearing should be signed as accurate by the Chair of the Panel and retained on file at The Steiner Academy Exeter.

Restorative Justice

Restorative Justice is a process that restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try to come up with a mutually acceptable solution. They will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff. It gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' September 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, MP3 players etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or clothing that do not follow the school dress code can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where students repeatedly flout rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been worn again in school, they will be confiscated again and

retained until the end of term. Where items are not collected, the school will dispose of them at the end of every term.

Students with smoking materials will have these confiscated and destroyed whether they are found to be smoking or not. They will be issued with a sanction for bringing cigarettes on to the school premises.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above. Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion.

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images,
- any article that the member of staff 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). This would include: matches, lighters, 'legal highs', and laser pens
- aerosols,
- E-cigarettes,
- Pictures of staff or students without appropriate consent,
- Medication that has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. The senior leadership team should only conduct searches.

In addition to the above, both carbonated sugar / energy - caffeine drinks are not allowed within school, as they have a significant detrimental impact on wellbeing and focus.

Searching students - key points:

1. Searches should only be carried out by a member of staff of the same gender as the student being searched. There **MUST** always be a witness - wherever possible a member of the same gender as the student.
2. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse then please refer them immediately to a member of SLT.
3. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat / blazer pockets.
4. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated and should be passed to a member of SLT.

5. Parents should be informed of anything found which is inappropriate.
6. All searches should be logged.

Use of reasonable force

The Steiner Academy Exeter is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Some points to note in this guidance:

- What is reasonable force?
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used to either control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example, when two students are fighting and refuse to separate without physical intervention, or if a student is putting themselves or others in danger.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school-organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes - to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

Behaviour around the School

We expect our students to treat the school and its community with care and respect. There will be calm and controlled movement around the school at all times, allowing each other space and common courtesies at doorways.

Students will be punctual to school and to their lessons.

School Times

Kindergarten (Reception and Year 1)

9.05 - 9.20 the kindergarten doors are open.

Pick up is 14.15 (Mon-Thu) and 14:00 (Fri). Afternoon care is available till 15.30. Please book in advance at reception.

Lower school (Classes 1-7, Years 2-8)

The school day runs from 09.15 to 15.45. There is break of 30 minutes at 11.15, and a lunch break of 45 minutes at 13.15.

School gates open at 8.45 with staff in the playground to supervise children. The bell will ring at 9.00 in the playground for the children to be taken to their classrooms.

On half-days Classes 1 (Monday and Wednesday) and 2 (Wednesday) conclude formal learning at 14.15. Afternoon care is available till 15.45. This must be booked in advance at reception.

On Friday school finishes at 14.00. Afternoon care is available until 15.45 and must be booked in advance at reception.

Upper school (Classes 8-10, Years 9-11)

The school day runs from 09.00 to 15.45. There is a break of 25 minutes at 10:30 and a lunch break of 45 minutes from 13:30.

School gates open at 8.45 with staff in the playground to supervise children. By the time the bell rings at 9.00 the children should be registering in their classrooms.

Times, Terms and Balance: SAE's approach to day and term length.

SAE recognises the pedagogical, health and social benefits of a relatively short school week for the youngest children.

- Children under five can access school all day every day but are able to attend for only 3 days a week and are able to go home at 2.15 every afternoon.
- Kindergarten age children can access afternoon school every day but are able to go home at 2.15 every afternoon.
- Children in class 1 (Y2) can access afternoon school but are able to go home at 2.15 on Monday and Wednesday and 2.00 on Friday afternoons.
- Children in class 2 (Y3) can access afternoon school but are able to go home at 2.15 on Wednesday and 2.00 on Friday afternoons.

SAE recognises the pedagogical, health and social benefits of a relatively longer school week for older children.

- Children in classes 3-7 (Years 4-8) can access afternoon school but are able to go home at 2.00 on Friday.
- Children in classes 8-10 (Years 9-11) are expected to attend school all day every day, including Fridays.

SAE monitors comparable schools (Steiner academies) and local Exeter schools. It seeks to align its day and term length with the other Steiner academies and the timing of its holidays with local schools.

Class 1-5 (Years 2-6) have school days of 6hr 45 mins. compared with the average in neighbouring primary schools of 6 hr.30. However, with Friday early finish (1hr 45 mins) we offer 45 mins less/ week.

Class 6-7 (Years 7-8) have school days of 6hr 45 mins. compared with the average in neighbouring secondary schools of 6hr 20mins (we do 25 mins more) with an early finish we do 5 mins less a week.

Class 8-10 (Years 9-11) have school days of 6 hrs. 45 mins 5 days a week, i.e. 2 hrs 5 mins more a week when compared with the average in local secondary schools.

This gives 125 mins x38 weeks = 79 hrs extra. This is equivalent to offering an additional 11 school days. However, as we do 5 fewer days than neighbouring schools our older students have approximately 6 more days more than those in local secondary schools each year.

SAE recognises the pedagogical, health and social benefits of a longer half-term break in the autumn term.

SAE aims to keep half-term length to a maximum of 7 weeks, with the ideal being 6 weeks.

The Ark at Steiner

Provides breakfast club, after school club and holiday club on site.

Please see their website for further details: [Exwick Ark - The Ark @ Steiner](#)

Lunch/Breatimes : No child will be permitted to be in an unsupervised area of the school for any reason beyond collecting outdoor wear or snacks/water. When it is a wet playtime, children should stay in their class with adult supervision at all times.

After School At the end of the school day, children are expected to leave the school promptly. If they are attending after-school or organized extra-curricular activities, they must leave the premises as soon as the activity is completed in accordance with pre-set arrangements.

Support

We aim to support all our students to ensure that every child succeeds during their time at The Steiner Academy Exeter. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies that are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Behaviour Plans for personalised support
- Support from the Inclusion Support Team which consists of the SENCo (Special Educational Needs Coordinator), teaching assistants, mentor, members of SLT, home school liaison workers,
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as the Educational Psychologist, Primary Mental Health Worker, local PCSO etc.

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

Behaviour of parents/carers

The Steiner Academy Exeter is passionately committed to building strong and positive relationships between the school and parents and carers. We are grateful for regular feedback from parents via parent surveys and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal

advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication on social media such as Facebook.

The school has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

As a response to inappropriate behaviour by a parent/carer the Principal may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A governing body sub-committee will be convened (consisting of three governors) to review the Principal's decision, and parents will be able to present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

The school deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails.

All members of The Steiner Academy Exeter staff will do everything they can to support all students, parents and carers, communicating professionally at all times.

The Steiner Academy Exeter should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Principal should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

The school has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.