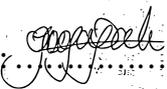# BEHAVIOR POLICY

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This Policy is issued on the authority of the Board of Trustees, Nairobi Waldorf School Trust.

Effective Date of the Policy: **9th October 2022**

Execution Date of the Policy: 7th May 2025 ………………………………..

Chairperson, Board of Trustees

Name: Pooja Patel …………………………………………………….

Signature: ……………………………………………………………..

Date: 7th May 2025 ………………………………………………….

POLICY AMENDMENTS

Serial No.	Amendment	Date of Amendment	Nature of Change	Name and designation of the authorized person	Signature of the authorizing person

INTRODUCTION

This policy document sets out to promote and maintain good behavior and discipline on the part of the students as expected by the school. The school is committed to inspiring each and every child to achieve their own individual personal excellence and to grow to become valuable members of the global community in which we live in. This policy will cover the expected code of behavior while enrolled as a student at the Nairobi Waldorf School Trust.

These policies are to inform the school community as a whole, though many of these expectations will be most applicable to students in primary classes. Age-appropriate expectations and modeling positive, respectful behavior will begin with the teachers and students in kindergarten and will continue through all grade levels.

VISION

Nurturing wholistic beings.

MISSION

To be the leading inspirational school in Kenya by nurturing, through Waldorf education, balanced, free individuals who are capable of critical, creative, and flexible thinking.

VALUES

Reverence - Nurturing a deep respect for individuals and our connection to the world around us. Imagination - Cultivating the creative, imaginative minds of our students.
Inventiveness - Inspiring thoughts and actions through innovative means.
Freedom - Encouraging individuality while maintaining personal responsibility. Diversity -Embracing and appreciating our differences.

POLICY AIMS

- Promoting and maintaining a positive behavior
- Promoting individual self-esteem, self-discipline, and positive relationships based on mutual respect
- Providing a safe environment free from violence, bullying, and any form of harassment
- Promoting respect for others and encouraging everyone to take responsibility for their own actions.

CODE OF CONDUCT

The corner stone of standard behavior for students is respect for oneself, respect for others, and respect for the school, environment, and local community. Nairobi Waldorf School Trust strives to offer to all students an emotionally safe environment in which they can fully achieve their academic and personal potential.

The school will work collaboratively with parents, carers, and teachers to ensure that high standards of acceptable behaviors are maintained inside and outside the classroom. Teachers are encouraged to be good role models to the students by being punctual, organized, and demonstrating acceptable social behaviors.

We believe the most effective discipline is self-discipline, from within, and not imposed discipline. Each child must learn to be personally responsible and show consideration to other students, teachers, and the local community.

The school will endeavor to notice and reward good behavior by praise and positive reinforcement as we believe these actions will enhance cooperation and kindness.

ABUSIVE / INAPPROPRIATE LANGUAGE

Nairobi Waldorf School Trust believes that it is extremely important for teachers and staff to help students become aware of the language they use, especially in these times where abusive and obscene words have become more common. Students who resort to using this type of language, especially if directed to fellow students or members of staff, will be subjected to disciplinary actions.

ATTENDANCE

Primary classes begin at 8.15 AM and all students are expected to be settled in the classroom early enough so that classes can begin on time. In case a student will be absent, parents are asked to advise the school office as well as the class teacher of his/her absence by 8:00 AM on the day of absence. Daily attendance is important so that students do not fall behind socially and developmentally. A daily register will be maintained by the class teacher.

If a student consistently arrives late to school or for lessons, parents will be contacted and reminded of the importance of attendance. Tardiness disrupts the classroom rhythm and parents and students will be expected to adhere to the daily schedule.

BEHAVIOR

All students are expected to behave inside the school premises, on school events held outside of school, and on school buses, in a polite and orderly manner and to show respect for all persons on duty on the bus and the property. Students should adhere to the guidelines, instructions, and disciplinary measures set forth by the teachers and staff.

Further information regarding behavior and bullying specific to children interacting with one another can be found in the bullying / anti- bullying policy on page 5 of this document.

CARE OF CLASSROOM AND MATERIALS

All students are expected to take care of their class environment and materials. This includes leaving their classrooms tidy at the end of each lesson. At the end of the day students are expected to place their chairs on top of the desk and organize classroom materials to enable the cleaning staff to clean effectively. The classroom walls, furniture, and materials should not be drawn on or tagged with any form of images or graffiti. This practice will be classified as damage of school property.

CLASS WORK AND HOMEWORK

Homework and class work must be completed neatly, carefully, and on time. If a child experiences difficulty with good cause in completing an assignment we ask that the child's parent write a short note to the child's teacher explaining the situation. The teacher may excuse the student and allow extra time to complete the assignment in school or at home. Our teachers will be available to assist if extra help is needed for a child. "Unexcused" failure to complete assigned schoolwork will not be tolerated. Our children are here to learn, and completing assignments is an important responsibility.

DRESS CODE

In keeping with the Waldorf philosophy, students are encouraged to wear clothing that is made of natural fibers, allows them freedom of movement, and promotes the respect of oneself and others. Students learn best when clothing is not a distraction. For detailed guidelines, refer to the dress code policy document.

The Nairobi Waldorf School Trust requires a simple cotton games kit to be worn on days the student participates in games as well as at any on-campus or off-campus sporting function. This kit can be purchased at the school office.

On field trips or official school functions, students may be required to wear their Nairobi Waldorf School Trust t-shirts. These shirts can be purchased at the school office.

DRUGS / ALCOHOL ABUSE

Students may not bring alcohol into the school, nor have it on their possession, nor consume it while under legal age. It is Kenyan law that alcohol may not be purchased by anyone under 18 years of age.

The use, possession, or sale of illegal drugs or abuse of prescription drugs is prohibited. The school will take disciplinary action and / or appropriate criminal action concerning any individual within its jurisdiction who sells, helps others obtain, possesses, consumes, or is under the influence of any of these substances.

Prescribed medicines must be declared / submitted to the class teacher and the school registrar.

FOOD / SNACKS

Primary students should bring a healthy snack daily for break - fruits & vegetables, sandwiches, popcorn, trail mix, yogurt, and 100% juice are examples of allowed food items. The Waldorf philosophy encourages healthy, whole foods as part of a balanced life, providing proper energy for learning.

Children are not allowed to pack crisps, cookies/biscuits, cake, candy, soda, or other unhealthy, pre-packaged items. If a student consistently brings foods that are not allowed, the class teacher will notify the parent and remove the food from the child's possession.

LEAVING THE SCHOOL COMPOUND

Students should never leave the school compound for any reason unless they are accompanied by a parent, guardian, or school faculty member. A student will not be permitted to leave the school grounds until the child is properly signed out by a parent or guardian at the school office during school hours or at the school gate upon pick-up.

LIBRARY

Students are expected to behave in a responsible way while using the library. A borrower who loses or destroys a book will have to replace it with a new one or pay a fine double the replacement price of the book. Any damage done in the library, either accidental or intentional, must be reported immediately. Please refer to the library policies document for more information.

LOST PROPERTY

Students should respect the personal belongings of each other and should never remove an article from the school that does not belong to them. Though the school does maintain a "lost and found", students are strongly encouraged to take good care of their personal belongings.

A student who steals or damages any property not belonging to him/her will be required to make appropriate restitution to the party involved and disciplinary action may be taken.

SCHOOL PROPERTY

Students should respect the school grounds. Damage to trees and plants, school buildings and facilities, gardens, and other structures is not permitted.

The Nairobi Waldorf School Trust promotes a clean and safe environment. Students are expected to use the dust bins on school grounds. No littering of paper, plastic, or other items is allowed.

Care and respect shall be given to all animals residing on the property.

SEXUAL OFFENCES

The Nairobi Waldorf School Trust takes sexual offenses very seriously. The following outlines varying types of sexual offenses:

- Verbal, including but not limited to comments regarding the body, spreading sexual-based rumors, making sexual remarks or accusations, or the telling of dirty or obscene jokes or stories.
- Visual, including but not limited to displaying or distributing obscene pictures, videos, or sexual objects or making obscene gestures.
- Physical, including but not limited to grabbing, rubbing, flashing, mooning, touching, or pinching of oneself or another's body in a non-consensual, sexual way or sexual assault.

UNACCEPTABLE BEHAVIORS

Unacceptable behaviors requiring action include but are not limited to:

- Repeatedly disrupting the class
- Showing disrespect to teachers or students
- Fighting
- Behaving disrespectfully to others
- Bullying
- Throwing things at others
- Using inappropriate language
- Theft
- Failure to perform assigned work
- Physical abuse
- Verbal abuse
- Possession / use of drugs or alcohol
- Vandalism
- Possession of dangerous items

CITATIONS RESULTING IN IMMEDIATE SUSPENSION

Any of the following citations will lead to immediate suspension of the child:

- Physical sexual offense
- Assault
- Vandalism
- Theft
- Possession of dangerous item(s)

Following suspension, a course of action and additional sanctions will be discussed between the school and the parent before the student may return to school.

PENALTIES FOR BREACH OF BEHAVIOR POLICY

When inappropriate behavior is identified, sanctions will be implemented consistently and fairly, in line with the behavior policy. The sanctions will be well explained and communicated to the staff, parents, and students. The school will endeavor to discipline through education-based penalties and in following the Waldorf philosophy of 'loving authority', with careful consideration of the nature of the behavior and the affected individuals. Sanctions may include:

1. A creatively constructed verbal reprimand
2. Extra class work for repeatedly unsatisfactory class work until it meets the required standard
3. The setting of age-appropriate written tasks such as writing lines or an essay within the curriculum
4. Loss of privileges such as a prized responsibility or not being able to participate in school events
5. Missing break time, wherein the student will eat their snack away from social activity
6. Detention including during lunch time, wherein the student will eat their meal away from the social element of lunch
7. School based community service or imposition of a task - such as picking up litter or weeding, tidying a classroom, or helping clear up the dining hall after meal times
8. Suspension - a student may be sent home for some time for a possible significant breach of school discipline while a complaint is being investigated, or as an actual punishment action
9. In more extreme cases a student is liable to expulsion for a serious breach of the discipline policy

PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

Major breaches of discipline include physical assault, deliberate damage to property, persistent bullying, stealing, leaving the school premises without permission, verbal abuse, and disruptive behavior in class. The procedures to be followed when resolving a problem include:

1. A verbal warning
2. Withdrawal from the classroom for part of or the rest of the day
3. A letter or phone call to parents informing them of the problem
4. A meeting with parents, and a warning given regarding the next stage unless there is an improvement in the child's behavior; where practical, a counselor can be involved
5. If the problem is severe or recurring then suspension procedures are implemented
6. In a case where expulsion is deemed necessary, a member of the Board will be consulted first
7. Permanent expulsion will only take place after consultation with the Board
8. Parents will have the right of appeal to the Board against any decision to expel the student

BULLYING / ANTI-BULLYING POLICY

Bullying is deliberate behavior, usually repeated over time, that intentionally hurts or humiliates another individual or group, physically or emotionally. Bullying can be undermining, psychologically damaging, and often prevent students from progressing academically and socially. These behaviors can have lifelong negative consequences for both the victim and the bully.

The Nairobi Waldorf School Trust has a **zero** tolerance policy for bullying in all forms. Bullying has no place in the school community, and this applies both to the bullying of or by children and adults, including teachers, staff, and parents. Outlined below is the anti-bullying policy the school adheres to and enforces.

Enforcement of the anti-bullying policy falls under the responsibility of all staff members.

Types of Bullies
Bullies can vary from one person to another. They have different personalities, goals, and behaviors. Their motivations for and methods of bullying are all different and not all bullies will fit neatly into a category.

Bully Victims

Bully victims often rise up after being bullied. They bully others weaker than them because they, too, have been bullied. Their goal usually is to regain a sense of power and control in their lives. Their bullying is a way of retaliating for the pain they are feeling. Other times the bully victim comes from a home riddled with domestic violence or suffers abuse from an older sibling. In these cases, bullying is a learned behavior.

Most bully victims are either loners or fall at the bottom of the social ladder at school. This adds to the sense of powerlessness and anger they feel. Consequently, their bullying often appears hostile which can cause the bully to be unpopular, perpetuating the cycle of the bully victim.

Popular Bullies

Popular bullies have big egos. They are confident and condescending. They usually have a group of followers or supporters and may feel like they rule the school. Additionally, popular bullies have a sense of entitlement that can stem from their popularity, their size, their upbringing, or their socio-economic status. They thrive on the physical power and control they have over their victims and may boast about their bullying.

Popular boys most often bully others through physical acts like pushing or cornering or taking class or personal materials. Popular girls use relational aggression. They may spread rumors, be manipulative, or exclude others.

Relational Bullies

The relational bully is usually a somewhat-popular student who enjoys deciding who is accepted and who isn't. Excluding, isolating, and ostracizing others are the most common tactics used by this type of bully. Often, the relational bully will use only verbal or emotional bullying to maintain control. Many times, relational bullies are girls.

Relational bullies maintain their power by using rumors, gossip, labels, and name-calling. Typically, they target others because they may be jealous or feel they are socially unacceptable. Maintaining popularity is the key reason for relational aggression.

Serial Bullies

The serial bully is often found in popular circles. These bullies are systematic, controlled, and calculated in their approach. Parents, teachers, and administrators may have no idea what the serial bully is capable of. On the outside, this type of bully appears sweet, charming, and charismatic to authority figures. But on the inside, they can be cold and calculating and tend to inflict emotional pain on their victims over long periods of time.

Serial bullies are able to twist facts and situations to make themselves look innocent or to get out of trouble when confronted. Serial bullies are often so skilled at deception that their victims often are afraid to speak up, convinced that no one will ever believe them. In some cases serial bullies will use physical bullying, but only if they can be sure they won't be caught.

Group Bullies

Bullies who fall in this category are part of a group and have a pack mentality when they are together. They tend to bully as a group but behave much differently when they are alone—even if they are alone with the victim.

Usually, group bullies are cliques that imitate the leader of the group. Because children feel insulated when they are in a group, they often feel free to say and do things they wouldn't do otherwise. Group bullies feel less responsibility for their actions because "everyone is doing it."

Indifferent Bullies

Indifferent bullies are often unable to feel empathy. As a result, they can often appear cold, unfeeling, and detached and have very little, if any, remorse for what they do to others. These types of bullies, although less common than the other types of bullies, are often the most dangerous.

Indifferent bullies are bullying for the sheer enjoyment of seeing another person suffer and they are not deterred by disciplinary actions. Additionally, indifferent bullies are often vicious and have deep psychological problems that need to be addressed by a professional. Traditional bullying intervention does not usually bring about change in their bullying.

Types of Bullying

Bullying can includes name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate touching; producing offensive graffiti; spreading hurtful and untruthful rumors; or intentional excluding others.

Physical Bullying

Physical bullying is the most obvious form of bullying. It occurs when children use physical actions to gain power and control over their targets. Examples of physical bullying include kicking, hitting, punching, slapping, shoving, and other physical attacks.

Verbal Bullying

Verbal bullying uses words, statements, and name-calling to assert power and control over a target. Verbal bullying consists of relentless insults to belittle, demean, and hurt another person. Verbal bullying often targets physical appearance or behaviors.

Verbal bullying is often very difficult to identify because attacks almost always occur when adults aren't around. Additional, many adults feel that things children say don't impact others significantly. As a result, victims of verbal bullying may have been told to "ignore it", which can result in long term emotional damage.

Relational Aggression

Relational aggression is a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers. Sometimes referred to as emotional bullying, relational aggression is a type of social manipulation which may include the spreading of rumors or ostracizing peers.

In general, girls tend to use relational aggression more than boys, especially between class 5 through class 8 (ages 11-14). A teen or tween on the receiving end of relational aggression is likely to be teased, insulted, ignored, excluded, and intimidated.

Cyberbullying

Cyber bullying includes the use of the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another student. Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts.

Technology has allowed cyberbullies to feel anonymous, insulated, and detached from a situation, causing them to say things they do not have the courage to say face-to-face. Consequently, online bullying is often excessively mean and cruel.

To the targets of cyberbullying, this feels invasive and never-ending. Bullies can get to them anytime and anywhere, often in the safety of their own home. As a result, the consequences of cyberbullying can be significant.

Sexual Bullying

Sexual bullying consists of repeated, harmful, and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and pornographic materials. Both girls and boys can be the target of or perpetuate sexual bullying. In extreme cases, sexual bullying opens the door to sexual assault.

Technology can play a role in sexual bullying. For instance, a girl/boy may send a photo of herself/ himself to a partner. When they break up, the partner may retaliate and share that photo with others. In the end, one becomes the target of sexual bullying because people make fun of their body, call them crude names, and make vulgar comments.

Prejudicial Bullying

Prejudicial bullying is based on prejudices children have towards other children of different races, religions, or sexual orientation. This type of bullying can encompass all the other types of bullying including cyberbullying, verbal bullying, relational bullying, physical bullying, and sometimes even sexual bullying.

When prejudicial bullying occurs, children are targeting others who are different from them and singling them out. Oftentimes, this type of bullying is severe and can open the door to hate crimes.

Aims of the Anti-Bullying Policy

It is accepted that bullying can occur in many forms and can affect children and adults, boys and girls.

The aims of the anti-bullying policy are:

1. To prevent, de-escalate, or stop any continuation of harmful behavior.
2. To prevent bullying incidents in a proportionate and consistent way.
3. To safeguard the victims of bullying by implementing sources of support for victims.
4. To apply disciplinary sanctions to those cited with bullying, ensuring education and reflection.
5. To take any necessary action to ensure the safety and well-being of all members of our community in the event that we are unable to stop a case of bullying using the above measures.

Prevention of Bullying

We at the Nairobi Waldorf School Trust aim to foster a secure environment in which students are able to develop and learn freely without duress.

There are many ways within the life of the school where issues relating to bullying can be addressed. The Main Lessons provide a very positive opportunity to talk about this issue through story telling and curriculum-based education. School assemblies offer a useful forum for general debate and the highlighting of bullying and how to deal with it. Festivals and events encourage community through their various messages of peace, friendship, and reverence.

The following statements seek to establish the school's commitment to prevent bullying and to offer positive action when bullying is reported.

1. At all levels in the school community, it will be made clear that bullying is unacceptable, that it will not be tolerated, and that there are solutions that work. It is accepted that the prevention of bullying is a whole community concern and that no one in the community deserves to be bullied.
2. Staff will actively demonstrate positive behavior to set context for anti-bullying in the school.
3. Class teachers should emphasize the school's policy on behavior regularly and allow time for discussing behavior as the need arises. Children will be positively encouraged to talk about any experiences or issues that are troubling them. Whilst bullying can occur anywhere and at any time, the school identifies 'at risk' areas and times and provides adequate supervision.
4. The Waldorf curriculum can be used to support the prevention of bullying in school.
5. 'Circle time' type activities, role play, and drama allow children to consider and reflect upon their actions in a secure, non-threatening way.
6. The use of poetry, drama, music, handwork, drawing, painting, and wood work can be used to develop the children's understanding of feelings and enhance social and emotional skills.
7. Whole school assemblies can be used to highlight the school's anti-bullying policy and develop the children's social and emotional literacy.
8. Staff and other adults working with children must be vigilant in order to notice signs of bullying. Recognition, identification, and reporting of any form of bullying is the duty of everyone. This applies to school transport providers as well as staff and visitors on the school premises.
9. It is school policy that staff meetings may include a forum to discuss issues of bullying.

Disciplinary Action

All reported incidents of bullying will follow the penalties and procedures according to the school's behavior policy.

The nature of the action will vary depending on the severity of the bullying, the age of the child, and what is considered appropriate in terms of discipline and subsequent support.

In broad terms disciplinary action is designed to achieve the following outcomes:

1. Impress on the perpetrator that what they have done is unacceptable.
2. Deter them from repeating bullying behavior.
3. Signal to other children that bullying behavior is unacceptable.

The school expects wholehearted support in disciplining and supporting a child who has been cited with bullying. In some cases an informal school / parent behavior contract may be drawn depending on the situation. In the event of lack of parental support for the school's anti bullying disciplinary measures, and continued bullying behavior on the part of the child, the school may consider expulsion.

Perpetrator Support & Recovery

Perpetrators of bullying may require additional support beyond disciplinary actions. Immediate and on-going efforts may include:

1. Establishing the depth of the wrong-doing and the need to change through the concept of empathy
2. Providing emotional support after determining the needs and feelings of the perpetrator which may have caused the incident(s) of bullying
3. Identifying individual outlets for counseling and / or behavior management to prevent further incidents

Incident Report & Follow Up

All incidents of bullying will be recorded using the school's Incident Report Form.

The behavior of the perpetrator will be monitored and recorded over a period of time following an observed or reported incident. It is important that the child and parents are informed of progress or deterioration over this period. This can be done in a meeting or through an email to the parent communicated by the class teacher. Any information regarding bullying, including incident reports, monitoring, or meeting notes will be stored in the student's file.

At the end of each year, an audit of bullying will be taken by the Pedagogical Team and recommendations may be made to modify this policy and change the way the school approaches bullying where necessary.

PROTECTING VICTIMS / AFFECTED CHILDREN

To ensure the safety and security of the child(ren) affected by behavioral issues and / or bullying, we offer victim support in the follow ways:

1. Direct and immediate reassurance following a victim complaint
2. Assessment of the situation and victim in case of injury
   a. Immediate first-aid
   b. Transport to the hospital if required
3. Communication to parents regarding the incident
4. Guiding and counseling the victim by:
   a. Offering continued support and empathy
   b. Acknowledging that it may be difficult for the victim to talk about the incident and their feelings
   c. Gaining a better understanding of the history and potential outcomes through creative conversations
   d. Identifying the victim's fears and worries moving forward
   e. Telling therapeutic stories
5. Commitment to re-establishing the victim's self-esteem and confidence
6. Creating a safe space to prevent future instances by ensuring ongoing monitoring by staff members

7. Follow-up with the parent
8. Documenting the incident using the Incident Report Form, as well as any pertinent discussions and outcomes, for the victim's student file

Parents of the victim may also be in need of emotional support. The school will support them in every way possible and will call in the services of a counsellor if appropriate.

The school will ensure that any victim of bullying will safely remain in mainstream school activities. No one will be isolated or excluded from school as a result of being bullied.

STAFF TRAINING & GUIDELINES

The Nairobi Waldorf School Trust teachers and staff are committed to the safety and security of the children in their care. As per our internal policy on discipline, staff and teachers are expected to intervene when necessary. To do this, they will be trained on appropriate measures to both prevent and manage instances of unacceptable behavior.

On going training includes:
• Guiding and counseling methods
• Conducting and reviewing behavioral observations
• Education of Waldorf-centered child development and discipline philosophies

Staff guidelines for monitoring and recording inappropriate behavior and potential bullying include:
1. Be vigilant in and outside the classroom - be aware of areas where problems can arise, such as the toilets and playgrounds. Look out for those students who appear to be isolated and report this to the child's class teacher.
2. Monitor changes in child behavior - observed changes may include becoming shy and nervous or feigning illness. Report this information to the child's class teacher.
3. Be aware of social groups and on-going social cues - groups with inclusion or exclusion potential may lead to inappropriate behavior or bullying.
4. Confront children or staff when unkind or anti-social behavior is witnessed directly and when such incidents occur inform the relevant class teacher(s).
5. If you suspect or receive information that an individual or a group are being bullied or are bullying, respond by talking to the individuals involved as appropriate and recording the information and reporting it to the relevant class teacher(s).
6. Class teachers should inform all staff who are directly involved with teaching or supporting both the victim and the bully. Informed staff members should continue to monitor on-going issues.
7. Class teachers must inform parents of any incidents relating to inappropriate behavior or bullying.
8. Staff may be contacted by parents to inform them of suspected behavior issues or bullying informally. This information should be reported to the child's class teacher. It is hoped that staff vigilance and good home / school links resulting in prompt action will reduce the incidence of inappropriate behavior and bullying.

We have shared responsibility and accountability for our community members (children, staff, parents, and visitors) at all times. We can reduce instances of inappropriate behavior through the affirmation of our fundamental tenets and values during class meetings, assemblies, festivals, and events. We must have reverence for all community members, wherein empathy is lived and provides a climate in which behavioral issues and bullying will not thrive.