



BEHAVIOUR AND DISCIPLINE POLICY

This statement of policy and action was formulated following discussion between staff. This policy applies to all pupils but for parents of Early Years pupils should be read in conjunction with the St David's Prep Early Years Behaviour Policy.

Introduction

At St David's we aim to make every individual feel safe and secure during their time with us. We believe it is the right of every pupil to be able to learn in an atmosphere where learning thrives. In our pursuit of excellence, we believe excellent behaviour is key to establishing the conditions for excellence in learning.

Our expectations are that everyone will respect others and treat peers and staff with kindness and consideration, at all times and in all areas of school life. To reinforce these values, opportunities are provided in many of our assemblies, in form time and through PSHEE discussions to reflect upon issues of expectations, respect, thoughtfulness, inclusion, care and consideration for others.

At St David's we reject the use or threat of corporal punishment.

Misdemeanours

We have identified certain areas of unacceptable behaviour but realise that there will be others:

- Bullying, including cyber bullying (see St David's Prep Anti-Bullying Policy)
- Violence e.g. fighting, stone-throwing, kicking, pushing, biting, hitting a child or an adult, throwing objects, hurting with an object, scratching, having a weapon/dangerous object
- Defiance e.g. not obeying instructions, ignoring requests, persistent refusal
- Verbal Abuse
- Discrimination or Harassment
- Anti-Social Behaviour e.g. spitting, lying, stealing
- Material Damage
- Disruptive or Inappropriate Behaviour
- Coercion e.g. coercing other pupils to behave badly (possibly by threatening them) and other forms of peer pressure

In the event of any of the above or other inappropriate behaviour by a pupil, the following steps can be taken:

Stage 1

A. First or Minor Misdemeanours:

- verbal warning
- time out within the classroom

B. Ongoing Misdemeanour(s): Amber

- Moved down on the school traffic light system to amber for the next school day (the misdemeanour will be recorded on the Behaviour spreadsheet with the teacher's name and the date). At the discretion of staff, a child may not qualify for a perfect behaviour certificate awarded in the end-of-term Celebration Assembly. However, they may be awarded an 'on the right track' certificate to show they are going in the right direction

C. Serious Misdemeanour(s): Red

Parents/carers will be informed on every occasion that a pupil is moved or put on red. In addition, one of more of the following will be actioned:

- sent to member of SLT to explain their behaviour and have any sanctions explained to them
- given a behaviour form to be completed with a member of SLT that is then sent home to be read and signed by parent/carer and returned to school
- appointment made with parents/carers to see Form Teacher and/or Head Teacher
- follow up meeting with parents/carers to review behaviour
- loss of status or responsibility
- attend 'Time Out' session and receive warning from Head Teacher (time to reflect on actions/choices made and discuss Restorative Justice)

D. Serious Incident(s):

- moved down on the school traffic light system to red
- sent directly to Head Teacher
- parents/carers contacted for immediate meeting
- logged on 'serious behaviour' log
- warning given of Stage 2 procedures
- review meeting arranged

For any children who need extra support and/or have persistent behaviour issues, an individual daily behaviour sheet may be issued. This will be filled in by a teacher after each

lesson and monitored at school and home. They will be removed from the traffic light system.

Stage 2

- two day exclusion
- return interview with parents/carers and pupil to discuss way forward
- longer exclusion period (depending on severity of situation)
- return interview with parents/carers and pupil

In extreme cases, **Stage 2** might be the immediate course of action taken These

situations could include but are not limited to:

- deliberately hurting another pupil (physically or emotionally)
- attacking an adult
- deliberately and seriously damaging school property
- inability to learn from Stage 1

When all these procedures have been followed and there is no significant improvement in behaviour we reserve the right to permanently exclude a pupil.

Positive Behaviour

All staff reinforce a positive ethos by focusing on praise and rewards wherever possible. It is important to encourage all of our pupils to behave in an appropriate way and work hard and strive for excellence.

We have a system of rewards throughout both the Pre-Prep and Prep that are used regularly to praise good behaviour, kindness, courtesy, thoughtfulness, academic achievement, effort, perseverance, initiative, innovation, commitment, resilience and participation. The emphasis on these rewards, in the form of a star system, is to recognise and encourage the standards of behaviour that we at St David's expect. There is a House System throughout the school and personal stars awarded each week count towards House totals and the termly House Cup. Pupils in the winning house will receive a team reward or treat at the end of each term. Teachers may also award a platinum card in recognition of exceptionally good behaviour, and or, an attitude in school that goes above and beyond expected conduct. This gives children the opportunity to move up on the traffic light system. Pupils may be recommended by their teacher to show the Head examples of excellent work that will be acknowledged in the weekly newsletter.

It is expected that most Year 6 pupils will be given positions of responsibility in their last year at St David's. We appoint Heads of School, Prefects, Games and House Captains and other jobs as deemed appropriate. Serious thought and whole staff consultation goes into the selection of pupils for these important positions with past behaviour and attitude being a major factor. Excellent conduct is expected from all post holders who are role models for our younger pupils. In circumstances where this is not the case, the position of responsibility will be removed, either temporarily or permanently.

We hold a Celebration Assembly every half-term when a pupil from each class receives either a 'Super Star' (Pre-Prep) or 'Excellence' (Prep) award. These are given for a variety of reasons, including

academic progress, kindness to peers or perseverance. In striving for excellence, occasional 'Head Teacher's' Awards are also given to nominated pupils. 'Colours' are awarded at the end of each term for outstanding commitment, effort and/or excellence in sport. All these awards are announced in the school newsletter.

Year 6 leavers are presented with a variety of shields and cups at Prize Giving - the top cup being the Davidian Cup which serves to recognise consistent kindness, thoughtfulness and effort during a pupil's time at St David's. At the end of the academic year the Pre-Prep Davidian Cup and Shield are awarded to pupils in Year 2. The Junior Davidian Cup and Progress Shield are awarded to pupils in Year 4.

Administration of Sanctions and Rewards

For this policy to be effective, it is essential that all staff are consistent in their dealing with behavioural issues. It is the duty of all staff to monitor pupils throughout the school day and bring to general notice any children who need particular attention; because they are causing concern or are feeling vulnerable or threatened.

It is important for the pupils, and their parents that our procedures are deemed fair. However, it is also acknowledged that some children and situations may require sensitive handling at certain times and with additional knowledge to which we may, as staff, be party to. This may apply in particular to vulnerable pupils, including SEND or EAL pupils or those undergoing some form of assessment or difficult home situation. The age of the child may also need to be taken into consideration.

At St David's we recognise that instilling good behaviour from an early age is a partnership and requires parents to reinforce and support what we do in school. Parental support and encouragement is a vital part of helping each child make the right choices and promote their wellbeing as they develop into independent and responsible adults. (See Curriculum Policy – 'Parents' Curriculum')

Staff will be offered training in behaviour management when this is considered necessary and examples of good practice and effective strategies will be shared on a regular basis.

The systems that are in place, and the policy itself, will be regularly monitored and reviewed by staff.

Overviews of logs are made termly to ensure that trends are identified and appropriate management action taken.