



BEHAVIOUR POLICY

This statement of policy and action was formulated following discussion between staff. This policy applies to all pupils but in addition parents of Early Years pupils should read 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 so that they can experience success. The behaviour management at St David's is based on celebrating the positive choices that children make, and the relationships that are formed between children and staff across the school. It has firm foundations in making the children feel valued and thinking of the consequences of these positive choices for themselves and others. We recognise that feelings and emotions might drive certain behaviours.

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. Any form of discrimination, bullying and harassment is prohibited and will not be tolerated. To reinforce these values, opportunities are provided in assemblies, in form time and through PSHEE discussions to reflect upon issues of expectations, respect, thoughtfulness, inclusion, care and consideration for others.

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 in KS1/KS2 which are used regularly to praise good behaviour, respect and kindness, effort, perseverance, initiative, commitment, resilience, and cooperation. 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.

Positive behaviour is encouraged in KS1 and KS2 through the use of our Language of Learning which is displayed in each classroom. In EYFS the woodland explorers are used.

In recognition of exceptionally good behaviour, attitude to learning or work produced children will be moved up on the class behaviour system. Additionally, pupils may be sent to show their work to the Head and receive a Headteacher's Award.

We hold a Celebration Assembly termly and 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. 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.

Year 6 leadership

We expect our Year 6 pupils, in particular, to be role models of good behaviour at all times.

They are 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.

Unacceptable behaviours:

We have identified certain areas of unacceptable behaviour including but not limited to the following and in no particular order:

- 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 class behaviour system until the next school day (the misdemeanour will be recorded on the Behaviour spreadsheet with the teacher's name and the date)

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:

- incident logged on behaviour spreadsheet
- 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
- loss of status or responsibility
- attend 'Time Out' session with 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 behaviour spreadsheet
- 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 class behaviour system until an improvement in behaviour has been recognised by staff.

Stage 2

- two-day exclusion
- interview with parents/carer/ 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. The 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.

Child on Child abuse including sexual violence and sexual harassment

The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis and the sanctions will be proportionate.

St David's Prep follows the safeguarding principles set out in our Safeguarding Policy, Section 9- Child on child allegations and abuse including Child on child sexual violence and sexual harassment.

The procedures are to be followed for all accusations and allegations as per our Safeguarding policy;

9.14 *Child on child abuse is one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school and online. It can manifest itself in many ways and can include abuse within intimate partner relationships between peers. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.*

9.15 *At St David's all staff are trained so that they are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:*

- *bullying (including cyberbullying, prejudice-based and discriminatory bullying);*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*
- *sexual violence such as rape, assault by penetration and sexual assault;*
- *sexual harassment; such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;*
- *gender based issues;*
- *upskirting; which typically involves taking pictures under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim;*
- *sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;*
- *Sexting and consensual and non-consensual sharing of nudes and/or semi-nudes; and*

- *initiation/hazing type violence and rituals.*

9.16 *We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult. All staff and volunteers must remember the impact on both the victim of the abuse as well as focussing on the support for the child or young person exhibiting the harmful behaviour.*

St David's Prep is clear that in every aspect of our culture sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations are sanctioned. St David's expects all staff to understand the importance of challenging all inappropriate language and behaviour between pupils.

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

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.