

## BEHAVIOUR POLICY AMENDMENTS PAGE

Date	Key amendments	Version	Reviewed by
Nov 2025	<b>Changes to positive behaviour system in school added.</b>		<b>Amber O'Sullivan</b>



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.

The school behaviour policy is designed to underpin the way in which all members of the school can live and work together in a supportive way. The emphasis is on the encouragement of positive behaviour, with the discouragement of poor behaviour as a secondary, though necessary consideration.

## Positive Behaviour

All staff reinforce a positive ethos by focusing on praise and rewards wherever possible. It is important to encourage all our pupils to behave in an appropriate way and work hard and strive for excellence. Our school Language of Learning encourages pupils to demonstrate specific behaviours that encourage them to be the best they can be. These are: Respect and Kindness, Independence, Perseverance, Self-Motivation, Curiosity, Responsibility, Reliability and Creativity. We have developed a whole school system of rewards which is displayed as a 'pupil choice chart' in classrooms from years 1-6. Example behaviours can be seen in Appendix A. The behaviours shown are examples and are not limited to the ones given. The image containing the written example behaviours is not displayed in classrooms, but the alternative version, using visual images is displayed.

Our system involves individual children receiving stars in the form of tokens which are collected in the classroom and totalled up each week by the Year 6 House Captains and Prefects. These star totals are shared with pupils during weekly assemblies and count towards House totals and the termly House cup. Children can receive 1 star, 5 stars or 10 stars for a range of different positive behaviours, attitudes or achievements.

**1-star tokens** are given out across the school for positive behaviours including (but not limited to): showing kindness and good manners, contributing to school life (showing visitors round on Open Morning) or giving an excellent answer in class. When they are given a 1-star token, they collect a token in their house colour and put them in a clear jar in their classroom. Every week, these totals are collected by our Prefects and House Captains and added in towards our end of term House Cup totals.

**5-star tokens** are awarded if a child is rewarded with a 5-point postcard. Some examples of positive behaviours that warrant a 5-point postcard are (but not limited to): showing determination and resilience to overcome a challenge, producing work that goes above and beyond the teacher's objectives or putting others before themselves. If a child receives a 5-point postcard, the teacher awarding it, will write a message on the back of one of our postcards and in

our Tuesday morning celebration assembly Years 2-6 will be awarded these by our Year 6 Prefects. Year 1 will be awarded these in their classroom by their teachers. The children then get to bring these home to show their families and be proud of their achievements. These children will have their photographs taken and sent out each week to parents.

**10-star tokens** are awarded if a child really goes above and beyond and will mean that the child will visit the Headteacher and receive a Headteacher's award. The work, positive behaviour or attitude that they demonstrate will be deemed outstanding by their teachers. Some examples of behaviours that warrant a Headteacher's award are (but not limited to): creating an outstanding piece of work for the individual child or behaviour that embodies all our language of learning; being a true Davidian. If a child receives a Headteacher's award, they will visit Mrs Foulger, and she will give them one of her stickers. In our Tuesday morning celebration assembly, Years 2-6 will be awarded their certificate by our Year 6 Prefects. Year 1 will be awarded their Headteacher's certificate on the same day that they receive their sticker. These children will have their photographs taken and sent out each week to parents.

The Early Years have their own, age-appropriate system that allows for a smooth transition into year 1.

In addition to our school star token system, we hold a Celebration Assembly termly and a pupil from each class receives a 'Super Star' badge to be put on their school blazer. 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 is awarded to pupils in Year 2. The Junior Davidian Cup is awarded to a pupil 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:**

At St David's, our culture is to very much focus on positive behaviours and praise children regularly for demonstrating these. In the event that we do have to sanction children for unacceptable behaviour, we also use our 'Pupil Choice Chart'.

## **Stage 1**

### **A. First or Minor Misdemeanours:**

Children will receive a **verbal warning** for making wrong choices that do not meet our school expectations. These include (but are not limited to): being disruptive during a lesson or assembly, answering a member of staff back or being off task. In this instance, the teacher will say to the child "I am giving you a verbal warning." We then hope that the child will choose to stop demonstrating these behaviours.

## **B. Ongoing Misdemeanour(s): Amber**

Children will be put on the **amber** for a variety of different unacceptable behaviours. These include (but are not limited to): a repeat of a behaviour that a child got a verbal warning for, lying to a teacher, deliberately being unkind to someone (face to face or online) or refusing to follow instructions. In the case that a child is told they are on the amber, they will be asked to speak with one of the Deputy Headteacher's to discuss their behaviour. This will be a dialogue that talks about what happened, how the child felt, what their reaction was and a discussion about whether they thought their reaction was appropriate. We will also then think about what they could do next time. The aim is that this is a reflective discussion to support the child in ensuring these behaviours don't reoccur and to give them management strategies.

If a child is moved onto the amber, we will record this on our online recording system to keep track of any reoccurring behaviours and to monitor trends and patterns.

## **C. Serious Misdemeanour(s): Red**

Children will be put on the **red** for a variety of unacceptable behaviours that staff consider to be more severe than amber. These behaviours may be (but are not limited to): bullying another child/ren, physically hurting another pupil or member of staff, using inappropriate language (including swearing) or making offensive comments relating to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation). In the case that a child is told they are on the red, they will be asked to speak with the Headteacher to discuss their behaviour. This discussion will be the same reflective dialogue as the above but will involve more thinking and discussion about what the correct expected behaviours are. If a child is put on the red, the parents/carers will be informed.

If a child is moved onto the red, we will record this on our online recording system to keep track of any reoccurring behaviours and to monitor trends and patterns.

If a child is put on the amber or red, their name will not be visibly moved down on a behaviour chart within the classroom as we believe this may cause unnecessary embarrassment and shame. We hope that the discussions that the child will have with a member of SLT will give the child a chance to think of alternative, more appropriate behaviours that they can demonstrate next time.

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.**