



St. David's School

Policy Statement for Admissions, Behaviour, Discipline & Exclusions (Whole School including EYFS)

Admissions

Admission and entry to St. David's School is subject to the availability of a place and the prospective pupil satisfying the academic admission requirements necessary for entry to the School. With regards to admission for disabled pupils, reference should also be made to the St. David's School Disability Policy. The school also operates an Equal Opportunities Policy.

St. David's is a non-selective preparatory school for children aged 3 – 11 years. We welcome pupils with a wide degree of abilities and backgrounds. Initially there is a Registration Form to complete for entry and a non-refundable registration fee. If your child should join the school in years other than Nursery and Reception your child will attend for one full day (9.00 am – 3.00 pm) in order for a general assessment to be made. In evaluating the completed assessments the Head will be seeking evidence to support the view that the prospective pupil will be able to develop and prosper in the academic and social environment of the school. Should a place then be offered in writing an Acceptance Form is completed and deposit paid.

St. David's is committed to safeguarding and promoting the welfare of children and young people, along with their protection and expects all staff and volunteers to share this commitment.

Registration

Prospective pupils will be considered as candidates for admission and entry to the school when the Registration Form has been completed and returned to the school and non-refundable registration fee has been paid. All prospective parents are offered an appointment to meet the Head Teacher and to receive a tour of the school. Registrations are considered in the order that they are received however priority is given to siblings of existing pupils.

An Admissions Register is kept by the Admissions Officer of all registrations received by the school for the current academic year and also future academic years.

Assessment

All prospective pupils (excluding entry to the Nursery Year) are assessed for entry in accordance with the admission requirements of the school and the criteria relevant to the particular Year Group for which the registration is being made. In evaluating the completed assessments, the Head will be seeking evidence to support the view that the prospective pupil will be able to develop and prosper in the academic and social environment of the school.

Offer of a place and deposit

An offer of a place at the school will be made by way of a formal offer letter from the Head to the prospective parents, which may be subject to such conditions as specified in the letter. Accompanying the offer letter will be an Acceptance Form together with the current edition of the St. David's School Terms and Conditions. In order to accept the place, the Acceptance Form must be completed and signed (signatures are required from each of those with parental responsibility). The Form must be returned to the Head together with the deposit cheque.

Details of the deposit and the notice requirements are set out in the Acceptance Form and Terms and Conditions and may be increased by the school from time to time. The deposit will be refundable and will be repaid by means of a credit without interest to the final payment of fees. Until credited, the deposit will form part of the general funds of the school.

Acceptance of a place

A place is reserved for a prospective parent when the Acceptance Form has been completed and return to the school together with the required deposit payment.

A formal letter is sent from the Head to the prospective parent acknowledging receipt of the Acceptance Form and deposit payment and confirming that the place has been reserved.

After the Acceptance Form has been returned, prospective parents who cancel their acceptance of a place less than a term prior to the date on which the pupil was due to join the school, will be liable for the payment of a term's fees (less the deposit held) to the school.

Offer of a start date is subject to IAPS agreement criteria whereby parents of new pupils are required to have discharged all obligations at their existing school.

In the Summer Term prior to the pupil taking up their place at the start of the next academic year, the new Nursery and new Reception pupils are invited to attend the school for an afternoon in order to meet their new Form Teacher, the Teaching Assistant and also their new class mates, thus starting the induction process.

A school Information Pack will be available to new parents providing general information.

School uniform can be purchased from Cladishes in Wallington and the school also operates a second-hand uniform facility.

General Policy

The principle aim of the school is to educate each child academically, personally and socially. The smooth running of the school and the capacity of the children to function effectively in society depends upon them developing good behaviour patterns. However, good behaviour is essentially a reflection of more fundamental attitudes such as honesty, kindness, politeness and consideration for others. In short:

- Respect for self
- Respect for others
- Respect for property
- Respect the rules

To have the greatest effect, a discipline system needs to focus on the creation and maintenance of an atmosphere of respect rather than emphasising poor behaviour and punishments. In such an environment good behaviour will predominate and there will be less need to impose sanctions.

On the assumption that children will only learn respect if they first experience respect themselves, the onus lies with all school staff to demonstrate respect for the children by being kind, fair, firm, consistent, interested, patient and by taking time to care for them.

Management of Behaviour

EYFS

Discipline and behaviour management in the Early Years is managed through praise and modelling positive behaviour.

Nursery and Reception class devise their own set of positive class rules at the beginning of each year.

Children in the Early Years are rewarded in many ways eg: with stickers. In Friday assemblies, certificates are awarded to children who have excelled.

Children who require help with their behaviour may be given 'time out' to enable them to think about what has gone wrong. Disputes/arguments are never left to fester but are always dealt with at the time. Parents are notified either in person at the end of the school day, or by use of the contact book when the class teacher feels they need to be told.

Infant/Junior

Who is responsible?

The management of behaviour is the responsibility of all members of staff (teaching and non-teaching) throughout the school. Implementation of this policy will be overseen by the Head, to whom members of staff may refer for support, guidance or assistance. The Head remains in overall control of all matters of behaviour.

Focus

The first priority for all staff is to focus attention on good behaviour, which should be enhanced as much as possible by reinforcing it through:

1. Verbal praise and encouragement
2. An award (stickers etc)

An award should be given for any act that demonstrates above normal thoughtfulness or consideration.

Support

The Head will support all members of staff in dealing with poor behaviour. Children may be sent to the form teacher first and then the Head, on the escalation principle, it is preferable to exercise this option for more serious, or persistent, offences.

Responses to Poor Behaviour

We specifically prohibit the use of physical punishment.

Initial Responses

Given a generally constructive environment, and a basically good relationship between adult and child, staff should deal with minor infringements themselves. It is important when doing so to be clear, firm and consistent. Often a simple reprimand or reminder will suffice but, if not, an escalating system tends to be the most effective.

Escalation

A simple escalation system might operate as follows:

1. State clearly what you want the child to do/not to do (avoid arguing the point)
2. Repeat the demand more firmly and move them away from the group, tell the child that if he/she continues with inappropriate behaviour that their name will be entered in the yellow behaviour book.
3. With a third demand the name is entered in the behavior book and initialed by the teacher. (If necessary a note to remind teacher of what behavior was can be made in back of yellow book and dated).
4. If a child's name appears 3 times in the course of a school week the child will give up their Friday lunchtime to go to the 'reflection room' which will be supervised by Mrs Palfreyman. There they will write about their behaviour and what they should have been doing instead. A copy of this is then sent to the child's parents so they are aware that this is not a one off incident but has been the result of several incidents over a week where the behavior has slipped below the standards expected.

The system is however flexible as on occasion inappropriate behaviour may happen more regularly i.e. 3 times in one day, in which case the child will automatically lose the closest lunchtime/playtime to go to the reflection room.

Also, the behaviour may be so serious that the child automatically goes to the reflection room i.e. hitting or physically hurting another child. On visiting the reflection room a behaviour mark is awarded.

Parental Involvement

If a child is persistently misbehaving or a more serious incident happens, then a meeting with school and the parents will be arranged including Class Teacher/SMT/Head where necessary. Parents may be involved in the remedial programme.

Classroom Sanctions

These might include:

- Time out within classroom
- Remaining behind at the end of a lesson for a reprimand
- Returning in break to be given a relevant task to carry out

- Extra work should only be given for poor or incomplete work, not for inappropriate behavior unless this has caused them not to complete their work or do it properly in the classroom.

Reprimands

When reprimanding a child it is important to focus attention directly on that particular behavior in a controlled manner without shouting. Derogatory comments should not be made about the child in general. Sarcasm and derision tend to be destructive rather than constructive. The aim is for the child to feel shame about the behaviour, not about themselves.

The Head stands as the ultimate authority for very serious, or unresponsive, cases. Staff may refer children directly to the Head, or they may be passed on by form teachers should this be appropriate.

Lapses

It is inevitable that there will be times when individuals behave in an undesirable manner.

Reasons for Lapses

There are three basic reasons why children fail to comply with a desired behaviour:

1. Ignorance
2. Forgetfulness
3. Intent

It is important to differentiate between them, as the remedies will be different in each case.

1. Ignorance

The child needs to be informed that their behaviour is undesirable and also have the reason explained to them.

2. Forgetfulness

Children do not always learn immediately, so it may be necessary for them to be reminded occasionally of the behaviour that is required. The borderline between this reason and the next is not always clear.

3. Intent

When a child deliberately behaves in an undesirable manner, the aim is to modify the particular behaviour of the individual child. Whilst it is important to be fair, the remedy in these cases will depend upon several factors, all of which need to be considered:

- a) the nature and severity of the misdemeanour
- b) the age of the child
- c) the frequency of related errors
- d) the personality of the child
- e) the circumstances surrounding the incident
- f) the relationship between the staff and the child

Attention Seeking

Distracting behaviour sometimes stems from a desire for attention on the part of the child. In such circumstances, the poor behaviour should be dealt with firmly with as little attention as possible being given at this time. However, this should be compensated by personal attention being offered at other times, both as a matter of course and as a reward for good behaviour. It is important to set up a constructive system where good behaviour, rather than poor, receives the reward of attention, staff should endeavour to catch children being good.

Staff Contribution

Class teachers are responsible for checking the behavior book and ensuring children in their class attend the reflection room on a Friday.

Whilst children can, and should, be held accountable for their actions, staff should always ask themselves what, if any, was their contribution, or lack, to the situation.

Exclusions

On rare occasions the Head may, in her discretion, require you to remove or may suspend or expel your child from the school if she considers that your child's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and, in the reasonable opinion of the Head, the removal is in the school's best interests or those of your child or other children.

The Head may, in her discretion, require you to remove or may suspend or expel your child if the behaviour of you or either of you is, in the opinion of the Head, unreasonable and affects or is likely to affect adversely the child's or other children's progress at the school or the well-being of school staff or to bring the school into disrepute.

Should the Head exercise the above rights, you will not be entitled to any refund or remission of fees or supplemental charges paid or due and the deposit will be forfeited. However, in such circumstances, fees in lieu of notice will not be payable and any pre-paid fees will be refundable.

The review of serious disciplinary matters is governed by the Complaints Procedure.

Recording

Staff record serious or long term behavioural difficulties in a record book.

A School Council made up of appointed and elected pupils meets regularly to discuss whole school issues.

St. David's School Rules

This is your school, this is our school. By showing consideration to other pupils and to teachers, together, we can make it a happy school.

So...

1. Please try to behave in an orderly and sensible manner in the Classroom and throughout the school. Your conduct outside the School on outings, matches etc. should reflect the standards expected within the school.
2. Please always try to be polite, not only when talking to staff, but when talking to one another.
3. The corridors and stairways are narrow so be sure to walk along them and to stand aside to let adults pass. Always be sure to show extra care to children younger than yourselves when moving about the school.
4. You must never climb on the climbing frames without permission from a teacher.
5. You must never leave the building unless accompanied, or given permission to by a teacher.
6. You must not play on the grass at the front of the building.
7. Please try to keep the cloakroom tidy by hanging up your clothes and putting away your shoes. All clothing and shoes **MUST** be named.
8. Hair: hair gel or similar is not allowed. Hair should not obstruct your vision and if it reaches your shoulders it should be tied back with navy or neutral coloured ties.
9. Forms V and VI only are allowed to wear watches in school and these must be clearly named.
10. Do **NOT** wear jewellery in school. The exception to this rule are ear studs, for girls only, which must be covered for games.
11. Do **NOT** bring toys into school unless you have been given permission to do so by a teacher. These toys are easily lost and this causes unhappiness.
12. Chewing gum must never be brought into school. Healthy snacks can only be brought into school if special permission has been given. **SNACKS** are to be eaten on school premises only if participating in an after school activity. No food to be eaten whilst leaving the school.
13. Correct uniform must be worn at all times, both normal day wear and P.E. kit. You must arrive at school and go home smartly dressed, which includes your cap, beret or boater, again, unless you have special permission not to.

Remember.....

This is the St. David's School Way:

- We treat others as we would have them treat us
- We forgive others
- We share
- We are truthful and have good standards
- We are kind and helpful
- We listen carefully to each other
- We do our best to be our best

By following the St. David's School Way we are raising our standard and saying "We are pleased to be St. David's School"

Reviewed August 2011 by C Mardell/SMT
Review September 2012

ST. DAVID'S SCHOOL

SPECIFIC BEHAVIOURAL EXPECTATIONS OF THE CHILDREN

The children are expected to:

1. Entering and Leaving the School

Wear correct uniform

Wear hats while leaving and entering school premises until home/car

Wear jumpers and not carry them (or stow them in homework bag)

Pull up socks

Hang up coat and hats

Shake hands at the end of the day and say good evening or good afternoon, looking the teacher in the eye

Behave properly in the street when wearing uniform

Keep hands out of pockets

2. Assembly

Enter and leave the hall in silence

Listen to the music

Listen and look at the teacher or group taking assembly

Sing the hymns

Not fidget

Keep hands to themselves

Not leave during assembly except in emergency

Applaud all certificates and achievements

Say thank you if receiving something and shake hands

Keep hands together and eyes closed for prayer

3. Movement Around the School

Walk everywhere, including down the stairs, quietly – no running

Be quiet in the cloakroom

Hold doors open for adults

Hold door open for the rest of the class which follows

Allow adults through first

Step aside for an adult

Pass on the left, especially on the stair

Move in single file in classes

Knock before entering a classroom and then enter

Wait for staff member before venturing into playground

Wipe feet and close door when entering a building

Use the lavatories with respect – no blocking the loo with excessive paper, no leaving the taps running, no locking doors and climbing, no leaving the loos unflushed

Offer help to someone who is overloaded

4. Classroom Behaviour

Walk sensibly into the room
Line up quietly in the corridor before entering the music room
Be ready for each session with all equipment – no borrowing
Be silent during registration
Listen to instruction
Listen when others are talking
Put up hand when invited to respond to a question
Not call out
Not shout
Pass quietly around as others are working
Value others' comments
Keep hands still when listening
Offer to help one another
Sit neatly during carpet time
Carry on working quietly when visitors or other teachers come in
Apologise if late for a lesson or have excuse for absence
Wait for teachers to say pack up
Stand when greeted by the Head

5. Dining Hall

Wash hands and go to the lavatory before lunch
Enter and leave the dining hall in an orderly fashion
Wait turn in an orderly fashion to be served
Not get out of seat
Not to go to the lavatory during lunch
Ask staff if they can go and get seconds
Drink up water
Keep hands to oneself
Talk quietly to people next to them – take turns in conversation
To eat up what is on the plate
Not to be greedy
Eat some vegetables each day
Use good table manners:

- Shut mouth while eating
- Put down knife and fork while chewing
- Keep elbow off the table
- Say please and thank you
- Sit up straight
- Cut up food into bite-sized pieces
- Hold knife and fork correctly
- Use fingers for finger food only
- Keep knife out of mouth
- Not talk between tables
- Chew with mouth closed

6. Property

Make sure that belongings are tidied in cloakroom and classroom
Name all possessions
Help to pick up other people's belongings and put them in their place
Leave classrooms tidy and push in chairs whenever a room is vacated
To take home the kit regularly for washing
Respect other people's property and take responsibility for one's own
Have correct equipment and not borrow
No plastic bags in the cloakroom
Not fiddle with the displays around the school

7. Uniform

Wear the correct seasonal uniform
Wear the uniform with respect – collars out/buttons done up/shirts tucked in
Not to share uniform – make sure the uniform belongs to them
Clean shoes
Search for lost property before a teacher is involved
Mend damaged uniform

8. Punctuality

Be in school ready for registration at correct times
Be in class ready for next lesson at correct time
Go to the lavatory quickly between lessons

9. General

Respect other people
Respect the school environment
Never interrupt two people talking
Walk around two people who are talking, not between
Look person in the eye when talking
Talk, not shout
Never answer back
Say please and thank you
Respond when spoken to
Show prompt obedience
Line up quietly after playtime
Enjoy the fresh air at playtimes unless allowed to stay indoors
Ask permission at playtime to leave the playground for whatever reason