



DAVENIES

Behaviour Policy

(incorporating sanctions imposed for serious disciplinary offences)

This Policy applies to the whole school, including the EYFS (Reception).

Ethos

At Davenies, we expect high standards of behaviour at all times. We promote an atmosphere where all members of the school are valued as individuals and where qualities of self-esteem, self-discipline and self-respect are developed. We believe that every boy has equal value and should have equal opportunities to achieve, within a safe learning environment.

The School prohibits the use of Corporal Punishment. Corporal Punishment is neither used nor threatened at Davenies.

Boys are taught and expected to be polite and show respect, consideration and good manners to staff, each other and themselves. Good discipline is maintained and supported throughout the school by positive reinforcement – a system of reward and praise for good work and behaviour. Confidence and self-esteem are developed through encouragement, incentives and rewards. Negative behaviour is dealt with in a sensitive and tactful manner and boys are taught to understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour. Sanctions help to set boundaries and to manage challenging behaviour. We recognise that for those pupils who have SEN, learning difficulties and other specific needs and contexts, reasonable adjustments will be applied. Staff will be fully briefed to this effect. In instances such as this, a clear record will be kept on the School's Management System, iSAMs.

At Davenies boys are expected to be ready to learn and to participate in school activities. They should attend school and lessons punctually and care for the buildings, equipment and furniture. The School expects pupils to behave at all times in a manner that reflects the best interests of the whole community, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the School.

Davenies recognises that some pupils may require the implementation of specific strategies to support their behaviour. In these cases, a Behaviour Support Plan is co-produced with the pupil's parents, and reviewed at least termly. The Behaviour Support Plan will document reasonable adjustments and strategies to be implemented by all staff working with the pupil. In all cases where a pupil has a Behaviour Support Plan, the School's Behaviour Policy still fully applies.

In the event of continued breach of the *Behaviour Policy*, parents may be advised to commission the involvement of outside agency services. The school can provide a list of Psychology services. It is the responsibility of parents to meet the cost of outside agency services. In the event of a pupil being asked to

leave the school, the school will help to manage the transition to another educational establishment, providing support for both the pupil and parents, and liaise closely with the new school. A record is kept of the sanctions imposed on pupils for serious misbehaviour.

At the centre of the *Behaviour Policy* (for the whole school) lies the 'Davenies Code'. It is aimed at being a clear, concise and consistent message of behaviour expectation for every pupil.

The Davenies Code

- Be Kind
- Be Honest
- Be Polite
- Be Thoughtful
- Be Respectful

In line with the Davenies Code all boys are expected to 'keep their hands to themselves' and physical contact is discouraged.

Pre-Prep (Reception – Year 2)

Aims and Expectations

It is a primary aim of the Pre-Prep that every member of the Pre-Prep community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This *Behaviour Policy* is, therefore, designed to support the way in which all members of the Pre-Prep can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

As with the whole school the Pre-Prep abides by the Davenies Code. The primary aim of the *Behaviour Policy* is not a system to enforce rules but is a means of promoting good relationships in order that people can work together with the common purpose of helping everyone to learn.

The Pre-Prep expects every member of the school community to behave in a considerate way towards others.

We treat all pupils fairly and apply this *Behaviour Policy* in a consistent way.

This Policy aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

In the Pre-Prep, good behaviour is acknowledged and rewarded, as we believe that this will develop an ethos of kindness and cooperation. This Policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate pupils
- Teachers give children stars
- Teachers use a variety of stamps
- Teachers distribute stickers for good work or behaviour
- The kindness cup is presented to one pupil in the Pre-Prep each week
- In Reception and Year 1, each week, two pupils are chosen from each class to receive 'Star' badges and certificates in the Pre-Prep Reward Assembly
- In Year 2, each week, two pupils are chosen from each class to receive the 'Busy Bee' and a certificate in the Pre-Prep Reward Assembly
- Each class has a class incentive (Golden Time); the class is rewarded for good behaviour over a designated time
- In Pre-Prep assemblies, pupils with medals, certificates etc. achieved either in or outside school are invited to show them and explain how they received them; these often involve Sport or Music

The School employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

If a pupil breaks an element of the Davenies Code, he is warned either verbally or he receives a thinking card (Years 1 & 2) or, in Reception, moves to the warning triangle. If he continues to break the Davenies Code, he then receives a red card and misses ten minutes of the activity of his choice in 'Golden Time'. If a pupil receives a red card, a sticker in his home-school book informs the parents. It is recorded on the Wellbeing Manager module of iSAMs and the Head of Pre-Prep is informed (see Appendix A for example).

If a pupil purposefully sets out to hurt another boy or is actively disrespectful to a member of staff then no card is given. Instead, the incident is escalated to the Head of Pre-Prep and the pupil in question will spend 15 mins of the next break with the Head of Pre-Prep, who will record the incident.

If a pupil is disruptive in class, the teacher reminds the individual of the expected standards of behaviour. If a boy misbehaves repeatedly there are other approaches the teacher could take, in order to encourage good behaviour. We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task.

The safety of the children is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the boy from taking part for the rest of that session.

If a pupil threatens, hurts or bullies another pupil, the form teacher deals with the incident and appropriate action is taken. The incident will be written on the iSAMs Wellbeing Manager module. In addition, if a child has been hurt and been taken to the School Nurse, the School Nurse records all such incidents accordingly. If a pupil repeatedly acts in a way that disrupts or upsets others, the school contacts the pupil's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil (see *Anti-Bullying Policy*).

The class teacher discusses the Davenies Code with their class. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.

All Staff, including those working within the EYFS [Reception], will have regard for the DfE's guidance: *Use of reasonable force: Advice for Headmasters, staff and governing bodies* (July 2013), and the School's *Safeguarding Policy* and *Staff Code of Conduct* should the need for restraint arise. Staff do not hit, push or slap children, nor will they restrain pupils by locking them in a room. Staff would only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting himself. Any actions taken are in line with current government guidelines on the restraint of children.

Should physical intervention occur, both the Form Teacher (if the incident occurs outside the classroom) and the Head of Pre-Prep are to be informed immediately, and the staff member will record details of the incident on the Wellbeing Manager module of iSAMs. It is the responsibility of the Head of Pre-Prep to inform parents if physical intervention has been used on their son on the same day, or as soon as reasonably practicable.

The Role of the Form Teacher

It is the responsibility of the Form Teacher to ensure that the Davenies Code is implemented in their class, and that their class behaves in a responsible manner during lesson time.

The Form Teachers have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability. The Form Teacher treats each pupil fairly and treats all pupils in their class with respect and understanding.

If a pupil misbehaves repeatedly in class, the Form Teacher keeps a record of all such incidents. In the first instance, the Form Teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the Form Teacher seeks help and advice from the Head of Pre-Prep.

The Form Teacher liaises with specialist staff who teach Music, French, or Sport, as necessary, to support and guide the progress of each pupil.

The Form Teacher reports to parents about the progress of each pupil in their class, in line with the whole school policy. The Form Teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

The Role of the Deputy Head Pastoral | Head of Pre-Prep

The Deputy Head Pastoral, Mrs Deborah Battersby, is responsible for behaviour management in the Pre-Prep including the EYFS [Reception].

She supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Deputy Head Pastoral, in conjunction with the Headmaster, has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head of Pre-Prep and the Headmaster may permanently exclude a child.

The Role of Parents

The School works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

We explain the school rules in the Parents' Handbook, and we expect parents to read these and support them.

We expect parents to support their son's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their son's behaviour.

Prep School (Years 3 – 8)

The Deputy Head Pastoral is responsible for behaviour management in the Prep School and is supported by Pastoral Heads for the Middle and Senior Schools. All teaching staff are responsible for ensuring good behaviour during lesson time and when pupils are walking between the classrooms.

Rewards and Sanctions

Rewards are used to acknowledge positive behaviour and sanctions are applied when behaviour deviates from the expected standard. Davenies' reward system is designed to promote qualities such as hard work, endeavour, patience, kindness, courage, respect, tolerance and understanding of others.

Although the formal awarding of stars is important, staff must also remember that the verbal praise they give to pupils is of great importance and highly valued by the pupils in their care. Equally true is the fact that ill-considered and insensitive criticism by staff can have detrimental effects on a pupil's self-confidence and self-image.

Staff must also ensure that they are consistent in their approach to discipline and rewards, and that pupils know what is expected of them. Punishments must be seen to be fair, consistent and meaningful.

The teacher who administers a sanction is responsible for passing on the details of the misdemeanour to the pupil's Form Teacher or Tutor, which includes a written record of the incident on iSAMS Wellbeing module. If the behaviour is considered to be of a more serious nature, it should be brought to the attention of the relevant Pastoral Head who will use their professional judgement in deciding whether to discuss the matter with the Deputy Head Pastoral. It may fall into a bullying category in which case the procedures outlined in the *Anti-Bullying Policy* should be followed.

Stars

Stars are awarded for effort and achievement in class and for signs of good citizenship throughout the school. These are added to individual and House totals. As with all rewards, stars act as a helpful means of positive reinforcement. In Year 3 and above, they are recorded on the Rewards and Conduct module in isams. These are visible to parents through My School Portal.

These are awarded for, but not exclusively:

- A piece of work, which exceeds a boy's normal standard
- Good test results, relative to the pupil's ability
- Exceptional effort with work
- Any positive aspect of classroom performance (written or oral) which the teacher wishes to reward
- General good citizenship, especially in terms of The Davenies Code
- Helpfulness to staff and fellow pupils
- Service to the school
- Responsible behaviour
- Resourcefulness, initiative
- Courage
- Good manners, correct behaviour and courtesy

In reference to continued project work then more than one star could be given but in general a single star per deed or piece of work is sufficient.

Headmaster's Achievement Certificates

Headmaster's Achievement Certificates are given to pupils from Reception – Year 8. These are awarded based on the number of stars individuals achieve, with the running total reset each term. When a boy reaches sufficient number of stars to gain a certificate, the Form Teacher (or Shadow) produces the certificate. The certificates will be handed out by Form Tutors or during an appropriate assembly. Accomplishment awards and above will usually be presented to the boys by the Headmaster.

In the Middle School (Years 5 & 6) certificates are presented from Gold Award and above and in the Senior School (Years 7 & 8) certificates are presented from Platinum Award and above:

	Pre-Prep	Years 3 – 4	Years 5-6	Years 7-8
Bronze Award	10 Stars	20 Stars		
Silver Award	20 Stars	30 Stars		
Gold Award	35 Stars	45 Stars	45 Stars	
Platinum Award	50 Stars	60 stars	60 stars	60 stars
Accomplishment Award	75 Stars	75 Stars	75 Stars	75 Stars
Outstanding Award	100 Stars	100 Stars	100 Stars	100 Stars
Exceptional Award	130 Stars	130 Stars	130 Stars	130 Stars

Prep School 'Spirit of Davenies' Award

Davenies' spirit provides the stepping stones that develop courteous, confident, thoughtful and independent young men, and supports our school's motto, *singulus pro fraternitate laborans* – each striving for the good of all. In recognition of those who have excelled in living the School motto we give the "Spirit of Davenies Award". Presented each fortnight, this recognises and celebrates those that have excelled in their execution of the School motto, both in and out of school.

Mobiles

Mobile telephones are not permitted in school, except those belonging to boys who in Years 7 & 8 (and Year 6 during the Summer Term) who travel to and/or from school unaccompanied, or where permission has been given due to exceptional circumstances. Smart phones are being phased out and for the academic Year 2026/27 only Yr 8 will be allowed a smart phone.

Phones are collected in the morning at Breakfast Club and at the Sainsbury's Gate. Any boy arriving late to school will hand their phone in to the

school office. No boy will have their phone with them through the course of the school day.

Phones remain in the school office during the day. Mobile phones found on boys during the school day, will be confiscated and parents informed. Appropriate sanctions will be implemented in line with our Behaviour Policy

At the end of the school day, boys can collect their phone from the member of staff on duty in Prep.

Poor Behaviour Sanctions

As a school, we practise a positive praise approach to behaviour and encourage pupils to reflect on and amend their behaviour. There are occasions when sanctions are needed and these can take a variety of forms. The following is **not** an exhaustive list and the needs and situation of the individual pupil will always be taken into consideration.

Warnings

A warning can be given for minor breaches of discipline, or poor attitude or behaviour in class or around school. It is a less formal step than a minus and will be recorded in the Rewards & Conduct module with a reason for the warning, with an alert being sent to the Form Tutor and Pastoral Head. These warnings are not shared with parents. The school recognises that pupils make mistakes and we work with pupils to reflect, to make amends where required and make a positive change. The use of the Warnings system enables Form Teachers and Pastoral Leads to monitor patterns and to swiftly implement support and guidance for pupils who may be receiving an increased number of warnings. Three warnings within any fortnight will result in a discussion with their Form Tutor, if issues persist then the respective Pastoral Head will become involved

In Years 7 & 8, a warning can be given for repeated failure to complete prep (it is usual to give a small period of grace, during which an individual can catch up in their own time). Form Tutors and the Senior School Pastoral Head will be informed, and this may result in a supervised work session during a break or lunch time.

As per individual teaching techniques, encouragement of positive behaviours and verbal warnings can be used based upon the needs and ages of the individual pupils, these may prove to be sufficient and do not need recording.

Minuses

These reflect a boy's behaviour, attitude and way of life at school. They are the next step up on the discipline ladder from a warning. Incident Records should be entered on the Rewards & Conduct module, along with an explanation of the offence. They need to be non-emotive, factually accurate and must not name other individuals; they are visible to parents on MySchoolPortal. Minuses should be given for clear infringements of the Davenies Code (and the Classroom Code) and are entirely relating to behaviour not academic performance. Minuses should only be given singularly and include a discussion with the individual concerned. A more serious breach of discipline may necessitate the sending of a pupil to the Pastoral Heads of the Middle or Senior Schools or, in exceptional cases, to the Deputy Head Pastoral.

A single minus could be given for:

- Rudeness
- Defiance
- Cumulative collection of warnings – repeated warnings
- Dishonesty (in a trivial incident)
- Unpleasant name calling
- Deliberate anti-social behaviour
- Lack of respect for others
- Lack of respect for other boys' property
- Lack of cooperation
- Lack of consideration for others (including preventing another pupil from working)
- Lack of care of surroundings and school property
- Disorderly behaviour, including shouting and the use of offensive language

This list is **not** exhaustive and some of these may require dealing with more seriously.

Four minuses given during a half term will result in an escalation as decided upon by the Pastoral Heads. Examples are as follows.

Break Time Report Card

These can be given for poor behaviour during break time. These report cards are given after consultation between the relevant Pastoral Head and Deputy Head of Pastoral. The report cards should last for between one and three days, longer if deemed necessary. They will need to be presented to the duty staff at the start of each break time (morning or lunch time). The individual concerned will be reminded on how to conduct themselves properly during break. At the end of break, the report card will be signed by the duty staff. Following the lunch break period, the card will be seen (and signed) by the boy's Form Teacher and parents.

If there is any negative comment on the report card by the duty staff member, then the boy will miss at least the next break time and will instead be supervised away from their year group.

Report Card

These can be given for repeated poor behaviour or continuous poor classroom attitude. The reason(s) for the report card will be made clear to the individual and recorded on the actual card itself. They should last for between one and three school days. Report cards are never given without consultation with the Form Teacher, relevant Pastoral Head and Deputy Head of Pastoral. The Pastoral Head or Form Teacher will liaise with the parents whilst the Form Teacher administers the effective running of the card and feedback to the child. At the end of the Report Card period, the relevant Pastoral Head will keep a copy of the card.

Break Time Detention

These can be given to boys throughout the Prep School. Activities may include writing a letter of apology, discussion and reflection about their behaviour or engaging in community service.

Headmaster's Detention

A Headmaster's Detention is given for serious breaches of behaviour whilst participating in any school activity or bringing the school into disrepute. These are normally held on Fridays at 4:00pm, they last for an hour, and are supervised by either the Headmaster, Deputy Head Pastoral or another member of the school's Executive Leadership Team (ELT). This sanction can only be approved by the Headmaster, following consultation with the Deputy Head Pastoral or the relevant Pastoral Head.

Other Sanctions

The use of other sanctions is permitted:

- Various community service tasks such as litter collecting or tidying
- For rudeness or destructive behaviour, letters of apology to those affected by the pupil's actions can be written.

The writing of lines should never be used as a punishment.

Pupils whose behaviour is disruptive in a lesson and affects the learning of other pupils, or pupils who lose their tempers, should not, in normal circumstances, be ejected from the classroom. However, as soon as is practicable, the pupil should be taken to the relevant Pastoral Head or to a member of the SLT.

Serious Disciplinary Offences

Sanctions: Isolation, Consideration Day, Suspension and Expulsion

In cases where an individual has perpetrated a very serious incident or where a pupil's behaviour is so extreme or so persistent that the Headmaster has to investigate and takes the decision to internally isolate, invoke a consideration day, suspend or expel him, then the following procedures will be followed. In such cases a boy will be suspended for a fixed period of time, or he may be required to leave the school. A decision to expel a boy permanently will only be taken as a last resort when a range of strategies for dealing with disciplinary offences has been employed to no avail. The school places great emphasis on the intervention and support of parents in this process hence for persistently adverse behaviour the parents will have been involved at earlier stages. However, there may be occasions when an incident is deemed so severe by the Headmaster that a boy will be asked to leave Davenies.

It is important to note that boys are often the perpetrators of sexual violence/harmful sexual behaviour and here at Davenies we have a zero tolerance of this behaviour, and of any abusive behaviours. Our PSHE curriculum and programme of assemblies is adapted annually to reflect themes and is also in response to any observed patterns in pupils' behaviours, thereby providing a framework of educational activities and messaging in line with the Davenies Code and underpinned by statutory guidance to instil in the boys a moral code and awareness of behaviour that could cause harm and distress. Staff are expected to ensure that boys' comments/behaviour are not seen as 'banter' or 'boys being boys' and are recorded on the Wellbeing Manager of iSAMs and the respective Pastoral Head informed.

A **non-exhaustive** list of the sorts of behaviour that could merit expulsion:

- Actual or threatened physical assault against pupils or adults
- Verbal abuse/threatening behaviour against pupils or adults
- Persistent bullying, both verbal and physical, harassment or abuse (including online)
- Deliberate damage to property
- Theft
- Persistently disruptive behaviour
- Parental behaviour
- Misuse of drugs, alcohol and tobacco
- Bringing onto the premises dangerous objects (guns/knives)
- Sexual abuse or assault
- Making malicious accusations against staff
- Sexual violence/ sexual harassment (including online)

A non-exhaustive list of the sorts of behaviour that could merit suspension:

- Sustained challenge to the authority of a member of staff
- Persistent defiance of The Davenies Code
- Acts of vandalism
- Physical violence
- Foul language
- Inappropriate online behaviour

This applies to conduct both in and out of school time and on or off the school's premises should the Headmaster deem that the behaviour is damaging to the school and/or other pupils.

Principles

When investigating an allegation, the school will always endeavour to act fairly in accordance with the rules of natural justice. As such:

- a fair and thorough investigation should take place
- pupils will be informed of the allegation and the evidence relied upon
- pupils will be given a fair opportunity to exculpate themselves ▪ an appeal is offered in the case of an expulsion

The Headmaster decides on the basis of all the evidence available to him whether to exclude. However, there may be occasions when the Headmaster is absent from school and the Deputy Head will then make the decision. Thus the Deputy Head assumes the title and role of "Acting Headmaster" on such occasions.

The school investigates serious incidents with appropriate care and in adherence to best practice. Where there is a conflict of evidence or facts are in doubt, the decision to exclude will be based on the Headmaster's assessment of the 'balance of probabilities', the standard of proof required for exclusions to be lawful. The more serious the allegation, the more convincing the evidence needs to be.

The pupil's view of events will be taken into account before deciding whether to suspend or exclude. Pupils will be given the opportunity to express their views - with the support of advocates (such as a parent or social worker), if needed - unless their age or understanding mean it's not appropriate to do so. Pupils will then be informed of how their views were taken into consideration in reaching a decision.

Procedure

Investigation

When a serious matter comes to light the matter will usually be investigated by the Deputy Head Pastoral or may be delegated to the relevant Pastoral Head. The Headmaster will not be involved at this stage as it may compromise his impartiality at any future hearing. Initially the Deputy Head Pastoral will consider what evidence there is and what is requested. If any one person is at risk the Deputy Head Pastoral as the School's DSL will consider whether or not the Police or Social Services need to be informed.

In some cases the student will be asked to write an account of what happened using the School's Pupil Statement pro forma (see Appendix B). The School's policy is that these statements or related sanctions are not shared with the parents of other pupils.

The School will take into consideration and ensure that a pupil is not disadvantaged by any SEN or Learning Difficulty which the pupil may have.

Key issues

- Information gathering
 - Statements should be taken from all pupils and staff involved
 - It is good practice for another member of staff to be present
- Suspects may be kept apart
- Parents are informed after initial investigation

Meeting with Parents

Once the information has been gathered, the next step is to consider this information and decide upon what disciplinary action is necessary. Parents will be invited into school to meet with the Headmaster and the Deputy Head Pastoral. A note-taker may be present.

If the boy is to be placed in isolation, suspended or expelled the following guidelines will be used:

Isolation

Isolation is a period of time when the child is separated from their Year Group but completing work in a designated area of the school under one to one supervision from a member of teaching staff. This supervision includes lunch and break times. The decision on whether suspension takes place in (isolation) or out of school is very much a school decision made by the Headmaster or Deputy Head Pastoral.

Consideration Day

This is an opportunity for pupils through their actions away from the school environment and the possible influence of their peer group. This is decided upon by the Headmaster, after consultation with the Deputy Head: Pastoral & Safeguarding. A home learning pack will be provided for the pupil undertake at home

First Suspension

- A first suspension will be for no longer than two working days unless, in the opinion of the Headmaster, a longer period is warranted by the particular offence
- The parents of the pupil will be asked to take their son home at the earliest possible moment
- The pupil will be supervised whilst he awaits collection
- A formal letter will be sent to the parents explaining the exclusion and indicating the time at which the pupil will be welcome to return to the school
- A copy of the Headmaster's letter will be sent to the Chairman of Governors
- A home learning pack will be provided which is to be completed and returned when the suspension period is complete

Second Suspension

- A second suspension will be for three working days unless, in the opinion of the Headmaster, a longer period is warranted by the particular offence
- The parents of the pupil will be asked to take their son home at the earliest possible moment
- The pupil will be supervised whilst he awaits collection

- A formal letter will be sent to the parents explaining the exclusion and indicating the time at which the child will be welcome to return to the school
- A copy of the Headmaster's letter will be sent to the Chairman of Governors
 - A home learning pack will be provided which is to be completed and returned when the suspension period is complete

Final Suspension/Expulsion

- A final suspension will be for a minimum of five working days and may be permanent
- The parents of the pupil will be informed of the Headmaster's decision and asked to take their son home at the earliest possible moment
- The pupil will be supervised whilst he awaits collection
- A formal letter will be sent to parents explaining the reasons for this suspension, offering academic support for a limited period of time (not exceeding half a term or a period of four weeks, whichever is the shorter), and offering help in finding an alternative school for their son, if appropriate
- The pupil's form tutor will undertake to see that schoolwork is set and sent to the pupil in order to keep him in touch with his academic studies pending a decision as to his future
- If the Headmaster is satisfied that the pupil's position is still capable of being remedied, he may decide to allow the pupil back to school on condition that it is understood and agreed by the parents that this is a final chance
- A formal letter will be written to the parents making the school's position clear with regard to any further misdemeanours on the part of their son
- A copy of the Headmaster's letter will be sent to the Chairman of Governors

Following a suspension, as part of their return to school, the relevant Pastoral Head will meet with the individual and where possible, support will also be provided by the school counsellor.

Appeals

Parents are entitled to appeal to the governing body against any expulsion. A letter stating the intention to appeal should be sent to the Clerk of the Governing Body at the school. This will be acknowledged and an Appeal Hearing will be considered by a panel of governors/independent members not previously involved in the process. Where practical this Hearing should take place within 14 days.

The Governors' decision is final.

Record of Sanctions imposed for Serious Disciplinary Offences

A Record of Sanctions imposed for Serious Disciplinary Offences is maintained in the Headmaster's Office, with records being kept for 5 years from the date of the initial incident, unless there is a safeguarding issue in which case the records will be kept in line with the School's Safeguarding Policy.

Physical Contact

Staff will have regard for the DfE's guidance: *Restrictive interventions, including the Use of reasonable force in school April 2026* should the need for restraint arise. Staff do not hit, push or slap children, nor will they restrain pupils by locking them in a room. Staff would only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting himself. Any actions taken are in line with the school's Restrictive Interventions Policy

Should physical intervention occur, staff will inform their relevant Pastoral Head or the Headmaster immediately, and will record details on the Restrictive interventions Recording Form. The School will inform parents of the need to use physical restraint on the same day.

The Role of Parents

If the School has to use reasonable sanctions, it is expected that parents will support the authority and actions of the School. If parents have any concern about the way that their child has been treated, they should initially contact the Form Teacher. If the concern remains, they should contact the Pastoral Head or the Deputy Head Pastoral respectively.

The School hopes that parents will not feel the need to complain about the operation of its *Behaviour Policy* and that any issues can be sensitively and efficiently handled. However, the school's *Complaint's Procedure*, which applies to the whole school including Reception is available on the website.

Other Related Policies

- *Anti-Bullying Policy*
- *Pastoral Care Policy*
- *Safeguarding Policy*
- *Staff Code of Conduct*
- *Restrictive intervention Policy*

Data Protection

The School retains records within the Wellbeing Manager module on iSAMs. Supporting information may be retained by the Pastoral Committee for up to 5 years after the incident. For further information, please see the School's Data Protection Privacy Notices.

Updated: Autumn Term 2026, Deputy Head: Pastoral & Safeguarding, and Pastoral Committee
Review: Autumn Term 2027, Deputy Head: Pastoral & Safeguarding, and Pastoral Committee

APPENDIX A

Examples of Pre-Prep Cards



You have received a RED Davenies Code card for not:

- ☐ Being Kind
- ☐ Being Honest
- ☐ Being Polite
- ☐ Being Thoughtful
- ☐ Being Respectful

You have received a RED Davenies Code card for:

- ☐ Rough play – pushing/shoving/grabbing
- ☐ A non-deliberate physical act
- ☐ Retaliating physically
- ☐ Disobeying an adult's instruction
- ☐ Other

Well done! You have been given a GREEN card for:

- ☐ Following the Davenies Code
- ☐ Producing a 'WOW' piece of work
- ☐ Being a 'Learning Warrior'
- ☐ Other

APPENDIX B

Davenies Pupil Statement Pro forma



DAVENIES

Pupil Statement

Pupil Name: _____

Other Pupils involved: _____

Incident Description

What Happened?

Date: _____ Time: _____ Location: _____

APPENDIX C

Davenies Pupil Statement Pro forma



DAVENIES

Interview Statement

Pupil Name: _____

Staff Member: _____

Incident Description

What Happened?

Date: _____ Time: _____ Location: _____

Please complete indicating questions asked and replies.

Continue on a separate sheet if necessary.

Initials can be used to represent individuals.