



Wetherby School
Reception
19 Pembridge Villas
London
W11 3EP

Wetherby School
Years 1, 2 and 3
11 Pembridge Square
London
W2 4ED

Behaviour and Discipline Policy

9a Behaviour- to promote good behaviour and to set out sanctions for misbehaviour

Policy reviewed by: Samuel Birch

Review date: June 2024

Submission: June 2024

Policy actioned from: September 2024 – August 2025

Next review date: June 2025

Reviewer's Signature: 

Head Teacher's Signature: 

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School; 'parents' refers to parents, guardians and carer



Wetherby School

Behaviour and Discipline Policy

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POLICY STATEMENT

At Wetherby School we aim to ensure that every member of the community feels valued and respected. In order for children to achieve to their best ability, it is vital that they understand how to behave, play and study together in a considerate manner. Children learn best when they are in a safe and supportive community, when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do so. To achieve this, we believe that it is important that children, staff and parents value good behaviour.

Therefore, in addition to the academic curriculum, we are also concerned with instilling the importance of right, wrong, fairness, tolerance and consideration of others. The school is committed to the promotion of Fundamental British Values and encouraging a Growth Mindset within our boys. The school's behaviour policy is designed to support the way in which all members of the school can live and work together in this way.

This policy seeks to increase the amount of effective teaching time and develop a learning environment free from disruptions, that encourages and recognises effort, success, improvement and on task behaviour. This policy follows DFE guidance outlined in 'Behaviour in Schools' (2022) and applies to all children in the school, including those in the EYFS. The person with overall responsibility for Behaviour Management at Wetherby School is the Deputy Head (Pastoral). All staff are responsible for implementing Behaviour Management at Wetherby. They must follow the policy and encourage good behaviour and respect for others in boys and apply all rewards and sanctions fairly and consistently. Staff are also involved in the updating of the Behaviour and Discipline Policy.

Underpinning our positive behaviour policy is a system that seeks to promote good relationships so that people can work together with the common purpose of helping everyone to learn. It is our expectation that good discipline arises from good relationships and from setting high expectations of good behaviour. We know and understand that there may be underlying reasons for a boy's poor behaviour and that we have a duty to the child to examine these reasons.

AIMS

Following this policy we aim to:

- Develop co-operation in all aspects of school life
- Discourage aggression in all its forms
- Ensure the safety of all members of our school
- Make experiences of children and staff as enjoyable and positive as possible
- Develop and foster an innate sense of self-esteem within our pupils
- Develop the ability of children to respect the needs and feelings of themselves and others
- Ensure the children care for one another and value friendships
- Establish and maintain a high standard of behaviour and good citizenship
- Assist staff in developing effective strategies for dealing with and managing pupil behaviour
- Work in unison with parents and carers to establish and maintain consistent behavioural guidelines
- Develop behaviour that stresses courtesy, tolerance, forgiveness, acceptance, co-operation, respect and care. Pupils will be encouraged to manage their own behaviour and use behaviours that will lead to a happy and safe school and be rewarded for showing these behaviours
- Encourage pupils to take responsibility for their own actions and realise that actions have consequences
- Develop respect for their own and other people's property
- Make our school a happy, safe and caring place to be

CODE OF BEHAVIOUR

We expect children to:

- Be honest at all times
- Learn good manners, be polite and show consideration towards each other and to all adults at all times - bad language is never respectful and will not be tolerated
- Be prepared to take responsibility for their actions
- Be responsible for looking after their own belongings and respect the belongings of others
- Walk and not run when inside the school building
- Arrive in good time for the start of school and be ready for registration, lessons and other school activities
- Line up quietly before leaving a classroom or the building
- Move around the school in a calm and orderly manner, as directed by the teacher
- Be accompanied by an adult at the front of the line when walking around the building
- Take care when walking up and down any stairs, keeping to the left hand side
- ALWAYS tell a member of staff if someone is doing something to them that they do not like or if they see behaviour that they do not like

Playtime

We encourage boys to play together and develop skills of negotiation and interact with kindness and a sense of fair play. Playtime rules are reinforced through assemblies.

Boys should:

- Play respectfully with each other.
- Keep hands and feet to themselves
- Include others in games
- Respect the wishes of all boys
- Listen carefully to adults on duty
- Have fun whilst playing outside

Staff on break duty will use school sanctions and reprimands as and when necessary and report any incidences of poor behaviour to the class teacher.

Travelling outside school

When outside the school building, boys must always remember they are Wetherby Ambassadors.

During the school day boys are expected to:

Walking

- Walk in pairs, holding hands when practicable, along the pavements and step aside (to inner pavement) for passing pedestrians
- Walk as close to the wall or fence and as far away from the road as possible
- Talk at a low volume
- Take care when crossing the road, even over a zebra crossing

Coaches/buses

- Wear a seat-belt at all times
- Remain sitting in seats
- Talk quietly

RULES

The Rules to Always being a Wetherby Ambassador

The Rules to Always being a Wetherby Ambassador provide the basis of the Wetherby School behaviour management policy and outline the behaviours expected in school. These will be consistently referred to across all year levels and receive particular attention at the beginning of each school year and during learning for life discussions. These rules form the basis of weekly whole school targets. When a rule has been broken, these will provide the discussion points.

The Rules to Always being a Wetherby Ambassador are:

- We are polite, kind and helpful
- We work hard and try our best
- We always tell the truth
- We encourage our friends and say well done

- We look after each other and our belongings
- We smile and have fun
- We listen to and respect others
- We learn from our mistakes
- We have a growth mindset
- We have a go ourselves before asking for help

The first six rules are used in Reception and then then all rules are used from Year 1.

Classroom Expectations

These are the foundations of behaviour expected in class. At the beginning of every academic year, each class will formulate a set of classroom expectations (a 'class charter'). All pupils will be involved in the formulation of these and sign a copy to be displayed within the class. Teachers will regularly refer to these as a positive behaviour reinforcement and to remind individual boys how to behave in the classroom. To ensure continuity of care we hold a 'handover' session at the end of every academic year which addresses both the academic and pastoral needs of every pupil.

Generally the class rules are variations of the Wetherby Ambassador rules.

POSITIVE BEHAVIOUR REINFORCEMENT

The boys are encouraged to support each other's successes and achievements. Achievements in and out of school are celebrated in the classroom and in assemblies. Photographs, certificates, medals can be displayed on a designated board in their classroom or outside it. Boys are also encouraged to talk about their achievements at certain times during the school day. Boys are encouraged to have a Growth Mindset and to realise that we learn through our mistakes. Their work is also displayed on boards throughout the school. These measures increase self-esteem, which leads to positive behaviour patterns and a mutually supportive working atmosphere. Unhealthy and overt competitiveness is not encouraged and we also expect parents to adopt this approach at all times and at all school events.

House System

Wetherby School operates a house system. All children are placed into one of four houses, with siblings being in the same house. We award house points for academic achievement and being a Wetherby Ambassador inside and out of school.

Boys collect individual house points for displaying the above behaviours. At the end of each week these are collated and contribute to the overall house points total. At the end of each term the 'house cup' and a celebratory off-site trip is awarded to the house who has received the highest cumulative total of house points. House points will be collected in house containers in class and recorded online, which will be monitored by the Deputy Head (Pastoral). A certificate and prize will be awarded every half term to the boy that is awarded the most house points e.g. Lego prizes. Additional Bronze, Silver and Gold certificates are awarded to boys who reach 150 (bronze) 300 (silver) 500 (gold) house points.

Learning for Life (PSHE) and Assemblies

At Wetherby School all pupils are taught about relationships and friendships in PSHE (Learning for Life) sessions. These lessons are vital to a child's social, moral, spiritual and cultural development. During these lessons children are taught strategies to help them avoid conflict with each other, avoid problematic situations and also being aware of their own emotions and how to identify the emotions in others.

In discussing these issues, we aim to raise individual self-esteem, develop skills in listening and effective communication and empower children to deal effectively with situations that arise.

Assemblies play an important part in developing good behaviour in Wetherby boys. Weekly targets aligned to the Rules to Always being a Wetherby Ambassador are identified and reminders about behaviour given. Year Group Assemblies also offer opportunities to discuss current events or issues that have arisen throughout the week and how best to resolve them. Class assemblies are often based on or refer to aspects of desirable behaviours. The winning class receives the 'Wetherby Bear' for good behaviour on a weekly basis.

REWARDS AND SANCTIONS

It is expected that as much positive behaviour as possible is highlighted and rewarded by staff. Staff employ a wide variety of age related and often bespoke positive behaviour reinforcement strategies and our aim is to empower the boys to make the right choices. However, there will be times when sanctions are required. The table below details the behaviour rewards and sanctions employed at Wetherby School. These are necessarily dependent on the age and year group of the boy and will be adopted by staff accordingly.

| REWARDS | SANCTIONS |
|---|--|
| <ul style="list-style-type: none">• Verbal praise• Stickers• House Points• Certificates and Head Teacher's awards• Given responsibilities• Praise from other adults• Golden time• Wetherby Ambassador Award• Trophies• Special hats• Star of the week• Star prize (at the end of term) | <ul style="list-style-type: none">• Verbal warning• Reminding of expected behaviour• Sent to another class (1)• Sent to Deputy Head (Pastoral) or to Assistant Head (Wellbeing) (2)• Sent to Headmaster (3)• Think Sheet• Removal of responsibilities• Parents informed or called to a meeting• Placed on a behaviour/reward chart to focus on improving specific behaviours |

The Headmaster or any member of SMT will see boys on teacher's recommendations if they have done an exceptional piece of work.

Minor breaches of discipline

The class teacher, classroom assistant or teacher on duty generally deal with minor breaches of discipline in a caring, supportive and fair manner. Behaviour discussions aim to reflect upon and rectify the wrong choices made, referring to Classroom Rules and the Rules to

Always being a Wetherby Ambassador. Appropriate sanctions will be given, with some flexibility regarding age of the child.

In order for the pupils to take responsibility and *think* about their actions they must have the opportunity to consider their circumstances. Rather than staff explaining what has occurred, it is important that the onus is placed on the pupils to form an understanding of their actions and help determine possible steps forward.

- What did I do? What Rule to Always being a Wetherby Ambassador did I break?
- Why did I do it?
- Was it a good behaviour choice?
- What could/should I have done? / What would a good behaviour choice look like?
- Do I understand why I am in trouble?
- What do I think I should do to make amends?

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments. Boys are encouraged to see behaviour as a matter of making a choice, and that depending on that choice there will be repercussions. Staff must make it clear that it is the behaviour not the person that is being punished.

Parents are always kept informed of their son's behaviour by the class teacher via informal meetings with teachers and, where necessary, formal meetings. If a formal meeting is scheduled the Deputy Head (Pastoral) will be advised and may be present.

Major breaches of discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, bullying (see anti-bullying policy), refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and boys will be sent or taken to the Deputy Head (Pastoral), Assistant Head (Wellbeing), or the Headmaster who will deal with it appropriately. The pupil will complete a 'Think Sheet' to reflect on their behaviour and what they have learned. The 'Think Sheet' covers:

- What happened?
- Which Rule to Always being a Wetherby Ambassador did I not follow?
- How I feel?
- How other people feel?
- What is the impact of my behaviour?
- What have I learned?
- What will I do next?

The Headmaster and Assistant Head Pastoral will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of the Assistant Head (Wellbeing), Learning Support department and/or other agencies – social services, psychological services etc.

Think Sheets

If the incident is serious enough and a boy is sent to the Deputy Head (Pastoral) or Assistant Head (Wellbeing) at 11 Pembridge Square or the Head of Reception at 19 Pembridge Villas a 'Think sheet' will be completed. The parents will then be invited into a meeting with the teacher, Deputy Head (Pastoral) as well as their son. A copy of the Think Sheet will be given to parents. These meetings aim to support the boy in finding strategies to make the right choices moving forward. Where a boy receives three think sheets in one term, an Individual Learning Plan (Behaviour) will be written for them (see below).

Further interventions

Boys who consistently demonstrate poor behaviour such as the above and fail to respond to behaviour modification programmes may be temporarily excluded from the school. This course of action would only be considered after all possible avenues have been explored. Very careful arrangements would be made to monitor the situation to ensure that a child returning to school after exclusion is helped to behave appropriately.

Permanent exclusion will happen when a situation is unresolvable despite the best efforts of school and parents. Please see the school's Exclusion Policy.

The above procedures can be adapted for children experiencing on-going difficulties with behaviour either as a result of special educational needs or other factors at home/ school. If this is the case, the behaviour modification plan for the pupil will be recorded in an individual learning plan (ILP) which will be discussed with parents and shared with all the staff who work with the pupil.

Intervention which requires Physical Restraint

Physical restraint (the positive use of force) may be used to protect a boy from hurting himself or others, or from seriously damaging property. In all cases, members of staff are guided by DFE guidelines 'Use of Reasonable Force in Schools' July 2013.

At Wetherby, a member of staff may use such force as is reasonable in all the circumstances to prevent the boys from doing (or continuing to do) any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom or elsewhere

A boy may be restrained in an appropriate manner by a member of staff, when on the school premises, or when the authorised person has lawful control or charge of the child concerned elsewhere e.g. on a trip or other authorised out of school activity. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The boy should be removed from the situation as soon as possible and taken to the Deputy Head (Pastoral), Assistant Head (Wellbeing), Headmaster, or in their absence another member of the Senior Management Team who will take immediate action to involve parents.

The incident should be documented, the situation discussed with the Headmaster and the parents informed about it on the same day as the incident took place.

The Headmaster and Deputy Head (Pastoral) will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the Assistant Head (Wellbeing) and involvement of other agencies – social services, psychological services etc.

Wetherby School uses the DfE guidance (Use of Reasonable Force in Schools' July 2013) on physical restraint of any child and it is part of the induction programme for all who work at the school.

In accordance with the law there is no corporal punishment allowed by the school.

PARENTAL ROLE

Parents/Guardians should take a proactive attitude towards their child's behaviour and:

- Recognise that an effective school Behaviour and Discipline Policy requires close partnership between parents, teachers and children
- Accept that learning and teaching cannot take place without sound discipline
- Participate in creating a safe, positive and respectful learning environment within the school
- Attend parent workshops relating to behaviour and discipline if necessary
- Use descriptive praise versus evaluative praise with their sons
- Mirror the language used in school e.g. good/poor behaviour choices
- Encourage their sons to have a growth rather than fixed mindset
- Work and co-operate with the school to resolve concerns involving their son(s)
- Show courtesy at all times in their dealings with all members of staff, remembering that staff deal with behaviour problems patiently and positively
- Encourage their sons to talk about any behaviour issues that parents have been informed about but remember that the school will have dealt with the issue and sanctions will have already been put in place according to school policy
- Tell their son that there will always be someone in school who will give them help when they need it and discuss the school policy with their child as appropriate, emphasising parental support of the rules and assisting when possible with their enforcement
- Feel able to approach the teachers about any problems
- Help manage their son(s) behaviour in school by encouraging regular attendance and by attending parents' evenings and other parents' functions
- Ensure punctual delivery and collection of their son(s)

CLASSROOM BEHAVIOUR MANAGEMENT PROCESS

Reception

All Reception classes employ a behaviour system based on incremental steps for behavioural reinforcement as well as motivational opportunities to surpass behavioural expectations. Every boy will have their face displayed on a star. At the start of the day all boys' stars will be on a cloud high up in the night sky. If a child misbehaves their star falls lower in the night sky and continues to fall lower as necessary. If the boy has been observed rectifying their behaviour choice, there is the possibility of their star returning to the clouds in the sky. There will also be a rocket, which is heading for the moon, which incentivises the boys to surpass the star level of behaviour.

If a boy stays on the cloud for the whole week, he will have golden time on Friday afternoon. If a boy's star moves down in a week, he will have opportunities to still engage with golden time if he shows an awareness of his behaviour. This is at the teacher's and/or Head of Reception's discretion.

All boys will be given a non-verbal and verbal warning before their star falls.

In the event that the boy's star falls to the ground, consequences can include loss of minutes during golden time, being sent to Head of Reception or being talked to by the Deputy Head (Pastoral). In the last instance the boy can be sent to the Headmaster.

Class teachers will keep a record of boys whose star falls to the ground. If disruptive behaviour continues, it may be necessary to meet with the boy's parents to discuss their behaviour and the way forward.

Years 1, 2 and 3

The boys in Years 1, 2 and 3 follow a positive classroom management strategy called 'Keep on Track'. Every boy in school is awarded 30 minutes Golden Time, on their class chart, at the start of each week. Children who display the behaviours, attitudes, and efforts that we encourage in school will keep their Golden Time. However, children who do not display these behaviours lose Golden Time.

The program works as follows:

- Golden Time is lost in five-minute blocks and this is shown visually on a display.
- If a child receives a white counter (consequence counter), this equates to losing 5 minutes of golden time.
- During the week, a log is kept of the children and how many consequence counters they have received. This is reviewed and monitored regularly, providing an opportunity for further behavioural discussion by the Deputy Head (Pastoral).
- If a boy has lost all his golden time allowance for the week, he will automatically be sent to Deputy Head (Pastoral)
- During golden time, those children that have lost minutes will be asked to reflect on their behaviour and complete a reflection sheet.
- Children CAN earn back their golden time if they manage to be awarded a house point later in the day.

Half termly behaviour awards will be given to those children that demonstrate exemplary behaviour and continue to be a Wetherby Ambassador.

This policy will be reviewed annually

Reflection Sheet



WETHERBY
SCHOOL

GOLDEN TIME
THINK SHEET



Which rule to being a Wetherby Ambassador did I not follow?

We are polite, kind and helpful



We work hard and try our best



We look after each other and our belongings



We encourage our friends and say well done



We smile and have fun



We always tell the truth



We learn from our mistakes



We listen to and respect others



We have a growth mindset



We have a go ourselves before asking for help



This week I have lost this many minutes

5

10

15

20

25

30

What happened?

What have I learned?

Signed (child)

Signed (adult)

Appendix - Inspired Parent Code of Conduct

1. Commitment to working with Parents

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

2. Communicating with school

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.
- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.
- We expect parents to follow and uphold all procedures outlined in the school's published policies.

3. Behaviour and communication considered unacceptable

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.
- Behaviours that we consider to be unacceptable include, but are not limited to:
 - Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.
 - Behaviour or communications that breach school policies, safety or procedures.
 - Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.
 - Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it
 - Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general or potentially damage the school's reputation.

4. Consequences of breaching Parent Code of Conduct

- Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
- Where that is not possible, actions the school can take are, but not limited to:
 - request for a meeting to resolve the issue.
 - issue a warning regarding the behaviour and how that breaches this code.
 - withdraw the right to be on school premises or at school events.
 - give notice to parents to find an alternative school for their child/ren.