



WETHERBY SCHOOL  
— KENSINGTON —

# Behaviour and Discipline Policy

**Policy reviewed by and person responsible:** Michelle Moyles

**Review date:** September 2025

**Submission:** September 2025, reviewed January 2026

**Policy actioned from:** January 2026 – August 2026

**Next review date:** August 2026

**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 Kensington; 'parents' refers to parents, guardians and carers

This policy applies to all children in the school, including those in the EYFS.



# **Wetherby School Kensington**

## **Behaviour and Discipline Policy**

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## **1. POLICY STATEMENT**

At Wetherby School Kensington 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 positive mindset within our students. 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.

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.

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. 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 School Kensington. They must follow the policy and encourage good behaviour and respect for others in students 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 student's poor behaviour and that we have a duty to the child to examine these reasons.

Promoting the wellbeing of all our students is central to their development.

Inspired schools promote excellent behaviour management by all teachers, based on practices that ensure students are intrinsically motivated to behave in ways which support learning and social interaction, as opposed to being purely extrinsically motivated to behave well via the school's rewards and sanctions systems.

Alongside external rewards, we place strong emphasis on developing intrinsic motivation, encouraging children to feel genuine pride in their work, their behaviour, and their contribution to our school community, so positive choices are made because they matter, not just because they are rewarded.

We aim to provide an ethical framework within which students may develop their own individual skills, whilst becoming courteous, respectful, tolerant and open-minded

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citizens. We consider that good relations, respect for others and their property, good manners and a secure learning environment play a crucial part in the development of all students, who are motivated to become life-long learners. Our community is fundamentally a happy one. We believe that positive behaviours flourish in a culture of high expectations, support and encouragement, with positive reinforcement of our ideals.

The school is an inclusive community. We welcome students from a variety of backgrounds, whilst being respectful of local law, we do not discriminate. We treat everyone as an individual and aim to develop the whole person such that they are equipped to take their place in the modern world.

Students are encouraged and expected to develop and maintain personal integrity that is truthful, generous, courteous and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives, and to their relationships with staff and other students.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them in assemblies and during circle time time, as well as via the Pupil Parliament, which meets regularly.

The Headmistress and Governing Body have overall responsibility for school disciplinary policies and procedures. Classroom, offsite and academic discipline are largely the responsibility of individual teachers with support from the Pastoral Deputy and Headteacher. The escalation system is structured to support the teacher in giving verbal feedback, self-reflection time, support from the Head of House, Assistant Head, Deputy and finally the Head as well as contact with the family to discuss the matter.

Serious disciplinary matters and matters of zero tolerance are referred to and dealt with immediately by the Deputy or Headmistress.

At no point will physical or corporal punishment be used in dealing with inappropriate behaviour. Staff must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being.

At Wetherby School Kensington we:

- 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 and ensuring that students are intrinsically motivated to behave positively and that they receive recognition within a culture that strives for excellence and is actively supported by students and staff
- 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, 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
- Encourage pupils to build an awareness of how actions and emotions are linked and that by recognising the appropriate zones of regulation, behaviours can be improved, rewards gained, and consequences avoided
- Develop respect for their own and other people's property
- Make the school a happy, safe and caring place to be and enable all members of the school community to be clear about the standards of behaviour expected and the responses to any disregard that is shown for an environment for learning and social interaction
- Promote positive behaviours and ensure the school's behaviour and associated policies are followed whenever a student displays inappropriate behaviour
- Encourage timely action if a student's behaviour contravenes the Code of Conduct
- Ensure fair and equal treatment of all students and, so far as possible, that every student in this school is able to benefit from and make his or her full contribution to the life of the school, consistent always with the needs of the school community.
- To agree on community wide expectations as per the Inspired Parent Code of Conduct

## **2. Details**

### **CODE OF BEHAVIOUR**

#### **2.1 Student Code of Conduct**

The school's intends to provide an environment which nurtures individuality and encourages freedom of expression; personal growth and self-confidence. The extent of that freedom is defined by the Student Code of Conduct and the responsibility is placed on the student to enjoy the freedom within the parameters of this Code. The Code's primary objective is to outline the positive behaviours that we expect all students to exhibit to support a positive environment for both learning and for social interaction.

The code is a partnership between the school, parents and its students. This Code is applicable whilst students are on school premises, at school functions, travelling to and from school, on trips or on any occasion where they are identifiable as students of the school.

The Code is to be read in conjunction with other policies and should be considered from the perspective of the core values and ethos of the school. By accepting a place and/or renewing enrolment at the school, students and their parents confirm that they have

accepted and are bound by this Code, school rules, policies and practices, and that they wholeheartedly support the core values and ethos of the school. At school, the Code is shared as part of the classroom and school rules. Each year, the school issues new terms and conditions, by signing parents commit to updates to both the Student and Parent code of conduct on a yearly basis.

## **2.2 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
- 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

At Wetherby, we want every child to arrive at school feeling calm, welcome, and ready for the day ahead. To support this, the school day begins in a gentle, peaceful way. Soft music and a quiet space will be provided to help children settle, relax, and ease into their learning. This calm approach will also be used at key transition times throughout the day - before break, lunchtime, and at the end of the day - helping children to pause, take a breath, and prepare for what comes next.

When entering the classroom, children are encouraged to come in quietly and calmly, listening for the Tibetan bowl to signal the next step. This simple routine supports mindfulness and wellbeing, giving children time to regulate their emotions after busy moments, and creating a smooth, positive transition between activities. By offering these moments of calm, we aim to nurture a happy, balanced start and end to each part of the day.

## **2.3 Playtime**

We encourage students to play together and develop skills of negotiation and interact with kindness and a sense of fair play.

Students should:

- Play respectfully with each other.
- Keep hands and feet to themselves
- Include others in games
- Respect the wishes of all students

- Listen carefully to adults on duty
- Have fun whilst playing outside or indoors

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

## **2.4 Travelling outside school**

When outside the school building, students must remember that they represent Wetherby School Kensington and therefore behaviour and appearance must be exemplary. They must remember at all times they are Wetherby Ambassadors.

Students 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 and follow staff instruction

### Coaches

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

## **2.5 The Rules to Being a Wetherby Ambassador**

The Rules to being a Wetherby Ambassador provide the basis of expected behaviours in school. These will be consistently referred to across all year groups and receive particular attention at the beginning of each school year and during Learning for Life discussions. When a rule has been broken, these will provide the discussion points.

### **A Wetherby Ambassador always:**

- Remembers their manners
- Speaks correctly and at the right time
- Wears their uniform correctly
- Listens to their teachers, parents and other adults
- Behaves appropriately
- Respects people and property
- Is kind and gentle to everyone

## **2.6 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 in conjunction with those stated in the behaviour policy. All pupils will be involved in the formulation of these and sign a copy to be displayed within the class as the charter. Teachers will regularly refer to these as a positive behaviour reinforcement and to remind individuals and groups of students 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.

Wetherby is committed to fostering a respectful, inclusive, and thoughtful school culture, and we are working towards achieving both UNICEF Rights Respecting School status and Thinking School accreditation to further embed these values into daily school life.

## **2.7 Parental support**

It is the responsibility of parents to support the school in enforcing the Code. Parents who enrol their child at the school undertake to uphold the school's policies and regulations. Parents are requested to communicate any concerns openly and constructively to the Headteacher and to do so without lobbying other parents, other students, members of staff or outside parties until all internal processes have been exhausted. They will support the school's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, academic integrity, extra-curricular activities, homework, and private study.

The school has several support systems in place to meet the needs of all students. These include class teachers and teaching assistants and the pastoral deputy.

In the event of any serious inappropriate behaviours, the school will liaise closely with parents and, if relevant, other statutory and support agencies.

## **3.0. Rewarding Positive Behaviours and dealing with Consequences**

Underpinning all the school's expectations is a belief in reinforcing positive behaviour through awarding 'Golden Moment' points and responding to poor choices with 'Consequences' using the process for managing inappropriate behaviour when the other steps have been unsuccessful. This system is in conjunction with the Zones of Regulation so that individuals may become aware of their emotions and the effect they can have on their own learning behaviour and those around them. The students are encouraged to support each other's successes and achievements. Achievements in and out of school are celebrated in the classroom and in assemblies. Students are encouraged to have a Growth Mindset and to realise that we learn through our mistakes.

The school aims to raise and support the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively and contribute well to discussion and to take responsibility for their own learning.

All staff celebrate students' successes, promote high standards of effort and behaviour, encourage student progress and celebrate student contributions to the school and wider

community using both written and oral praise whenever possible. This extends to cultural, sporting and House activities where interpersonal skills are rewarded. School reports aim to constructively convey a student's progress and achievements. The school has an awards system which is shared with parents, students and teachers. The school ensures that it is applied by all staff in the same way and tracked.

### **3.1 House points and Golden Moments**

Wetherby School Kensington operates an integrated reward and house system. All children from Reception to Year 3 are placed into one of four houses, with siblings being in the same house. We award Golden Moments and house points for academic, behavioural and organisational progress and achievements and for being a Wetherby Ambassador inside and out of school.

Students collect individual 'Golden Moments' for displaying the desired behaviours, which directly correlate and build upon the house points. At the end of each week these Golden Moments are collated and contribute to the overall combined golden moment and house points total. Each week the total is counted and the Wetherby Bear, wearing the colour of the winning house team, is awarded to the class who has the highest number of Golden Moments.

The Wetherby Ambassadors are celebrated in assembly and join the Head for a hot chocolate weekly. The individual with the most Golden Moments at the end of the term receives a golden badge to wear on their lapel. At the end of each half term, the winning house will celebrate with a Pizza party. At the end of each term the 'House Cup' is awarded to the house who has received the highest cumulative total of points.

House points will be collected in house containers in class and recorded on an excel spreadsheet that combines the totals with Golden Moment. Updates are shared weekly in assembly. At the end of each week the House Point coordinator, Mr Bedson and/or teaching assistant will record each student's house points. This is monitored by the Deputy Head (Pastoral) and a golden pin will be awarded every half term for achieving 50, 100 or 150 combined golden moments and/or house points.

### **3.2 Student celebration**

Student excellence is communicated regularly. Many other achievements, both within school and beyond, are recognised publicly via the regular assemblies and during end of term award ceremonies. These might include effort or significant improvement or contribution in academic subjects, sport, art, music, drama or service to the school, as well as awards and certificates from external agencies.

## **4. Addressing behaviour that falls below expectations**

We recognise that as students grow in maturity and understanding they may make mistakes and our role as the adults in their lives is to help them reflect upon and learn from these mistakes and to model how we would like them to respond when things do not go as planned. The table below indicates a non-exhaustive list of behaviours that may take place and the consequences to these behaviours. These are adjusted whenever

necessary such that they give full consideration to students who are on the SEN register or who have disabilities, safeguarding concerns or wellbeing issues. When there is a decision to suspend or exclude a student, these sanctions must be applied in line with local/national legislation e.g. giving parent required notice.

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 students to make the right choices. However, there will be times when sanctions are required. The table below details the possible sanctions employed at Wetherby School Kensington. These are necessarily dependent on the age and year group of the student and will be adopted by staff accordingly.

Behaviour concerns that indicate potential safeguarding risks are reported and managed in accordance with the school's safeguarding procedures and recorded appropriately.

#### **4.1 Golden Moments and Consequences (Social interaction)**

The information below is based on Wetherby School Kensington's Core Values to: Dream Big. Do Your Best. Be Ready to Learn. Be Kind. Be Safe.

##### **Golden Moments and Consequences**

At Wetherby, we use Golden Moments and Consequences as a balanced behaviour management system because it provides clear, predictable boundaries alongside positive reinforcement. For young children in Reception to Year 3, this consistency is essential for creating a safe, nurturing environment in which they can thrive both emotionally and academically.

Golden Moments celebrate and reinforce positive behaviour, kindness, effort, and readiness to learn. By recognising and "noticing" the good, children are motivated to repeat and sustain those behaviours. This aligns with research on positive reinforcement (Skinner, 1953), which shows that rewarding desired behaviour increases the likelihood of it recurring. It also supports the attachment and connection-based approach to behaviour, which emphasises that children are more likely to behave well when they feel noticed, valued, and connected to adults (Bomber, 2020).

Consequences, on the other hand, provide firm, fair boundaries for behaviour that disrupts learning or causes harm. They are always proportionate, restorative, and logged consistently. Children are given clear opportunities to reflect, repair and improve their behaviour before escalation, ensuring that the approach is supportive rather than punitive. This is in line with Keeping Children Safe in Education (KCSIE), which requires schools to maintain a safe, respectful environment where bullying, discrimination, and harmful behaviours are addressed swiftly and fairly.

By combining positive reinforcement with clear, structured consequences, we help children learn that their actions have an impact - both positively and negatively. This approach also reflects research on emotional regulation and social learning, showing that young children need explicit teaching, modelling, and consistent routines to build self-control, empathy, and resilience.

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In addition, the use of Reflection Forms and the Zones of Regulation encourages children to understand the link between their emotions and their choices, helping them to develop self-awareness and strategies for managing feelings - a key element of safeguarding and promoting mental health, as highlighted in KCSIE 2025.

Ultimately, Golden Moments and Consequences work together to create a calm, safe and positive culture where children feel both supported and accountable, preparing them for future learning and social success.

### **How the system works:**

Each boy is expected to show kindness, good manners, and readiness to learn; for these he will be awarded Golden Moments. To help guide behaviour, the following codes will be used when expectations are not met. A clear verbal warning should be given first and the escalation system should be followed as directed unless the behaviour is serious (e.g., hurting someone or using inappropriate language).

Staff record behaviours using C (Consequence) or GM (Golden Moment) codes on the shared Excel sheet, with separate sections for each. Consequences follow the five-step escalation chart, with more serious behaviours addressed and escalated immediately, and all actions also logged on MyConcern.

Golden Moments are used to recognise and celebrate positive behaviours - staff are encouraged to gently notice and verbalise the positives to build a culture of kindness, respect, and connection.

Logged behaviours contribute to Wetherby Bear, Ambassador, and House Awards, while Habits of Mind are shared and celebrated in our weekly assembly.

Above all, we aim for a calm, consistent approach so children feel supported and clear about expectations. Connection is greater than connection. Teachers aim to catch good behaviour early and use house points, stickers, and verbal praise to reinforce positive behaviours. An example: "I can see Linus sitting beautifully. Thank you for being ready to learn" could encourage others around him to follow suit.

Teachers should 'value their voice' and ensure that these expectations are set in place and used consistently. Children need clear, predictable boundaries and calm, consistent responses to build trust and reduce escalation. Behaviour is a communication of need, and teachers are encouraged to respond with empathy but hold firm expectations. The aim is to praise positive behaviour twice as often as correcting negative behaviour as connection trumps correction.

Each class should spend time discussing these Golden Moments and Consequences so that everyone understands their expectations.

### **Golden Moments Codes (GM)**

<b>Code</b>	<b>Action</b>	<b>Reward</b>
<b>GM1</b>	Listening carefully first time	Golden Moment & Verbal praise
<b>GM2</b>	Showing kind manners (please, thank you)	Golden Moment & Verbal praise
<b>GM3</b>	Sitting smartly, ready to learn	Golden Moment & Verbal praise

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<b>GM4</b>	Working quietly without distraction	Golden Moment & Verbal praise
<b>GM5</b>	Joining in positively during group work	Golden Moment & Sticker
<b>GM6</b>	Holding the door or showing respect to staff	Golden Moment & Sticker
<b>GM7</b>	Helping tidy or organise without being asked	Golden Moment & Sticker
<b>GM8</b>	Being a role model in the corridor/lunch hall	Golden Moment & Extra Golden T
<b>GM9</b>	Standing up for someone being unkindly treated	Golden Moment & Extra Golden T
<b>GM10</b>	Consistently excellent manners all day	Golden Moment & Extra Golden T
<b>GM11</b>	Showing outstanding kindness across the day	Golden Moment & Extra Golden T
<b>GM12</b>	Extraordinary act of kindness or respect	Golden Moment & Extra Golden T
<b>GM13</b>	Trying something challenging with a growth mindset	Golden Moment & DH Note (Habits of Mind)
<b>GM14</b>	Helping a younger pupil without being asked	Golden Moment & DH Note
<b>GM15</b>	Leading by example in playtime/lesson	Golden Moment & DH Note
<b>GM16</b>	Sharing resources or taking turns kindly	Golden Moment & DH Note
<b>GM17</b>	Encouraging a friend / helping them feel better	Golden Moment & DH Note
<b>GM18</b>	Supporting a friend in learning/play	Golden Moment & DH Note
<b>GM19</b>	Demonstrating great teamwork	Golden Moment & DH Note
<b>GM20</b>	Showing resilience after a mistake	Golden Moment & DH Note

Golden Moments are given to children individually to recognise their positive choices, kindness, effort, and readiness to learn. Each child's Golden Moments are celebrated personally, but they also contribute to their House total, encouraging teamwork and a shared sense of pride. At the end of each week, the combined House totals are revealed in assembly, with special recognition for the House showing the most kindness, effort, and respect receiving the Wetherby Bear. This helps children see how their individual actions make a positive difference to the whole school community.

### Consequence Codes (C) - Escalation system (immediate based on severity)

<b>Code</b>	<b>Action</b>	<b>Consequence</b>
<b>C1</b>	C1 – Talking out of turn / interrupting	<b>Verbal Warning</b>
<b>C2</b>	C2 – Making silly noises	
<b>C3</b>	C3 – Distracting others during learning	
<b>C4</b>	C4 – Mild rudeness (eye-rolling, sighing)	
<b>C5</b>	C5 – Forgetting polite words repeatedly (“please”, “thank you”)	
<b>C6</b>	C6 – Refusing to follow simple instructions	<b>Reflection Rest</b>
<b>C7</b>	C7 – Walking away from an adult when being spoken to	
<b>C8</b>	C8 – Ignoring repeated requests (e.g. won't tidy up)	
<b>C9</b>	C9 – Minor shouting / loud disruptive behaviour	
<b>C10</b>	C10 – Poor manners at lunch (snatching, mess on purpose)	
<b>C11</b>	C11 – Running indoors after reminders	<b>Head of School (U/L)</b>
<b>C12</b>	C12 – Snatching toys/resources from others	
<b>C13</b>	C13 – Pushing in line or playfighting	
<b>C14</b>	C14 – Being deliberately unkind (mocking, showing off)	
<b>C15</b>	C15 – Hiding / leaving class without permission (but still safe)	
<b>C16</b>	C16 – Throwing objects (not at people)	<b>Assistant Head</b>

<b>C17</b>	C17 – Bad language / rude gestures	
<b>C18</b>	C18 – Kicking, hitting, pushing someone	
<b>C19</b>	C19 – Leaving the building / area without permission	
<b>C20</b>	C20 – Direct defiance: shouting “NO!” or refusing all direction	
<b>C21</b>	C21 – Lashing out physically at a teacher	<b>Deputy Head/ Head (Contact with Home)</b>
<b>C22</b>	C22 – Deliberately damaging school property	
<b>C23</b>	C23 – Aggressively running away / absconding from school grounds	
<b>C24</b>	C24 – Bullying or targeted verbal abuse	
<b>C25</b>	C25 – Repeat escalation (3+ serious incidents in a week)	

The consequences are tallied and may reduce a child’s individual score. They do not contribute to the House total, helping children understand that poor choices affect both themselves and their team. If a child takes restorative action, such as apologising, repairing harm or showing improved behaviour, they can earn back Golden Moments for making better decisions. If a child receives more than five Consequences in a week, which is the equivalent of one per day, they will miss out on all Golden Time as an additional consequence and this will be ec.

All consequences must be recorded in the shared log with a brief written explanation so that the reason is clear. Pupils are expected to be able to explain why a consequence was given when asked, demonstrating understanding and accountability.

Behaviour records must be kept up to date to ensure patterns are identified early and support can be put in place promptly.

Where a pupil receives consequences over three consecutive weeks, the following steps apply:

- Week 3: Meeting with the Miss Playford and Miss Moyles to reflect on concerns and reset expectations.
- Week 4: Parents contacted or, where appropriate, invited in for a meeting to work together in support of improvement.
- Week 5: A behaviour plan is put in place and reviewed regularly until sustained improvement is evident.

Pupils who accumulate a significant number of consequences over a term, taking into account age and the balance with Golden Moments, may not take part in House rewards, even if their House wins. This ensures rewards reflect consistent positive behaviour.

### **Golden Moments and Consequences – Script to support consistent delivery of sanctions.**

Each boy is expected to show kindness, good manners, and readiness to learn; for these he will be awarded Golden Moments. To help guide behaviour, the following script can be used when expectations are not met. A clear verbal warning should be given first and the escalation system should be followed as directed unless the behaviour is serious (e.g., hurting someone or using inappropriate language) when they will be directed to the appropriate person.

## **Escalation system:**

### **□ Step 1: Verbal Warning (Child's initials noted on board as a visual)**

"[Name], this is your warning. We do not [talk/run/shout]. Please stop and make a good choice."

### **□ Step 2: Reflection Rest**

"You didn't stop after your warning. Please sit on the Reflection Chair for a short time (relevant to the child's age). Think about what went wrong and how to fix it."

"Are you ready to try again and make a better choice?"

### **□ Step 3: Head of School (Upper/Lower)**

"You are still not making good choices. Now you need to see the Head of House. They will talk with you about what happened."

### **▣ Step 4: Assistant Head**

"As this has happened again you now need to go to the Assistant Head. They will help you think and try to change."

● **Step 5: Deputy Head / Headteacher/ Home** "Now this must go to the Deputy Head (or Head). Your parents will be told. We will all help you to reflect and find a way of making better choices next time."

## **Restorative Conversation/ Reflection Form:**

After receiving a consequence deemed worthy to be sent to the Deputy Head or Head, each child will complete a Reflection Form to think about their behaviour, the escalation and the outcome. During this process, staff will draw awareness to the Zones of Regulation, helping children make connections between their emotions and their behavioural choices. This supports them in understanding how they felt, why they acted as they did, and how they can make better decisions next time they feel overwhelmed.

### **4.2 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? What was I feeling? (Zones of Regulation)

- 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 consequences. Students are encouraged to see behaviour as a matter of making a choice, and that depending on that choice there will be rewards or consequences. Staff must make it clear that it is the behaviour not the child that is wrong.

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.

### **4.3 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 students will be sent or taken to the Deputy Head (Pastoral), or the Headteacher who will deal with it appropriately. The pupil will complete a 'Reflection Sheet' to reflect on their behaviour and what they have learned. The 'Reflection Sheet' covers:

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

The Head and Deputy Head (Pastoral) will work with the child, member of staff or parents to devise a manageable target for the child to action in order to help meet that child's needs. This may include the involvement of the Head of Learning Support and/or other agencies, for example social services or psychological services.

### **4.4 Reflection Sheets**

If the incident is serious enough, a student will be sent to the Deputy Head (Pastoral), or the Head and a 'Reflection sheet' will be completed. The parents will then be invited into a meeting with the teacher, Deputy Head (Pastoral). A copy of the Reflection Sheet will be given to parents. These meetings aim to support the student in finding strategies to make the right choices moving forward.

**4.5 Removing students from lessons:** Removing a student from a lesson is unlikely to be necessary but if it is, then it should be used sparingly, to remove the student from a difficult situation, or to reinforce a particular expectation in the behaviour.

Removal from the lesson must only be for a brief time and not for multiple lessons.

Outside of the classroom, the students, should be explained the reasons being excluded from the class. The case should be dealt with by the pastoral deputy.

**4.6 Restorative Practice :** Students who make mistakes need to be able to restore their wrong doings. Restorative Justice can take several forms:

- Parents should be informed of misdemeanours, so they are aware of their children's behaviour, and they can hold their children account at home. The school will aim to contact parents if their child reaches 3 out of 5 consequences in a week, in an attempt to intervene before loss of Golden Time.
- Students should be encouraged to talk about why they have taken part in a negative behaviour.
- Students should take part in a restorative conversation, apologising to students, or staff members who they have upset.
- Students can take part in an activity to help repair what has happened. Schools should offer a time and place for this to happen.
- Note – restorative practice should not be used as a sanction. The sanction sits separately.

#### **4.7 Further interventions including exclusion**

Suspension or exclusion is used only as a last resort, is proportionate to the behaviour, and is implemented in line with statutory guidance and the school's Exclusion Policy, with due regard to the pupil's age, needs, and welfare.

Students 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.

#### **4.8 Intervention which requires Physical Restraint**

##### **Restrictive Interventions, Reasonable Force and Seclusion (DfE Guidance – April 2026)**

From **1 April 2026**, Wetherby School Kensington will follow the Department for Education guidance *Restrictive interventions including the use of reasonable force in*

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*schools*, which replaces previous guidance issued in 2013/2015. Restrictive interventions, including the use of reasonable force or seclusion, may only be used as a last resort to prevent harm to a pupil or others, serious damage to property, or the commission of a serious offence. They must always be lawful, reasonable, proportionate, and applied for the shortest time necessary.

The school does not use restrictive interventions as a punishment or to secure compliance. De-escalation strategies and preventative approaches must be used wherever possible, particularly for pupils with special educational needs or disabilities. Where a pupil is identified as being at increased risk, proactive planning and clear communication with parents will be undertaken.

Any use of reasonable force or seclusion must be recorded, reported to senior leaders, and parents informed on the same day. All incidents are reviewed to ensure safeguarding, consistency of practice, and compliance with statutory guidance. Staff receive appropriate training on behaviour management and are expected to familiarise themselves with the updated guidance, which is available on the DfE website:

<https://www.gov.uk/government/publications/restrictive-interventions-including-the-use-of-reasonable-force-in-schools>

- Physical restraint may only be used by a teacher if it is necessary to prevent imminent harm, including significant emotional distress to the student or any other person.
- If such risk is considered to exist, the physical restraint used must be reasonable and proportionate to the circumstances. Relief teachers or non-teaching staff may not under any circumstance use physical force to restrain a student
- Staff are advised to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period
- Every member of staff will inform the Pastoral Deputy immediately after they have needed to restrain a student physically. The school also records all disciplinary sanctions, which includes the nature and date of the offence and the sanction imposed
- The school can search and produce listings of these records so that patterns may be identified by the school
- We will always inform immediately a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents will be informed of the incident on the same day.

Further details can be found in the restraint policy.

Wetherby School Kensington uses the DfE guidance (Use of Reasonable Force in Schools' July 2013 until the new legislation comes into effect in April 2026) 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.***

## 5.0 Specific considerations for Years 1 -3

Rough and tumble play and fantasy aggression

- Children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or ‘aggressive’. We can empathise with the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

- We take hurtful behaviour very seriously. On occasion most children under will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. For most children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.
- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his own feelings.

We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings and we help young children develop pro-social behaviour, such as resolving conflict over who has the toy.

We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. For both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries, so we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.

In the event of serious misbehaviour or serious breaches of discipline the matter can be referred to the Pastoral deputy head.

Exclusions (both temporary and permanent) is applied for serious breaches of school rules and expectations. Only the Head in conjunction with the Board of Governors may exclude a student.

## **6.0 Specific considerations for Early Years School Section**

The staff of the school are aware that a child gradually becomes aware of their peers and their place in the group; learning through trial and error to function socially. Mindful that young children are still developing verbal language and that all behaviour is communication, adults will focus on understanding the reasons for challenging behaviour as well as the appropriate responses and actions.

A balance will be kept between the satisfaction of the child's needs and the necessity to modify them to meet the requirements of the group. Young children are supported by adults to construct together appropriate class agreements on shared behaviour. Expectations are explained to the children as the need arises, each situation being dealt with sensitively by the staff, who do their utmost to be consistent.

We celebrate positive and appropriate behaviour to build self-awareness and self-esteem in children from an early age and build a gradual understanding of the rights and needs of others. Routines which foster collaboration between children, and the celebration of positive and appropriate behaviour are embedded into the school day so that children build a growing understanding of the connection between rights, responsibilities, and positive behaviour.

In the later stages of early learning, we reward and encourage effort, perseverance, participation, collaboration, and good behaviour to provide an incentive to progress further. When we reward positive behaviour, this allows children to feel fully seen and validated by the adult and influences the modification of challenging behaviour, which fosters an atmosphere conducive to learning and establishes and builds on adult/child relationships.

### **Responding to Positive Behaviour**

- Give Verbal praise to child and with parent
- Use consistent reassuring Body language-a smile, nod, pat on the back
- Child is given responsibilities and jobs to do
- Care and value is given to child's paintings, drawings, construction and general responses.

### **Rewarding Positive Behaviour**

- Perseverance, effort, achievement, concentration

- General improvement in behaviour
- Sharing, caring, being sensitive to the needs of others
- Constructive and developmentally appropriate play
- Taking care of equipment by showing respect for toys and books
- Appropriate behaviour
- Completion of a task

#### Responding to Challenging Behaviour

- The adult aims to understand what the child is communicating through their behaviour
- The adult must be fully present with the child and listen to their needs.
- Explanation of what child has done wrong, making sure he/she understands
- Withdrawal from activity or area where inappropriate behaviour occurred
- Record any physical interventions, where used, on a body map
- Child is given a specific activity to complete to support regulation
- Adult's facial expression, tone of voice, body language remains calm and supportive
- Reminding of the expectations
- Child is redirected
- Child is reminded of the correct action positively, e.g. 'Let's use our walking feet', instead of 'no running'
- Discussion with parents
- Liaising with Learning support team / external professionals to support student
- For continued challenging behaviour, where the parents are not supporting the suggested actions from the school, a school may consider asking a student to leave, or suggest a non-renewal of contract.

Every effort is made to gain the full support and co-operation of the child's family through effective, transparent, and consistent communication and dialogue. An understanding of the child's home context and any situation or event which may be affecting the child's emotions and behaviour is a crucial step in establishing the best response to ongoing challenging behaviour.

Biting is common amongst young children until 24-30 months until verbal language and self-regulation increasingly develop but it causes concern in parents/carers. Biting is often very painful and frightening for the child who is bitten. It can also be stressful for the child who bites, because it creates immediate reactions from children and adults. Young children bite for a variety of reasons such as teething, sensory exploration, communication, connection, and attention seeking as well as frustration and emotional dysregulation. The emotions and thinking that cause the biting must therefore be considered and addressed and adults must support young children to develop an increasing understanding of the cause-effect relationship and an increasing empathy for other's feelings.

For safety and health concerns, biting must be taken seriously and action must be immediate.

- The child who bites is immediately distanced from the group with a firm NO.

- The bitten child is consoled, and the bitten area washed with soap and water. If necessary, a cold compress is applied to reduce any swelling or bruising.
- The adult spends time with child who has bitten, ensuring that they understand what has happened and its effect. The child is calmed if necessary and redirected.
- Both parents must be informed and written incident report is logged. A dialogue should remain open with families of young children in this phase.
- When biting becomes a pattern with older early years children, clear responses, and sanctions such as the removal of the child from play and games takes place and continued and transparent dialogue with families is necessary. The family should be encouraged to reach out to the child's paediatrician.

## **7. Special educational needs and disabilities**

The school will do all that is reasonable to ensure that the school's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. In collaboration and agreement with parents, we will work with all students to ensure they can manage their behaviour. For some children, additional support may be required to help them with this. For example, working with a play therapist/child counsellor, speaking to their class teacher at regular intervals, working with a Learning Support Assistant.

## **Behaviour and Reasonable Adjustments**

We recognise that some pupils may require additional support and guidance in order to understand and follow routines and expectations. While the same behaviour standards and sanctions apply to all pupils, staff will make reasonable adjustments to ensure these pupils can access expectations fairly and are not disadvantaged.

For illustrative purposes only, examples of reasonable adjustments may include:

- Giving clear, step-by-step instructions rather than verbal-only reminders
- Allowing additional processing time before applying a sanction
- Using visual prompts or written reminders to support understanding
- Providing a calm space for regulation before re-engaging with learning
- Adjusting seating or environment to reduce sensory overload

These adjustments do not remove consequences outlined in the Behaviour Policy for behaviour but ensure that pupils are supported to meet expectations in a way that reflects their individual needs.

These adjustments do not reduce standards of behaviour or exempt pupils from the Behaviour and Discipline Policy; rather, they support pupils to access the Golden Moments and Consequences system fairly and consistently.

As an illustrative example, staff may allow additional processing time before expecting compliance, avoiding rushed transitions or premature escalation within the behaviour system. A brief pause should be given before repeating or rephrasing an instruction. Instructions should be clear, concise, and delivered one at a time using calm, neutral

language, supported by visual cues or modelling where appropriate. After an instruction is given, staff should wait with calm body language and avoid repeated verbal prompts; if a reminder is required after a reasonable period, the same wording should be used to maintain consistency and predictability.

Where appropriate, pupils may receive more than one reminder within the Golden Moments and Consequences framework before escalation, and adult support should be provided where possible to help the pupil co-regulate and make positive behaviour choices. Any adaptations used will be proportionate, consistently applied by staff, and reviewed regularly. Clear and consistent communication with parents is essential to ensure a shared understanding of expectations and to support continuity between home and school.

## **8. Attendance**

For full details of attendance, please see the Inspired attendance policy.

Students must attend all scheduled classes unless exempted from attendance (for illness or other authorised reason). Whenever possible, absence should be advised in advance by parents/guardians in writing. An explanation for absence must be given which is satisfactory to the school. Students are expected to arrive at classes on time. An extended absence that is unaccounted for or attendance which falls below the expected minimum standard may lead to a student not being promoted to the next Year group or being removed from the roll of the school. Parents can access the Parent Portal to see their child's attendance.

Please note that it is the school's policy not to allow holiday to be taken during term unless in exceptional circumstances and with the agreement of the Head.

## **9. Learning for Life (PSHE)**

At Wetherby School Kensington 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 develop awareness of their own and others' emotions.

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 at Wetherby Kensington. Class assemblies are often based on or refer to aspects of desirable behaviours including themes from Learning for Life (PSHE)

## **10. Parental roles**

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

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- 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 child
- Mirror the language used in school e.g. good/poor behaviour choices
- Encourage their child 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 child 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 child 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 child(s) behaviour in school by encouraging regular attendance and by attending parents' evenings and other parents' functions
- Ensure punctual delivery and collection of their child(s)

### **11. Complaints**

School expects that all staff, students and parents have fully acknowledged our behaviour policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage.

### **12. Roles and responsibilities**

The Pastoral Deputy and School Head are responsible for implementing this policy and to inform the regional CEO of any challenge regarding its implication. All staff receive regular training and guidance on behaviour management, safeguarding, and restorative practice to ensure the consistent and effective implementation of this policy.

### **13. Compliance and monitoring**

Any observations of non-compliance with this policy should be informed by writing to the Head of School or to the Regional CEO.

Senior leaders regularly review behaviour records to identify patterns, evaluate the effectiveness of interventions, and ensure that behaviour management practices promote pupils' wellbeing, safety, and personal development.

### **14. Revision History**

Published September 2025

Revised January 2026

## **Appendix 1**

### **CLASSROOM BEHAVIOUR MANAGEMENT PROCESS**

#### **Reception to Year 3**

All Reception classes employ a behaviour system based on incremental steps for behavioural reinforcement as well as motivational opportunities to surpass behavioural expectations. The system is linked to the whole school house points system, in order to give the students a sense of working towards the group achievement of winning the House Cup.

Every student will have their face displayed on a star. At the start of the day, all students' stars will rest happily on a cloud in the middle of the sky. When children make positive choices, show kindness, and try their best, their star can rise higher into the bright daytime sky. If they show exceptional behaviour, their star can reach the rocket heading for the moon, earning them a Golden Moment or House Point as a special reward.

If a student makes a poor behaviour choice, they will receive a verbal warning. After the warning, their star may return to the cloud as a gentle reminder that they need to change their behaviour. This is a chance to recover and make a better choice before any consequence is given. If the negative behaviour continues after the cloud stage, a consequence will follow, and the behaviour will be logged.

This system shows children that they always have the opportunity to improve, take responsibility, and "reach for the stars" again.

In the event that the student's star falls to the ground the student may receive a consequence. They might also be sent to the Deputy Head (Pastoral). In the last instance the student can be sent to the Headteacher.

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

End of term awards will be given to those children that demonstrate exemplary behaviour and continue to be a Wetherby Ambassador.

REWARDS	SANCTIONS
<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Stickers</li> <li>• Teacher's stamp</li> <li>• House Stars</li> <li>• Certificates and Headteachers awards</li> <li>• Wetherby Special Mentions</li> <li>• Weekly Achievement Board</li> <li>• Given responsibilities</li> <li>• Praise from other adults</li> <li>• Written comments</li> <li>• Golden time</li> <li>• Star Prize (at the end of term)</li> <li>• Wetherby Ambassador Award</li> <li>• Headteachers stickers</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Reminding of expected behaviour</li> <li>• Repeated reprimand</li> <li>• Removal from group</li> <li>• Isolation within classroom</li> <li>• Loss of garden time</li> <li>• Loss of golden time</li> <li>• Removal of responsibilities</li> <li>• Sent to Head or Deputy Head (Pastoral) - parents contacted at this point</li> <li>• Put on report</li> <li>• Detention</li> </ul>

## **Appendix 2 – 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.