



Wetherby Kensington
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Behaviour and Discipline Policy

Policy reviewed by: Lauren Vallely

Review date: July 2021

Submission: July 2021

Policy actioned from: September 2021 – August 2022

Next review date: July 2022

Reviewer's Signature: *Lauren Vallely*

Head Teacher's Signature: *Helen Lienes*

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 Kensington; 'parents' refers to parents, guardians and carer



Wetherby Kensington

Behaviour and Discipline Policy

Policy Statement

At Wetherby 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. To achieve this we believe that it is important 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 and tolerance.

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. This policy applies to all children in the school, including those in the EYFS. The people responsible for behaviour management at Wetherby Kensington are the Deputy Head (Pastoral) and the Headmistress.

Aims

At Wetherby Kensington we aim to:

- To develop co-operation in all aspects of school life
- To discourage aggression in all its forms
- To 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
- 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
- To 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
- To encourage pupils to take responsibility for their own actions and realise that actions have consequences
- To develop respect for their own and other people's property
- To make our school a happy, safe and caring place to be

We aim to make the Behaviour and Discipline policy as clear and as consistent as possible throughout the school.

Rewards and sanctions

It is expected that as much positive behaviour as possible is highlighted and rewarded by staff. However, there will be times when sanctions are required. The table below details the rewards and sanctions employed at Wetherby Kensington.

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

The Headmistress will meet with pupils on teachers' recommendations if they have done an exceptional piece of work.

The boys are encouraged to celebrate their achievements in and out of school and in assemblies. Boys are also encouraged to talk about their achievements at certain times during the school day. Their work is also displayed on boards throughout the school.

RULES and GUIDELINES

Golden Rules

The Golden Rules provide the basis of the Wetherby Kensington behaviour management policy. 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. When a rule has been broken, these will provide the discussion points.

1. We are gentle
2. We are kind and helpful
3. We work hard
4. We look after property
5. We listen to people
6. We are honest

Classroom Expectations

At the beginning of every academic year, each class will formulate a set of classroom expectations. All pupils will be involved in the formulation of these and sign a copy to be displayed within the class.

Generally these rules apply, though individual classes may have variations:

1. Follow directions
2. Respect others
3. Walk around the classroom without disturbing others
4. Raise your hand before speaking
5. Keep your voice down
6. Keep your hands, feet and objects to yourself
7. No teasing or swearing
8. Use appropriate language
9. Use equipment sensibly

Four 'Ws'

The 'Four Ws' form an integral part of the behaviour management process at Wetherby Kensington.

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 golden rule did I break?
- Why did I do it?
- What I think I should do to make amends?

The class teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Parents are always kept informed of their son's behaviour via informal meetings or phone calls with teachers and, where necessary, formal meetings.

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

This type of behaviour is generally rare and it is the responsibility of the Headmistress to deal with it appropriately.

GENERAL GUIDELINES

Organisation

Boys are expected to

- take responsibility for their own possessions
- put their coats and bags in the correct places

Travelling outside school

When outside the school building, but during school hours, boys must remember that they represent Wetherby Kensington to the outside world and therefore **behaviour and appearance must be exemplary**. They must remember at all times they are Wetherby Ambassadors.

Boys are expected to:

Walking

- walk in pairs, holding hands, along the pavements and step aside for passing pedestrians
- walk as close to the wall or fence and as far as way from the road as possible
- talk at a low volume and only to the boy next to them
- take care when crossing the road, even over a zebra crossing

Coaches

- wear a seat-belt at all times
- remain sitting in seats
- talk quietly and to never distract the driver's attention

House System

Wetherby Kensington operates a House system. All children are placed into one of four Houses, with siblings being in the same House. We award House stars for academic achievement and effort in learning, thoughtfulness, service to the school and others and good manners and behaviour.

Boys collect individual house stars for displaying the above behaviours. At the end of each week these are collated and contribute to the overall house stars total. The house with the most stars at the end of each week takes possession of the 'Wetherby Bear'.

Learning for Life (PSHE)

At Wetherby Kensington all pupils will have a weekly Learning for Life lesson. 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 body language and verbal comments that might provoke an incident. Weekly Learning for Life lessons contribute to pupils' SMSC development.

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.

Certificates

In some areas, certificates celebrating achievement will be awarded although this is left up to individual staff to adopt. Certificates of achievement are awarded for swimming and other sporting areas where appropriate. Art, music and drama actively encourage pupils to practise good behaviour and achieve excellence through exhibiting work and performance. Once a month certificates are awarded for artist of the month, picture of the month, sportsman of the month and musician. All certificates are awarded in school assemblies.

Displays

Children are encouraged to display their achievements in and out of school, in assemblies, and their work is displayed on boards throughout the school.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

CODE OF BEHAVIOUR

Children should

- follow the Golden Rules
 - be gentle
 - be kind and helpful
 - work hard
 - look after property (personal and school)
 - listen to people
 - be honest at all times
- be polite and show consideration towards each other and to all adults at all times
- be prepared to take responsibility for their actions
- walk carefully around the school - do not run
- wear the correct school uniform
- arrive in good time for the start of school and be ready for registration, lessons and other school activities

Parents/Guardians should

- participate in creating a safe, positive and respectful learning environment within the school
- work and co-operate with the school to resolve concerns involving their son(s)
- feel able to approach the teachers about any problems
- show courtesy at all times in their dealings with all members of staff
- support their son(s) in regular attendance at the school
- ensure punctual delivery and collection of their son(s)

- tell their son that there will always be someone in school who will give them help when they need it

CLASSROOM BEHAVIOUR MANAGEMENT PROCESS

Reception

All Reception classes employ a traffic light system based on incremental steps for behavioural reinforcement. All boys will start the school day on the green traffic light. A rocket and a star are displayed next to the traffic lights. Boys may be moved onto the rocket during the day as a reward for good behaviour or academic achievement. They will receive a sticker to show that they have been on the rocket. If a boy continues to display good behaviour or academic achievement he may be moved from the rocket to the star. If a boy is on the star, he will be allowed to select a small prize, such as a pencil, rubber or small toy.

Each Reception class will have a special reward or Golden Time during the week. If a boy moves onto the red traffic light in a week he will miss some/all of the special reward. This is at the teacher's discretion.

The traffic lights will work as follows:

Green: No sanction, all boys begin the day on the green traffic light.

Orange: Two minutes of golden time, indoor play, or outside play will be missed. This is at the teacher's discretion.

Red: Five minutes of golden time, indoor play, or outside play will be missed. This is at the teacher's discretion. The boy will go and see the Headmistress or the Deputy Head (Pastoral). The class teacher, Deputy Head (Pastoral) or the Headmistress will contact the boy's parents to explain what has happened, what has been done and the way forward.

Class teachers will keep a record of boys who go on the red traffic lights. If disruptive behaviour continues, it may be necessary to meet with the boy's parents to discuss their behaviour and the way forward.

Year 1

All Year 1 classes employ a traffic light system based on incremental steps for behavioural reinforcement. All boys will start the school day on the green traffic light. A rocket and a star are displayed next to the traffic lights. Boys may be moved onto the rocket during the day as a reward for good behaviour or academic achievement. They will receive a sticker to show that they have been on the rocket. If a boy continues to display good behaviour or academic achievement he may be moved from the rocket to the star. If a boy is on the star, he will be allowed to select a small prize, such as a pencil, rubber or small toy.

Each Year 1 class will have a special reward or Golden Time during the week. If a boy moves onto the red traffic light in a week he will miss some/all of the special reward. This is at the teacher's discretion.

The traffic lights will work as follows:

Green: No sanction, all boys begin the day on the green traffic light.

Orange: Five minutes of golden time, indoor play, or outside play will be missed. This is at the teacher's discretion.

Red: Ten minutes of golden time, indoor play, outside play or Stanhope Gardens will be missed. This is at the teacher's discretion. The boy will go and see the Headmistress or the Deputy Head (Pastoral). The class teacher, Deputy Head (Pastoral) or the Headmistress will contact the boy's parents to explain what has happened, what has been done and the way forward.

Class teachers will keep a record of boys who go on the red traffic lights. If disruptive behaviour continues, it may be necessary to meet with the boy's parents to discuss their behaviour and the way forward.

Any boy who persistently reaches the red traffic light will be subject to the following procedure:

- Parents contacted by the class teacher, the Headmistress or the Deputy Head (Pastoral)
- Set up individual behaviour modification program in consultation with classroom teacher and parents, with clear consequences for any repeated behaviour

The Headmistress will be involved with any action which is required after an individual behaviour management program has been established. It should be noted that any serious behavioural issues may require the establishment of an individual behaviour management program or intervention from the Headmistress at an earlier time. The Headmistress and the Deputy Head (Pastoral) keep records of all reported serious incidents of misbehaviour..

Years 2 and 3

The boys in Years 2 and 3 will follow a five point behaviour management program. This offers continuity and progression from the Lower School and allows for consistency in the Upper School. The program works as follows:

- Each class will display the number track (from 0 to 4) on the wall where all boys can see and access it
- Boys move their photograph/name card up or down the chart from 0 to 4, per teacher instruction, depending on their behaviour during the school day
- Each day all boys will start afresh on point 1
- Daily individual points are added together weekly. The boys with the highest score are the first to be given the opportunity to select an activity during golden time
- Boys who miss the weekly class points target, which is set by the class teacher, miss golden time and talk to the class teacher about why they have not got the necessary points
- If a boy is asked to move his photograph down and is already on zero points he will automatically miss 5 minutes of golden time

All weekly points are recorded and kept in each class' behaviour file to enable tracking of boys' behaviour.

Detention (Years 2 and 3 only)

Boys may be given a detention for a major breach of discipline. These include bullying (see anti-bullying policy), physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. A boy may also be given a detention if he has been on strike 3 repeatedly in a short space of time.

Each case will be dealt with on an individual basis and a detention will only be given if it is reasonable and proportionate to the offence. Usually before a detention is given the boy will have been on a behaviour modification chart, however in some cases it may be deemed necessary to give a detention immediately.

Detentions can only be given by the Headmistress. Before issuing a detention any special educational needs, religious requirements or whether the parent/carer can reasonably arrange for a boy to get home from school after the detention will be taken into consideration.

The Headmistress will telephone the parents and send home a letter explaining that their son has been given a detention, why the detention has been given and the date and time of the detention. This will happen by 4pm on Tuesday of the week the detention is taking place in. This will give the parents more than 24 hours notice to make any necessary arrangements and also allows parents to raise any problems they have with the detention.

Once the parents have received this letter they will need to sign and return it to the Headmistress. If parents are divorced or separated, both parents will be notified. If a parent is concerned about either the principle of the detention or how it is used they can raise these concerns with the Headmistress. Wetherby Kensington will keep a written record of any detention, the reasons for imposing it and a copy of the letter that has been sent to parents.

Detention will take place on a Friday from 3.45pm until 4.45pm and will be supervised by the Headmistress. During detention boys will use their time constructively and the Headmistress will decide on a task that is suitable to do during this time.

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 or at 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.

At no point will physical or corporal punishment be used in dealing with inappropriate behaviour.

Parents

Parents can help:

- By recognising that an effective school Behaviour and Discipline Policy requires close partnership between parents, teachers and children
- By discussing the school policy with their child, emphasising parental support of the rules and assisting when possible with their enforcement
- By attending parents' evenings, parents' functions and by developing good relations with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Physical Restraint

Staff may use such physical restraint as is reasonable in all the circumstances to prevent a child from doing, or continuing to do, any of the following:

- injuring themselves or others
- causing serious damage to property (including the child's own property)
- 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 child 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 child should be removed from the situation as soon as possible and taken to the Headmistress, or in their absence another member of the Senior Leadership Team who will take immediate action to involve parents.

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

The Headmistress 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 other agencies – social services, psychological services etc.

Wetherby Kensington uses the DFE guidance on physical restraint of any child and it is part of the induction programme for all who work at the school.

The Prevent Duty

As part of Wetherby Kensington's ongoing safeguarding and child protection duties, we are fully behind the Government's Prevent Duty. Please refer to our Safeguarding Policy for further information.

Spiritual, Moral, Social and Cultural Education

We recognise that the spiritual, moral, social and cultural, (SMSC) element of pupils' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning,

knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable students to become responsible and active members of society. We are committed to the SMSC development of all students at Wetherby Kensington.

Fundamental British Values

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The Government set out its definition of British values in the 2019 Prevent Strategy and these values are revised when necessary. At Wetherby Kensington these values are reinforced regularly across all areas of the curriculum and the day to day life of the school. Please refer to the document: Promoting Fundamental British Values at Wetherby Kensington.

This policy will be reviewed annually



Wetherby Kensington Behaviour Policy

Appendix 1 – Promoting Behaviour and Discipline during School Re-opening

During a period of closure, Wetherby Kensington will move to remote learning. Upon return, pupils will need support to adapt back to school routines, rules and expectations. Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour. Teachers will allow time for pupils to adjust, rewarding good behaviour and using sanctions where appropriate. Classes will revisit and rewrite the rules on the first day back, including pupils working remotely due to government guidance and COVID restrictions. Time will be allocated to allow for extra PHSE and interaction, including discussing individual experiences of COVID-19 and lockdown.

Additional support will be discussed with the Deputy Head (Pastoral) and/or Headmistress. It is important to remember that pupils may have or may still be suffering from:

- anxiety
- bereavement
- in some cases, safeguarding and welfare harms

Provision for pupils with SEND may have been disrupted due to remote learning. The Head of Learning Support and Senior Leadership Team will work closely with class teachers to support pupils and provide timely interventions, where necessary.