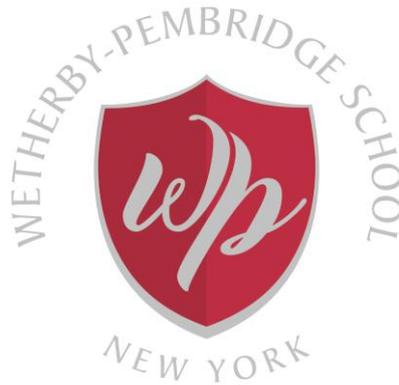


WETHERBY-PEMBRIDGE SCHOOL



Behaviour, Discipline and Exclusion Policy

September 2020 – August 2021

Policy written by: Kate Bailey

Review date: May 2020

Next review date: May 2021

Signed: 

Submitted: June 2020

This Policy was created in 2017 and will be reviewed annually.

Policy Statement

Wetherby-Pembridge school acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities. When assessing behaviour and deciding on a relevant course of action, staff must bear in mind any special educational needs and/or disabilities a pupil may have and the Head of School should be notified.

At Wetherby-Pembridge we want to ensure that our pupils are safe and happy. In addition to formal teaching we are also responsible for helping them learn, how to play together, how to behave towards one another and become aware of moral issues such as right and wrong, fairness, tolerance and consideration of others

Understanding the importance of good behaviour is embedded at the heart of the school. Pupils learn best when there are clear structures in place and where positive modes of good behaviour, manners and consideration towards others are continually and consistently modelled and encouraged.

At Wetherby-Pembridge, we believe that because staff, pupils and parents value good behaviour.

Pupils will:

- learn what good behaviour is
- learn to care for one another
- learn to value friendship
- develop self-confidence

Teachers will:

- teach effectively with few behaviour problems
- are caring, consistent and fair

Parents will:

- feel confident that their children are developing not only academically but also personally and socially
- know that their children will receive support when they need it
- are able to discuss issues openly in a positive atmosphere

How we encourage good behaviour

At Wetherby-Pembridge all staff take responsibility for encouraging positive behaviour in every pupil and they will:

- recognise, highlight and praise good behaviour as it occurs
- ensure that we are firm but fair and that any criticism is constructive
- explain and demonstrate the behaviour that we wish to see
- encourage pupils to be responsible for their own behaviour
- reward individuals and groups of pupils for behaving well
- use relevant teaching materials to support our aims

Good behaviour is recognised through rewards and privileges. For example:

- Housepoints
- Lunchtime Stars
- awarding stickers, stars, etc in class
- presenting Big Apple Awards in assemblies – celebrating successes and examples of exemplary behaviour
- earning Golden Time back (if some time had previously been lost)

We take a whole-school uniform approach to conflict resolution as a behaviour management method at WPNY. Staff and pupils are coached with ways to handle conflict in a healthy way, so that they have the skills and tools to help them remain calm in tough situations. A variety of steps are followed to ensure consistency throughout the School:

- Using clear, concise and plain language to communicate
- Avoiding suppressing emotions
- Encouraging pupils to recognise, address and articulate their emotions
- Recognising that there is a root to someone's behaviour
- Treating all behavioural issues consistently and with the same methods
- Responding calmly and positively to a situation
- Giving pupils time to think about their actions
- Preparing pupils with warnings before giving commands
- Using one clear, direct command
- Using 'if-then' structured sentences to inform pupils of consequences

Pupils are taught Conflict Resolution Skills and follow these as 'Steps to Success' when in a conflicting situation:

1. Calm down before speaking
2. Voice your concerns with patience and respect
3. Recognise the validity of other's opinions
4. Ask them if there is anything else they would like to say
5. Help them negotiate solutions

Stopping inappropriate behaviour

Occasionally, pupils may forget our code for good behaviour and be inconsiderate towards others. In the majority of cases a firm reminder will be sufficient to prevent it from happening again. Staff should always discuss the incident with the child concerned, highlighting the reasons for the reprimand and attempting to make them understand why their behaviour has fallen short of our expectations. Sometimes, however, this may not be enough and, depending on the situation, it will be necessary to deal with persistent bad behaviour by applying appropriate sanctions as follows:

- Separating pupils within the class.
- Loss of break time for a limited period.
- Loss of privileges enjoyed by others in the class.
- Referring the behaviour to the Head of School as appropriate.

Parents are always kept informed of lapses in behaviour, however minor. We believe that it is essential to work closely with the family to identify possible reasons for poor behaviour and to put in place positive strategies for improvement both at school and at home.

More Serious Misbehaviour and Exclusion

If a pupil persistently misbehaves, an individual behaviour programme would be devised to help them. This would be done in conjunction with the parents, the Pastoral Co-ordinator and Head of School.

Exclusion (either temporary or permanent), is at the Head of School's discretion in consultation with the Director of Schools, Alpha Plus. This is the final sanction for serious offences such as aggressive or violent behaviour against other children or members of staff, persistent bullying or theft. If a child is temporarily excluded, then arrangements will be put in place for the setting and marking of work and also for the reintegration of the child when they return to school.

Where parents disagree with the decision of the Head of School to exclude a pupil, then they should follow the School's Complaints Policy. Further guidance on sanctions for bullying is contained in the Anti-Bullying Policy.

Managing transition

As pupils move up the school, we recognise that it is essential to effect a smooth transition through each part of the school to enable them to adjust to the different expectations and challenges each year group presents. Our PSHEE programme is fundamental in supporting these changes and class teachers carry out a comprehensive 'handover' session at the end of every academic year which addresses both the academic and pastoral needs of every child.

Physical Restraint/Reasonable Force

Physical restraint (the positive use of force) may be used in order to protect a pupil from hurting themselves or others, or from seriously damaging property. 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.

Reasonable force can be used to:

- remove a disruptive pupil from the classroom when they have refused repeatedly to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming herself through physical outbursts.

On any occasion where physical intervention is used to manage a pupil's behaviour it is recorded and parents are informed immediately. Any sanctions imposed on pupils for serious misbehaviour is recorded in the Serious Incident Folder by the Head of School.

Use of Restraint in EYFS

Physical restraint in EYFS will only be used in extreme circumstances when a pupil is in danger of hurting themselves or others or is causing significant damage to property. Parents are informed about the incident immediately and it is recorded including details of the pupil, staff involved and the length and time the event occurred. Where any concerns are raised about the incident and the restraint used, they should be dealt with through the school's complaint procedure.

Corporal punishment is never threatened or used at Wetherby-Pembridge.

Malicious Accusations

Disciplinary action will be taken in the event of a pupil making an accusation against a member of staff or another pupil which proves to be unfounded. The investigative procedures will follow that outlined in the Safeguarding Policy. Parents will be informed and the pupil may be suspended or excluded.