



WETHERBY PREPARATORY  
SCHOOL  
— MARYLEBONE —



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## Behaviour, Discipline and Exclusion Policy

Policy reviewed by:	Thomas Metherell
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Reviewer's signature:	
Head's signature:	

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

**Please note:** 'School' refers to Wetherby Preparatory School and 'parents' refers to parents, guardians and carers.

## **Aims**

To develop a whole school behaviour policy supported and followed by the whole school community; parents, teachers and boys, based on a sense of community and shared values. By applying positive policies we aim to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.

To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in the boys a respect for themselves, for other people and for property.

To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for boys of all ages and abilities.

To make clear to the boys the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

This Policy follows the guidelines in the Department for Education document, [‘Behaviour and discipline in schools – a guide for Headteachers and school staff’](#) January 2016.

## **School Rules**

These school rules have been formulated with the safety and wellbeing of the boys in mind, and to enable the school to function efficiently as a place of learning.

*We expect boys to...*

- be kind to other boys
- work to the best of their abilities
- follow the school rules
- look smart
- be in the right place at the right time
- ask a teacher for help if they don't know what to do

## **General**

*Boys are expected to...*

- Greet and talk to adults in a courteous manner: please, thank you, good morning etc.
- hold doors open for adults
- walk around the school building, talking quietly
- mobile phones are to be kept switched off throughout the school day, including on the buses

*In return, boys can expect to...*

- enjoy their time at school

- be treated with kindness and care by other boys and staff
- be treated firmly, but fairly if they fall below the expected standards of behaviour

## **Classroom Discipline**

*Boys are expected to...*

- queue outside classrooms in an orderly way, talking quietly to friends
- wait inside classrooms by sitting down and talking quietly to friends
- put their hands up to ask or answer a question
- turn up to lessons with the correct books, homework diaries and stationery
- present their work neatly
- listen and not talk when the teacher, or another boy, is speaking to the class

## **Organisation**

*Boys are expected to...*

- take responsibility for their own possessions
- keep their school bags organised and make sure they bring the correct books and equipment to each lesson
- 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 Preparatory School. To the outside world and therefore behaviour and appearance must be exemplary.

*Boys are expected to...*

- walk in pairs along the pavements and step aside for passing pedestrians
- talk at a low volume and only to the boy next to them
- take care when crossing the road, even over a zebra to coaches/buses
- wear a seatbelt at all times
- talk quietly and to never distract the driver's attention

## **Positive Discipline**

A major aim of the school policy is to encourage the boys to practise good behaviour by operating a system of praise and reward. All teachers give verbal and written praise as often as possible to all boys.

The Wetherby Preparatory School Positive Discipline Procedure is based on Head's Good Shows and housepoints through which the boys can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

All boys are placed into one of four Houses, with siblings remaining in the same House. Boys are awarded housepoints for thoughtfulness, being helpful, good work etc. Each House's housepoints are counted up at the end of the week, and a running total announced in assembly. Boys are awarded a

certificate when they reach a certain number of housepoints and this is recognised in the year group assembly. At the end of each term an award is presented to the individual boy who has gained the most housepoints. At the end of the year an award is presented to the House with the most points. The Head, or in his absence members of the SMT, awards Head's Good Shows to boys who have demonstrated excellent work on an exceptional basis. The Head sees boys on teachers' recommendations. Any boy who has received a Head's Good Show has his name announced in assembly and recorded in the Wetherbuzz.

In every Friday Staff Meeting, staff propose and vote for the 'Citizen of the Week', 'Sportsman of the Week', 'Kindness Cup', 'Team of the Week' and 'Class of the Week'. These awards are presented in the Friday Assembly and announced in the Wetherbuzz. In some areas, certificates celebrating achievement will be awarded although this is left up to individual departments and staff to adopt. In Sport, achievement is praised and publicly rewarded through the awarding of School Colours (Half and Full), Art, Music and Drama actively encourage boys to practise good behaviour and achieve excellence through exhibiting work and performance.

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

Staff are appraised biennially, and lessons observed as part of this appraisal process. Any areas for development in regards of promoting good behaviour are identified by the Senior Management Team and written into annual appraisal statements.

### **Behaviour Modification Policy**

At Wetherby Preparatory School, most of the boys are well behaved. There are, however, occasions when individual boys exhibit behaviour that is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change an individual boy's behaviour. These are used by all staff. Each boy is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards is used to reinforce positive behaviour. These can include:

- change in classroom organisation
- using different resources
- in some cases supportive steps are devised for an individual
- rewards of housepoints
- sharing good behaviour with other boys/other classes
- Head's Good Shows announced in assembly
- involving parents at an early stage to make an action plan together

By using a reward system, and reinforcing good behaviour, we help boys to move forward positively.

### **Sanctions**

Sadly, there will be times when boys are badly behaved. Boys need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up and safeguarding them. The Behaviour,

Discipline and Exclusion policy must state these boundaries firmly and clearly as laid out in the School Rules.

The class teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding age of the boy, as far as sanctions are concerned. Generally, boys are made aware that they are responsible for their own actions and that breaking rules will lead to punishments. Whilst each case is handled with the individual boy in mind, staff follow the low-level behaviour protocol (Appendix 2) during lessons to mitigate low level disruption. If the interventions are unsuccessful in changing the behaviour a member of SMT/HOY will intervene, and this could result in a Lunchtime Detention.

Friday Off Clubs Detention and Friday Detentions will also be given if a boy is seen to be in serious breach of School Rules. In every case, staff will telephone the parents to inform them of their son's detention, but more importantly, to discuss the boy's behaviour and to address it. Friday Off Clubs Detention is held between 2:30pm and 4pm on a Friday when appropriate. Friday Detention is held between 4pm and 5pm on a Friday when appropriate. All detentions must be given with prior consultation with the HOY or member of SMT.

Parents are always kept informed of their son's behaviour via informal meetings with teachers, e-mails home, or, where necessary, formal meetings. If problems are persistent or recurring, then staff follow the low-level behavioural ladder (see Appendix 1) boys may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include bullying (see the [Anti-Bullying policy](#)), physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and seriously disruptive behaviour in class. This type of behaviour is generally rare and it is the responsibility of the Heads of Year and the Deputy Head (Pupils) in the first instance to deal with it severely. If the problem recurs the matter will be referred to the Head.

### **iSAMS Pastoral Report**

Staff should log Lunchtime Detentions and any serious incidents of poor behaviour in iSAMS in the behaviour management section. Form Teachers and Heads of Year will regularly check these notes in an attempt to spot patterns and to avoid further transgressions. Staff can also see a behavioural chart in the iSAMS Reward and Conduct Manager.

Form Teachers and Heads of Year to use their discretion to take matters further if a boy is involved in too many incidents in a short period of time. Form Teachers to refer such incidents to the Head of Year or SMT when there is cause for concern. Bullying is sustained 'unkind behaviour' over a short or long period of time.

### **Involvement of Parents**

Parents will be involved in discipline cases where appropriate. Parents are also encouraged to support good behaviour and positive habits in their sons.

*Parents can help:*

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and boys

- By discussing the school rules with their son, 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

### **School Counsellor**

The School Counsellor visits Wetherby Preparatory School and sees boys who are in need of help with emotional or behavioural issues. Referrals to the school counsellor should be made through the Head of Wellbeing and Head and parental consent must be gained prior to the session. The counsellor will always provide feedback to the parents and in some cases to the school at their discretion.

### **Discrimination and Prejudice**

It is against the law to discriminate against anyone based on their protected characteristics. (Appendix 3).

If any boy is found using undirected discriminatory/abusive language they could face a sanction that includes detention or internal suspension. This will be dealt with by Heads of Year or the Deputy Head (Pupils).

If any boy is found using discriminatory/abusive language towards or about a member of the school community, they could face a sanction that includes internal suspension, external fixed period suspension or permanent exclusion. This will be dealt with by the Deputy Head (Pupils) and/or the Head.

### **Exclusions**

If the problem is severe or recurring then exclusion (suspension) procedures and ultimately expulsion are implemented. The procedure to follow in terms of hierarchy of punishment would be internal suspension then external fixed period suspension and then ultimately expulsion (Appendix 1). Boys may be excluded for one or more fixed periods or permanently.

A very serious problem may result in the normal procedure being abandoned and a boy being sent home immediately. We are fortunate that in a school such as ours exclusions are most unlikely. In the rare event that we might need to proceed in this way, only the Head can exclude a boy.

### **Fixed Term Exclusions**

For serious breaches of the school's behaviour and discipline policies, boys can be excluded for one or more fixed periods. A decision to exclude a boy permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed. E.g.:

- serious violence, actual or threatened, against a boy or a member of staff.
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

All Exclusions and Fixed Term Exclusions are recorded in a separate file named 'Serious Behavioural Incidents' in the School Office.

### **Alternatives**

Before resorting to exclusion, the school will normally try alternative solutions, for example:

- a restorative justice process – whereby the harm caused to the 'victim' can be redressed
- internal exclusion (removed from class, but not the site)

### **Inappropriate Exclusion**

The school does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline
- poor academic performance
- truancy or lateness
- non-compliance with uniform regulations

### **Parental Co-operation**

Parental co-operation forms part of the contract between the school and all parents of boys of the school. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

### **Appeals**

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to Inspired Education Group Head Office. A hearing will be set up as quickly as possible, but within ten days at the latest. The Governors' decision is final.

### **Continuing Education**

The School will continue to provide education for a boy who remains on roll and in the case of an exclusion of more than 15 days, the school will consider how the boy's education will continue how the boy's problems might be addressed in the interim reintegration post-exclusion.

### **Physical Restraint**

The School does not use corporal punishment. Any use of restraint by a member of staff must be reasonable, proportionate and lawful. Any physical restraint used will comply with DfE and LEA guidance. Restraint will only be used in exceptional circumstances when immediately necessary (e.g. for a boy's own protection or for others' safety) and for the minimum time required to prevent a boy from doing or continuing to do any of the following:

- Committing a criminal offence;
- Injuring himself or others;
- Causing damage to property, including his own;
- Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its boys, whether that behaviour occurs in a classroom or elsewhere.

The boy should be removed from the situation as soon as possible and taken to a member of the SMT who will take immediate action to involve parents. The boy must not be unsupervised until the situation is resolved and diffused.

The incident should be documented and the situation discussed with the Head. The Head will work with the member of staff and parents to devise an action plan to meet that boy's needs. This may include the involvement of other agencies – social services, psychological services etc.

## **Roles and Responsibilities**

Every member of the school community is responsible for contributing to and upholding high standards of behaviour.

### *The Head*

The Head's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Head has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

#### *The Head is expected to:*

- Promote self-discipline and proper regard for authority among boys
- Encourage good behaviour and respect for others, and to prevent all forms of bullying among boys
- Ensure that the standard of behaviour is acceptable

#### *The Senior Management Team are expected to:*

- Implement the school behaviour policy and reinforce the standards expected of the boys.
- Remind the boys of the code of conduct, school rules and expected standards of behaviour whenever appropriate.
- Liaise with all staff in implementing and monitoring the behaviour policy
- Oversee the behaviour policy within the school
- Monitor the housepoint system
- Provide the overview of the success or otherwise of the rewards and sanctions system
- Oversee the pastoral care of the boys

#### *All members of staff are expected to:*

- encourage good behaviour and respect for others in boys
- apply all rewards and sanctions fairly and consistently

## **Action in respect of false allegations from boys towards staff**

In the rare event that an allegation from a boy to a member of staff is shown to have been deliberately invented or malicious, the Head should consider whether any disciplinary action is appropriate against the boy who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible if he was not a boy. Records of allegations found to be false should be removed from personnel records and not referred to in employer references.



## **Corporal Punishment and Restraint**

In accordance with the law there is no corporal punishment allowed by the school. However, if authorised by the Head, a teacher, or other member of staff, may use 'reasonable force' to prevent a boy from:

- Committing an offence
- Causing personal injury or damage (including to themselves)
- Engaging in any activity or prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Head has authorised all teaching staff to use reasonable force in the above circumstances. No member of staff may attempt to restrain such boys without having been trained in the appropriate technique. There is a policy and recommended procedures for cases where physical intervention is deemed appropriate and necessary.

## **Involvement of Staff**

The working of the school's policies and procedures and behaviour of individual boys will be discussed regularly at staff meetings. Staff will also be involved in discussions with boys in form and/or assembly time. Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action.

## **Consultation**

The Head will seek the widest possible agreement for this policy, and will report at least termly to the governing body on its implementation.

## **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's [Equal Opportunity policy](#).

The Behaviour, Discipline and Exclusion policy can be adapted for boys experiencing on-going difficulties with behaviour either as a result of a special educational need or other factors at home or at school. If this is the case, a behaviour modification plan for the boy will be recorded in an ILP which will be discussed with parents and shared with all the staff who work with the boy.

## **Publication**

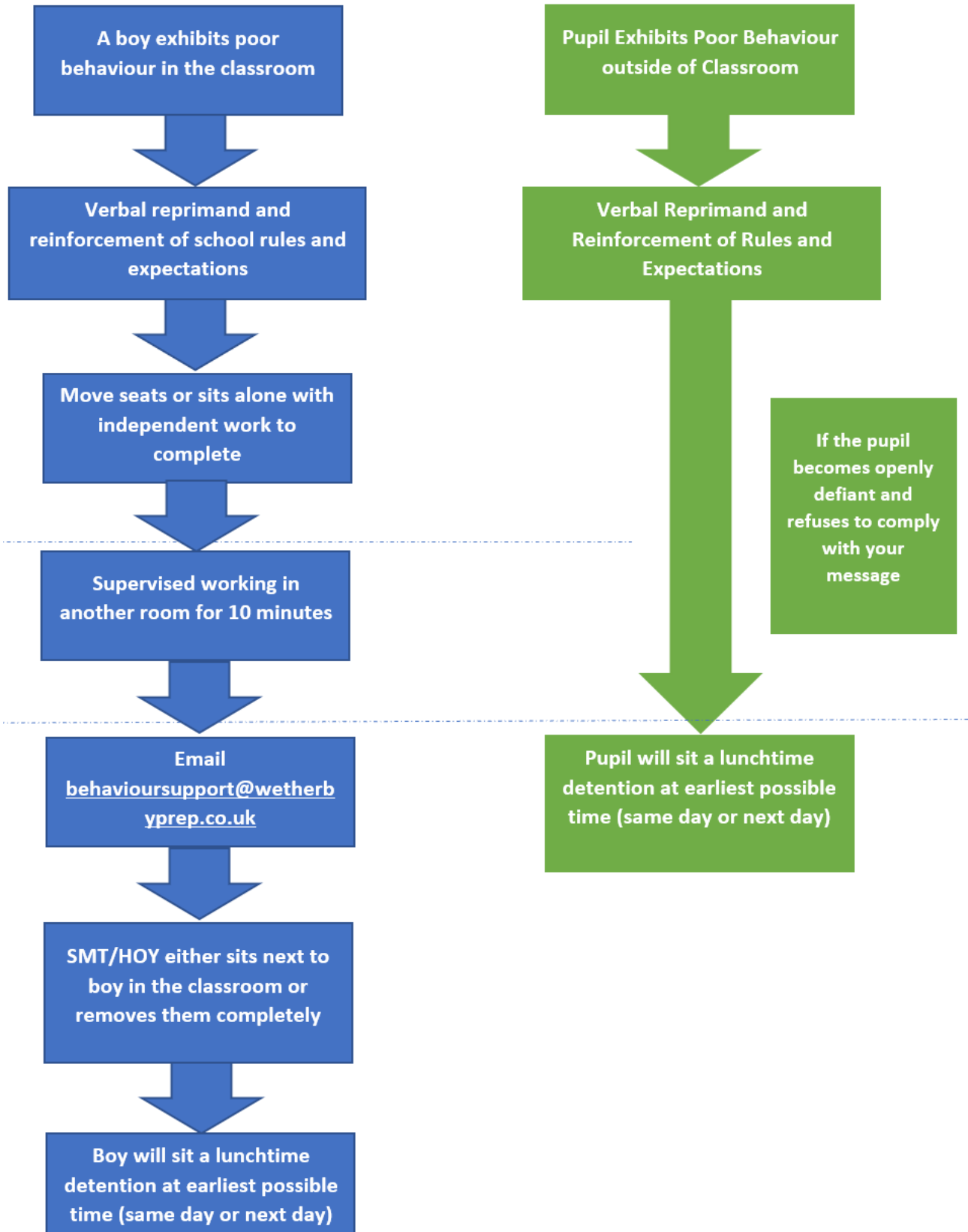
A copy of the policy is available on the school website.

## Appendix 1

Level	Description	Sanction	Responsibility
1	Series of behaviour management notes on iSAMS (e.g. three or four from a range of subjects in quick succession or problematic behaviour outside of the classroom)	<b>Formal Meeting with Form Teacher.</b> The Form Teacher will issue the boy with a week-long report card for all subjects which they will review each day as well as being signed by parents.	<b>Form Teacher</b> to meet HOY to produce report card, contact parents and add to iSAMS.
2	Further behaviour management notes on iSAMS and negative comments on the report card	<b>Formal Meeting with Head of Year and Friday Off Clubs Detention.</b> HOY to inform parents via telephone or face to face, that the boy is to sit a Friday Off Clubs Detention. HOY to get the boy to complete an apology letter and a reflective task. The HOY will issue the boy a week-long report card for all subjects which they will review each day as well as being signed by parents.	HOY to arrange parental meeting, produce report card, contact parents and add to iSAMS.  HOY to supervise the boys during Friday Off Clubs Detention
3	Continued misbehaviour with little sign that HOY Report Card and Friday Off Clubs Detention are having an impact	<b>Friday Detention.</b> Deputy Head (Pupils) or SMT to issue a Friday Detention supervised by DH (Pupils). Reflective task and apology letter are written. Deputy Head (Pupils) to issue two-week report card/behaviour plan and review daily as well as being signed by parents. Deputy Head (Pupils) to write up and to request a face to face meeting with parents (with HOY present)	<b>SMT</b> to issue Friday Detention, contact parents, issue two-week report card/behaviour plan and add to iSAMS.
4	Continued misbehaviour shows no sign of improvement despite two-week report card	<b>Internal Suspension.</b> Boy will be internally excluded from contact with other boys whilst in school for a period of time specified by the Deputy Head (Pupils) and Head. Work provided by subject teachers and a reflective essay set. Deputy Head (Pupils) to write up and add to iSAMS profile and email sent to all staff. Deputy Head (Pupils) to hold a reintegration meeting with the boy (and parents if necessary).	<b>Deputy Head (Pupils) or Head</b> to contact parents, request work from subject teachers, chair a reintegration meeting and add to iSAMS.
5	Repeatedly contravening behaviour plan or little sign of intent to progress	<b>External Fixed Period Suspension.</b> Boy will be externally suspended from the school for a period of time specified by the Deputy Head (Pupils) / Head. Work provided by subject teachers and a reflective essay set. Deputy Head (Pupils) to write up and add to iSAMS profile and email sent to all staff. Deputy Head (Pupils) and Head to hold a reintegration meeting with the boy and parents/	<b>Deputy Head (Pupils) or Head</b> to contact parents, request work from subject teachers, chair a reintegration meeting and add to iSAMS.
6	Complete disengagement with the process	<b>Exclusion.</b> Boy will be permanently excluded from school by the Head.	<b>Head</b> to contact parents and Governors notified.

Appendix 2

Low Level Behaviour



## Appendix 3

### Protected Characteristics (as defined by UK law)

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being [pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation