





Behaviour Management Policy

This policy will be reviewed annually
Policy reviewed: June 2024 ALMN
Next review: June 2025 ADT

Introduction

Wimbledon Common Preparatory School (WCPS) is committed to being a safe learning environment for all members of the extended school community. A safe environment in which each pupil feels respected, secure and able to take full advantage of the learning opportunities presented each day. The school has referred to “Behaviour in Schools Advice for headteachers and school staff” February 2024 and is aware of its duties under the Equality Act 2010, in respect of safeguarding and pupils with SEND

To demonstrate our commitment to maintaining such a positive and secure environment it is important that the Behaviour Management policy is read in conjunction with the Safeguarding Policy, the Anti-Bullying Policy, the Health and Safety Policy, the SEND Policy and the PSHEE Policy.

Every Child Matters

At WCPS we believe every child matters. We are an inclusive community that has families from a wide variety of ethnic, cultural and social backgrounds.

We believe that confident and happy children become independent and effective learners. We are aware that we have a particular responsibility to ensure that the first experience of school is positive and that our children leave us ready to face the challenges of the next phase of their education with confidence.

To that end, positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture. Staff and parents work as part of this team; however, members of the school's Senior Leadership Team carry the primary responsibility for ensuring these essential policies are coordinated, implemented, and regularly reviewed.

A Caring and Learning Environment

The behaviour management strategies adopted at WCPS are firm, fair and consistent. We encourage positive choices and the pupils to learn to take responsibility for their actions. We are committed to:

- Promoting and valuing positive behaviour and a high standard of personal discipline.
- Actively seeking to reinforce the pupil's self-esteem, self-discipline, and proper regard for authority and positive relationships with others.
- Teaching the pupils to understand, accept and tolerate differences in individuals, by ensuring fair, consistent treatment for all.
- Modelling appropriate and positive behaviours.
- Promoting early intervention.
- Providing a safe and secure environment free from disruption, violence and bullying.
- Encouraging pupils to take responsibility for their own actions.
- Creating and maintaining a positive, safe and orderly school climate where effective learning can take place and all pupils can grow academically, socially and emotionally.
- Promoting mutual respect between all members of the school community, for personal belongings and the school environment.
- Encouraging a positive relationship with parents and carers and involving them in the implementation of the school's policy.
- Developing effective strategies for dealing with pupil behaviour.
- Providing a support system for all pupils including those with special educational needs/disabilities.
- Working in partnership with parents and carers.

Pupils prosper in every possible way when there is close co-operation between home and school. Parents are encouraged to be involved with the life of the school through home school diary, picking-up and dropping-off chats, regular email information updates from Heads of Year and more formal parent teacher meetings. It is essential that parents share a common philosophy and values with those held at WCPS. It will be a powerful message to each pupil to see that the rules and expectations set at school are reinforced and valued at home.

The school actively encourages parents to communicate regularly with their pupil's class teacher. Family news, whether exciting or sad, can affect the pupil's ability to conduct themselves with equanimity. Being forewarned enables staff to support each pupil more effectively. This home/school relationship is an important aspect of the behaviour management of WCPS.

Encouraging Positive Behaviour and Good Work

At WCPS we believe that it is extremely important to encourage and reward positive choices and good work. We have developed a range of behaviour management strategies that guide our dealings with the pupils throughout the school day. These strategies underpin and enable positive relationships between all members of the school community.

To encourage the pursuit of excellence, whether in sport or within the academic and pastoral life of the school, each pupil is a member of one of four houses. The houses are named after the ponds on Wimbledon Common: Kingsmere, Bluegate, Queensmere and Ravine. Pupils are given house points for displaying the H.E.A.R.T. school values, (see Appendix 1) acts of kindness, particularly good behaviour or

notable academic achievement. They are highly motivated by this structure and quickly form an allegiance to their house. A sense of friendly fun and competition is evident as the house points are counted and the House Cup is awarded at the end-of-week Celebration Assembly. Year 2 pupils are selected to serve as house captains and take great pride in overseeing the counting of eagerly collected house points. Teaching staff and learning support staff create and maintain a positive learning environment by:

- Creating a 'have a go' and 'can do' learning environment.
- Maintaining a positive marking style that celebrates learning whilst also identifying next steps.
- Frequent positive feedback
- Regular sharing of exemplary work with the whole class.
- Incentivising the class by awarding stickers and stamps.
- Displaying pupil's work in the classroom and praising achievement with parents.
- Sharing work with another teacher/Head of Year/Head Teacher.
- Awarding achievement certificates, presented by the Head Teacher at the end of week whole school Celebration Assembly.

Contributing To School Life

We have a school council which has representation from Year 1 and 2. Council members discuss fund-raising and represent the pupil's perspective on the developing life of WCPS. This benefits the whole school community. The Friendship Bench on the terrace provides a space that pupils can use when they would like another pupil to come alongside and offer friendly encouragement and support. This was one of the first manifestations of the school's 'Positive Playground' strategy. Other examples of the strategy include: a playground map with play zones to allow for greater choice of play; all pupils being responsible for tidying up and storing playground equipment; a weekly Inter-House Playground competition with the winners receiving the Playground Cup during Friday's celebration assembly; playground games being taught during the warm up of PE lessons; playground helpers to assist with helping make sure that the playground is tidy; classroom staff receiving regular feedback from Playground Supervisors about the conduct of the pupils during playtime.

Strategies and Sanctions

All staff at WCPS are responsible for the behaviour and discipline of the pupils in their charge and use effective strategies and sanctions to maintain an orderly and fair learning environment. Staff ensure:

- Class and playtime rules and values are clearly displayed.
- They communicate clear, consistent expectations with the pupils.
- They recognise and reward positive behaviour regularly and promptly.
- They create and actively seek to maintain a caring and safe learning environment.
- They provide a stimulating and differentiated curriculum.
- They promote the pupil's involvement and commitment to all aspects of school life.
- Pupils are taught the golden classroom and playground rules and are encouraged to make positive choices.

These rules are based on the guiding principles of working together, safety rules and the positive treatment of others and our H.E.A.R.T. school values.

Classroom Organisation and Expectations

Each year group has its own set of rules that are discussed and negotiated with the pupils at the beginning of each academic year. These form the foundations of the positive experience pupils have as they work together throughout the year. They provide a constant point of reference and agreement should the need arise.

The classroom rules are based upon principles including:

- Be kind and helpful to each other.
- Work hard and do your best.
- Listen carefully to others.
- Raise your hand when you want to speak.
- Be honest.
- Look after school property and keep your classroom tidy.
- Always say please and thank you.
- Walk around the school.
- The H.E.A.R.T. school values.

The class teacher deals with minor breaches of discipline in a consistent, caring, supportive and fair manner. Appropriate flexibility regarding the age of the pupil, will be applied to any sanctions or discipline. Each case is treated individually. Pupils are made aware that they are responsible for their own actions and that not following rules will lead to appropriate sanctions. Where a pupil has been identified with special educational needs/disabilities reasonable adjustments will be made. Parents are kept informed of their child's behaviour through informal discussions at the beginning and end of the day. Where necessary, more formal meetings are organised with the class teacher and other relevant staff.

Staff

The following simple rules are monitored and consistently enforced. We expect staff to model these appropriate behaviours and to freely praise pupils who are following the rules:

- Move quietly around the school building- Pupils are made aware that when they are moving in and around the school, there are other classes learning and that noisy behaviour and talking can be very distracting. They must respect the right of others to learn.
- No running inside- Pupils are taught and reminded to walk inside the school building. Staff wait outside their classrooms after break times to enforce this rule.
- Sitting quietly during assemblies- Pupils walk into assemblies silently and sit quietly throughout the presentation or performance. Pupils are aware that if they have something to say they must put up their hand. Staff model appropriate behaviour.
- The playground is out of bounds before 8.40am and after 3.15pm. Parents and carers are asked to ensure that this vital safety rule is applied until the time at which they hand their children over into the care and supervision of a member of the school staff team. Clubs run on the playground at this time and children who have not joined in advance are not allowed on the playground.

It is important that staff members share and promote common expectations of the pupils throughout the school and that we are consistent in our responses to situations. We will ensure that

- We show respect for the pupil.
- We give praise and rewards for positive behaviour.
- We value every pupil.
- We are fair and consistent.
- When addressing inappropriate behaviour, we clearly communicate that the behaviour is unacceptable and that we are not rejecting or disapproving of the pupil themselves.
- We have high expectations of both work and behaviour.
- We require the pupil to explain their negative actions and make reparations as soon as possible.
- We will establish and maintain respectful and collaborative relationships with parents and carers.

Responding To More Challenging Behaviour

Staff adopt this incremental approach when responding to unhelpful or on-going challenging behaviours:

- A non verbal cue, 'The Look' or using directional language
- Tone of voice, eye contact and body language are extremely important when it comes to establishing classroom management techniques.
- Positive, assertive language e.g. thanks instead of please - 'everyone in their seats. Thank you X, thank you Y' instead of 'I've told you already to sit in your seats please, how many more times...'
- Direct questioning – 'What are you doing?' followed by 'What should you be doing?'
- The 'When / Then' Factor – 'When you have finished that sentence, then you can go to break.'
- Tactical ignoring - for minor misdemeanors, this strategy can be employed. It allows the pupil to self-correct any negative behaviour they may be displaying. This avoids directing attention to it and simply highlighting when they revert to displaying positive behaviour again.
- Proximity – this involves certain pupils recognising that another nearby pupil is behaving appropriately. We use praise as much as we can. For example, X is fiddling with their pencil case and turning around in his seat whereas Y is sitting next to them listening to instructions. Praise Y and then X if he follows suit.
- Simple Choice - remind pupils to make the correct choice - for example, 'X and Y, you need to make a choice; either you work quietly or I will have to separate you'. If they don't settle to work, then the teacher would say 'as you two have chosen not to work quietly, you will now have to sit separately.'

Warning Leading To Sanctions

If a pupil repeatedly chooses to ignore instructions or not follow the classroom rules at any point, then we move on to the warning and sanctions stage. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The sanctions are:

- To send the pupil to another class with an adult or note explaining what has happened and some guidance as to what the pupil should do when they reach the other classroom.
- The pupil may be sent to see the Head of Year and removed from the lesson.
- As a final sanction the pupil maybe required to see the Head Teacher.

Corporal Punishment is illegal and therefore not used at WCPS.

WCPS staff will consider whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's Safeguarding Policy. Consideration of whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, it will be considered whether a multi-agency assessment is necessary.

Challenging Behaviour and Procedures

The chart below sets out the stages of response to types of challenging behaviour and suggested actions:

Level	Examples of Behaviour	Actions
Level 1	Persistent and inappropriate calling out. Distracting others e.g. fidgeting, talking, making noises etc Disrupting a lesson	Tactical ignoring Non-verbal signals Rule reminders/warnings Redirection Focused questioning Loss of part of play time Consult SENDCo Record in behavioural concern log
Level 2	Repetitive behaviours from Level 1 Being rude to an adult/pupil Refusing to comply with an adult's request Refusing to attempt work, including homework Making personal insults Pushing/hitting/kicking	Time out within the classroom Loss of play time Exclusion from an activity Behaviour chart Letter of apology Time out in another class Parents/carers should be informed and the reasons for the use of the procedures explained. Consult SENDCo Record in behavioural concern log

Level 3	Repetitive behaviours from Level 2 Fighting Swearing and other offensive language Biting, hitting with intention to injure or spitting Damaging property intentionally or inappropriate use of equipment Confrontational behaviour Stealing	Loss or temporary suspension of school privileges Visit to headteacher Formal contact with parents Behaviour contract/report Temporary suspension of school privileges Behaviour incident report slip Consult SENDCo Behaviour incident report slip Record in behavioural concern log
Level 4	Confirmation of bullying behaviour Repetitive behaviours from Level 3 One serious incident e.g. physical violence Discriminatory and/or prejudiced incident (protected characteristics)	Record of Aggressive Behaviour causing injury form Parents asked to collect the pupil Meeting with the Head Teacher and Parents Written notification from the Head Teacher Permanent exclusion from school Consult SENDCo Record in behavioural concern log

Special Needs

Some pupils with learning difficulties are at an earlier stage of development than others of their age. Staff deal with this by:

- Liaising with the SENDCo.
- Deciding on the most appropriate aspect of the pupil's behaviour to be improved.
- Expressing as simply as possible the behaviour they want to see.
- Giving quick rewards and praise for any efforts to improve.

Some pupils with behavioural problems know how they should behave but find it difficult. They are helped by:

- Setting behavioural goals or targets.
- Using behavioural reporting systems for a period of time and collecting ticks/stars/points on a chart for home/school use.
- Having one or more buddies appointed by the teacher to work or play with them and help with their social relationships.

Staff Development and Support

Staff are encouraged to consult with their Head of Year and the SENDCO should they find the behaviour of a pupil challenging. They also have the opportunity to request to attend behaviour management courses as a result of the appraisal cycle and EYFS termly supervision meetings.

Tracking Instances Of Challenging Behaviour

It is always important to monitor and respond to instances of challenging behaviour in school or in the playground and to have a consistent approach in dealing with instances of this type. Sometimes a pattern may develop or certain triggers become identifiable.

Staff should record all instances of challenging behaviour (level 1 and above) in the Behavioral Concerns Log on the shared drive.

In order to support pupils in making positive choices about their behaviour, any level 1 or above behaviour is recorded and appropriate members of staff are alerted to issues of recurrent challenging behaviour. The Deputy Headteacher (pastoral) monitors trends across the school each half-term and feeds back to Head Teacher. The system enables all members of staff to have a formal way of sharing their observations of the pupil's behaviour. If any member of staff is concerned about an incident involving a pupil's behaviour, they log the behaviour and respond as appropriate. If it is level 2 behaviour or above this should be shared with the class teacher. If there is an injured party involved, the parents of the injured party should also be contacted by the class teacher on the same day informing them of the incident and the action taken.

Positive Handling

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused 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 the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and • restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

“Reasonable force” means using no more force than is needed.

Where possible, the pupil should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve the parents. The incident should be documented, the situation discussed with the Head Teacher and the parents informed about it on the same day as the incident took place. The Head Teacher will work with the member of staff and parents to set in place provision to meet the pupil’s needs. This may include involvement of other agencies – social services, psychological services etc.

We acknowledge that reasonable adjustments may need to be made for disabled pupils and those with special educational needs.

Should a parent have a complaint about the implementation of this policy which cannot be resolved informally they can make a complaint using the school’s complaints procedure which is available on the school website and can be made available in written form on request.

Appendix I

H.E.A.R.T school values

H- Honesty

We know the importance of always telling the truth.

E- Excellence

We are able to follow instructions and overcome a challenge.

A- Ambition

We are able to work well independently, we are self-motivated and produce our best work.

R- Respect

We uphold the school rules and are respectful of others, showing an awareness of their feelings.

T- Teamwork

We are able to work collaboratively and listen to our classmates.