



Behaviour Management Policy

A1	Policy and arrangements for admissions, misbehaviour and exclusions	Part 6, paragraph 32 (3) (a)
A4	Policy to promote good behaviour and to set out the sanctions for misbehaviour	Part 3, paragraph 9
E11	EYFS Behaviour policy	

This policy will be reviewed annually
Policy reviewed July 2016 by Andrew Morrison
Next review: July 2017 by Andrew Morrison

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 boy feels respected, secure and able to take full advantage of the learning opportunities presented each day. The school has referred to “Behaviour and Discipline in Schools” Advice for headteachers and school staff January 2016 and is aware of its duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs (SEN).

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

This policy is applicable to all pupils, including those in the EYFS. The member of staff who oversees all matters of behaviour management in the EYFS is Mrs Joanna Gannon.

Every Boy Matters

At WCPS we believe every boy 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 boys 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 boys 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. Both staff and parents work as part of this team, however members of the school's Senior Management Team carry the primary responsibility for ensuring these essential policies are coordinated, implemented and regularly reviewed.

A Caring, Learning Environment

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

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the headteacher should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

- Promoting and valuing positive behaviour and a high standard of personal discipline
- Actively seeking to reinforce the boys' self-esteem, self-discipline, proper regard for authority and positive relationships with others
- Teaching the boys 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 boys to take responsibility for their own actions

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- 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 to involving them in the implementation of the school's policy.
- Developing effective strategies for dealing with pupil behaviour
- Provide a support system for all pupils including those with special educational needs/disabilities.

Working in Partnership with Parents and Carers

We believe boys 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 books, 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 boy to see that the rules and expectations set at school are reinforced and valued at home.

The school actively encourages parents to find a way to communicate regularly with their son's class teacher. Family news, whether exciting or sad, can have an effect on the boys' ability to conduct themselves with equanimity. Being forewarned enables staff to support each boy more effectively. This home/school cooperation 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 guides our dealings with the boys 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 boy is a member one of four houses. The houses are named after one of the ponds of Wimbledon Common: Kingsmere; Bluegate; Queensmere; Ravine

Boys are given house points for 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. The senior boys serve as house

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captains and take great pride in overseeing the counting of eagerly collected house points.

In addition teaching staff and learning support staff will create and maintain a positive learning environment by:

- Creating a 'have a go' and 'can do' work environment
- Maintaining a positive marking style that celebrates learning whilst also identifying next steps
- Frequent positive looks and verbal praise
- Regular sharing exemplary work with the whole class
- Incentivising the class by awarding stickers and stamps
- Displaying boy's work in the classroom and praising achievement with parents
- Sharing work with another teacher, the Head of Year or the Head teacher
- Awarding achievement certificates which are presented by the Head teacher in 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 boys' perspective on the developing life of WCPS. This benefits the whole school community. The purchase of a Friendship Bench which is now on the terrace provides a space that boys can use when they would like another boy 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 boys being responsible for tidying up and storing playground equipment; playtime stickers to acknowledge positive behaviour and play; a weekly Inter-House Playground competition; traditional playground games being taught during the warm up of PE lessons; lunchtime playground club in the Spring term with Year 2 boys encouraging turn-taking, team work and creativity to become better at playing with others; classroom staff receiving regular feedback from Playground Supervisors about the conduct of the boys during playtime.

School Organisation

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

- The school, class and playtime rules are clearly displayed
- They communicate clear, consistent expectations with the boys
- They recognise and reward positive behaviour regularly and promptly

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- They create and actively seek to maintain a caring and safe learning environment
- They provide a stimulating and differentiated curriculum
- They promote the children's involvement and commitment to all aspects of school life
- Boys 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 guidelines, safety rules, positive treatment of others.

Classroom Organisation and Expectations

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

The classroom rules are based upon such principles as:

- 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 class teacher deals with minor breaches of discipline in a consistent, caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned. Each case is treated individually. Boys are made aware that they are responsible for their own actions and that not following rules will lead to appropriate sanctions. Where a boy has been identified with special educational needs/disabilities reasonable adjustments will be made. Parents are kept informed of their son's behaviour through informal discussions at the beginning and end of the day and through more formal meetings where appropriate.

In the Reception the boys are introduced to a simple behavioural management system involving the symbols of a sun, a cloud and a rainbow. All boys' names will be on the sun at the beginning of the day and particularly good and consistent behaviour may be rewarded by their name being moved to the rainbow.

If despite 2 direct "warnings" a boy is not following the classroom rules their name will be put on the cloud and they will have 5 minutes "time out" from their activity or playtime. Their name will be

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then returned to the sun. Parents are informed if their son's name has been placed on the cloud during the course of the day. Should their name need to be repeatedly moved to the cloud, then other sanctions may be put in place e.g. time out in another class. If we feel that there is a pattern of recurrent challenging behaviour, then the class teacher will request a meeting so that teacher and parents can work together to support the boy. This system continues into Year 1.

Incidences involving bullying (see Anti Bullying Policy), physical assault, deliberate damage to property, stealing, verbal abuse and persistent disruptive behaviour are rare and will be dealt with by the Head of Year and/or the Head teacher.

Expected Behaviour in and Around the School

These simple rules are monitored and enforced at all times. We expect staff to model these appropriate behaviours and to freely praise children who are following the rules.

- **Move quietly around the school building-** Boys must be 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 and move quietly around the school.
- **No running inside-** Boys must be reminded to walk inside the school building. Staff must be ready waiting outside their classrooms after break times to ensure that the boys are following this rule.
- **Sitting quietly during assemblies-** Boys must walk into assemblies silently and sit quietly throughout the assemblies. Boys are aware that if they have something to say they must put up their hand. Staff will once again model appropriate behaviours.
- **The playground is out of bounds before 8.40am and after 3.30pm.** Parents and carers are asked to ensure that this vital safety rule is applied until the time at which they hand their boy over into the care and supervision of a member of the school staff team. Clubs run on the playground at this time and boys who have not joined in advance are not allowed on the playground.

Staff and Teachers

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

- We show respect for the boys
- We give praise and rewards for positive behaviour
- We value every boy
- We are fair and consistent
- When addressing inappropriate behaviour we will clearly communicate that the behaviour is unacceptable and that we are not rejecting or disapproving of the boy himself
- We have high expectations of both work and behaviour

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- We require the boy to explain his 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 will adopt this incremental approach when responding to unhelpful or on-going challenging behaviours.

1. '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. We use:

- 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.'

2. Tactical Ignoring

For minor misdemeanors, this strategy can be employed. It allows the boys to self-correct any negative behavior they may be displaying without giving attention to it and simply highlighting when they revert to displaying positive behaviour again.

3. Proximity

This involves certain pupils recognising that another nearby boy is behaving appropriately. We use praise as much as we can. For example, X is fiddling with his pencil case and turning around in his seat whereas Y is sitting next to him listening to instructions. Praise Y and then X if he follows suit.

4. Simple Choice

Remind boys 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.'

5. Warning Leading to Sanctions

If a boy 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 boy to another class with an adult or note explaining what has happened and some guidance as to what the boy should do when he reaches 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.

At WCPS we do not use Corporal Punishment.

WCPS staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' 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.

The chart below sets out the stages of response to types of challenging behaviour and procedures/ sanctions:

Level	Examples of Behaviour	Procedures/sanctions
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
Level 2	Being rude to an adult/child Refusing to comply with an adult's request Refusing to attempt work, including homework Making personal insults	Name placed on the cloud Time out within the classroom Exclusion from an activity Behaviour chart Letter of apology Time out in another class Parents/carers should be informed and

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		the reasons for the use of the procedures explained.
Level 3	Fighting; Swearing and other offensive language Biting or spitting Damaging property intentionally or inappropriate use of equipment Confrontational behaviour Bullying; Stealing Racial incidents Behaviour incident report slip (playground) Record of inappropriate/unkind behaviour form (incidents outside playtimes)	Loss of school privileges Visit to Head teacher Formal contact with parents Behaviour contract/report Temporary suspension
Level 4	Repetitive behaviours from Level 3 One serious incident e.g. physical violence Record of Aggressive Behaviour causing injury form	Parents asked to collect the boy Meeting with the Head teacher and Parents Written notification from the Head teacher Permanent exclusion from school

Special Needs

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

- Deciding on the most appropriate aspect of the boy'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 children 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.

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Safeguarding

The school will also consider whether the behaviour under review gives cause to suspect that a boy is suffering, or is likely to suffer, significant harm. Where this may be the case, the school will follow the Safeguarding Policy. We will also consider whether continuing disruptive behaviour might be a result of unmet educational or other needs. At this point we will consider whether a multi – agency assessment is necessary.

Staff development and Support

Staff are encouraged to consult with their Head of Year should they find the behaviour of a boy 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. In order to support boys in making positive choices about their behaviour, we have developed a tracking system which alerts staff to issues of recurrent challenging behaviour and allows the Senior Management Team to monitor behaviour trends across the school. The system also enables our playground staff to have a more direct way of sharing their observations of the boys' behaviour in the playground with an individual boy's class teacher. If any member of staff is concerned about an incident involving a child's behaviour they complete a "behavioural incident report form" and pass onto the child's class teacher. The class teacher passes on the information to the parent/carer of the child informing them of the incident and action taken. If a member of staff receives 3 behavioural incident report forms for the same child within the space of an academic year the Head of Year will be informed and parent/carer should be invited in to have a meeting to discuss ways to best support the child concerned.

Physical Restraint

This section reflects advice given in “Use of reasonable force” - July 2013. Staff may use such physical restraint as is necessary in all circumstances to prevent a boy from doing or continuing to do, any of the following:

- injuring themselves or others;
- causing serious damage to property (including child’s own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its boys, whether that behaviour occurs in a classroom or elsewhere.

A boy 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 boy concerned elsewhere e.g. on a trip or other authorised school activity.

Where possible, the boy should be removed from the situation as soon as possible and taken to a member of the Senior Management 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 boy’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 boys and boys with special educational needs.