

## **Wimbledon High School Juniors** **Behaviour Policy**

At Wimbledon High School Juniors, our behaviour management strategies focus on prevention, recognition, support and skill development. We actively seek out opportunities to recognise and praise appropriate behaviours and where behaviour is deemed inappropriate, our approach aims to provide our girls with the tools to reflect, accept and improve.

### **Aims**

This policy aims to:

- Create a positive culture that fosters excellent behaviour, ensuring every student has the chance to learn within a calm, safe, and supportive setting.
- Implement a school-wide strategy to uphold behaviour standards that resonate with the school's core values.
- Outline behaviour expectations and corresponding sanctions.
- Enforce a uniform approach to behaviour management, applied impartially to all students.
- Define unacceptable behaviour, including acts like bullying and discrimination, reaffirming our stance against them.

### **Teachers and staff are responsible for:**

- Creating a calm and secure environment for students.
- Establishing and maintaining clear boundaries of acceptable behaviour.
- Consistently implementing the behaviour policy, making expectations easy to understand and follow.
- Communicating the school's expectations, routines, values, and standards through behaviour education and in every interaction with pupils.
- Exemplifying expected behaviour and fostering positive relationships.
- Providing a personalised approach to the specific behavioral needs of individual pupils.
- Promptly actioning and recording behavioural incidents.
- The Junior Leadership Team (JLT) will assist staff in addressing behaviour incidents.
- Communicating using an appropriate tone with acceptable and effective language.

### **Examples of cultivating a positive rapport with pupils may include:**

- Welcoming pupils in the morning/at the outset of lessons.
- Establishing well-defined routines.
- Setting expectations of behaviour .
- Highlighting and advocating for those modelling good behaviour.
- Concluding the day on a positive note and commencing the next day anew.
- Having a strategy for addressing minor disruptions.
- Implementing positive reinforcement.

- Dealing with concerns about misbehaviour impartially and proportionately.

In addition, these whole school initiatives can support the day-to-day management of behaviour:

- S.M.A.R.T (Show respect: Model good behaviour: Acknowledge adults: Remember good manners: Take pride). Each year, two children from each class are nominated as SMART representatives. Led by Year 6, these students meet weekly to discuss behaviour across the school and generate strategies for improvement.
- Merits. Every student has the chance to work towards completing a 'Merit' card. Merits are awarded for a range of achievements such as appropriate behaviour, effort, and improvement.
- Effort Badges. Each week, the class teacher will nominate two children to wear an 'Effort' badge. The badge is awarded for a sustained or marked level of application in class.
- Kindness Badges. A 'Kindness' badge is awarded to a student who has demonstrated exemplary care, consideration, or compassion towards another person.

### **Parents and carers**

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

### **Sanctions**

In the case of inappropriate behaviour, there is a system of three sanctions in place:

#### **Sanction 1:**

In the case of low level disruption in the classroom or inappropriate behaviour in the playground, students will take part in a 'reflection' time with their teacher. Teachers will use this opportunity to discuss unwanted behaviour and provide strategies for improvement. If this does not have the desired outcome and it is necessary for further 'reflection' time to be given, parents will be contacted as appropriate. Reception aged children will receive sanctions as deemed appropriate, including being spoken to by the class teacher or Teaching Assistant (TA), a short period of 'reflection time' with the TA, followed by further discussion with the class teacher. In the event of a child needing 'reflection time', parents will be informed.

#### **Sanction 2:**

If an incident of a more serious nature occurs, which is deemed significant, students will engage in a reflection period supervised by either Mrs Cheetham (Upper Juniors) or Mrs

Rowland (Lower Juniors), and parents will be notified. The purpose of this measure is to provide students with time to introspect and acknowledge their behaviour, to prevent its recurrence. Instances of more serious misbehaviour can be characterised by:

- Any form of bullying, harassment, or discrimination, including racist, sexist, or homophobic behaviours (as outlined in the Anti-Bullying Policy).
- Physical violence or verbal aggression directed towards an adult or fellow student.
- Use of objects/weapons to cause harm to others.
- Vandalism resulting in substantial damage to school property and resources.

### **Sanction 3:**

In the event of a recurrence of the behaviour described above (in point 2), students will be assigned additional reflection time with Mrs Chittenden (Deputy Head), and parents will be extended an invitation for a meeting to deliberate on a way forward.

### **Safeguarding**

We acknowledge that shifts in behaviour could potentially signal that a student requires assistance or protection. We will evaluate whether a student's misconduct might be connected to them experiencing, or being at risk of experiencing, substantial harm. In instances where this possibility arises, we will adhere to our safeguarding policy and explore the potential for providing necessary support.

### **Recognising Neurodiversity and Individual Behaviour Plans**

We acknowledge that student behaviour can be influenced by neurodiversity. When instances of misbehaviour arise, we will assess them in the context of each pupil's individual needs.

When considering behavioural measures for a pupil with neurodiversity, the school will take the following factors into consideration:

- Whether the pupil had difficulty understanding the rule or instruction.
- Whether the pupil was unable to behave differently at the time due to their neurodiversity.
- Whether the pupil is prone to aggressive behaviour due to their specific needs.

The Head of Neurodiversity (Mrs Carter) will work with the Assistant Head Upper & Lower Junior School (Mrs Cheetham and Mrs Rowland) to communicate individual behaviour plans with staff and highlight specific strategies beneficial for behaviour management.

Examples of proactive strategies include:

- Anticipating and minimising known triggers beforehand
- Using language like 'first... then...'
- Providing explanations for upcoming new situations
- Pre-teaching activities.
- Implementing a visual timetable to establish routines.
- Recognising positive behaviour through descriptive praise.
- Offering choices.
- Keeping a positive behaviour chart.
- Adjustments to the physical environment as needed (noise levels, seating arrangements).
- Utilising visual aids such as traffic light cards, feelings cards, and calm-down cards.
- Distraction techniques.
- Agreeing on a calming activity.