

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.
- The Wimbledon Way: a set of questions aimed at assisting the girls in handling various scenarios that might cause upset. They are designed to ensure fair, prompt resolution of situations, fostering a reflective mindset to effectively address and move forward.

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, or behaviours repeated following sanction 1, students will engage in a reflection period supervised by either Mrs Cheetham or Mrs Rowland (both Assistant Head Pastoral), 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.

Sanction 3: Serious Breach of Behaviour Expectations

This sanction applies when a pupil commits a serious breach of the school's behaviour policy or demonstrates persistent failure to respond to previous sanctions. Examples include (but are not limited to):

- Physical aggression or violence towards another pupil or staff member.
- Threatening or abusive language either in person or online.
- Deliberate damage to property.
- Bullying, harassment, or discriminatory behaviour either in person or online.
- Repeated refusal to follow instructions after previous interventions.

Actions:

- The pupil will be removed from the learning environment and placed in a supervised area for reflection.
- Formal Meeting with the child's parents, led by the Head of Junior School.
- Individual Support Plan for the pupil
- The pupil may be placed on a formal behaviour plan to monitor progress.
- **The school will refer to the Exclusion Policy ([link here](#)) as appropriate.**

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 Heads Pastoral (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