



WIMBLEDON PARK PRIMARY SCHOOL

Behaviour and Relationships Policy

Approved by Governors, February 2024

Next revision: January 2027

Wimbledon Park Primary School Behaviour Policy

Good behaviour flourishes in a safe, caring and supportive environment. This can be achieved through setting a positive example, by building trusting relationships with children, getting to know children individually, frequent praise and positive attention.

Aims

1. Outline a clear guide for children, staff and parents of expected behaviours.
2. Provide a safe, caring and positive environment where optimum learning takes place.
3. To implement a consistent and fair approach across the school community.

Core Beliefs

- Our behaviour and relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.
- Promoting the conditions for positive behaviour helps every child to be successful.
- A positive and proactive approach with targeted praise is more likely to change behaviour than blaming and punishing.
- Forming trusting, positive relationships with children support the needs and rights of everyone in a classroom to feel safe, respected and valued.
- The development and sustaining of positive relationships between staff and children create an environment where children and teachers can focus on learning.
- Reinforcing good behaviour helps children to feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- Parents are critical in supporting, influencing and motivating their children to make positive behaviour choices.
- Adults' behaviour and conduct directly influences children's behaviour and sets the appropriate/model standard for children.
- Positive behaviours within a school is vital for successful learning.
- Expected behaviours need to be taught and emphasised throughout the academic year.
- Consistency and commitment from all members of the school community is imperative.

Roles and Responsibilities

<u>Children</u>	<u>Parents</u>	<u>Staff</u>	<u>Senior Leaders</u>	<u>Governors</u>
<ul style="list-style-type: none">- To follow school rules.- Take responsibility for actions and understand the impact of their behaviours.	<ul style="list-style-type: none">- To read the school's behaviour policy.- Work in partnership with the school to support and model	<ul style="list-style-type: none">- To apply the behaviour policy consistently and fairly.- To teach appropriate behaviours.- Act as role models to children at all times and continually strive	<ul style="list-style-type: none">- To deliver appropriate training and support staff in the implementation of the behaviour policy.- To track behaviour incidents and report to the Local Authority/Governors as appropriate	<ul style="list-style-type: none">- To review and input into the behaviour policy.- To ensure the policy meets all statutory requirements

	behaviour expectations.	to build and develop relationships.	- To ensure regular communication of individual needs and effective communication with parents	
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School Rules

We respect and care for ourselves, each other and the school.

We follow adult instructions.

We are polite, kind and honest.

Teaching Responsible Behaviour

1. School rules and high behaviour expectations are (re)introduced at the start of the year and are positively reinforced and sustained throughout the academic year within classrooms and through assemblies.
2. Each class teacher/year group agrees age appropriate expectations and reward systems with the class. These are clearly displayed in classrooms and referred to as part of the class behaviour system.
3. Time is allocated at the beginning of the year to model, discuss, explain and practise behaviour management expectations. Children will be explicitly taught behaviours and understand the reasons why these are needed to establish a productive learning environment.
4. PSHE, circle time and class assemblies are used to explore behaviour choices, educate children on how to manage their feelings and how to respond in certain situations. Teachers should provide opportunities for children to rehearse different expectations, by walking them through different scenarios.
5. The school's approach to Emotion Coaching and the Zones of Regulation curriculum teaches and supports children to understand and regulate their emotions. Classrooms display a 'strategy chart' to meet the needs of children who are feeling dysregulated providing them with a range of strategies to support.
6. Staff will label and describe positive behaviours so that they are specific and made accessible to all.
7. Children are taught the importance of truth and honesty. They understand that consequences are more severe if the truth is not told due to time wasting. Teachers do all they can to model this and establish a safe environment which allows children to speak truthfully knowing that they will be treated fairly.
8. In accordance with the agreed hierarchy, necessary corrective actions are taken when required.

Observable Behaviours Expected

To sustain observable behaviours, teachers need to redirect, correct or challenge any unwanted behaviour through positive correction. For routines to become the norm, they need to be modelled, practised and reinforced with precise, direct feedback and positive framing.

Attention signal	When given a taught and rehearsed signal, children will be given a short moment to stop what they are doing, place equipment down, look at the teacher and listen. Examples might include: clapping a rhythm, use
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	of a musical instrument, repeating a saying or a non-verbal cue. Teachers ensure that all children have given the agreed response before continuing.
During teaching on the carpet	Children sit appropriately, not touching others and looking at the teacher.
During independent work	Focus and complete the work using their best presentation skills. Children should stay in their seats and raise their hands if they have a question or require support. Noise levels will depend on the task and will be communicated clearly by the teacher.
Transitions within the classroom	All children are expected to move quickly and quietly. In Key Stage One, children are expected to follow the 1, 2, 3 transition signal.
Working with a partner	Children should turn their bodies to face their partner, look, listen and take in turns to speak.
Entering the classroom	Children should enter the classroom quietly and immediately follow instructions on the board.
Lining up to leave the classroom	Children are expected to sit quietly until told to line up. When the signal is given by the teacher, they are to stand up, push their chair in and join the line silently in register order.
Moving around the school	Children are expected to walk through the school corridors quietly, hold doors open for adults and their peers when asked to and keep to the left when using the stairs.

Observable Behaviours Expected Outside of the Classroom

	Teaching Staff	Midday Meals Supervisors	Children
Before playtime/lunchtime	Duty staff are outside on time and class teachers ensure there is an adult present before leaving their children unsupervised.	Duty staff are in allocated areas on time.	Collect coats and snacks promptly.
During playtime/lunchtime	Duty staff to remain in their allocated spaces being actively vigilant.	Duty staff to remain in their allocated spaces being actively vigilant.	Ask an adult if they need to come into school to use the toilet or for any other reason. Speak to an adult if there are friendship issues which they cannot resolve.
End of playtime and Phase 3 lunch	Be ready outside to collect children before the bell rings.	Inform the class teacher of any behaviour issues that require further immediate action. Complete behaviour record sheets (to be handed to SLT at the end of each week to record and follow up).	When the bell rings, freeze and wait for the green card/signal to walk to their lines.
End of Phase 2 lunch	Teachers are present before the bell rings to take their classes back into school.		Upon a signal from the midday meals supervisors, children line up quietly in their classes. Phase 2 children should freeze until Phase 3 have lined up and are given the signal to continue playing.

In the lunch hall	Phase 1 & 2 teachers take their children to the Downey Hall ensuring that they are lined up according to their meal choices.	Ensure children are lined up sensibly and quietly and are directed where to sit. Continuously circulate to support children to have a positive dining experience.	Children line up once signalled and stand against the wall in the hall. Children take their own tray and cutlery moving along the line. Once finished, children should sit and talk quietly until signalled to take their tray to the cleaning station and walk quietly to the playground.
Wet play	Teachers will leave out activities/games and remind children of wet play expectations. At breaktimes, the members of staff due to be on duty to oversee year groups with support of senior leaders.	Wet play rota to ensure each year group has a member of the MMS team supporting. Ensure children tidy classrooms ready to begin learning on time.	Children play games at a sensible noise level and tidy up quickly when it is time for learning.
PE lessons	PE coaches will be on time for collection and settle the class upon their return. Coaches will use behaviour management strategies consistent with the school and will liaise with class teachers if any notable behaviour or friendship incidents have occurred.		Children will change quickly and quietly into/out of their PE kit leaving tables and pegs tidy. They will treat PE coaches with the same level of respect as all other staff in the school.

Teaching Responsible Behaviour in the Early Years

We recognise that learning self-regulation and socially appropriate behaviour is a developmental process. This process is one that our youngest children progress through at different speeds. All adults in both Nursery and Reception understand that one of their key roles is to teach children how to behave in different situations. We understand that many of the behaviours that 3 – 5 year olds display would be generally unacceptable for older children but are perfectly normal for their stage of development. On a daily basis, staff help children to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour. At WPPS, you will see Early Years staff regularly:

- Modelling how to communicate with others and how to behave in different situations
- Noticing and constantly praising positive behaviours
- Putting in place clear and consistent boundaries that children understand
- Explaining the impact or consequences of some behaviours and offering choices

- Involving the children in problem-solving by using a simplified version of the 'Restorative Approach'
- Providing strategies to support turn-taking through small group work
- Recognising and acknowledging feelings to encourage empathy
- Providing additional individual or group support to children who need help to develop their social skills and/or manage their feelings
- Make appropriate and reasonable adjustments to the provision to meet the needs of children who require additional support
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviour and feelings e.g. at PSHE, circle time, story time and through our zones of regulation curriculum.
- Recognising and acknowledging feelings through co-regulation in line with our emotion coaching approach
- Talking to parents/carers about their children's behaviour at both school and home
- Encouraging parents to inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation
- Helping the children understand conflict or inappropriate behaviour by providing a narrative of the situation for the children involved. This is preferable to asking the child 'why' something has happened.

When a child's behaviour does not improve or is particularly challenging, staff will consider all possible reasons for this and work together to draw up an achievable plan of action. Parents will be invited in for an 'early concerns' meeting and will be invited back for a review within an agreed timeframe. Where concerns remain, further input will be sought from the Merton Early Years Inclusion Team, Merton Virtual Behaviour Service (VBS) and other services including the Speech and Language team and Paediatrician. Parents will always be involved in this process.

Creating a Positive Environment

Research has shown that children receive ten negative comments to every positive one. As a result, some children are starved of positive attention and may feel that it is easier and more likely for them to get attention from negative behaviour. All staff need to provide positive attention to children in their care each and every day. Children behave well in an environment where expectations are made clear and where staff praise and reward consistently based on merit. Staff will use strategies including the following, in order to create a positive learning environment for the children in their care:

- Class reward systems e.g. Dojos
- Children sent to senior teachers with exceptional pieces of learning
- Celebration Assembly for Year 1-6 celebrates children's achievements and positive attitudes towards their learning
- House tokens for positive behaviours around the school. The winning house receives time on the adventure playground during their Friday breaktime.
- Positive communication to parent via email/phone call/face to face

- Early Years reward children with tokens for 'kindness', 'persistence', 'thinking' and 'confidence'

Behaviour Management

A variety of strategies are used by teachers in KS1 and KS2 to manage behaviours in class. These are inclusive of, but not limited to, the following examples:

Building relationships	Relationships take time to develop and grow. Staff plan experiences and activities with the children, which help to promote and build positive relationships. Through the use of empathy, mirroring and actively listening, staff take time to meet a child within their emotional space before expecting them to reflect and correct their behaviour. Personal greetings (addressing children using their name, ensuring pronunciation is accurate), handshake at the end of the day and time taken to get to know children.
Organisation	Resources prepared for lessons and an environment created where no time is wasted. Establish and rehearse routines so that they are known and understood by children and therefore can be enacted consistently. Seating arrangements are organised carefully in line with Equalities Register and behaviour.
Instructions	Staff ensure that clear and concise instructions are given to children with the expectation that they will be followed straight away. Expectations should be established by teachers and reinforced throughout the year.
Use of voice	Staff communicate assertively without shouting and never in a manner which is threatening, humiliating or critical. The adult's voice is used to set the tone of class expectations and is used as a model for interactions with others. Teachers should not use their voice to be heard over the noise of a classroom. Teachers should wait for children to stop what they are doing, following their signal before talking.
Non-verbal prompts	A glance, a stare, a point, a gesture to communicate your desired intention for the behaviour of children without disrupting whole class teaching where possible. (e.g. silently remove a distraction.)
Learning matched to children's needs	Lessons are engaging and differentiated appropriately so that learning is accessible to all.
Giving choices	Staff use the language of 'choices' so that children understand that they are learning to control their behaviours. "You can choose to write your 3 sentences now or at break time." Consequences are directly linked to the behaviour with a relational and educational element.
Giving take up time	Time is given for children to choose to change behaviour following request from an adult. An adult will also try to support the child in regulating their emotions during this time if needed
Verbal responses to unwanted behaviours	When children do not meet teachers' expectations, the response should reassert the behaviour that the teacher wants to see rather than describing the behaviour currently displayed. i.e. instead of saying 'Sean and Mo, stop talking and turn around', we should say 'Sean, Mo, I'd like you both looking this way and listening. Thanks'

	<p>"I have noticed you chose to...(noticed behaviour) this is a reminder that we need to be..."</p> <p>"You now have the chance to make a better choice."</p> <p>"Do you remember when...(model of previous good behaviour)? That is the behaviour I expect from you."</p> <p>"I notice you chose to...you need to...I will come and speak to you in two minutes."</p>
Use of language	Concluding your request with a thank you rather than please closes the conversation. Proximity praise can provide role models for children.

Taking Actions

It is important to consider why children might be behaving in a certain way. Every behaviour is a communication and it is important to get the full story/not to make assumptions. Is the learning pitched correctly? Do they feel valued as an individual? Do they understand the task? Are outside influences impacting on behaviour in school? Are they craving attention? Are their physical needs being met? Are friendship issues troubling them? Are we seeing the impacts of early childhood trauma? By attempting to understand the reasons for displayed behaviours, staff have the opportunity to address the causes and in doing so, alter the resulting behaviours.

Consequences do not need to be severe to be effective but must be consistently applied while taking into account the individual needs of each child. When setting a consequence, adults should explain why. This helps to make it clear to the child concerned whilst also reinforcing expectations for everyone else. Consequences for unacceptable behaviour should be natural consequences, designed to repair any damage to relationships or property, rather than punishments that have no relationship to the behaviour. Sometimes this may be a reflection period during a lunchtime with a middle/senior leader or may involve a social story to support educating the child.

In order to maintain good relationships within the classroom, most behaviour incidents will be dealt with by the class teacher. This avoids issues being escalated too quickly and ensures that the authority of the class teacher is maintained. Every day, children start out with a clean slate (other than children on an individualised behaviour plan or those missing morning break time as a result of an incident the previous afternoon). It is important for children to understand the 'rupture and repair' process. Children need to learn through experience that they can expect to repair a momentary rupture.

Behaviour Examples

<u>Dealt with by:</u>	<u>Class Teachers/MMS</u>	<u>Year Group Leader</u>	<u>Senior Leadership</u>	<u>Deputy/Headteacher</u>
Severity Level:	Grade 1	Grade 2	Grade 3	Grade 4
Behaviours:	Distracting other children Not focussing on learning Not following instructions Unkind actions, words/name calling to peers Not listening to midday meals supervisors' instructions Disruption in the lunch hall Play fighting	Persistent disruption in class. Verbal disagreements between children Rough play in the playground Hurting another child (first incident) Spitting at another child Rude to an adult Damage to school property Lying to an adult Repetitive name-calling Stealing (first incident)	Swearing at another child Physical altercation between children Hurting another child (repeated incidents) Stealing (repeated incidents) Persistent grade 2 offences Biting another child (victim must be sent to office & advise tetanus jab if skin has been broken)	Racist or homophobic incidents Swearing at an adult Physical fighting between children Bullying incidents Sexual harassment
Possible Consequences & actions:	<ul style="list-style-type: none"> Warnings (in phase 3 linked to reflection system) Follow up reflection time with class teacher Time in own class or another class Repeating unsatisfactory work Complete work at home/breaks 	<ul style="list-style-type: none"> Time in YGL class Missed break time Parents informed by class teacher or YGL Recorded on SIMS by YGLs 	<ul style="list-style-type: none"> Break time spent with senior leader Internal exclusion Parents informed by SLT Recorded on SIMS Brought to LT meeting via YGL ABC chart to track possible patterns and triggers to behaviours 	<ul style="list-style-type: none"> Break/lunch spend with DHT/HT Serious incident logged (Appendix 1) Parents informed by member of SLT Behaviour book or plan* Internal exclusion Brought to/ followed up in LT/SLT meeting.
<ul style="list-style-type: none"> Restorative approach Social narratives and social mapping Phase 3 use a podium system for low level behaviours which acts as a warning system moving children down the podium. After three warnings and a move down the podium in one day, the child will spend some time reflecting on their behaviour with a senior leader at lunchtime. Three reflections over a half term results in a meeting with parents to discuss the persistent disruption (See Appendix 2) 				

*Behaviour book: for a period of up to four weeks, a child will be set two or three achievable targets for every lesson and break time. Parents are informed and invited to discuss the behaviour issues. The book is closely monitored by class teachers, parents and SLT daily.

*Behaviour plan: used where specialist behaviour management strategies are being employed to support a child. The plan will have individual targets, criteria for success and the support strategies provided including the involvement of external agencies. Behaviour plans are shared with all staff who teach the child. These plans are monitored and reviewed jointly with parents.

The possible sanctions and actions are situation and child dependent. Wherever possible, the class teacher will address the behaviour to maintain consistent relationships with the child. In some circumstances, the sanctions may be modified, for example previously/looked after children and children with emotional & mental health needs should be supported by a designated person as an alternative to 'time out'.

Restorative Approach

We use a restorative approach to resolving conflict. The restorative approach can enable those who have been 'harmed' to talk about the impact of the behaviour incident with those responsible, and for those responsible to acknowledge the impact and take steps to put it right. All staff and children use the approach and share a common language when discussing incidents.

Restorative approaches are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them.
- RESPONSIBILITY - taking responsibility for your own actions.
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

See Appendix 3.

Social narratives and social mapping are visual methods which may be used to support children with additional needs or those with English as an additional language.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

We recognise that some children will find it difficult to develop positive relationships and behaviours due to a number of barriers. This may include:

- Special Educational Needs
- Experiencing trauma
- Lack of family support

- Negative influences beyond the school gates
- Exposure to political/social/environmental events

All staff are expected to remind themselves of potential causes for negative behaviours and demonstrate an understanding of adverse childhood experiences which can potentially hinder a child's ability to learn. This may include:

- Emotional abuse (humiliated/sworn at/put down/insulted)
- Emotional neglect (feeling unimportant/unloved/unsupported)
- Physical abuse
- Physical neglect (not enough to eat/dirty clothes)
- Sexual abuse
- Being bullied
- Multiple moves
- A family member being depressed
- Loss of a parent or parent separation/divorce
- A family member being addicted to drugs or alcohol
- Witnessing domestic violence
- Poverty
- Violent neighbourhood

The school's inclusion manager will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis to ensure any support is the best it can be. All staff working with the child should be aware of the procedures in place.

Beyond the Classroom

This policy should be applied to include specialist teaching (music, French, PE), school led extra-curricular clubs, educational visits. All adults in school, whether class teachers, supply staff, volunteers or lunchtime supervisors should be treated with mutual respect.

Misbehaviour outside of school covers the school's response to all non-criminal negative behaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of school staff or reported to the school.

The school will continue to act in line with this behaviour policy if misbehaviour occurs when the child is:

- Travelling to and from school
- Wearing school uniform
- In some way identifiable as a child of the school

Or for misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or a member of the public
- Could adversely affect the reputation of the school

Any such sanctions would be administered when the child is on the school premises.

Bullying

We recognise that many children and young people will experience conflict in their relationships with others. As a school, we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In our school, we have a shared definition of bullying which distinguishes bullying from other relational conflict:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.”

All allegations of bullying should be investigated/addressed in discussion with a senior leader.

Please read this policy in conjunction with our Anti Bullying Policy (*updated December 2023*).

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Searching and Confiscation of children's property.

School staff can search children or their possessions where they have reasonable grounds for suspecting that children may have a prohibited item. The headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher authorises teaching staff to search for prohibited items. Searches should be carried out in accordance with "Searching, Screening and Confiscation - Advice for schools, DfE July 2022".

Prohibited items are:

- Knives or weapons
- Tobacco, alcohol or illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or may be, used to commit an offence, to cause injury to a person or damage to property
- Items specifically limited or banned in school such as mobile phones, electronic games, toys and sweets.

The headteacher (also as designated safeguarding lead) should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If a pupil refuses to co-operate with a search, the member of staff they should seek the advice of the headteacher (if not already involved).

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers/trays. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The school will confiscate any prohibited item, or other items which may be considered harmful to school discipline that have been found following a search and apply sanctions in accordance with the school's behaviour policy.

Any search by a member of staff for a prohibited item (and all searches conducted by police officers) should be recorded by the Headteacher in the school's safeguarding reporting system, including whether or not an item is found. Search records should include

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search

The school is not required to inform parents before a search takes place, but parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Suspension/Exclusion

If a behaviour incident is so serious that it may merit suspension or exclusion, this should be referred immediately to the headteacher, or the deputy headteacher in their absence. This may be a single very serious incident, or a repeated pattern where internal exclusions and/or a previous warning of suspension or exclusion had been made. It should be noted that a child who persistently causes problems at lunchtime might be asked to go home over the lunch period. Please see the school's exclusion policy, and the DfE's statutory framework in the associated resources below for guidance.

Associated resources

This policy is written in line with the following legislation and guidance:

Equality Act 2010

Education Inspection Framework 2019

Behaviour and Discipline in Schools DfE Guidance 2016

Use of Reasonable Force Government Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Searching, Screening and Confiscation - Advice for schools, DfE July 2022

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

School Exclusions:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

APPENDIX 1

WIMBLEDON PARK PRIMARY SCHOOL

Serious Incident Report Form

Section A: Member of staff to complete

Nature of Incident	Bullying/Serious Behaviour (Delete as appropriate)	
Type of Bullying/Serious behaviour (tick all that apply)	Appearance Class/Socio-economic Home circumstance (e.g. caring role) Ethnicity/Race Religion/Belief Gender Gender identity - transphobic Sexual orientation – homophobic or biphobic Sexualised SEND	Physical Property Verbal Emotional/Psychological Online Other:
Names of Pupil and year group	Person responsible:	Target:
Date		
Details of incident Include details of witnesses and other relevant supporting information Incidents need to be classified as one of the identified categories. We have a duty to report all bullying incidents to Merton. We need to keep accurate records on all incidents of bullying in school. Serious incidents also include one-off incidents where children behave in a way that causes significant harm or upset to another; or behave in a dangerous or reckless way. Incidents should be factually and objectively recorded.		

Section B: Senior Leader to complete

Incident reported to (Racist and Homophobic incidents to be reported to Merton termly) Report every incident to a member of the Senior Leadership Team who will save the file centrally. The Deputy Head has the responsibility to report relevant incidents to Merton each term.
Action taken Record the agreed outcome including consequences/sanctions, how parents were notified and their responses.

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Review

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APPENDIX 2

Behaviour Reflection Form (Phase 3)

Name:

Date:

Class:

Referring adult _____

Reason for sending

What happened/What did you do?

Why did this happen?

What impact did this have on others?

How can you make things right?

Signed by pupil _____

Signed by teacher _____

APPENDIX 3

Restorative Approach

We use a restorative approach to resolving conflict. The restorative approach can enable those who have been 'harmed' to talk about the impact of the behaviour incident with those responsible, and for those responsible to acknowledge the impact and take steps to put it right. All staff and children use the approach and share a common language when discussing incidents.

Key questions we ask are:

1. What is the harm that was done?
2. How can that harm be repaired?
3. Who is responsible for this repair?

The main use of restorative justice is through adults mediating between victims and offender. Victims are given the opportunity to

- Explain how the incident affected them.
- Directly and constructively express their feelings to their offenders.
- Ask questions and receive answers that only the offenders can provide.
- Experience having a direct voice and participation in the justice process.
- Move through emotional healing and restoration.

Mediation is an opportunity for offenders to:

- More fully understand the impact of their behaviour upon the victim/s.
- Explain their involvement.
- Take responsibility and show regret.
- Experience emotional healing and move forward.
- Have a direct voice and participation in the justice process.

Steps in our mediation process:

- | | |
|--------|--|
| Step 1 | Ask the first person to tell their side of the story. Ask the second person to tell their side of the story. |
| Step 2 | Ask each person to say how they feel about what has happened and about what has been said. Questions that might be used in these steps: What happened? What else happened? Where were you when this happened? What happened just before this? What did you want to happen? What were you trying to achieve? What were you thinking when this happened? What did you think when X.... |
| Step 3 | Ask each person to say what they would like to happen now. |
| Step 4 | Agree a way forward. Questions that might be used in these steps: How can we put this right? What needs to happen to put this right? What could you do differently next time? |