

# WIMBLEDON PARK PRIMARY SCHOOL

## BEHAVIOUR POLICY

### Aims

The aims of our behaviour policy are to:

1. Improve the achievement of children
2. Ensure that pupil and staff enjoyment of school is high
3. Increase the amount of time all children spend learning

### Key Principles

- We have very high expectations of behaviour at Wimbledon Park Primary School. Responsible behaviour is a prerequisite for children to be successful learners. We therefore expect that all children will behave responsibly all of the time they are at school.
- Good behaviour also flourishes in a positive environment. We create a positive environment in many ways – through setting a positive example, by building trusting relationships with children, by getting to know children individually, by frequent praise and positive attention and by having appropriate and equitable reward systems based on merit.
- We believe that all children can behave responsibly and be successful in school. We allow no excuses (such as emotional, family, demographic, socio-economic) for poor behaviour choices. We recognise that there will be a small number of children who need particular support and an individual plan to help them develop responsible behaviour.
- We employ a consistent approach to encouraging responsible behaviour across the school. The staff and all adults working in school agree to implement this behaviour policy all of the time. We do not let the little things slip by unnoticed or allow any disruptive behaviour to occur without intervention.
- We believe that behaviour is a choice made by children, and therefore they are effectively “choosing” the consequences that arise in response to their behaviour. We believe that children are responsible for the impact of their behaviour and for resolving the impact of those choices, whether on themselves, other children or the adults in school.
- Behaviour that prevents learning or which impacts on others’ enjoyment of school will result in some disciplinary action. Disciplinary actions are not imposed punishments but are corrective actions required in order to put right the impact and outcomes of behaviour choices through restorative approaches, and to teach responsible behaviour.
- Truth and honesty are expected of children if they have made a poor choice. Honesty and an admission of responsibility avoids time wasting, establishes integrity and enables rapid restoration/apology.
- Teachers and school staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction
- We believe that ensuring good behaviour (and any consequent disciplinary action required) must not be coercive, which includes threats, intimidation or shouting. Any disciplinary action should never be meant to embarrass, humiliate or physically harm any student.
- Teachers and school staff can confiscate pupil’s property
- We also recognise that effective teaching is the most important factor in minimising disruptive or poor behaviour in the classroom. We aim to teach in a way that engages and interests all children.
- We rely on a close partnership with parents to ensure the success of this behaviour policy.

Application of the behaviour policy can happen at any time in school, elsewhere under the charge of a teacher, including on school visits and in certain circumstances when a pupil’s misbehaviour occurs outside of school.

Our policy aims and key principles are entirely consistent and mutually reinforcing of the aims, vision and values of the school – Opportunity, Excellence, Success.

## School Rules

The following rules have been agreed by the whole school community:

- We follow adult instructions
- We care for others and ourselves
- We always try our best
- We are polite, honest, kind and helpful
- We are proud of our school and look after it

## School Behaviour Plan

We have an agreed consistent plan for managing behaviour which is carried out in every class and setting within the school:

1. The school rules are reviewed in assembly at the start of every year
2. Each class agrees their particular age-appropriate class expectations and procedures at the start of the year, together with rewards
3. Each teacher agrees, teaches and models behaviour procedures systematically at the start of a school year until established and operating effectively in every class
4. PSHE and circle times are used to reinforce positive behaviour choices and allows children to explore consequences for poor choices
5. Assembly themes look at behaviour issues regularly throughout the year
6. We all use the same behaviour management cycle
7. The agreed school rules, rewards and consequences are displayed clearly around school and in classes
8. All staff provide continuous positive reinforcement and rewards for behaviour
9. We then take any necessary corrective actions, following the agreed hierarchy

A cornerstone of our behaviour policy is ensuring that children follow staff/adult directions or instructions when in school. We expect compliance with adult instructions all of the time – no exceptions.

In order to achieve this, all adults in school (i.e. teaching, support, admin, clubs, specialist, volunteers) follow a consistent behaviour management cycle:

**Step 1** - Clearly communicate the explicit instructions children are expected to follow. These should always include the behaviour/movement/talk/participation wanted.

**Step 2** - Verbally provide positive support for children who are following instructions/on-task to reinforce the expectations and instructions by describing what on-task children/groups are doing. This positive feedback starts within seconds of issuing instructions and is used continuously throughout the lesson/activity (as frequently as every minute during a lesson). Verbal reinforcement of positive behaviour can be very effectively used alongside a class reward system.

**Step 3** - Take disciplinary action with children who are still not complying with the expectations/instructions. Within ten to twenty seconds of issuing an instruction, correct the off-task behaviour of students. Assertively restate the instructions/ expectations to the individual child, and then if appropriate, provide a consequence from the agreed discipline hierarchy. After correcting a child's behaviour, we look for the first chance to provide them with positive feedback on their behaviour.

Defiance/persistent non-compliance is seen as a severe disruption that warrants involvement of the leadership team (initially usually the year group leader), or in many instances having the child sent to a member of the senior leadership team (an exception might be for a child on an individual behaviour plan with a different hierarchy of adult escalation).

## **Behaviour Expectations in Different School Situations**

With a particular focus at the start of the school year, every teacher teaches (and reteaches) their behaviour procedures for as long as it takes for every child to know and apply the behaviour expectations for different school situations.

The exact procedures agreed within each class will differ according to the children, the teacher and their age. However, certain key principles must be adhered to in every class and in every situation:

- All class behaviour expectations and procedures must be completely consistent with the aims, key principles, school rules and the school behaviour plan.
- We pay particular attention to ensuring that there is absolutely no inappropriate or off-task talking/chat by children. This is almost always the first disruptive behaviour that children will engage in, and if tolerated, will usually lead to further behaviour problems.
- We recognise that periods of silent concentration, appropriate for the age of the children, are vital for all children to produce the best work that they are capable of.
- We teach children that the same behaviour is expected in all lessons and with all teachers/adults, with a particular emphasis on behaviour with occasional teachers/adults (supply teachers, teaching assistants, specialist teachers/coaches like music/French/Sport). Equally, we ensure that all adults and teachers working in the school know this behaviour policy and are supported in its consistent implementation.

Children should not perceive that lunchtime supervisors deal with behaviour in a different way to teachers. A common issue for children is that lunchtime supervisors can be seen not to want to get involved or resolve serious issues, often dealing with the offenders by telling them not to do it again, or by telling the children to play elsewhere.

## **Teaching Responsible Behaviour**

Every class, teaching assistant group, specialist teacher or club must spend the time at the start of the school year teaching pupils the responsible behaviour that will be expected of them. There is a tendency to rush this believing that we need to get on with learning and work as quickly as possible. However, research shows that the initial investment in time and effort to teach and train responsible behaviour thoroughly at the start is much more than compensated by greater amounts of on task behaviour throughout the rest of the year. We teach lessons on responsible behaviour in the same manner as we do any academic subject.

Although there is not a single method to teach responsible behaviour, the following systematic process should be followed:

1. Determine the behaviours to be taught. Decide the behaviours you want to see and hear in every activity and situation in order to establish a positive and productive learning environment.

The table below gives a small number of examples:

<b>Activity/Situation</b>	<b>Observable Behaviours Expected</b>
Getting attention signal	When given the signal. Pupils will freeze, put down any pens/pencils/resources, look at the teacher and listen.
During teaching on the carpet	Pupils are expected to sit with legs crossed, not touch others, look at the teacher and listen.
During Independent work	Pupils are expected to complete the work that is set, stay in their seat and not talk unless appropriate.
Transitions within the classroom	When children are given the signal to move to or from the carpet or from one activity to another, they are expected to do so quickly and quietly
Working with a partner	Pupils are expected to move to sit and face their partner, speak in a quiet voice, listen as well as speak and complete the activity given by the teacher.
Lining up to leave the classroom	Pupils are expected to sit quietly until told to line up, stand up, push their chair in quietly and join the line silently.

- Plan the order in which you want to teach the behaviours. This needs to be largely in the order in which the pupils will encounter the situations, and plan the content of each lesson.
- At the beginning of the year, structure is the most important, so teach behaviours for teacher-led and structured activities, before more pupil led and independent activities. For example, attention getting signal, beginning of the day routine, entering the classroom, and whole class teaching might be the first lessons.
- Teach the lesson – explain why it is important to teach responsible behaviour, explain the behaviour clearly, model the behaviour, check for understanding (repeat back or signal understanding) and have student practice the behaviour.
- Emphasize to the children the importance of truth and honesty if they have made a poor choice. Honesty and an admission of responsibility avoids time wasting, establishes integrity and enables rapid restoration/apology.

### Responsible Behaviour Lesson Example List

The following list, although not exhaustive, covers most of the possible responsible behaviour lessons that may need to be taught:

<ul style="list-style-type: none"> <li>• Attention-getting signal</li> <li>• Transition straight into another lesson</li> <li>• Transition to lesson in another class</li> <li>• Whole class teaching – children at desks</li> <li>• Whole class teaching – children on carpet</li> <li>• Whole class discussion</li> <li>• Independent work</li> <li>• Working with a partner</li> <li>• Working in groups</li> <li>• Teacher working with a guided group</li> <li>• Taking a test</li> <li>• Carousel of activities</li> <li>• During lunch in hall</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of the day routine and early work</li> <li>• Entering the classroom after lunch/break</li> <li>• Giving out resources</li> <li>• Collecting up resources from tables/desks</li> <li>• Lining up to leave the classroom</li> <li>• Going out to break</li> <li>• Lining up after end of break bell</li> <li>• Walking along corridor</li> <li>• Walking up and down stairs</li> <li>• Going to wash hands before lunch</li> <li>• Leaving the class to go to the loo during a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Attending assembly</li> <li>• Getting changed for PE</li> <li>• Class/school rules</li> <li>• Positive feedback</li> <li>• Rewards system</li> <li>• Disciplinary actions hierarchy</li> <li>• Pupil helpers/monitors</li> <li>• Organisation and bringing materials to class</li> <li>• Homework routines</li> <li>• Using class resources</li> <li>• Care for class resources and furniture</li> </ul>
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## **Creating a positive environment**

Good behaviour also flourishes in a positive environment. The involvement of all the staff in leading by example to create a positive environment is essential. Adults in the school are expected to listen to the children, be courteous, friendly, helpful and caring towards the children and the children are expected to respond in like manner. We create a positive environment in many ways:

### Frequent praise and positive attention

All staff need to provide positive attention to children in their care each and every day. They broadly follow the rule of thumb of making three positive comments for each negative one made.

### Reward systems

Class/year group systems:

- Each class operates a merit award system to reward learning and achievement (e.g. "You Can Do It")
- Classes also operate agreed whole-class behavior systems (e.g. points on the wall, marbles in cup, class dojo) with suitable rewards earned at the end of the day or week (e.g. golden time).

A good example of this is the "You Can Do It" reward system in operation throughout Early Years, where children receive tokens for behavior that shows Kindness, Thinking, Persistence and Confidence. When a child achieves 10 tokens in one aspect, they are awarded a certificate.

Another example is the Class Dojo system (<http://www.classdojo.com/>). This is an online behavior management tool where each child has their own avatar character. The system records and awards in real time against behavior targets and can be displayed through the interactive whiteboard/projector.

Wider systems:

- Teachers send children to Headteacher with pieces of work for praise for which they receive a Headteacher's Award sticker.
- At Friday's assembly for Year 1-6, each class awards an achievement certificate to one individual child for good learning. Staff ensure every child is recognised and receives a certificate during the year.
- House Cup (for Year 1-6) – All staff carry around and award tokens for notable behavior (which might be a particular focus at the time e.g. lining up, courtesy). Children post their tokens into the token collector in the atrium. In assembly, the Cup is awarded to the house with the most tokens, and the winning house is rewarded with using the adventure playground and having extra playtime on Friday.

### Building positive and trusting relationships with children:

Perhaps the most important driver of good behaviour in school is positive relationships between adults and children. Children behave well in an environment in which staff praise and reward based on merit, and who are firm, consistent and fair with high expectations, who are genuinely interested in them and take time to get to know them, who are friendly (but not wanting to be friends) and who tolerate no criticism, undermining or negativity.

Simple activities like greeting children individually on their way into school or saying goodbye personally at the end of the day, setting aside some class time during the week for talking about non-academic topics of interest to them, or following up with interest after an absence, can be powerful and effective ways of building personal and positive relationships.

### Voice – content and tone

Staff communicate assertively through their words and actions that they are in charge at school. Staff speak in a decisive, firm and self-assured (never hostile, threatening, intimidating, shouting or critical) manner. Staff don't engage, but stand their ground, with children who try to argue, get upset or make a scene.

Staff communicate with children that their behaviour is always their choice, holding them accountable for their actions, making them responsible for the consequences of their choices and letting them know that they are in control of their success in school. Disciplinary consequences also need to be communicated to children as their choice.

Using the language of **choice** is about giving the child some control over the outcomes but the adult remaining in charge of the process and the structure. The adult also sets the choices and the boundaries.

It is far more successful for a challenging child to have made their own decisions, arrived at their own conclusion and be faced with a known outcome, rather than simply being told what to do - the ability to comply is much easier and leads to far less resentment.

*If you choose not to {comply with the teacher's instruction}, I may need to speak to you during your break time*

*If you won't {comply with the teacher's instruction}, you will be choosing to have two minutes of time out away from rest of the class.*

*When you have chosen to {comply with the teacher's instruction}, I can listen to the other issues that you are trying to distract me with.*

It is essential within this process to eliminate emotional involvement and avoid secondary behaviours from the child as this can very quickly become a smokescreen process which can deflect from the issue at hand.

## **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?*

### **Taking Corrective actions**

The goal of disciplinary action is to teach appropriate behaviour and help children learn from their mistakes, not to punish. Disciplinary actions do not have to be severe to be effective, but must occur inevitably and consistently when misbehaviour occurs. Research shows that effective use of consequences can reduce disruptive behaviour by 30%.

Discipline must not be coercive which includes threats, intimidation or shouting. Disciplinary action should never be meant to embarrass, humiliate or physically harm any student and staff avoid blanket punishments.

Disciplinary actions are organised in a hierarchy. In Reception, the following hierarchy is applied:

- Stage 1 Verbal warning
- Stage 2 Time out – short period of time separated from the rest of the class or separated in the playground.
- Stage 3 Sent to the Reception Year Group Leader, to discuss behaviour, to have some time out of their class, or to miss break/lunch. Stage 3 can happen twice before moving to stage 4. Parent may be involved at this stage.
- Stage 4 Sent to the Early Years Leader (Senior Leadership Team). Parent will always be involved at this stage.

In years 1 to 6, the following disciplinary hierarchy is applied:

#### Stage 1

- Verbal warning
- Time out – short period of time separated from the rest of the class (but continuing with his or her class work), or separated in the playground.
- Held back after the end of class/playtime/class reward time – teacher/adult counsels with child for 1-2 minutes about making better choices
- Repeating unsatisfactory work until it meets the required standard

#### Stage 2

- Adults asks child to go to next available thinking station to fill in thinking sheet (Appendix B).
- Missing break or lunch (partial or several). This could be used to discuss behaviour, to complete work missed, complete a thinking sheet or put right the consequences of the poor behaviour.
- Time out in another classroom (usually the year group leader's class), to discuss behaviour and thinking sheet, could be missing class reward/"golden" time or another privilege and completing extra work.

At stage 2, adults are creating more time for a child to reflect and think about their behaviour. If a staff member wants a child to use a thinking sheet, the following procedure should be followed:

- a. Staff member fills in thinking sheet sections with name and the incident
- b. Staff member gives the sheet to the child and instructs them whether they are to fill in at the thinking station, with another teacher or with them.
- c. Child completes the thinking sheet (at some time within the next 24 hours)
- d. Child brings the completed thinking sheet back to the staff member. If this is the class teacher, they file the sheet in their behaviour incidents file (see Record Keeping section)
- e. Staff member gives the thinking sheet to the class teacher, who puts in in their behaviour incidents file

The Thinking Station is part of the peer counselling and peer support systems in place at the school and is run by children in year 6. The children who run the Thinking Station apply for the role, are selected and trained. These children are not replacing adults in the disciplinary process and are not empowered to take any action with the children, or themselves send other children to the Thinking Station.

The Thinking Station runs from 12:45-13:30 daily and is not intended to be a reactive replacement for a short time out. If the Thinking Station is not open at the time the thinking sheet is issued by the staff member, the child will need to go to the next available time when the Thinking Station is open.

Dependent on the frequency and pattern of behaviour incidents at level 2, the teacher may choose to involve and inform parents and discuss the situation with the senior leadership team.

### Stage 3

- Sent to a member of the senior leadership team, perhaps to discuss thinking sheet, to have time out, or to miss break/lunch. Parents are likely to be informed at this point.
- Loss of a significant privilege (for example loss of a responsibility or not being able to participate in an own clothes day)
- Extra work or imposition of a school based community service task (e.g. picking up litter at lunch time, tidying a classroom)
- Daily behaviour record book for a period of up to four weeks. The parents will be informed and invited to discuss the behaviour issues. The child will be set two or three simple responsible behaviour targets to achieve every lesson and break time. The aim is close monitoring and positive support to re-establish responsible behaviour. The class teacher, parents and head teacher will review the behaviour record book daily.

Every day, children start out with a “clean slate” at the start of the disciplinary hierarchy (other than children on an individualised behaviour plan or behaviour report)

Certain behaviour is reported immediately to the senior leadership team. In these instances, the senior leader will deal directly with the child, involving parents as appropriate. Examples of behaviour that would be immediately dealt with by the senior leadership team include:

- Persistent defiance and non-compliance
- Bullying
- Racist comments
- Sexually abusive language
- Expressing offensive extremist views
- Swearing at an adult
- Physical assault (e.g. spitting, punching, kicking)
- Intentional damage to property
- Stealing

If a behaviour incident is so serious that it may merit 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 a previous warning of 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.



If the above disciplinary hierarchy is not successful in supporting behaviour improvements, the headteacher will meet with parents to discuss the issues, and this could result in an individual behaviour plan. Behaviour incidents would be recorded in an individual record (for example ABCC charts). Where persistent social, emotional or mental health needs are evident, external professional/specialist advice (for example CAHMS or Merton's Virtual Behaviour Service) will then be sought for additional behaviour management strategies to be used, and could result in the child being put on SEND support register.

If there is an instance when the exclusion of a pupil from school is appropriate, the school follows the statutory guidance, procedures and regulations on exclusion.

### **Involvement of the Children**

Children are given increasing responsibility for regulating and managing behaviour as they progress through the school. Through the following range of activities we encourage children to assume leadership responsibilities in the school.

- Elected School Council with members from every class from Y1 to Y5
- House Captains – organise house days, fund raising and sports activities.
- Year 6 leaders make regular announcements during celebration assemblies.
- Eco committee/Sports Leaders – Re-cycling, sustainable travel, gardening, energy conservation, lunch, sports participation.
- Children That Care (CTC) who provide peer support and help solve problems in the school.
- Thinking Station helping children to recognise the impact of their negative behaviour on others
- Playmakers helping to organise playtime games

Pupil leaders have a weekly opportunity in Friday celebration assembly to speak to children about their areas of responsibility.

### **Searching and confiscation of pupils' property**

School teachers and staff can search pupils or their possessions, with or without their consent, where they have reasonable grounds for suspecting that pupils may have a prohibited item.

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.

We will confiscate any prohibited item, or other items which may be considered harmful to school discipline, found as a result of a search. The school is not required to inform parents before a search takes place, or to seek their consent, and the school will not keep additional records related to searches.

### **Misbehaviour of pupils outside of school**

Misbehaviour outside of school covers the school's response to all non-criminal bad 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 discipline pupils in line with this behaviour policy if misbehaviour occurs when the pupil is:

- Travelling to and from school
- Wearing school uniform
- In some way identifiable as a pupil 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 pupil or a member of the public
- Could adversely affect the reputation of the school

Specific examples of misbehaviour outside of school that the school has responded to include cyberbullying of another pupil, climbing over the school fence and misbehaviour when in the Durnsford Recreation ground.

Any such disciplinary actions would be administered when the pupil is on the school premises.

## **Record Keeping**

Rewards – class teachers maintain class records for individual children for agreed school and class reward systems in order to ensure that they award certificates appropriately and that all children are recognised in assembly for their achievement over the year.

Thinking Station sheets – class teachers will maintain a record of completed thinking sheets (including those from lunchtimes and PE). If a pattern of Thinking Station behaviour incidents appears to be recurring with the same child, the class teacher will start to enter these on SIMs.

SIMS behaviour – Any significant behaviour incidents (usually having occurred at playtime) that class teachers have investigated should be entered on SIMs. The entry should include the date, time and a factual summary of the incident and findings.

Severe behaviour incident records – covering bullying, racism, homo/bi/transphobia and other incidents are referred immediately to a member of the senior leadership team. A Serious Behaviour Incident sheet (Appendix A) is filled in by the teacher and senior leadership team member as they investigate the incident, and kept in a file in the deputy headteacher's office. In addition, the incident is entered as on SIMs as above.

Lunch behaviour incident – If a significant behaviour incident has occurred at lunchtime, the supervising staff are expected to investigate and keep records in the same way that class teachers do. Records should be passed at the end of lunchtime to the class teacher or the Headteacher, depending on the seriousness of the incident. Low level incidents are recorded daily in a book and then shared with the deputy headteacher who monitors and tracks any patterns.

Daily behaviour record book – For the period of the daily report, the child has 2-3 behaviour targets that they are working towards. The class teacher and lunchtime supervisors will have a smiley face monitoring system to give feedback on behaviour at points during the day. The child also should self-assess themselves against the targets using the same system. At the end of each day, the behaviour book is signed and commented in by a member of the senior leadership team and shared with parents.

Individual behaviour plans – individual behaviour plans are typically 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. These plans are monitored and updated regularly and shared with parents.

## Partnership with Parents

The support and involvement of parents is critical for the effective operation of this behaviour policy. Parents are the most important people in their ability to influence and motivate their children to be successful in school. We therefore work hard to build positive, open and supportive relationships with parents.

Steps that we take to build these relationships with parents include:

- Parent conferencing
- Teachers being accessible to parents at the end of school day and by email
- Informally providing feedback on children at the end of the day
- Signing a home-school agreement
- Informing parents of any serious behaviour incidents on the day of an incident
- Keeping parents informed of patterns of poor behaviour choices
- Meeting with parents as necessary (and in line with this policy) as part of the disciplinary actions for poor behaviour

The Senior Leadership Team will monitor behaviour incidents and report to the governing body termly. The Senior Leadership Team will survey pupil attitudes and review the effectiveness of this policy annually, reporting to governors.

Approved by the Full Governing Board  
at its meeting on 5<sup>th</sup> December 2017

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Chair of Governors

Next review date      Dec 2020

## APPENDIX A

# WIMBLEDON PARK PRIMARY SCHOOL

## Incident Report Form

### Section A: Member of staff to complete

<b>Nature of Incident</b>	Bullying/Homophobic, Biphobic & Transphobic Incident/Racist incident/Serious Behaviour (Delete as appropriate)
<b>Name of Pupil</b>	
<b>Date</b>	
<b>Year Group</b>	
<b>Details of incident</b>	
<p>Incidents need to be classified as one of the identified categories.</p> <p>We have a duty to report racist and homophobic, biphobic &amp; transphobic incidents to Merton.</p> <p>We need to keep accurate records on all incidents of bullying in school.</p> <p>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.</p> <p>Record incidents factually and objectively.</p>	

### Section B: Senior Leader to complete

<b>Incident reported to</b> (Racist and Homophobic incidents to be reported to Merton termly)
<p>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.</p>
<b>Action taken</b>
<p>Record the agreed outcome including consequences/sanctions, how parents were notified and their responses.</p>

APPENDIX B

Thinking about my behaviour

KS1

Name:

Date:

Class:

What did you do?

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How did you make that person feel?

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How could you have made things better?

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1<sup>st</sup> Break

Lunch

2<sup>nd</sup> Break

Sent by: \_\_\_\_\_

# KS2 - THINKING ABOUT MY BEHAVIOUR

Name:

Class:

Date:

Think back to what happened. What did I do?

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Why did this happen?

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How did I make the other person / people feel?

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How can I fix things?

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Time:                      AM                      Lunch                      PM

Sent by .....