

WIMBORNE PRIMARY SCHOOL'S **Behaviour Management Policy**

INTENT

Wimborne Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We praise the behaviour we want to see. In order to provide a consistent and fair approach to managing behaviour it is important that everyone follows our agreed system of rewards and consequences and has the opportunity to discuss them where appropriate.

Our School STAR Values

Our STAR values reflect the ethos of our school. Each letter represents a core value, which we follow and these are embedded across the school.

Sincerity Teamwork Achievement Respect



Children and staff can nominate children who have demonstrated our STAR values and are awarded with a certificate and trophy in our Friday Celebration Assembly.

IMPLEMENTATION

Visible Consistencies

- daily meet and greet
- persistently catching children doing the right thing
- picking up on children who are failing to meet expectations
- accompanying children to and from the playground at break times and at the end of every day – and timely
- praising in public
- reminding in private
- consistent language

Reward Over and Above Recognition

It is not what you give but the way that you give it that counts.

We praise and reward children for good behaviour in a variety of ways – see Behaviour Blueprint.

Class Merits

- Class merits aim to achieve teamwork within the class.
- Class merits are used to reward the class when they work together to achieve: a tidy classroom, a good working environment, supporting each other and lining up and moving around the school sensibly.
- Any member of the school staff may give out class merits.

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- Each half term there will be a class merit party to reward classes who have achieved the total number of class merits required (10 class merits x number of weeks in half term).

Class Merit Parties

A class needs to collect/achieve an average of 10 class merits a week over a half term to earn a whole class merit party.

At the end of each half term whole class merit parties will take place between 1.30pm - 3.20pm after Celebration Assembly. They will wear their school uniform unless it is a special non-uniform day.

Safe Playgrounds

If children struggle during playtimes we have a blueprint to follow linked with our relational practice.

Relational practice

Our behaviour management policy has been updated in line with Portsmouth City Council's move towards relational practice.

Relational Practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Relational practice is a proactive way of working with people, not doing things to them or doing things for them but working collaboratively with them to embed the necessary skills which can be used in the future to successfully avoid the same, or similar challenge and to look at what consequence might need to take place to put things right.

We use reflection time is where children have the opportunity to talk through what has happened in a certain situation to reach an understanding of how it occurred, alternative options they could have chosen for more positive outcomes and reflect on the wider impact of a behaviour choice – such as who else was effected and how this could have been avoided as well as exploring options to rectify the situation and cope better in the same situation should it occur again.

Reflection time can take place with the class teacher during break and lunchtimes and often includes other parties who were involved in the situation. In some circumstances, reflection time can take place after school with a member of the senior leadership team or our Pastoral Family Support Worker. It is important to understand that, unlike detentions, reflection time works by building on and embedding the skills required to prevent future issues. Whilst it does involve time at breaks or after school, this is an investment of time that is spent relationally focussing on supporting positive future outcomes. We have already seen a marked improvement in the way in which children respond to this approach with the children themselves agreeing it is a helpful and worthwhile exercise.

The foundation of relational practice is built on 5 questions to support pupils to problem solve, reflect, resolve conflict, rectify behaviours and change future outcomes. See Blueprint for questions.

Behaviour and Learning Management

Children are taught to understand that they always have a choice in the way in which they behave and that all behaviour has its consequences – see Behaviour Blueprint.

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There may be occasions when the relational questions need to be used by either the class teacher or a member of the SLT. After school reflection time may also be used if there is repetition of poor behaviour choices.

From time to time issues may arise which need the immediate attention of the SLT or Year Leaders who will need to consult with appropriate staff as to which area of the policy will need to be applied at short notice. SLT and middle leaders are not expected to deal with behaviour issues in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Community Service can be given by members of the SLT to pupils who need supervised time off the playground or need to undertake relational work within the school community.

If a member of staff or child is hurt intentionally by another child, statements will be collected by all of the children involved and the parents will be informed (see appendix 1 and 2). Staff will use an incident form to record all information and pass to relevant member of SLT (appendix 3). Depending on the outcome of the investigation the child will have reflection time to discuss and act upon their behaviour. For more extreme behaviour a child may be excluded for a specific period of time. The LA regulation for exclusion will be followed.

Where there is wilful damage, the school will seek the support of the parents to reimburse the owner, or school.

Exclusion

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. We recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. We need to ensure we all build meaningful relationships with each individual child and it may be appropriate to organise a specific staff member to be a key person.

For exclusions, the governing body or Pupil Discipline Committee will have regard to any guidance given by the Secretary of State.

For permanent exclusions and fixed-period suspensions of more than 15 school days in any one term, the governing body or Pupil Discipline Committee will meet no earlier than the sixth school day and no later than the 15th school day after receiving notice of the exclusion.

For fixed-period suspensions of more than five school days in any one term up to and including 15 school days, the governing body or Pupil Discipline Committee will meet no earlier than the sixth school day and no later than the 50th school day after receiving notice of the exclusion.

The minimum time limit will not apply to any exclusion which would result in a pupil losing an opportunity to take a public examination. In such cases the governing body or Pupil Discipline Committee will try to meet before the date of the examination, and if this is not practical the chairman of the discipline committee will review the exclusion before that date.

If the governing body or Pupil Discipline Committee decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision. If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it

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within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Children will not receive sanctions for behaviour outside of school when the pupil is not under the charge of a member of staff. The school will address any inappropriate behaviours that: could have repercussions for the orderly running of the school; poses a threat to another pupil or member of staff; or could adversely affect the reputation of the school.

Malicious Allegations against a member of staff

Please see Management of Allegations of Abuse Policy.

This policy is to be read in conjunction with our safeguarding and inclusion policy, teaching and learning policy, equal opportunities policies and home school agreement.

Arrangements for monitoring and evaluation

The governing body (*or Pupil Discipline Committee*) will evaluate the impact of this policy by receiving data from the Headteacher analysed by year group, gender and ethnicity on:

1. Suspension and permanent exclusions – number of and analysis of behaviour
2. Instances of bullying and action taken
3. Support provided for the victims.

IMPACT

Regularly review provision for all learners and share good practice.

To lead by example.

See School Vision.

This policy is to be read alongside our Positive Handling Policy, Anti bullying Policy and Management of Allegations of Abuse Policy.

Agreed date: Summer 2025

Review date: Summer 2027

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Appendix 1

Statement

Statement by _____ Date _____

Concerning _____

Witnessed by _____

Recorded by _____

Signed _____

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Appendix 2

Injury by another pupil

Date _____

Name of injured child _____

Class _____

Nature of injury _____

Please phone parents to inform them their child was injured today and what the consequence was for the child who caused the injury. **DO NOT name the child who caused the injury.**

Name of child who caused the injury _____

Class _____

Consequence for the child who hurt the injured child:

Teacher to complete

☐ Parents phoned.

Date _____ Time _____ By _____

Parents comments (if any)

Please return form to Headteacher

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Appendix 3

Incident Form/Report

Child's Name and Class:	Staff Member/s Completing this Form: Job Role:	Date: A.m/P.m
Initials of Other Children Involved: (please indicate if this is n/a)	☐ CP ☐ CIN ☐ TAF To be completed as necessary.	
Details of the Incident: (This section to be completed by the staff member(s) reporting / recording the incident e.g an altercation between children on the playground, a child refusing to eat lunch, a meeting with a parent etc.)		

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Details continued

Outcome:

(This section to be completed by the member of staff handling the incident and any other adults as appropriate. The outcome may include monitoring the situation, informing other staff members, speaking to parents / carers, referring to outside agencies, issuing a consequence, discussing at staff briefing etc.)

Follow up:

Signed by Staff Member(s):

Date:

Signed by Senior Management:

Date:

Inclusion Team Member Initials and Date:

Seen by Class Teacher ☐ Date:

Additional Sheets Attached?

Yes ☐ No ☐ Number ____

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APPENDIX 1

Prior to the intervention teachers use circle time should introduce/reinforce pupils to the behavioural guidelines for a safe playground. Teachers will model the appropriate behaviours.

Once pupils seem to understand how they are expected to behave during break, take an entire class out to the playground for a supervised practice session. Have students practice their skills and give them immediate feedback.

Child is flagged for issues on the playground – repeat behaviour (Behaviour Blueprint has been followed)

Devise a behaviour plan highlighting areas of support needed.
Focus on collecting ideas for how to behaviour on the playground.

Child to spend their breaktime with class teacher looking at safe play on the playground.