



## WILDRIDINGS PRIMARY SCHOOL

### Behaviour Policy

		Signature	Date
<b>Headteacher</b>	<b>Mr Paul Chandler</b>		
<b>On behalf of the Governing Body</b>	<b>Mr Oli Rock</b>		

<b>Approved by Headteacher</b>	10 <sup>th</sup> July 2025
<b>Next review</b>	July 2026

<b>Revisions</b>	
<b>Section</b>	<b>Amendment</b>

## Wildridings Behaviour Policy

The Aim of this policy is to support staff and children by promoting and upholding positive, appropriate behaviour and to deal with behaviour that is deemed inappropriate. High standards of behaviour are essential for a successful school and for achieving the school's vision. Meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

### **GOLDEN VALUES**

At Wildridings we have Golden Values which are agreed by staff and pupils and are included in the Home/School Agreement.

The Golden Values are an extension of our school ethos and form the basis of everything within our school.

Golden Values:

- **I will always show respect**
- **I will keep myself and others safe**
- **I will be honest and responsible**
- **I will be a good listener**

These Golden Values are displayed in every classroom and displayed throughout the school to remind everyone of the expectations for behaviour.

### Break and lunch times

Golden Values are clearly displayed outside on both EYFS, KS1 and KS2 playgrounds.

Lunchtime carers reward appropriate behaviour by giving verbal praise and using House Points. If there is an incident with behaviour during lunchtime then the class teacher is informed and if needed the incident will be recorded on My Concern.

Children may only use playground apparatus if supervised by their carer or a member of staff.

Everybody should look after school and other people's property. Anything that is damaged deliberately, or resulting from inappropriate behaviour, may have to be replaced or paid for.

### Encouraging Positive Behaviour: Rewards

The school uses a range of positive strategies for encouraging and recognising appropriate behaviour.

#### Stickers

Children who follow the Golden Values are rewarded with stickers (usually in EYFS and KS1). Stickers are also awarded for appropriate behaviour around the school and for learning produced in class.

#### House Points

Children who try their BEST are awarded house points. These are given as coloured tokens which children can place in their House boxes. The winning house receives a reward of a non-uniform day every half term.

#### Individual Classroom rewards

Teachers may have their own reward systems that support behaviours in their own classrooms such as table points, marbles in a jar, raffle tickets etc.

### Celebration Assembly

Every Friday, Reception, KS1 and KS2 hold an assembly for the presentation of class certificates. One child is nominated by each class teacher for the class medal, based upon their learning, attitude to learning or behaviour during the week. The certificates are worn by the children all week and are passed on at the following Celebration Assembly. During this assembly, children are also encouraged to bring in awards earned outside of school to have them presented to them and celebrated with the whole school. The Headteacher sends a postcard home to these parents so they are aware of their child's achievements.

### 'Above and Beyond'

Each class has an 'Above and Beyond' display board in their classroom which focuses on recognising positive behaviours. A child(ren) from the class is/are chosen who has displayed behaviour which goes 'Above and Beyond' the expectation; this board is refreshed daily. The rest of the class can contribute to choosing a classmate who has displayed positive behaviour.

### Unacceptable Behaviours and Peer on Peer Abuse

We want everyone to feel respected and safe at our school and all staff have a responsibility to prevent or respond appropriately to the following behaviours. Pupils are encouraged to report any behaviour which makes them feel uncomfortable. This can include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) (***see Anti-Bullying Policy***);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

*(Keeping Children Safe in Education, 2021)*

### Dealing with Inappropriate Behaviour: Sanctions

The aim of using a sanction is to encourage all children to follow the Golden Values and demonstrate that inappropriate behaviour is not acceptable. Inappropriate behaviour is deemed to be behaviour that is detrimental or a danger to the child or those around them. This is related to the Golden Values and school ethos.

There are different levels of sanctions to suit the severity or frequency of inappropriate behaviour. Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account Special Educational Needs, disabilities and the individual needs of vulnerable children, offering support as necessary, in accordance with the Equality Act 2010.

When dealing with sexism, sexual harassment and peer on peer abuse, we will consider the age and developmental stage of the alleged perpetrator and the nature and frequency of the incident. We aim to provide support and safeguarding for both the victim and alleged perpetrator. All incidents must be recorded on My Concern to enable us to monitor any recurring behaviours. We will seek external agency and services support as necessary.

#### Verbal Warning

Pupils who demonstrate inappropriate behaviour are given a verbal warning from the teacher or adult in charge. Pupils may be asked to apologise to anyone who was upset or offended. Pupils are always supported and educated to help them improve their behavior before sanctions are issued.

#### Loss of playtimes

Minutes of playtimes / lunchtimes can be lost if behaviour continues. This is determined by the teacher in charge of the class and must be supervised by them. This should aim to be carried out on the same day or next day depending on the time. This time is spent either through conversations or reflections.

#### Removal to another class

If inappropriate behaviour continues a pupil may be removed to another class or area of the school for ten minutes. This is called a TIME OUT and a reflection sheet (appendix 3 and 4) will be completed and returned to the class teacher. Class teachers will need to send an additional adult to supervise this time. It is the class teacher's responsibility to inform a child's parents if this happens and record this incident on My Concern.

#### Reporting to Team Leader

Continued inappropriate behaviour results in the pupil having to report to the Team Leader. Please refer to the flowchart for reporting incidents in appendix 5.

#### Parental Meeting

If a pupil is being repeatedly sent out to the Team Leader, parents will be requested to meet the Team Leader and/or Headteacher or Deputy to discuss the pupil's behaviour and ways forward. A behaviour report and then a Pastoral Support Plan (PSP) may be put into place.

#### Outside Agencies

Children who do not respond to school strategies may be referred to outside agencies. A multi-agency assessment may need to be considered. This is always done in consultation with the parents.

#### Suspension

Extreme disruptive behaviour, physical and/or verbal attacks may result in fixed term Suspension. These may take place at home or at school. Any Suspension, particularly those which are permanent, must only be used as the very last resort and LA procedures will be followed. Suspensions can only be issued by the Headteacher.

In extreme cases it may be necessary to use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from the learning environment or prevent pupils from leaving the learning environment or school premises. See Policy on Physical Restraint.

***NB: Every day begins with a clean slate. Rewards and sanctions are not to be removed once issued. Staff must have regard to the individual situation and the individual student and the Headteacher is expected to use his discretion in their use.***

### The Power to Discipline beyond the School Gate

The Headteacher will take appropriate action to respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The police or anti-social behaviour co-ordinators in the local area will be informed if the behaviour is criminal or poses a serious threat to a member of the public. This will include the response to any bad behaviour when the child is:

- Taking part on any school-organised or school-related activity; or
- Travelling to and from school; or
- Wearing school uniform; or
- In some other way, identifiable as a pupil at the school.

Even if these conditions do not apply, the Headteacher must consider misbehaviour at any time that:

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

In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the staff should follow the school's Safeguarding and Child Protection Policy.

### Power to Screen and Search Pupils

Teachers have the power to screen and search pupils for items that are prohibited or banned from school. This includes:

- Fire lighting equipment (matches, lighters, etc.)
- Knives, including pen knives and craft knives, and any other weapons
- Alcohol and solvents
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Offensive material (pornographic, racist images etc.)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any other item that is considered harmful or detrimental to school discipline

Teachers have the power to confiscate pupils' property.

### Staff accused of misconduct

If a member of staff is accused of misconduct, the Headteacher will draw on the advice in the Safeguarding Policy and other staff guidance from the Local Safeguarding Board when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.



# *Appendix 1*

## Serious Incident Procedures

All members of staff are valued at Wildridings – whatever their status, role or responsibility.

If you are involved in a serious incident within school then please use the following guidelines:

1. Get help from the nearest adult to ensure that you are well supported by colleagues.
2. Record the full details of an incident online on My Concern. It is helpful to do this as soon as possible. If a physical intervention is used then please fill out a green record sheet. This will then be recorded within a bound book.
3. Have a 'time out' and some space within a safe environment.
4. Ensure that a 'debrief' happens before you leave work. This is an opportunity for you to discuss the incident and reflect, it should be with a member of SLT.
5. Seek advice and support if you feel you need to. Supervision of staff can be provided by a member of SLT. All staff can have this opportunity to reflect upon behaviours and their meaning.

## Appendix 2

### Wildridings Scripted Intervention

#### 1. Delivering a warning

Tell the child what you have seen and how this breaks the golden rules.

*'That behaviour is unsafe'*

*'By not coming into class, you have shown me that you are not ready to learn.'*

*'You are speaking rudely to an adult and this is not respectful behaviour.'*

*'At Wildridings, we show we are respectful/responsible ...'*

It is important to give the pupil a chance to think and change their behaviour before delivering a sanction. Praise should be given if a child changes their behaviour.

#### 2. Delivering a sanction- if behaviour continues

Explain what the sanction is and describe the behaviour that you would like to see. You could use an example of when they have behaved appropriately. You can explain what will happen if this behaviour continues.

*'You are continuing to distract others; you have now lost 2/3 minutes of your break time. I know you can sit sensibly and write fantastic stories. You now need to pick up your book and work quietly- thank you.'*

*'If you continue to not listen to the adults, then you will have to spend your lunchtime inside. This is your choice. I remember when you helped the adults at lunchtime last week.'*

*'If you choose to leave the classroom then you will miss minutes of your own time. It is your choice.'*

It is important to give the pupil a chance to think and change their behaviour before delivering a sanction. Praise should be given if a child changes their behaviour.

#### 3. If behaviour continues

Explain to the pupil that they have made poor choices and that they will need to improve their behaviour by making better choices. Do not be drawn into a confrontation or discussion in lesson time or in front of other children. Give the pupil some time to think about their choices, you may need to walk away and return later to check. Use some of the following statements to help refocus the pupil if they are protesting.

*'I hear what you saying...'*

*'Be that as it may...'*

*'I understand...'*

*'Yes, sometimes I may appear unfair...'*

*'I am sorry you are having a difficult day...'*

Appendix 3 - KS1



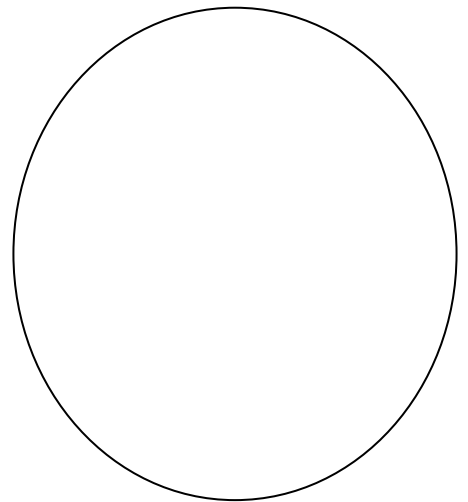
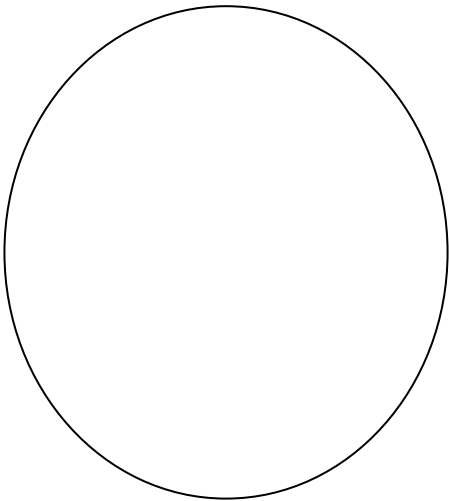
# Stop and Think



Name: \_\_\_\_\_

I feel.....

My teacher feels....



Next time, this would be a better choice:

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# Appendix 4 - KS2

## It's time to think...



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

I was not:      Following Rules      Being Respectful      Being Safe      Listening  
(Circle all      Following Directions      Being Cooperative      Being Responsible  
that apply)

Other: \_\_\_\_\_

And \_\_\_\_\_  
Describe what happened  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I should have \_\_\_\_\_  
What should you have done differently?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

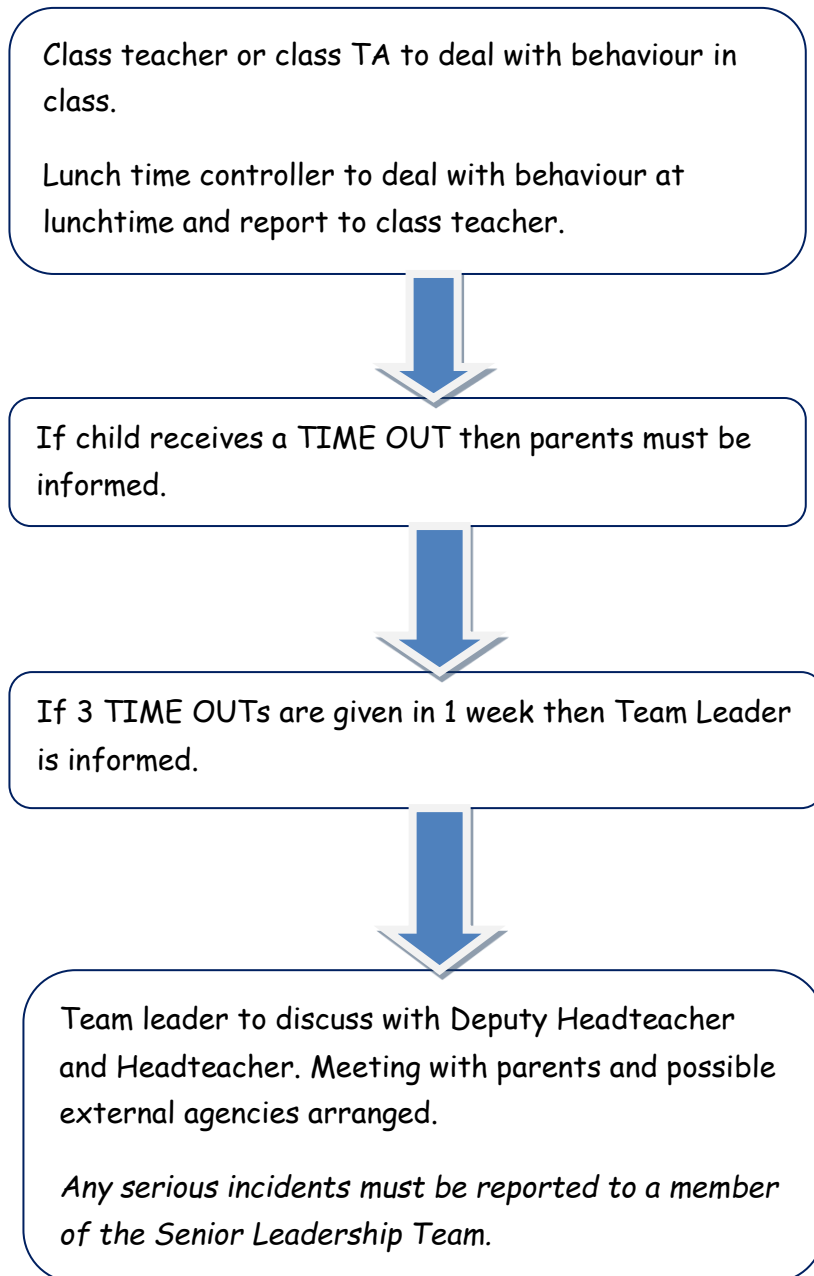
If I had done this \_\_\_\_\_  
What would have been different?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

So from now on I \_\_\_\_\_

My Signature \_\_\_\_\_

## Appendix 5

### Flowchart of reporting incidents



## ***Appendix 6***

### Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Suspensions policy explains that Suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term Suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.