



WILDRIDINGS PRIMARY SCHOOL

Behaviour and Relationships Policy

Headteacher	Mr Brent Ellis
Chair of the Governing Body	Mr Oli Rock

Approved by FGB	15 th July 2026
Next Review	July 2027

Wildridings Behaviour and Relationships Policy

At Wildridings we want our pupils to grow in their character as well as their academic qualification. We recognise that in order for this to happen successfully, staff and pupils must work together for the good of one another. This policy emphasises how this can happen, and what we can do when poor choices are made. Rather than merely deterring anti-social behaviour, we want to promote excellent attitudes and behaviour through building strong relationships and having clear boundaries.

Why do we focus on relationships?

We believe that relationships are key. Simply put, positive relationships lead to positive behaviour and choices. Positive relationships are formed when a child is able to make secure attachments to other adults. Secure attachments occur when there is a deep understanding that:

- we are loved and are loveable;
- others are there for us when we are in need; and,
- others are interested in what we have to say and offer.

Being loved, feeling safe and experiencing positive interactions are crucial to our upbringing and well-being. When these are in place, we are able to develop and grow in all areas of life: learning can happen, emotions can be safely experienced and responded to, risks can be taken, friendships can be made and sustained, constructive criticism can be taken, consequences can be accepted, and relationships can be restored.

Therefore, at Wildridings Primary School, we choose to put our efforts into enabling secure attachments and positive relationships with all members of our community which reflects our school motto;

‘Belong - Believe - Become’

We also recognise that we can make wrong choices, which leads to poor behaviour. Whilst our choices have consequences, which may also have related sanctions, we believe that we must put more effort into helping children to understand how their behaviour affects others, restore relationships and make better choices next time. This policy provides a framework around how adults and pupils should work together to create a nurturing and positive environment where pupils feel loved, safe and interact well. In turn, this helps them to be model citizens in our world in order to make a positive impact on society.

How does our school vision and values underpin this policy?

Our motto of **‘Belong – Believe - Become’** underpins our drive to help children develop their own emotional regulation skills to contribute to a sense of belonging whilst also ensuring everyone has a safe and secure place to learn and develop. They will be equipped with the skills to believe in themselves, therefore enabling them to become the best version of themselves. Our T.R.A.C.K. values underpin everything that we do:

- **Teamwork**
- **Resilience**
- **Ambition**
- **Curiosity**
- **Kindness**

These values focus on giving children the skills and attitudes to be able to be a positive member of our school and wider society.

How do we maintain excellent relationships and behaviour?

There are a wide range of strategies we use to help our school be a safe place where our pupils thrive. These include:

Valuing every single individual in our school community.

- Modelling and teaching our TRACK values
- Being explicit in our words of encouragement and praise.
- Through our curriculum, helping children to understand what healthy relationships look like, and how we can repair them when they go wrong. This includes online and in the real world.
- Through helping children to understand their own emotions, particularly through use of “Zones of Regulation”
- Through our whole school and phase assemblies, helping our pupils to reflect and learn about themselves and their place in our world, together with their understanding of British Values.
- Through giving recognition to acknowledge efforts, attitudes, behaviours, progress and achievements.
- Through providing excellent, engaging lessons delivered with high-quality teaching. We know that pupils inherently enjoy it when they feel they are making progress in their learning.
- Through consistently rewarding children with House points and T.R.A.C.K. tokens, in order to build confidence and self-esteem in our pupils.
- Through considering the specific needs of pupils, in order to provide a tailored learning environment which brings about success for the child.
- Through using the support and advice of outside agencies to better understand children’s behaviour. This includes Early Help Hub, Children’s Services, CAHMs, occupational therapists, educational psychologists, outreach from specialist schools and more.
- Through providing high quality, in-house pastoral work with our ELSAs, FSA, Nurture, outdoor learning and wider pastoral team.
- Through strong communication with parents and carers.
- Through our curriculum, helping children to understand what is physically and emotionally appropriate with respect to sexual behaviour (in an age-appropriate way).
- Where appropriate and safe to do so, using physical touch to affirm a child or comfort them in distress (always carried out in-line with our child protection and safeguarding policies).
- Through providing methods of reflection when a child’s choices and behaviour negatively impact themselves or others.
- Through fostering links with home and engaging parents.
- Through engaging with pupils in a positive manner.
- Through not labelling children as ‘naughty’, holding grudges, or predicting poor behaviour in a way that becomes a self-fulfilling prophecy. It is imperative to stop any negative cycles of thinking or behaviour as this is contrary to building strong relationships and secure attachments.

All staff will:

- Uphold and implement our safeguarding and child protection policies and practices.
- Consistently model our TRACK Values.
- Ensure pupils' safety at all times.
- Show curiosity and commitment to understanding the reasons behind children's behaviour – what is it communicating to us?
- Treat children with respect and care.
- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage.
- Make sure that pupils listen, and are listened to and value others.
- Talk to children about possible reasons for behaviour and help pupils to gain the ability to make good choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be consistent and fair.
- Reward and/or praise positive behaviour.
- Maintain Five to Thrive Profiles, Individual Behaviour Plans and risk assessments where required.
- Ensure the pupils in their class know the school expectations at all times of the day. Pupils will be taught what these expectations are and what they look like.
- Inform parents about their child's welfare or behaviour as quickly as possible.
- Work alongside the SENDCo & Senior Leadership team (SLT), and outside agencies as appropriate, to discuss concerns about behaviour.

Pupils will:

- Do their best to live out our ethos each day, as shown in our T.R.A.C.K. Values
- See that developing their own character is just as important as developing their academic understanding.
- Be kind to themselves and to others – through words and actions.
- Look to forgive others when they are wronged, and to forgive themselves.
- Help and encourage one another to learn and achieve.
- Reflect on their behaviour when poor choices are made which don't reflect our ethos.
- Accept any consequences given as a result of their actions.

Parents/carers have a vital role to play in their children's education. It is very important that parents/carers support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents/carers and good communication between home and school. Thus, the

school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The Behaviour and Relationships Policy is shared on an annual basis with all parents and as part of the transition process to new families. It is our expectation that all parents support the school fully in its implementation of this Policy.

Parents will:

- Promote positive behaviour at home in order to have continuity between home/school.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Support their children's learning with homework and ensuring they have equipment such as PE kits in school.
- Support the school when reasonable sanctions have been used.
- Engage with teachers to collaborate on Five to Thrive Profiles or Behaviour Plans to help support children in developing their emotional regulation and learn the skills to access social and academic opportunities.
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the year group leader, senior leaders, or if necessary the school governors.
- Look after themselves and gain the skills they need to support through asking for support from the FSA team when they need it or engage with other professionals e.g. SENCo, Behaviour Support etc.
- Through effective routines and expectation, ensure children are emotionally regulated on arrival at school for a smooth transition in to the classroom each day

Governors will:

- Support the school in the implementation of the policy.
- Give advice, when necessary, to the Head Teacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.
- Follow the advice in any related policies, including the Complaints Policy.
- Review the effectiveness of the policy

What happens when positive choices are made by pupils?

At Wildridings, positive reinforcement in the form of individual recognition is provided in two ways; through **House Points** or **T.R.A.C.K. Tokens**. Positive behaviour choices by children can be identified by all staff with the rewards given for children living one or more of the T.R.A.C.K. Values, (Teamwork, Resilience, Ambition, Curiosity, Kindness). Staff can be specific in whether they provide a child with a house point or a T.R.A.C.K. Token.

When given a **house point** children put the coloured point in one of the four coloured jars within the classroom, these are then collected at the end of each week, the house total is counted, and shared in Celebration Assembly. Half termly rewards, in the form of non-uniform days, are given to the coloured house with the highest number of points.

When given a **T.R.A.C.K. Token**, children put these in the identified 'Token Tub' in the classroom and at the end of each week 2 pupils will be 'randomly' picked out of the classroom tub and will be able to get a small prize from the 'Treat Tub' in the SLT Office.

There could also be times where children are seen living the school values by staff and they are given the option of what reward they would like, providing them with a sense of ownership about how their success would like to be celebrated.

Each week, class teachers choose one pupil from their class to receive a '**Class Medal**' in front of the rest of the school in the Friday Celebration assembly. The reason for being chosen is linked to one or more of the School Values with the teacher explaining to everyone why that child has been chosen. The name of the pupil is included in the weekly newsletter to parents.

Across the school, each class is given the opportunity to earn a '**Class Reward**' and this is through staff identifying and celebrating when the majority of the class have lived one of the T.R.A.C.K. Values. The 'Class Reward Chart' is specific to each class and the teacher can present it in whatever visual way works for their class, but it must be visible to the whole class and contain 30 individual steps to a class reward. This reward is negotiated with the class, e.g. Class quizzes, extra drama, circle time, art, games, sports, stories etc. and the Class Reward should be earned approximately once every half-term.

Staff are also encouraged to (where age appropriate) celebrate with stickers, talk to parents about their child's positive behaviour and share their achievements. It is important that positive behaviour is noticed and praised.

Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

What happens when poor choices are made by pupils?

Clear boundaries and expectations are necessary for children to know what acceptable and unacceptable behaviour is. We use a range of strategies to help children understand that there are consequences to actions. These are graduated in severity, too. It is always important to understand the context in which poor choices are made, and to gather evidence from a range of stakeholders before making decisions- particularly as the severity grows.

There are different levels of recommended 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.

It is also imperative that staff reflect on how the provision may need to change in light of poor choices being made by children. We recognise that in some instances, solutions need to be found to any environmental factors which contributed towards poor choices. Therefore, we must ask the question 'What triggered the behaviour?', and take action to prevent this from happening in the future.

It is important that before following the actions outlined in the Behaviour Consequences Chart, staff should focus on de-escalation strategies.

1. Try redirection techniques and non-verbal cues.

2. If this does not work, always give a clear verbal warning stating the desired behaviour and what the consequence will be if a child does not comply. Remember to use the scripted interventions (Appendix 3) and give the child take-up time. (If a child corrects the behaviour, it will not always be necessary to follow the consequences outlined in the charts below).

3. Give a consequence

4. Ensure the consequence takes place

All consequences should be followed with a restorative conversation and the opportunity of an apology should be given to the person who has been wronged. Focus on the primary behaviours, secondary behaviours can be spoken about in restorative conversations afterwards.

If blue or yellow behaviours are happening frequently then orange or red sanctions may be used.

Early Years

Behaviour	Example	Consequence (Higher Level behaviours have different options to select from relating to appropriateness and are not a substantive checklist)
Not listening to adults	Not following instructions	5 mins lost play/lunchtime
Not making the right choices	Copying others, talking during lessons	5 mins lost play/lunchtime
Being verbally unkind to others	Telling lies, name calling, swearing, not being kind	10 mins lost play/lunchtime
Not joining in with learning	Avoiding work, calling out	10 mins lost play/lunchtime
Not using equipment safely	Damaging, throwing or drawing on equipment. Drawing on resources	10 mins lost play/lunchtime and not being allowed to use that resource for the next session. Parents to be informed by class teacher
Not using kind hands and kind feet	Hurting others, kicking, scratching, spitting, hitting and pinching	15 mins lost play/lunchtime Parents to be informed by class teacher Logged on CPOMs for SLT monitoring

Key Stage 1 & 2

Behaviour	Example	Consequence (Higher Level behaviours have different options to select from relating to appropriateness and are not a substantive checklist)
Disrupting learning	Doing something which prevents themselves or others from learning	5 mins lost play/lunchtime
Provoking others	Encouraging others to make the wrong choices	5 mins lost play/lunchtime
Not doing as asked the first time	Not following an instruction Making the wrong choice	5 mins lost play/lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness	10 mins lost play/lunchtime
Not joining in with learning	Avoiding work through actions or non-engagement	To be timed and paid back in play/lunchtime
Not respecting property	Ripping up work or damaging property	Work to be completed again at break/lunchtime Not being allowed to use that resource for the rest of the day Parents to be informed by class teacher
Using inappropriate words	Swearing	15 minutes lost break/lunchtime Parents to be informed by class teacher
Leaving designated area without permission	Leaving the classroom without instruction from staff	15 minutes lost break/lunchtime Parents to be informed by class teacher
Words targeting a protected characteristic	Racial or homophobic language	30 mins lost play/lunchtime Parents to be informed by class teacher Logged on CPOMs SLT member to address directly with pupil, re-educate and categorise on CPOMs under racist or prejudicial language category
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	30 mins lost play/lunchtime Parents to be informed by class teacher Logged on CPOMs SLT member to address directly with pupil
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	30 mins lost play/lunchtime Parents to be informed by class teacher Logged on CPOMs SLT member to address directly with pupil & consider further action (e.g. time in another class, removal of additional privileges)

*Due to a consequence being put in place, if a child misses their entire breaktime it is important they are provided an opportunity to get some fresh air and stretch their legs at an alternative time during the morning.

Zero-tolerance approach to sexual harassment and sexual violence

When dealing with sexism, sexual harassment/and or violence 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 and provide a suitable response, and never ignore. We aim to provide support and safeguarding for both the victim and alleged perpetrator. All incidents must be recorded on CPOMs to enable us to monitor any recurring behaviours. We will seek external agency and services support as necessary.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they felt it might be.

Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please also refer to our child protection and safeguarding policy for more information.

Suspension

The decision on whether to suspend or exclude is for the Headteacher to take. Where there is concern about a pupil's behaviour the Headteacher will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent suspension or permanent exclusion. In this situation consideration is to be given to a multi-agency assessment that goes beyond the pupil's educational needs. Following a period of suspension, the pupil and parents will have a reintegration meeting with the Headteacher.

Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to exclude a pupil must be lawful, reasonable and fair.

For further information please see the school's Suspensions and Permanent Exclusions Policy.

Physical Intervention

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, ensure the safety of pupils and adults, or prevent pupils from leaving the learning environment or school premises.

For further information see the school's Restrictive Physical Intervention Policy.

Beyond the School Gate

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

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.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

How do we monitor the effectiveness of this policy?

We are keen that this policy is effectively followed. The effectiveness of this policy will be regularly monitored by the SLT, and governors may also review anonymous data. The policy will be reviewed annually.

Appendix 1 - Serious Incident Procedures

All members of staff are valued at Wildridings – whatever their status, role or responsibility. Serious incidents can create upset and stress for all concerned and emotional support may also be necessary. If you are involved in a serious incident within school then please use the following guidelines:

1. Ensure that de-escalation strategies have been used to avoid a crisis situation and refer to individual behaviour plans as appropriate.
2. Get help from the nearest adult to ensure that you are well supported by colleagues. If you are supporting an individual pupil: use the 'red card' on your lanyard if you need immediate support, the 'yellow' card if you need to swap with another adult and 'green' if you are ok and would prefer adults to not approach the situation.
3. Prioritise the safety of the children and adults and try to remove anything which could be dangerous or get damaged.
4. Seek first aid and medical help for any injuries.
5. Ensure that pupils affected by the incident are well supported by staff and have the opportunity to talk about what happened.
6. Record the full details of an incident online on CPOMs. It is helpful to do this as soon as possible and include as much factual detail as possible. If a physical intervention is used then please include details of this on the CPOMs record. This will then be recorded within a bound book.
7. Have a 'time out' and some space within a safe environment.
8. 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. SLT will contact parents to discuss the incident and what happened.
9. 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 and have continued support if necessary in respect of: physical consequences, emotional stress or loss of confidence.

Appendix 2 - Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in appendix 5) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will 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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try to determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in appendix 7, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in appendix 7) and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in appendix 7), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in appendix 7). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Appendix 3 - Scripted Intervention

1. Delivering a warning

Tell the child what you have seen and how this breaks the school values.

'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 acceptable behaviour.'

'At Wildridings, we show we are (whatever the value is)...

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 4 - Zones of Regulation

At Wildridings we believe in children understanding their own emotions, in order to help them manage them. The Zones of Regulation are embedded within our environment and ethos, and we believe are essential to helping improve and understand behaviour.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

			
Sad Sick Tired Bored Guilty	Happy Calm Feeling Okay Focused Ready to Learn	Excited Silly/ Wiggly Worried Frustrated Loss of some control	Terrified Angry Mean Yelling/ Hitting Flipped your Lid

Appendix 5 - Prohibited/banned items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Mobile phones in bags or classrooms
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 6 – Dos & Don'ts during Lunchtimes

Lunch Hall Supervision Expectations

To ensure a safe, calm and positive lunchtime environment, all staff should consistently reinforce the following expectations:

- **KS2** Children must enter and leave the dining hall calmly through the Year 4 door. **EYFS & KS1** children enter through the door in the hall. Running is not permitted at any time.
- Children having school dinners should line up by year group when called in from the playground. They should wait patiently and sensibly whilst in the queue for school meals.
- **KS2** - Children with packed lunches should collect their lunchbox from their year group's tUB, **KS1** collect from the lunch trolleys, before finding a suitable seat.
- Once seated, children should remain in their place and raise their hand if they require assistance or have finished eating.
- **KS1**- children having a school dinner should raise their hand and wait for permission before starting their dessert. This supports the development of good table manners and ensures children have eaten an appropriate amount of their main meal.
- Children must not touch, share or swap food under any circumstances.
- School dinner plates and cutlery should be stacked carefully in the designated collection area. If the stack becomes high, staff should assist the kitchen team by transferring plates safely into the kitchen.
- Any remaining school dinner food should be scraped carefully into the designated food waste bin.
- Children with packed lunches should take all rubbish and leftover food home.
- Staff should support the kitchen team by wiping tables, sweeping the floor, and helping to maintain a clean, safe and welcoming dining environment throughout the lunchtime period.
- Staff should actively supervise children at all times, promoting good manners, positive behaviour and respectful interactions within the dining hall.

Playground Supervision Expectations for Staff

- Staff must ensure children use all playground equipment safely and appropriately.
- Children must not sit or stand on top of the monkey bars, sit on railings or fences.
- Staff should actively supervise the perimeter of the playground to ensure children remain within designated areas. Children must not enter bushes or play near fences.
- **Key Stage 1:** Children may only enter the school building to use the Year 1 toilets or to access first aid in the KS1 hall.
- **Key Stage 2:** Children may only enter the school building to use the designated Year 5/6 toilets, access first aid in the Year 5/6 area, or enter and exit the KS2 hall via the Year 4 doors.
- Children must wear footwear at all times while on the playground.
- Children must not lift, carry, or give piggyback rides to one another.
- During football games, staff must ensure that children do not engage in physical play such as barging or slide tackles. Competitive matches involving year group versus year group or class versus class are not permitted.
- The football and tyre park rota must be followed consistently to ensure fairness, routine, and consistency for all children.
- At the end of lunchtime, staff should ensure that children collect all playground equipment, return it to its designated storage area, and the playground is left tidy and safe for the next session.
- When the whistle blows for the end of lunch, staff must ensure that all children have left the playground safely before leaving the playground.
- Staff must not leave the playground unless absolutely necessary and must be communicated with other staff on the playground before doing so.
- All first aid incidents must be handed over to the designated first aider. If a child refuses first aid then it still must be recorded and communicated to the class teacher.