



WILDGROUND FEDERATION

Positive Management of Behaviour Policy (Complies with Section 89 of Education and Inspection Act 2006)

UNCRC Article 19 - The right to be protected from being hurt and mistreated, in body or mind.

This policy is written with regard to advice from the Department for Education (DfE) on:

- Behaviour in Schools 2024
- Searching, Screening and Confiscation at School 2022
- The Equality Act 2010
- Use of Reasonable Force in Schools 2026
- Supporting Pupils with Medical Conditions at School 2015
- Special Educational Needs and Disability (SEND) Code of Practice 2024
- Keeping Children Safe in Education 2026

Introduction:

We want all children to feel a sense of security, well-being and belonging in a safe environment to enable them to be successful learners and reach their potential. We believe that teaching children positive behaviour is as important as teaching any other subject and we teach it in order to be responsible members of the community. We recognise that it is the responsibility of all adults in school to model, identify, celebrate and advise on behaviour in a constructive and positive manner, co-regulating where necessary. At Wildground we promote good behaviour, care and respect for others in all we do.

Aims:

- Inform all stakeholders of our approach to behaviour management whilst fostering a culture of inclusion
- Provide a consistent uniform approach to positive behaviour management
- Keep under review procedures, rewards and sanctions relevant to classroom and playground settings
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Define what we consider to be unacceptable behaviour

Outcomes:

We believe that behaviour is a key priority in ensuring that children are safe and fully engaged in their learning, raising their aspirations and realising their potential.

This belief is exemplified through our practice by:

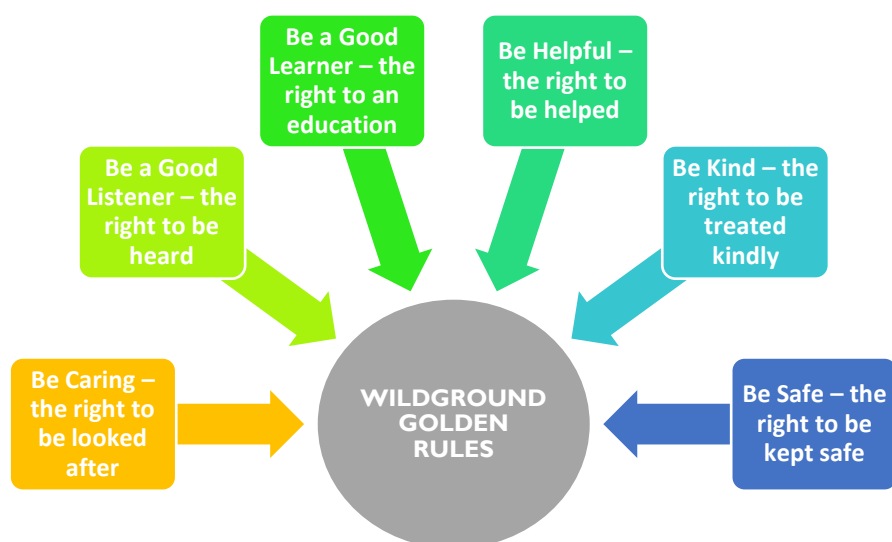
- ensuring children understand the Golden Rules, the reasons for them and their responsibility in keeping them
- encouraging the strengths and interests of each child in order to build his/her self esteem
- emphasising that, in the case of poor behaviour, it is the behaviour and not the child we wish to change
- encouraging children to share and accept differing points of view to enable all members of the school community to feel secure, respected and able to live harmoniously

- requiring staff to maintain impartiality when investigating accounts of unacceptable behaviour, and to hear all sides of incidents
- consistently promoting and upholding the clearly identified rules, procedures, sanctions and discipline of the school
- advocating the principle that we are here to learn and do our best at all times through our core value **‘Learn and Succeed Together for the Journey Ahead’**, and our values of **Respect, Excellence, Ambition, Care and Honesty**.
- all staff offering full support to colleagues in dealing with misbehaviour, and building up a network of additional support, including parental partnerships and outside agencies.

What is Behaviour?

We understand behaviour to be a means of communication. Every behaviour communicates a message. Behaviour is an action or reaction to any situation and can be positive, negative or indifferent.

Annex I Our Golden Rules



How we support children achieving the Golden Rules:

- prominently displaying the ‘Golden Rules’ in communal areas and classrooms
- sharing, modelling and teaching the Golden Rules when children start at Wildground in an age and stage appropriate way and at other times as needed e.g. start of a new academic year
- using consistent rewards and sanctions through Golden Time system.
- using a range of classroom reward systems to support positive behaviour
- involving the parents/carers and child in supporting their own behaviour, initially through the Home School Agreement.
- recording behaviour in an appropriate way according to need for children identified with social, emotional and mental health needs, and establishing individualised programmes including individual regulation support plans and risk assessments.
- working alongside parents/carers as far as possible to ensure understanding, cohesion and clarity of expectations at home and at school.
- working effectively with outside agencies when needed.

Values

In addition to the Golden Rules we also promote our core and federation values. As a federation our values are at the heart of all that we do, and all that we strive for, in order to improve outcomes for all and raise aspirations.

CORE VALUE:

‘Learn and Succeed Together for the Journey Ahead’

FEDERATION VALUES:

RESPECT
EXCELLENCE
AMBITION
CCARE
HHONESTY



We encourage all to **REACH** for better in all that they do

Annex 2 Examples of encouraged behaviours

Learning

Be proud of achievements
Follow instructions
Keep a tidy desk and classroom
Be honest when self marking
Good sitting ready to learn
Ask for support when needed
Listen and have eyes on the teacher when there is input
Listen in assembly
Wait turn and not interrupt others
Respect the school environment and walk around the school safely
Present work neatly
Respond to feedback
Have a go at all learning
Understand and accept mistakes are made
Collaborate with others
Give feedback politely
Tell the truth
Smile and greet people
Respect each other and each other's personal space

Take turns
Have fun
Challenge injustice
Speak openly with friends and adults
Have enthusiasm
Communicate when and if there is a problem respectfully
Follow classroom routines

Annex 3 Behaviour Management: Rewards and Sanctions

Rewards

We aim to manage behaviour in a consistent manner. Positive behaviour management acknowledges children's successes, no matter how small.

The following illustrates the rewards we use.

Golden Time

In Nursery and Early Learning Group children celebrate keeping the Golden Rules at a variety of times throughout the day and week.

Our main reward in the infants and juniors is 'Golden Time', this is a special time each week. Children have 30 minutes 'Golden Time' for keeping the Golden Rules. Incidences of poor behaviour (breaking a Golden Rule) will result in children losing some of their 'Golden Time'. Lost 'Golden Time' is recorded each week and sent to the Head of School to monitor with the aim of enabling adaptations to be made to a child's provision so they are able to follow the Golden Rules.

During 'Golden Time' children can choose an activity from a wide range of activities as their reward. Children are invited to suggest ideas for Golden Time choices.

Other rewards staff may use to reward children in a variety of ways include:

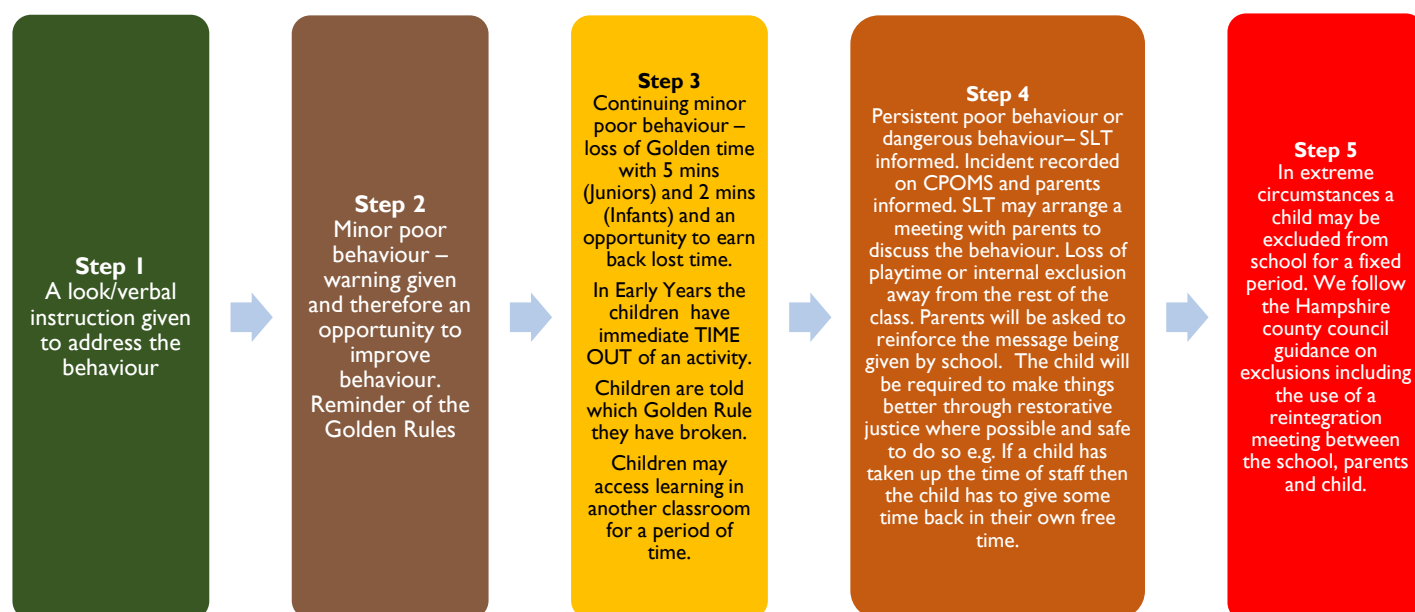
- ✓ verbal praise
- ✓ certificate linked to learning target
- ✓ praise with stamps and stickers
- ✓ positive comments in books
- ✓ contributions towards a whole-class treat e.g. marbles in a jar working towards a little party for all once the jar is full
- ✓ extra responsibility such as choosing a line leader
- ✓ Good News postcards posted home
- ✓ raffle tickets
- ✓ Good News telephone calls home
- ✓ reading certificates

- ✓ leaf on the tree to show a value
- ✓ Star of the Day/Week/superstar award
- ✓ lunchtime staff can award lunchtime certificates for keeping the Golden Rules at lunchtimes. When a child has 5 of these, they are presented with a lunchtime award.
- ✓ Lunchtime staff can also nominate children to sit on the Star Table
- ✓ Head Teacher awards are given for excellent effort in a specific aspect of learning and/or behaviour, and are usually nominated by class staff
- ✓ Superstar awards are nominated by children in the infants to a class peer
- ✓ House points and house points certificates
- ✓ individual behaviour reward systems as appropriate
- ✓ positive end of year report to parents
- ✓ kindness badge

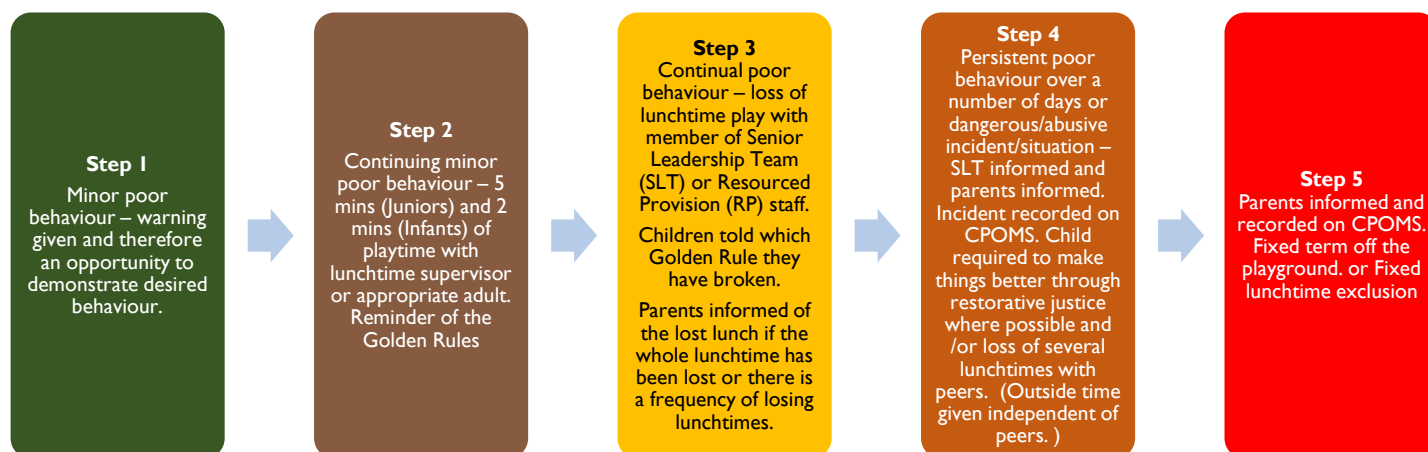
Sanctions

The Federation uses a number of sanctions to enforce the 'Golden Rules' ensuring a safe and positive learning environment. We use each sanction appropriately and proportionately to each individual situation and they may vary according to the age of the child and any other specific circumstances that affect the child. We use a step approach with sanctions in order that the appropriate sanction can be used according to the severity of the situation. These are agreed by all staff and require shared responsibility and mutual support. Whilst staff must maintain consistency in application of a behaviour policy and the sanctions within it, it is important to allow for flexibility therefore enabling sensitive selection to match the pupil, the behaviour and the circumstances.

In School:



Lunchtime sanctions:



In exceptional circumstances we may accelerate the sanction steps. A member of senior leadership will be informed.

Individualised Regulation Support (See Annex 6)

When a child requires a more personalised and enhanced approach to regulation an individual regulation support plan may be required (RSP). At such times parents/carers will be informed of the RSP by the class teacher and/or a member of the Senior Leadership Team. Parents/Carers and children will be involved in knowing the behaviour expectations and the consequences of behaviour in terms of rewards and sanctions for the individual child.

Annex 4 Categories of behaviour

There are many types of behaviour from behaviour that is classed as low level to significant serious behaviour resulting in a fixed term or even permanent exclusion. The following is an indication of how we would deal with different types of behaviour and breaking of a Golden Rule.

Please note not all behaviour will result in informing parent/carer. However, when an incident is serious parents/carers will be informed as follows below.

Behaviour	Which is the likely step on our sanctions?	Which Golden rule has been broken?	Which adult is most likely to intervene?	Who will be informed?
Calling out	1	Be a Good Learner/Be a Good Listener	Class teacher/Teaching assistant	Parent if persistent Head of School if persistent
Answering back	1	Be Caring Be Kind	Class teacher/Teaching assistant	Parent if persistent Head of School if persistent
Playing with food (lunchtime)	1	Be Safe	Class teacher/Lunchtime supervisor	Senior Lunchtime supervisor
Work refusal	2	Be a Good Learner	Class teacher/Teaching assistant	Parent if persistent Head of School if persistent
Refusing to follow adult instructions	2/3	Be Safe Be Helpful	Class teacher/Teaching assistant	Parent if persistent Head of School if persistent
Rough Play	2/3	Be Safe	Class teacher/Teaching assistant/Lunchtime supervisor	Senior Lunchtime supervisor Parent if persistent Head of School if persistent

Throwing small items at adults/children	3	Be Safe	Class teacher/Teaching assistant/Lunchtime supervisor	Head of School Parent
Swearing or verbal abuse	3	Be Kind	Class teacher/Teaching assistant/Lunchtime supervisor	Head of School Parent
Hurting others	3	Be Safe Be Kind	Class teacher/Teaching assistant/Lunchtime supervisor	Head of School Parent
Hitting/kicking another child/adult	4/5	Be Safe Be Kind	Class Teacher Senior Lunchtime supervisor Head of School	Executive Headteacher Parent DSL
Sexual violence and/or sexual harassment Child on Child Abuse	4/5	Be Safe Be Kind Be Caring	Class Teacher Senior Lunchtime supervisor Head of School	Executive Headteacher Parent DSL
Damaging or stealing property	3/4/5	Be Safe Be Caring	Class Teacher Senior Lunchtime supervisor Head of School	Executive Headteacher Parent
Intentional racial slurs and derogatory remarks	4/5	Be Caring Be Kind	Class Teacher Senior Lunchtime supervisor Head of School	Executive Headteacher Parent
Throwing an object	3/4	Be Safe	Class Teacher Senior Lunchtime supervisor Head of School	Executive Headteacher Parent
Bringing a weapon into school	4/5	Be Safe	Class Teacher Senior Lunchtime supervisor Head of School	Executive Headteacher Parent DSL Police
Running off site	4/5	Be Safe	Class Teacher Senior Lunchtime supervisor Head of School	Executive Headteacher Parent DSL Police

Annex 5 Pupil behaviour offsite and during extra-curricular clubs

When children are participating in school arranged offsite activities, including residential, staff will continue to use the school behaviour policy and follow steps 1-3 sanctions for incidences of poor behaviour. If there is a behaviour deemed to be at step 4 then school will be informed and the Executive Headteacher/Head of School will make a decision as to whether the pupil returns to school either via a vehicle designated by school or parents/carers. School will inform parents of the need to return a child to the school site or home.

Misbehaviour on the way to or from school

If poor behaviour is witnessed by staff members on the way to and from school, then we will deal with it in line with the sanctions in this policy. (Annex 2)

If incidences are reported to us by parents/carers or members of the public on the way to and from school, then we will inform parents/carers and jointly discuss suitable sanctions depending on the incident and behaviour reported.

We reserve the right to inform police if behaviour poses a significant threat or harm to another pupil or member of the public on the way to or from school.

Extra-curricular clubs

Whether a lunchtime or after school club is led by school or outside coaches, we follow our behaviour policy at all times and aspire to the same expectations in keeping children safe and enabling them to be successful.

Annex 6 Adaptions for pupils requiring additional needs

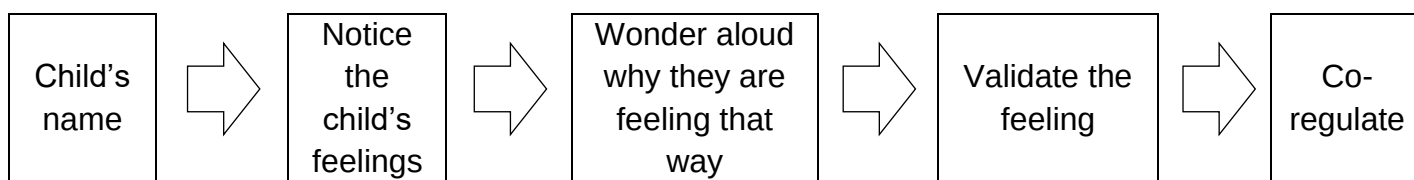
Wildground recognises that whilst a behaviour modification approach will meet most of our children's needs, we also understand that for some of our children, primarily those who have encountered Adverse Childhood Experiences will potentially require a more psychodynamic approach which will include support with regulation.

When a child requires a more personalised and enhanced approach, then regulating behaviour using a co-regulating approach may be needed (see below). In addition, teachers will write a regulation support plan alongside the Special Educational Needs Co-Ordinator (SENCo) and/or SLT. At such times parents/carers will be informed by the class teacher and/or a member of the Senior Leadership Team. Sometimes extra support will need to be put in place to enable the child to manage themselves and their actions. The school will work in partnership with parents/carers and additional agencies to best support the pupil.

Process of support for children requiring additional support

- Ensure consistency from all staff
- Gather as much evidence as possible with a focus on triggers, situations - positive and negative - through the use of ABCCD charts
- Consideration of use of Boxall to gather evidence
- Reviewing incidents with children to gain an understanding of the behaviour exhibited
- Understanding the underlying executive functioning skill that is needing to be developed
- Record dates/times and others involved making it clear the strategies implemented
- Explore what the child does/does not understand regarding behaviour/language/expectations
- Explore the use of social stories/expectations book
- If appropriate the Child and Family Support Worker may work with the family on a specific aspect of behaviour
- Write a Regulation Support Plan
- If appropriate a referral to the Emotional Literacy Support Assistant (ELSA) may be made
- Ensure different/new situations are well planned in order to support the child to succeed
- Create positive reward system based on child's preferences and structure its use
- Use a report card to track behaviour across the day/week as appropriate
- Agree methods of support and what will happen in certain situations e.g. if child reacts unexpectedly/badly and implement process consistently through the use of the Regulation Support Plan
- Involvement of, and liaison with, external agencies
- If appropriate a risk assessment will be written
- Involvement of an Educational Psychologist

CO-REGULATING adaptations



Response to an incident involving violence or affecting safety of children - specifically for children with social, emotional and mental health needs

- Use active listening and de-escalation and distraction strategies
- Get help, possibly by radio and aim to not work alone as staff require witnesses and support
- If the member of staff is becoming emotionally involved, delegate to another member of staff
- Remove objects that may cause damage from the area
- Step out of child's immediate space if possible and appropriate and observe from a distance. (This could involve removing the other children from the classroom.)
- Inform Executive Head Teacher/Head of School/SENCo/Teacher in Charge of RP/emergency point of contact and ensure individualised plan is implemented
- Make any reasonable decisions with others to minimise situation
- Restrictive physical intervention is used as a last resort in line with Restrictive Physical Intervention policy.
- Debrief offered to child(ren) and adult(s) involved
- Inform the child's parent/carer to discuss and record next steps with reference to sanctions above

Annex 7 Restrictive Physical Intervention

Depending on the nature of the behaviour, restrictive physical intervention may be required. Staff are trained to use the Team Teach approach which is refreshed and updated regularly.

We use restrictive physical intervention in exceptional circumstances in line with our Restrictive Physical Intervention policy for the following reasons:

1. committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

If restrictive physical Intervention has taken place, then parents/carers will be informed as will the Executive Headteacher or in their absence, the Head of School.

Annex 8 Internal Suspension and Exclusion

The school may use supervised internal suspensions to address an act of aggression or violence, persistent or escalating disruption while keeping pupils on-site and engaged in learning.

As indicated in Annex 3 the Executive Headteacher, or in their absence the Head of School, can exclude a child from school premises. As a school we make adjustments to timetables, staffing, individual behaviour

management plans and learning environments to avoid this happening. An exclusion will only be given as a last resort.

Before deciding whether a child is to be excluded the Executive Headteacher will ascertain all the facts and evidence including all available accounts of the incident, including the pupils. Due regard is also given to whether the pupil has additional educational needs.

Upon exclusion the school will give the parent a letter outlining the reasons for exclusion; the length of exclusion and the date of a reintegration meeting. The letter will also include the right to make representation to the governors if they wish to appeal the exclusion.

During the reintegration meeting the child will have an opportunity to reflect on the behaviours resulting in the exclusion. Parents/carers and school staff will discuss the exclusion and next steps with the child being supported and reminded of the school's expectations and their specific targets.

Permanent exclusions are a statutory sanction reserved exclusively by the Executive Headteacher for serious or persistent breaches of expected standards.

Annex 9 Roles and responsibilities

The role of the staff

It is the responsibility of the staff to ensure that the 'Golden Rules' and core values are enforced in classes and throughout the school and that, the children behave in a responsible manner during lesson times, transition times and playtimes. The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Children are helped to understand that they have a responsibility to learn and behave well and by so doing they allow all children to learn and progress.

The staff treat each child fairly and enforce the Golden Rules consistently, treating all children with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. (See Annex 3) However, if misbehaviour continues, the class teacher seeks help and advice from senior staff.

N.B. In the event of an emergency each teacher has a walkie-talkie and/or an additional staff member in the classroom which can be used to summon immediate adult help.

The class teacher liaises with the SENCo, Teacher in Charge of RP, Senior Leadership Team or Family and Child Support Worker, parents and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist (EP) or the Primary Behaviour Support (PBS).

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

The Child and Family Support Worker will offer emotional and practical support to children and their families at school and home; to listen, support and advise a family in making informed choices and, where appropriate, helping them to access local services through signposting and referrals.

The role of the Executive Head Teacher/Heads of School

It is the responsibility of the Executive Head Teacher/Heads of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also their responsibility to ensure the health, safety and welfare of all children in the school.

The Executive Head Teacher/Heads of School support the staff in implementing the policy by setting the standards of behaviour, and by supporting staff in the implementation of the policy. They ensure records are kept of all reported serious incidents of misbehaviour on CPOMS and these are reported to Governors through the Executive Head Teacher's Report.

They ensure that all staff receive sufficient training to be equipped to deal with challenging and anti-social behaviour. All new staff receive induction to explore the behaviour policy. All staff receive updates and professional development relevant to their role to support with meeting the needs of children e.g. Team Teach, PACE and writing a regulation support plan.

The Executive Head Teacher, or delegated person(s), has the responsibility for giving internal exclusions with the Executive Head Teacher having the responsibility for fixed-term exclusions to individual children for serious acts of misbehaviour, which may involve violence or aggression or persistent disruption to the safety and learning of others. This action is only taken after considerable thought and deliberation.

The role of parents/carers

The Federation works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We share a full copy of the Positive Management Behaviour policy and Anti-Bullying policy on our website and we expect parents/carers to read these and support them. The policy is reviewed annually.

We expect parents to support their child's learning, and to co-operate with school, as set out in the Home School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to manage a child's behaviour, parents are encouraged to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, then the Head of School. If the concern remains, they should contact the Executive Head Teacher and then the Chair of Governors through the Complaints Procedure.

The role of governors

The governing body has the responsibility of setting down general guidelines and principles on standards of discipline and behaviour taking the needs of children into account, and reviewing their effectiveness to guide the leadership in promoting good behaviour. The governors support the Executive Head Teacher/Heads of School in carrying out these guidelines.

The Executive Head Teacher/Heads of School have the day-to-day authority to implement the school behaviour and anti-bullying policies. The Executive Head Teacher will ensure governors are kept informed about aspects of behaviour.

Appendix 10 Searching, Screening & Confiscation

Searching can play a critical role in ensuring school is a safe environment for all children, staff and visitors. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which children can learn and thrive. The Executive Headteacher, or their delegate, have a statutory power to search a child or their possessions where they have reasonable grounds to suspect the child may have a prohibited item either defined by legislation, specified by regulations or by school rules:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to property, of any person
- tobacco and cigarette papers
- fireworks
- pornographic images
- e-cigarettes or vapes
- mobile phone or smart technology devices

When searching, staff must consider the age and needs of children. Only the Executive Headteacher, or their delegate, can carry out a search and any search would be carried out in line with DFE guidance.

While children may bring a mobile phone into school, phones are not to be used on school site. All mobile phones brought onto school site by children are locked into a specifically designed cabinet until the end of the day.

Annex 11 Monitoring of behaviour

The Executive Head Teacher monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The federation keeps a variety of records of incidents of behaviour. The Executive Head Teacher/Heads of School record those incidents where a child is sent to them on account of unsatisfactory behaviour on CPOMS and parents/carers are informed. CPOMS incidents are monitored as they are discussed formally on a regular basis so that all possible next steps are considered. Children with particularly challenging behaviour may have individual behaviour management plans and risk assessments including records of behaviour.

ABCCD sheets are monitored on a regular basis to ensure analysis is carried out to enable a Regulation Support Plan to be written. Regulation support plans are reviewed on a regular basis to ensure adaptations in provision are recorded. Incidents of violence and aggression are reported to the local authority in line with procedure. These incidents are monitored by both school and governors with any patterns and trends being noted.

The Executive Head Teacher/Heads of School keep a record of any pupil who is excluded for a fixed-term and those who have internal exclusions with details summarised in the Executive Head Teacher report to governors. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Behaviour Policy Review

This policy is reviewed annually. The Executive Head Teacher may however, review the policy earlier than this, new legislation or guidance is shared with schools, or if recommendations on how the policy might be improved are received.