



Mulgrave Primary School

Learn | Believe | Succeed

Name of Policy	Behaviour Policy
Frequency of review	Annually
Agreed Date	September 2025
Review Date	September 2026

OUR VISION

At Mulgrave Primary School our vision is to create a learning environment where all pupils feel safe, secure and able to make the best possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively, and in partnership, to ensure the quality of learning is of the highest standard.

AIMS OF THE POLICY

1. Our aim is to provide a holistic, safe and secure environment where children can develop socially, emotionally, physically, spiritually, and academically.
2. To encourage a calm, purposeful learning environment in the school.
3. To foster caring attitudes and to celebrate diversity, so achievements in all areas are acknowledged.
4. To encourage increasing independence and self-discipline.

EXPECTATIONS OF STAFF

The following staff expectations are developed and agreed by staff in the school.

1. To be an exemplary role model for children and colleagues.
2. To respect all children and treat them fairly by the implementation of consistent rules and sanctions, as identified within this policy.
3. To raise children's self-esteem and develop their full potential.
4. To provide a challenging and inclusive curriculum.
5. To create a safe and stimulating environment that supports children's learning.
6. All staff to follow the Mulgrave Script (see page 10).

EXPECTATIONS OF PUPILS

The following pupil expectations are developed and agreed by children in the school.

1. To work to the best of their ability, and allow others to do the same.
2. To treat adults and children with respect and to be aware of the impact of their behaviour on others.
3. To follow the instructions of the school staff.
4. To take care of, and respect, property within the school environment, community and the world.

EXPECTATIONS OF PARENTS/CARERS/GUARDIANS

As part of the Home/School Agreement, parents are expected to support the school's behaviour policy.

1. To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
2. To encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
3. To foster good relationships with the school and to support the school in the implementation of this policy.

MOTIVATING APPROPRIATE BEHAVIOUR

Preventative measures

♣ Raising student self esteem

- Communicate a sense of importance
- Ensure successful experiences
- Emphasise children's responsibility through providing choices
- Ensure circle times are part of the curriculum
- Vary groups in class according to friendship and abilities
- Display and celebrate children's outcomes (finished learning)

♣ Offering a well-planned curriculum

- Aim for quality teaching, which encourages breadth of exploration and representation of our pupils within the curriculum
- Ensure preparation of activities matched to student abilities, ensuring lesson pace is varied. Teachers to be flexible with the
delivery of the curriculum
- Plan for and support SEND/EAL/GD students
- Plan effectively for other adults in the classroom, to promote and develop children's learning and independence
- Set challenging, but achievable goals
- Explain tasks well and check children's understanding through asking key questions
- Plan challenges to further embed and develop children's learning, ensuring these are ready for children to access independently.

♣ Providing a comprehensive programme of personal, social, health and citizenship education

Each class is to lead circle time sessions each week to:

- Develop clear rules for relationships
- Teach children to respond positively -
- Help children to be assertive

- Work towards school values.

♣ Good classroom management of time

- Establish clear routines (end of lessons/day and activities)
- Allow time for clearing up, questions, and children to finish learning
- Allow children to organise their own time and tasks, where possible

- Plan for quality activities/challenges for those who finish their learning quickly. Evaluate their completed task (was this challenging enough, their best learning? extend task or present it better?)

♣ Good classroom management of resources - Have clear movement routes

- Allocate clear curriculum areas in the classroom

- Ensure resources are easily available and kept tidy
- Discourage wastefulness and encourage recycling - Share resources across age groups

- Subject co-coordinators to catalogue, promote, and organise special resources
- Develop children's independence

- Display children's learning effectively

♣ Teach positive learning habits

- Emphasise a classroom rule for the day or week and reward children for following it
- Ensure pupils know the rules, and what they should be doing

- Give older children the opportunity to assess and set targets for learning habits
- Pupil voice to be a prominent part of all school life.

♣ Teaching and learning

- See Teaching & Learning Policy

- Vary teaching style to meet range of preferred ways of learning

- Pupils usually remain on task if the learning experience is interesting.

♣ Climate for learning

- Be clear about the relevance of classroom activities
- Cultivate a learning environment which is comfortable, attractive, interesting and safe
- Create a climate where children have equal status

- Establish a climate where there are clear expectations about behaviour and structured learning habits
- Work towards an ethos where children can have an increasing role in shaping classroom activity
- Be explicit in your expectations of what constitutes achievement and encourage children to work towards relevant standards
- Support children to try new things and learn from mistakes, developing their independence
- To encourage challenge and problem solving.

♣ Conditions for personal growth

- Active people learning with others
- Respect
- Acceptance, so people can be themselves and express beliefs
- Trust in themselves and others
- Self-discovery – find out about themselves and meet their own needs
- Non-threatening climate to challenge others
- Openness
- Respect for the personal nature of learning, where differences in style and interest are thought to be positive and desirable
- Right to make mistakes
- Toleration of ambiguity – explore alternative solutions
- Co-operative evaluation and self-evaluation (with support)

School procedures for encouraging positive behaviour Aim:

To show children that positive behaviour is worthwhile

How:

- Remind children of school values/classroom rules
- Recognise and respond to the children doing something well
- Give praise as reinforcement both publicly and privately
- Make our expectations clear
- Discourage anti-social behaviour.

Values

Each class will display our values. These should be displayed on our values tree. Use of photos and symbols should be used to encourage children to interact with the displays.



Good to Be Green

The school will use the Good to be Green posters to support children's behaviour in their class and around the school.



Aim

The main aim of adopting the staying on green system is to supervise the day to day management of behaviour. It is a visual aid that charts the schools reward and sanctions system and supports the school rules.

Overview

The principles behind this system are:

That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes

That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills

Pupils who regularly follow the rules are noticed and rewarded.

The system allows for the following:

A consistent approach that can be used by all staff

Whole class and individual reward system

Least intrusive approaches are used to manage behaviour

Teaching of specific behaviours and routines

Classroom visual display:

- All pupils have a pocket with their name on
- All pupils start with a green card in their pocket each day

Teacher Responsibilities



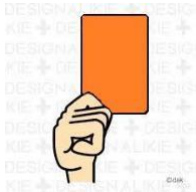

The class teacher is responsible for ensuring that behaviour is appropriate within the classroom and communal areas. Teachers to ensure that 'behaviour for learning' is planned and integrated into their classroom practice.

ONLY a teacher may make the decision to send a child out. TAs are expected to follow the teachers lead and support as a team.

Positive Rewards non- negotiables

- Informal discussions or phone calls made to inform parents of good behaviour and learning
- Good News post cards to be given out during the day and consistently sent home to congratulate children
- Keeping a log of children who have stayed on a 'Green Card' all week
- Children to receive a Good to be Green certificate if they have stayed on green all week, every Friday
- Half termly rewards for pupils that stay on green all half term
- Achievement Assembly once a week –certificates given to children who are recognised for their achievements



	<p>IT'S GOOD TO BE GREEN Everyone starts on GREEN!</p>	<p>REWARD D Weekly award- If a pupil remains on Green all week they will receive a Good to be Green certificate Half term reward- If a pupil remains on Green all half term then they will take part in a reward</p> 
	<p>Step 1: A verbal warning</p>	
	<p>Step 2: Warning card given (orange card)</p>	<p>CONSEQUENCE Adult changes the card to orange. Reminder of Mulgrave School rules and expectations.</p>
	<p>Step 3: Red card given and table followed (see below)</p>	<p>CONSEQUENCE Adult changes the card to red. Child has time out in classroom (Level 1 +) All learning time missed by the pupil should be made up in their own time play or lunch time. CPOMS to be completed by Teacher.</p>

All children can work back to green from the orange. Once child is on red, and they have completed their consequence, they go back to Green.

CPOMs' to be used when child starts level 1

Consequences

Low Level:

- Out of seat/calling out/ interrupting teacher during whole class/ loud noises/

1st Verbal warning

Low key response

Rule reminder/ quiet reminder/ praise those making the right choices

<ul style="list-style-type: none"> interrupting other children Not listening Not following instructions 		Remind" At Mulgrave we..."
<ul style="list-style-type: none"> Continuation of low level behaviour. Inappropriate language aimed at others Beginning to challenge authority/ minor level. E.g. slow movement around school Treating classroom without respect 	Green card moved to orange	Rule reminder "At Mulgrave we..., by continuing to... you will be choosing to have time out". Adult changes card to orange
<p>Level 1</p> <ul style="list-style-type: none"> Continuation of low level behaviour Deliberate disruption Obstructive behaviour in refusing to participate/ refusing to work 	Orange card Moved to Red	Child receives orange card 3 or more times in one week or 3 consecutive school days e.g. Thursday, Friday, Monday
<p>Level 2</p> <ul style="list-style-type: none"> Serious and deliberate behaviour Rudeness to adults Leaving room without permission Continuous refusal to complete set tasks Upsetting and name calling Highly disruptive behaviour Throwing objects 	Time out in class FS=3 Minutes KS1 =5 Minutes KS2=10 Minutes	Rule reminder "At Mulgrave we..., by continuing to... you are choosing to be sent to out... Teacher to make phone call home
<p>Level 3</p> <ul style="list-style-type: none"> Continuation of above behaviours 	Time out in partner class	
<p>Level 4</p> <ul style="list-style-type: none"> Persistent offensive/ abusive language Throwing objects to hurt others Breaking/destroying class equipment/displays etc Physically hurting others Damaging property Racist/Religious/ homophobic incident 	Sent to SLT	Immediate Removal. SLT Phone call home by SLT Isolation, Internal/External exclusion agreed by Head teacher/SLT

Stages may be jumped, depending upon behaviours exhibited i.e. straight to a red

If a child leaves a classroom without permission or acts in an unsafe manner the teacher can move the card straight to red. Everything from level 1 onwards to be added to CPOM's to be monitored.

Suspensions

Internal

Consistently showing high level of behaviour
(failure to change behaviour)

External

One off incident deemed to be severe enough to warrant the consequences or failure to follow instructions, meaning the pupil, or others, are deemed not to be safe

Moving Around the School

Teachers are responsible for the way their children move around the school when out of the classroom. Children must move quietly and keep to the left on the stairwells. Teachers need to teach students appropriate behaviours for moving around the school.

Teachers ideally should lead their class from the front of the student line when moving about the school, while at the same time repositioning themselves as necessary to ensure their line is moving calmly and safely around the school, and they have a view of all children.

Teaching Assistants can be positioned on the stairs or along the line after assembly and at break times to assist teachers to remind children to move quietly and quickly.

Any adult moving around the building should:

- Ensure children move quickly to the right place if moving throughout the school
- Challenge any student that is out of lessons
- No child should be sent out of lessons without an out of class pass, which is on a lanyard.
- Encourage children to follow the school code of conduct when moving about the school.

- If a child exhibits inappropriate behaviours, it is the staff member's responsibility to apply the behaviour procedures, as identified on the previous page.

DEALING WITH INAPPROPRIATE BEHAVIOUR

Consequences

- The aim of a consequence is to discourage future misbehaviour.
- We aim to keep the severity of a consequence to a minimum.
- Children need to have a clear picture of the order of sanctions.

Consequences need to:

- Be fair and consistent.
- Be appropriate to the level of behaviour exhibited.
- Be imposed in a firm, yet respectful way.
- Communicate that the behaviour is unacceptable (not the child).

Behaviour procedures

The class teacher is responsible for ensuring that behaviour is appropriate within the classroom and communal areas. TAs are expected to follow the teachers lead and support as a team.

Although this approach will cover the majority of incidents, we acknowledge that the management of individual cases may vary from above. Professional judgment needs to be used on prior knowledge and individual circumstances. The behaviour policy should be recorded and followed in all cases.

Clear and consistent use of rules

- These rules are applicable for the whole school environment (classrooms, playground, lunch hall and corridors).

- Rules are displayed around the school.
- Reinforce their positive actions verbally ("I liked the way you.....")

- Reinforce positive behaviour and following of rules through the use of Good News Notices and Good to be Green

Class Rules

- Every class needs to devise their own rules based on the school code of conduct.
- Rules need to be concise and clear (positive language and up to 4 rules).
- Display rules, consequences and motivators in a conspicuous area
- Refer the class to the rules regularly, particularly if a child chooses to break one of the rules

- Discuss class rules in phase teams to encourage general consistency between classes
- Review as appropriate throughout the year.

Repeated or persistent misbehaviour

We need to be aware that there are experiences in school that can trigger a student's patterns of behaviour. These triggers may relate to learning, peers, adults/authority, or organisations. E.g. some pupils may be unable to co-operate in a group situation for very long and they would require close observation/greater input etc.

By recording inappropriate behaviours, we can

- Increase our awareness
- Recognise potentially disruptive situations and

- Attempt to minimise them.

If a child regularly receives sanctions for poor behaviour, and a pattern is detected, this should be highlighted to the child in a pastoral meeting. A discussion should be held around why the child may find these situations challenging and what we can put in place together to support them. The parents should also be informed of this information and be involved in the discussion where possible.

The Inclusion Leader and Learning Mentor should also be involved if a pattern is detected, to determine if extra support is needed for the child.

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils including, but not limited to, mobile phones, unnecessary money or chewing gum
- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses or trains
- The Head teacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty on schools to make provision to tackle all forms of bullying
- Restraining a child who is a serious danger to themselves or others (please see restraint policy)

The Head teacher and the Governing Body of the school have a duty of care to all pupils and staff, and the Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

There will be zero tolerance of any form of serious assault on pupils or staff.

Suspensions

Internal

These are decided by the senior leadership team, depending on the incident. They can either be in another classroom, in the inclusion office or leadership suite. Parents will be advised of the internal suspension and the reasons why.

External

The following behaviours may result in an external suspension:

- Extreme repeated & deliberately offensive verbal abuse, harassment, or bullying
- Physical assault
- Aggressive outbursts and or fighting, maybe involving injuring another adult or child
- Unmanageable behaviour, severe constant disruption, complete defiance

- Major vandalism, dangerous behaviour to self or others
- Major/significant theft

- When asked to go to another class during lesson, disrupts other classes or runs around the playground during class time

- Bringing in or using offensive weapons
- Serious and /or persistent racist incident(s)

- Sexist/homophobic/anti-religious/extremist behaviour

The decision to externally suspend a child is made by the Head teacher, or in her absence the Deputy Head teacher. Parents will be contacted and asked to collect their child from school immediately. A letter stating the reasons for the suspension and learning pack are provided. A reintegration meeting will also be arranged with a senior leader to discuss the incident that resulted in the suspension, and the expectations of behaviour from the child moving forward. (See Exclusions Policy for more details).

Lunchtime policy

- The playground rules are displayed in the playground and should be referred to if children are making the wrong decision
- Midday Supervisors are to apply the same system as other school staff when dealing with inappropriate behaviours (time out and conferencing procedures)
- Orange and red cards to be used, following the Good to be Green procedures
- The Senior Midday Supervisor (SMS) is to take responsibility for recording children's behaviours that require sanctions and keeping teachers informed. The teacher or team manager will then make a decision with the senior lunchtime supervisor whether or not to contact the child's parents
- If parents are called, any conversations had or letters sent need to be recorded on CPOMS. If SMS needs to meet with parents, a member of the SLT, or the classroom teacher, will attend the meeting as well.

STRATEGIES TEACHERS CAN USE TO MOTIVATE POSITIVE BEHAVIOUR

Teachers can...

- Develop positive relationships with pupils in their class/the school
- Children can share their learning with other staff members
- Give time to talk through problems and investigate incidents
- Be positive when speaking with, and listening to, children
- Showing interest (make time, ask questions etc.)
- Show interest in all children (especially 'invisibles and shy' children)
- Catch them being good
- Involve children in helping each other
- Circles of friends and playground buddies
- Show respect for students and expect respect
- Being polite
- Insisting on good manners
- Value their efforts



- Listen or make time later to listen.
- Be fair and seen to be fair
- Be consistent and do what you say (promises and sanctions).
- Act in a calm manner
- Model empathy
- Take children away from stressful situations where others are watching (or may escalate)

- Anticipate and prevent problems.

Use positive language

- Greet students (when entering the classroom, taking register and saying goodbye)

- Use positive instructions, focused on the behaviour you want to see ('walk, thank-you' not 'don't run')

- Use descriptive & genuine praise
- Use individual, quiet, close talk where possible when students need redirecting
- Use raised voice strategy sparingly, and only when necessary

- Complement students

We reward students for...

Positive Classroom and Playground behaviour:

- The way they treat others
- Listening to others and waiting for their turn to speak
- Taking turns and waiting patiently for their turn
- Sharing
- Keeping their hands and feet to themselves.
- Looking after their own and others' belongings.

- Being polite
- Being honest
- Treating other people kindly and with respect
- Academic studies
- Staying on task and persevering

Student Behaviours

- Entering the classroom in a calm and orderly way
- Settling straight away
- Managing feelings e.g. anger
- Respecting and looking after equipment, fences, and buildings
- Following rules/code of conduct

- Listening to instructions
- Following instructions
- Trying to finish their learning on time
- Using appropriate levels of sound and language
- Following the classroom code of conduct

AGENCIES PROVIDING SUPPORT

These agencies can be contacted through discussion with the Inclusion Manager, who will help to make a decision as to which agency is the most appropriate.

- Waterside School Behaviour Outreach Service
- Greenwich Educational Psychology Service

- Social Services
- Speech and Language Therapy
- School nurse
- Greenwich SEND Outreach Service
- Child and Adolescent Mental Health Service

MULGRAVE BEHAVIOUR SCRIPT

Purpose of the script:

- The aim of the Mulgrave behaviour script is to provide a consistent approach to dealing with incidents of low-level misbehaviour both in and around the school.
- Use the language of choice to ensure the child understands that by not following the rules they are choosing their behaviour consequence. This helps the child understand that they are able to change their behaviour, it is within their control.
- It is intended that all staff refer to the script so that we build a whole school vocabulary when dealing with incidents.
- In addition to the script, it is important that all staff adopt the principles of 'least to most intrusive' so that we always deal with incidents in a calm, clear positive manner.

1. Walking down the stairs

"At Mulgrave, we walk sensibly and quietly down the stairs in a single line. Well done - child x (who is walking nicely) Thank you – child y" (who has now changed their walking) Also...

Praise good walking to model it for others by saying – "Great Mulgrave walking, child x – Thanks!" Second reminder as above but making the child/ren go to the back and walk calmly.

2. Low level anti-social behaviour in playground or classroom

"At Mulgrave we keep our hands and feet to ourselves... or... respect school

property...or... treat each other kindly. I notice that ... (describe behaviour). This is your first rule reminder. Thanks"

Second reminder – "This is your second reminder. If you continue with this behaviour, you are choosing the behaviour consequence of xxx"

Third reminder – describe consequence dependent on level of the behaviour.

3. Hall behaviour

"We use our quiet Mulgrave voices in the hall... Thank you"

Second reminder- "this is your second reminder. If you continue with this behaviour, you are choosing to xxx"

Third reminder – describe consequence

Supporting pupils with additional behavioural needs: Positive Behaviour Support

- o This school strives to be inclusive in policy and practice for all pupils and recognises that all children have emotional and social needs that need to be met; in general these needs are met through the implementation of this policy and in teachers' and learning support assistants' practices. However, a number of pupils have higher levels of social and emotional needs, often because of increased vulnerability. The school addresses these needs, not only through action for wellbeing, but also by adapting this policy and implementing it in a flexible way.

Strategies used are:

- o Adaptive tasks for access
- o Rewards with charts for "What I am working towards"
- o Behaviour charts with targets for development
- o Peer or teacher mentoring
- o Social stories
- o Visual prompts or charts to reinforce desired behaviour
- o Adapted timetables

The Head teacher will consult with the Deputy Head in reviewing strategies and action. In addition to this adaptation, a very small number of pupils have extremely high needs in pastoral and behavioural support usually because of needs in social communication and autism. These pupils have individual provision, detailed through pastoral support plans (included as part of risk assessment) and provision maps, which are regularly reviewed and adapted to changing needs. All staff should be cognisant of and employ strategies for

proactive and reactive responses as detailed in their provision. This provision is separate and distinctly different to the sanctions and *Good to be Green* systems outlined earlier. However, the school recognises the importance of ensuring all children feel part of their school community and therefore staff endeavour to relate all responses (both proactive and reactive) to the underlying school system of sanctions and responses, in particular, systems of reward (if appropriate to the needs of individual pupils). All SLTs are involved in reviewing actions for these children, which is managed by the SENDCO.