Mulgrave Primary School

Learn | Believe | Succeed

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

Mulgrave Primary School

Behaviour Policy

Date: October 2025

Ratified by Governors

Review Date:

Lead: Amanda Weaver

1. Rationale

At Mulgrave Primary School, we believe that a positive, respectful, and inclusive school environment is essential for effective teaching and learning. We are committed to supporting every child's emotional, social, and academic development. This document should be read in conjunction with the: SEND Policy, PSHE Policy, Equality Policy and Safeguarding Policy.

Our Behaviour Policy is rooted in:

- The **UN Convention on the Rights of the Child (UNCRC)**, ensuring children's rights are respected, protected, and fulfilled.
- The **Zones of Regulation** framework, helping children to recognise and manage their emotions and behaviour in a healthy way.

- Our school values: Respect, Kindness, Try our Best, Care and Forgive and Aim High

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2. Aims

- To create a safe, calm, and happy learning environment.
- To support pupils to self-regulate their emotions and behaviour.
- To promote positive relationships based on respect and empathy.
- To uphold children's rights as outlined in the UNCRC.
- To ensure consistent expectations and responses from all adults in school.
- To encourage and praise effort in both learning and behaviour
- To provide a system of rewards to encourage good behaviour
- To prevent bullying
- To encourage pupils to take responsibility for their own behaviour

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3. Links to the UNCRC (UNICEF Rights Respecting School)

This policy upholds the following articles in particular:

- **Article 2:** All children have rights without discrimination.
- **Article 3:** The best interests of the child must be a top priority.
- **Article 12:** Every child has the right to express their views and be listened to.
- **Article 19:** Every child has the right to be protected from harm.
- **Article 28 & 29:** Every child has the right to an education that develops their personality, talents, and abilities.

All members of the school community—staff, pupils, and parents—share the responsibility of promoting these rights in everyday school life.

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4. Zones of Regulation

We use the **Zones of Regulation** to help children identify their emotions, build self-awareness, and develop self-regulation strategies.

Zone	Colour	Example Feelings	Expected States	Strategies
Blue	💙 Blue	Tired, sad, bored, sick	Low energy	Movement breaks, talking to a trusted adult, breathing exercises
Green	💚 Green	Calm, happy, focused, ready to learn	Optimal learning	Continue with learning, acknowledge success
Yellow	💛 Yellow	Frustrated, worried, silly, excited	Heightened but in control	Calm breathing, time in a regulation space, sensory tools
Red	❤️ Red	Angry, terrified, out of control	Heightened and dysregulated	Adult support, safe space, time to regulate, reflection

- Pupils are **taught explicitly** about the Zones in PSHE lessons and through daily routines.
- Regulation spaces and toolkits are available in classrooms and shared areas.
- Adults model self-regulation and co-regulation strategies.

5. Rules

All of the rules have been devised over a period of time over various discussions with children.

The 5 Finger Rules are linked in with our 5 school values

6. Promoting Positive Behaviour

We promote positive behaviour by:

- Creating warm, respectful relationships with pupils.
- Teaching and modelling the behaviour we expect.
- Using clear routines and expectations.
- Recognising and celebrating positive behaviour.
- Encouraging pupil voice and agency.
- Using restorative conversations to repair and strengthen relationships.

We reward positive behaviour by in many ways. The most coon reward received by a child will be _____. They can also receive achievement certificates (awarded in assembly); lunchtime certificates

Examples of positive reinforcement:

- Verbal praise and encouragement
- Stickers, certificates, house points
- Rights Respecting role models of the week
- Sharing success in assemblies

7. Managing Difficult Behaviour

When behaviour is not meeting expectations, we:

1. **Regulate:** Support the child to move back towards the green zone (e.g., calm space, breathing, talking).
2. **Reflect:** Adult and child talk through what happened, emotions involved, and impact on others (rights-based language used).
3. **Restore:** Agree on steps to repair harm caused (e.g., apology, action plan, restorative circle).
4. **Reinforce:** Remind the child of expectations and support positive re-engagement in learning.

Sanctions, where necessary, are proportionate, consistent, and focus on **learning from the incident** rather than punishment. In certain situations, supportive handling will be used by LeAFE trained staff.

Supportive Handling

Introduction

At Mulgrave we are committed to fostering a safe, supportive, and inclusive learning environment. We recognize that, in rare situations, staff may need to use positive handling as a last resort to ensure the safety of pupils and staff. This approach is in line with safeguarding best practices and relevant legal frameworks.

Training and Best Practice

Designated staff members have received **Supportive Handling Training** (LeAFE) delivered by **Waterside School in Greenwich**, equipping them with

the skills to manage challenging behaviour safely and appropriately. This training ensures that any physical intervention used is:

- **Proportionate** – the minimum level of intervention required.
- **Necessary** – used only when other de-escalation strategies have been unsuccessful.
- **Lawful** – in line with the Department for Education guidance on the use of reasonable force in schools.

When Supportive Handling May Be Used

Supportive handling may be considered in situations where:

- A child's behaviour presents an immediate risk of harm to themselves or others.
- A child is causing serious disruption and needs to be safely guided away.
- There is a risk of significant damage to property.

Staff will always seek to **de-escalate situations** before using any form of physical intervention.

Types of Supportive Handling

The school follows a **graded approach**, ensuring the minimal use of force necessary:

- **Non-restrictive interventions**, such as gentle guiding or escorting.
- **Restrictive interventions**, where necessary, using approved and safe techniques.

Recording and Reporting

To maintain accountability and transparency:

- **All incidents of positive handling must be recorded** in the school's Bound Book
- **Parents/carers will be informed** as soon as possible after an incident.

- The **Designated Safeguarding Lead (DSL)** will review all cases to ensure adherence to policy and safeguarding procedures.

Commitment to De-Escalation

Our approach prioritizes **early intervention and de-escalation strategies** to minimize the need for physical intervention. Staff are trained to use:

- Verbal de-escalation techniques.
- Active listening and redirection strategies.
- Safe spaces and time-out strategies to support self-regulation.

This section of our Behaviour Policy ensures that positive handling is used **only when necessary** and always in the **best interests of the child**.

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8. Roles and Responsibilities

- **Pupils:**
  - Follow the school rules and uphold the rights of others.
  - Use Zones strategies to manage their feelings.
  - Contribute to a positive school culture.
- **Staff:**
  - Model respectful and rights-based behaviour.
  - Teach and reinforce emotional regulation skills.
  - Respond calmly and consistently.
  - Record and follow up incidents appropriately.
- **Senior Leaders:**
  - Provide clear guidance, training, and support to staff.
  - Monitor patterns of behaviour.
  - Involve external agencies when appropriate.
- **Parents & Carers:**

- ○ Support the school's behaviour policy.
- ○ Communicate openly with staff.
- ○ Reinforce positive behaviour at home.

9. Restorative Approaches to Behaviour

At Mulgrave, we believe that positive relationships and mutual respect are at the heart of good behaviour. When children make mistakes, our focus is on helping them to understand the impact of their actions and to put things right, rather than simply applying punishment. This approach helps children learn responsibility, build empathy, and repair relationships.

Our Restorative Values:

- Every child has the right to feel safe, respected, and heard.
- Mistakes are opportunities for learning and growth.
- Relationships can be repaired through respectful and honest conversations.
- Everyone has a role in creating a positive school community.

Restorative Practice in Action:

When behaviour causes harm or upset, staff will guide children through a restorative conversation. This may happen immediately after the incident or at a suitable time when everyone is calm and ready to talk.

We use simple restorative questions to support reflection and understanding:

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected by what happened?
4. How can we make things right?
5. What can we do differently next time?

Restorative Responses:

Depending on the situation, restorative approaches may include:

- A calm conversation between the children involved, supported by an adult.
- Apologies (verbal or written), where appropriate and meaningful.
- Agreeing on a way to repair harm (e.g., helping a classmate, fixing something broken, or spending time rebuilding trust).
- Restorative circles or small group meetings to rebuild relationships.

The Role of Staff:

All staff model respectful language, active listening, and fair problem-solving. We ensure that:

- Every child's voice is heard.
- Children understand the impact of their behaviour.
- Solutions are agreed together and followed up.
- Serious incidents are managed consistently, with the well-being of everyone involved at the centre.

Supporting Positive Behaviour:

Restorative practice works alongside our proactive strategies, such as:

- Clear expectations and routines.
- Positive reinforcement and praise.
- Social and emotional learning through the curriculum.
- Early intervention when difficulties arise.

10. Inclusion and Equity

We recognise that some pupils may require additional support to meet behavioural expectations. This may include:

- Personalised regulation plans

- Access to pastoral or SEND support
- Involvement of external professionals
- Reasonable adjustments in line with the Equality Act 2010.

10. Recording and Monitoring

- Incidents are logged on CPOMS
- Behaviour trends are monitored termly to identify patterns and inform interventions.
- The Senior Leadership Team reviews this data and takes action where needed.

11. Pupil Voice and Rights Respecting Culture

- Class Charters are co-created with pupils at the start of each year, linking school rules to the UNCRC.
- Pupils are involved in decision-making through the Junior Leadership Team
- Restorative practices are embedded to ensure pupils feel heard and valued.

12. Training and Development

All staff receive regular training in:

- Zones of Regulation
- Rights Respecting Schools
- Restorative approaches
- De-escalation strategies
- Trauma-informed practice.

13. Policy Review

This policy will be reviewed annually in consultation with pupils, staff, governors, and parents.
 It reflects the school's ongoing commitment to promoting positive behaviour and respecting the rights of every child.