



Mulgrave Primary School

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Name of Policy	Behaviour Policy
Frequency of review	Annually
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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)** – We are working towards becoming a UNICEF Rights Respecting School and are committed to ensuring children's rights are respected, protected, and fulfilled throughout our school community.
- **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.
- **Restorative approaches** – promoting understanding, accountability, and relationship repair.

Aims

- To establish a safe, well-ordered environment where pupils demonstrate positive attitudes to learning
- To develop pupils' self-regulation skills so they can manage their emotions and behaviour effectively
- To promote positive relationships based on respect, kindness and empathy across the whole school community
- To uphold children's rights as outlined in the UNCRC as we work towards Rights Respecting School accreditation



- To ensure consistently high standards of behaviour through clear expectations applied by all staff
- To eliminate low-level disruption so that all pupils can learn without interruption
- To implement a fair and proportionate rewards system that recognises effort in learning and behaviour
- To prevent and tackle all forms of bullying, discrimination and child-on-child violence swiftly and effectively
- To develop pupils' responsibility for their own behaviour and its impact on others' rights
- Every child has the right to learn but no child has the right to disrupt the learning of others

Links to the UNCRC (Working Towards Rights Respecting School)

This policy upholds the principles of the following articles whilst the school works towards the official accreditation:

- **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 14:** Right to follow your own religion
- **Article 19:** Every child has the right to be protected from harm ●
- Article 24:** Right to a clean and healthy environment
- **Article 28 & 29:** Every child has the right to an education that develops their personality, talents, and abilities
- **Article 31:** Right to play and relax

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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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

How we implement the Zones:

- Pupils are taught explicitly about the Zones in lessons and reinforced through daily routines

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- Regulation spaces and toolkits are available in classrooms and shared areas
- Adults model self-regulation and co-regulation strategies

Our School Rules

Our school rules have been developed collaboratively over time through meaningful consultation with both pupils and staff. Pupil voice has been central to this process, with children across all year groups contributing their ideas and perspectives through class discussions, school council meetings, and assemblies. Staff have also played a key role in shaping these expectations, ensuring they reflect our school values and support effective learning. This collaborative approach ensures that our rules are understood, owned and respected by the whole school community.

Value	School Rule	Finger Rule	What This Looks Like

Every child learns to value themselves, others, and their actions	We respect ourselves, others, and our environment. We take responsibility for our actions.	Respect	• Following directions first time • Using polite and kind language • Looking after school property and resources • Respecting different beliefs, cultures and views • Taking ownership when we make mistakes
Every child believes in the power of working together and	We work together and treat everyone with kindness.	Kindness	• Helping others when they need support • Including everyone in games and activities



showing genuine kindness			• Using kind words and actions • Celebrating each other's successes • Thinking about how our actions affect others
Every child learns that perseverance leads to progress	We try our best and keep going, even when things are hard.	Try our best	• Staying focused during lessons • Asking for help when we need it • Not giving up when work is challenging • Being ready to learn • Taking pride in our work and behaviour

Every child believes in doing what's right, with heart and humility	We care for others, forgive mistakes, and do what's right.	Care & Forgive	• Showing empathy and understanding • Accepting apologies and moving forward • Making things right when we've caused harm • Supporting friends who are upset • Being honest and truthful
Every child succeeds by striving to be their best	We aim high and help others succeed.	Aim high	• Setting personal goals for learning and behaviour • Encouraging others to do their best • - Being proud of our achievements • - Learning from our mistakes



			• Being the best version of ourselves
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The 5 Finger Rules are linked to our 5 school values:



At the beginning of each academic year, every class creates a **Class Charter** based on our school values and rules. This charter is co-created through discussions between staff and pupils, ensuring children have ownership of the expectations within their classroom. The charter is prominently displayed and regularly referred to throughout the year.

To ensure consistency and clarity, **explicit lessons are taught at the start of each term** to remind children of behavioural expectations, reinforce our school values, and ensure all pupils are clear on:

- What positive behaviour looks like in practice
- The rewards system and how to earn recognition
- The consequences of not following our rules

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- Their rights and responsibilities as members of our school community

These lessons are revisited throughout the term in assemblies and daily classroom practice, ensuring that expectations remain clear and consistent for all pupils.

Rewards and Positive Reinforcement

We promote positive behaviour by establishing a calm, orderly, respectful, supportive and positive environment in which pupils can thrive. Our approach includes:

Building positive relationships

- Staff model kindness, courtesy, empathy and respect
 - We foster a culture where staff know, support and care about pupils •
- Pupils and parents feel comfortable raising concerns

Teaching and modelling expectations

- Staff explicitly teach and model the behaviour we expect •
- Adults consistently demonstrate our school values
- Clear, consistent language reinforces expectations

Establishing clear routines

- High expectations are communicated clearly to all staff, pupils and parents
- Routines are consistent across all aspects of school life
- Daily structures create a predictable, safe environment

Recognising positive behaviour

- We acknowledge and celebrate effort, progress and positive choices •
- Recognition is meaningful, timely and encourages continued good choices

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Valuing pupil voice

- We actively seek and listen to pupils' views
- Pupils know who to go to for support
- Pupils contribute to decisions about their learning environment **Using**

restorative approaches

- Staff challenge poor behaviour, including low-level disruption
- We help pupils understand the impact of their actions and repair harm
- Our focus is on learning, growth and rebuilding relationships

Reward System

At Mulgrave Primary School, we believe that recognising and celebrating positive behaviour is essential to creating a culture where pupils feel valued and motivated to make good choices. We reward positive behaviour consistently across the school through a range of meaningful recognition systems.

The most regularly received rewards pupils receive are **house points**, **Dojo points** and **Good News Notice cards**. These daily acknowledgements help pupils understand that their efforts in both learning and behaviour are noticed and appreciated.

Our rewards system is designed to:

- Encourage pupils to demonstrate our school values consistently
- Celebrate effort, progress and positive choices
- Build pupils' confidence and self-esteem
- Create a positive, motivating learning environment
- Reinforce the behaviours we want to see across the school

All staff use these rewards consistently to ensure every pupil has the opportunity to be recognised for their positive contributions to our school community.



Additional Rewards:

- **House Points or Dojo** House points will be rewarded for positive behaviour in KS2 in Reception and KS1 Dojo Points will be awarded for going above and beyond and demonstrating our school rules and values. In KS2 these will be collated into house teams and counted throughout the year. Each week in the

Achievement assembly, the points for that week will be read out for each house and trophy for the winning team. The points will then go towards Sports Day scores at the end of the year. At the end of each term the winning house will be rewarded. Dojo achievements will be celebrated in class.

- **Top table** each week children who have shown exemplary behaviour will be rewarded with a seat at the 'top table' during Friday lunchtime
- **Certificates and trophies** to celebrate good behaviour
- **Attendance certificates** awarded to individuals with attendance over 95% and weekly acknowledgement of good attendance across the school. The class with the highest attendance will be awarded with an afternoon break the Friday in the following week.
- **Achievement certificates for individuals** awarded in assembly for going above and beyond and demonstrating rights respecting principles
- **Lining up trophy** - for KS1 and KS2
- **Good News Notices** - awarded to individuals for academic achievement
- **Parents will be notified** of particularly good work and behaviour with certificates/postcards written by the child's class teacher
- Verbal praise and encouragement
- Sharing success in assemblies

Managing Difficult Behaviour

When behaviour is not meeting expectations, we follow a clear process: **The 4 Rs Approach:**



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. action plan, restorative circle)
4. **Reinforce:** Remind the child of expectations and support positive

Consequences, where necessary, are proportionate, consistent, and focus on learning from the incident rather than punishment.

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.

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.



All staff will follow the restorative questions when dealing with any behaviour incidents:

1. What happened?
2. What were you thinking and feeling at the time?
3. What are your thoughts and feelings now?

4. Who has been affected by what happened? How did your actions affect the rights of others?
5. What will you say to the other person?
6. How can we make things right/put things right?
7. 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
- 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 may be held 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

Behaviour Flowchart

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Consequence Framework

Restorative approaches will always be adopted in the first instance. However, where this approach has limited impact the behaviour flowchart will be adopted. Should children not conform to the agreed rules, the following consequences will be applied

in order (in extreme cases or in cases of racism they may move immediately to 7):

1. Verbal warning(s) - member of staff reminds child of expectations and any relevant school rules

2. Official warning - member of staff reminds child of expectations and any relevant school rules, they will be sent to a member of the Senior Leadership Team if there is any further inappropriate behaviour

3. Work in another class (if this will break the cycle), go to the Reset Room or miss playtime for up to 15 minutes

- Pupil to complete reflection sheet
- Teacher/TA to record on CPOMS

4. Sent to SLT

- Behaviour with consequence identified on flowchart
- Pupil to complete reflection sheet
- Given School-based Community Service or an internal suspension **5.**

Pupil Support Plan

- If a child receives School-based Community Service 3 times in 6 weeks, a pupil support plan is put together alongside parents and the child overseen by the Learning Mentor

6. Internal Suspension (up to 3 days)

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- Any further poor behaviour – child will then have an internal suspension directed by SLT of up to 3 days along with community service during break times
- A meeting with the parent/s or carer/s will be held
- If a pupil receives multiple internal suspensions in an academic year, the

Senior Leadership Team will review the effectiveness of current interventions and support. Where behaviour continues to fall below expectations or escalates in severity, and meets the threshold for external suspension, the headteacher may decide to suspend the pupil from school. Each decision will be made on a case-by-case basis, taking into account the specific behaviour, its impact, and the individual circumstances of the pupil.

- A pastoral support plan will be created alongside the parents and the child

7. External Suspension

- Any extreme physical violence or abuse will automatically result in an external suspension for up to three days and a meeting with the parents or carers

Visual Behaviour Flowchart

Verbal Warning
Official Warning

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Pupil to work in another class or miss playtime. Pupil to complete reflection sheet. Teacher/TA to record on CPOMS
Pupil sent to SLT and behaviour with consequence identified on flowchart Pupil to complete reflection sheet. Teacher/TA to record on CPOMS

Examples of low level behaviours may include but is not limited to:	Examples of moderate level behaviours may include but is not limited to:	Examples of serious level behaviours may include but is not limited to:
• Careless physical behaviour which causes accidents (rocking on chair, not looking where they are walking, rolling on the floor, pushing other children) • Refusal to work or to listen	• Continued behaviour after an official warning • Younger children hitting out • Pushing • Refusing to leave the classroom when asked • Saying unkind things to others	• Physical violence • Swearing • Spitting • Threatening behaviour or language • Running away from an adult or off site • Damaging school property • Stealing • Discrimination



• Wandering around the classroom • Distracting others whilst working • Writing/talking/fiddling whilst the teacher is speaking • Talking whilst working • Calling out • Not treating the classroom equipment with respect • Flicking paper/objects	(name calling/teasing) • Entering building without permission at breaktime and lunchtime • Throwing things in anger • Spoiling own work and others'	• Bullying
Consequences: • Verbal warning → Official warning → Work in another class or miss playtime and/or lunchtime for 15 minutes + reflection sheet	Consequences: • Sent to SLT + reflection sheet + consequence identified on flowchart	Consequences: • Refer to Serious behaviour flowchart



Lower Level Serious Behaviours: • Lower level physical violence (e.g. kicking another's limbs, pinching etc) • Swearing • Spitting on the floor • Threatening behaviour or language • Running away from an adult within school grounds • Damaging school property due to carelessness • Stealing	Higher Level Serious Behaviours: • Higher level physical violence (e.g. biting, violence towards the face or sensitive areas of the body, repeated violent actions with intent to cause harm) • Discrimination (of any kind) • Bullying (including cyber bullying) • Purposeful destruction of school property • Sexual harassment • Running away from adults within school grounds and refusing to cooperate	Extreme Behaviours: • Extreme physical violence towards a member of staff or child which causes visible and/or lasting injuries. • Running away from school/ leaving school grounds
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	• Spitting at someone	
Consequence: Between 1-3 days of school community service dependent upon severity	Consequence: Internal Suspension	Consequence: Fixed Term External Suspension

Threshold for consequences: If serious behaviour is evident 4 times in 6 weeks a Pupil Support Plan will be created.

School-Based Community Service

At Mulgrave Primary School, community is an integral part of our values. We feel it is vital that children understand the importance of community and how it impacts on the well-being of everyone within it.

When pupils have not respected the rights of others and not followed the school rules, pupils may be asked to take part in community service. This allows pupils to put back into the school community and make a difference to the school life of others.

We will encourage pupils to take responsibility for their own actions and therefore they will decide, along with the member of staff, the length of the service and the task. Younger pupils will need more support with this; we expect upper Key Stage 2 pupils to show greater independence.



Possible Community Service Tasks include but are not limited to:

- Litter picking (pupils will be provided with litter pickers and gloves) • Leaf collection (autumn only)
- Plate scraping, floor sweep and table wiping in the lunch hall • Sharpening pencils
- Any reasonable tasks required by a member of staff

This is not a definitive list and pupils may be invited to make suggestions.

Anti-Bullying

Definition of Bullying

"Bullying is the repetitive, intentional hurting of one person or group by another person or group (physically or emotionally), where the relationship involves an imbalance of power. It can happen face to face or online".

Bullying can include but is not limited to:

- Name calling, taunting, mocking, making offensive comments • Kicking, hitting, taking belongings
- Inappropriate text messaging and electronic messaging (including through websites, Social Networking sites and Instant Messenger) • Sending offensive or degrading images by phone or via the internet • Producing offensive graffiti
- Gossiping
- Excluding people from groups and spreading hurtful and untruthful rumours

We take a **zero tolerance** approach to any bullying or harassment in any form.



At Mulgrave Primary School, we are committed to creating a safe, inclusive and respectful environment where every child feels valued and protected. We recognise that bullying can have a devastating impact on children's well-being, learning and sense of belonging. We create a positive environment in which bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are not tolerated.

Prejudicial Bullying

We understand that some bullying is targeted at individuals or groups because of personal or protected characteristics. Prejudicial bullying can be based on:

- Race, ethnicity, nationality or culture
 - Religion, faith and belief (and for those without faith)
 - Special Educational Needs or Disability (SEND)
 - Sexual orientation (homophobic/biphobic and heterophobic bullying) •
- Gender-based bullying, including transphobic bullying

At Mulgrave Primary School, we understand that prejudicial bullying is not just an attack on an individual but on a community. These forms of bullying can have a devastating impact because they make people feel as if they don't belong and question their identity.

Our approach to preventing and tackling bullying is clearly set out in our [Anti Bullying Policy](#)

We prevent bullying by:

- Teaching children about respect, kindness, empathy and the rights of others
- Helping children understand difference and celebrate diversity



- Creating an inclusive culture where everyone belongs
- Modelling respectful behaviour and challenging discriminatory

language immediately

- Encouraging children to include everyone and be kind to all •

Teaching children how to recognise and report bullying

- Establishing a whole-school approach that assumes bullying can happen and actively works to prevent it

We respond to bullying by:

- Taking all reports seriously and acting swiftly
 - Speaking with all children involved and listening to their perspectives •
- Using restorative approaches to help children understand the impact of their actions
- Supporting both the victim and the alleged perpetrator(s) appropriately
 - Involving parents/carers in a timely manner
 - Working with the safeguarding team when necessary
 - Applying appropriate consequences, including suspension where necessary
 - Monitoring incidents to identify patterns and take preventative action

How

to Report Bullying

Children can report bullying by:

- Speaking to one of their 5 trusted adults - Every child has five trusted adults they can speak to at any time.
- Telling their parents/carers, who can contact the school via the school office

Parents can report bullying by:

- Speaking to the class teacher in the first instance



- Requesting to speak with a member of the safeguarding team or Designated

Safeguarding Lead via the school office. The school office can be contacted on office@mulgrave.greenwich.sch.uk

Links to Rights Respecting Schools

Our anti-bullying work is rooted in the UN Convention on the Rights of the Child (UNCRC), as we work towards official Rights Respecting School accreditation. We uphold children's rights to feel safe, be protected from harm, be listened to, and receive an education free from discrimination.

Every child has the right to feel safe, respected and valued. No child has the right to make another child feel unsafe or unwelcome.

Fighting and Physical Violence

Violence of any sort is not tolerated within school. Any act of intentional violence will result in the child being given community service or internal/external suspension for a length of time decided at the Headteacher's discretion and a meeting will be held with parent/s or carer/s.

Physical violence is classified as a **serious behaviour** and consequences will be applied according to the serious behaviour flowchart.

Positive Handling (LeAFE Training)

At Mulgrave we are committed to fostering a safe, positive, and inclusive learning environment. We recognise that a situation may arise whereby any staff may need to use positive handling as a last resort to ensure the safety of pupils and staff.

Training and Best Practice



Designated staff members have received Positive 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 (https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf) on the use of reasonable force in schools

When Positive Handling May Be Used

Positive 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 Positive Handling

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

- Non-restrictive interventions, such as agreed principles for 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 that is recorded in the bound book
- The Designated Safeguarding Lead (DSL) will review all cases to ensure adherence to policy and safeguarding procedures

Commitment to De-Escalation

Our approach prioritises early intervention and de-escalation strategies to minimise 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

Mobile Phones

The Department for Education is clear that mobile phones should not be used during the school day and that schools should take steps to minimise the risks they pose to learning, wellbeing and safeguarding. In line with this guidance, we have clear procedures to ensure that all children are safe and that the school environment remains calm, focused and free from unnecessary distractions.

Who may bring a mobile phone to school?



Only **Year 5 and Year 6 pupils** may bring a mobile phone to school, and **only if they are walking to or from school independently**. The school does not recommend or encourage children to bring phones; however, we will work

collaboratively with parents who feel their child needs a phone for their journey.

Procedures for mobile phones

If your child brings a phone to school:

- The phone **must be switched off** before entering the school gate • It **must be taken straight to the school office** on arrival
- Phones will be **stored safely and securely in the front office** for the duration of the school day
- Phones **must be clearly labelled** with your child's name and year group • Phones will be **returned to the child at the end of the school day** from the office

Children are **not permitted to keep their phone with them at any point during the school day**, for example in their bags, pockets or coats.

Smart watches and AI glasses

These are not permitted on school premises.

After-school clubs

If a child attends an after-school club, the mobile phone will be returned to the child at the end of the club session and not at the end of the school day. **School trips**

Mobile phones are **not permitted** to be taken on daytime or residential school trips.

Consequences for non-compliance



If a child is found to have a phone, smart watch or AI glasses on them during the school day:

- The phone, smart watch and/or AI glasses will be **confiscated immediately**

- A parent or carer will be required to **collect the phone, smart watch or AI glasses in person** from the school office
- Repeated breaches may result in the child **losing the privilege** of bringing a phone to school at all

This approach is consistent with the DfE's Searching, Screening and Confiscation guidance, which allows schools to confiscate items that pose a risk to safety or disrupt learning.

Responsibility for phones

While we will store phones securely, **the school cannot accept responsibility for any loss, theft or damage**. Parents choosing to send a phone into school do so entirely at their own risk.

Our priority is always the safety, wellbeing and learning of every child. These procedures ensure that mobile phones do not compromise safeguarding, distract from learning or create unnecessary risks.

Vaping

The school adheres to the National guidance for schools set out by Action on Smoking and Health (ASH). Vaping is not for children. Smoking and the use of e-cigarettes or "vaping" is not permitted on school premises. Children found using or in possession of e-cigarettes will be given internal suspension for a length of time decided at the Headteacher's discretion and a meeting will be held with parent/s or carer/s and a proportionate approach will be taken.



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
- Take responsibility for their own behaviour

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

Inclusion and Equity

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



- Pupil Support Plan
- Access to pastoral or SEND support
- Involvement of external professionals/agencies
- Reasonable adjustments in line with the Equality Act 2010

Children with SEND

We appreciate that some children will not necessarily fit easily into Mulgrave's expected pattern of behaviour however this does not mean we lower our expectations or ambition for them. Children who benefit from additional strategies to uphold our school values and behaviour expectations will have a Pupil Support Plan created to support their success. These plans will be written with support from a member of the Inclusion Team such as the SENCo or Learning Mentor, Class Teacher and parents/carers and may include input from external agencies. If the Pupil Support Plan is not successful, the SENCo, Class Teacher and Parents/Carers will meet again to devise a more appropriate plan of action with review points. A more appropriate plan may include steps such as a referral to the Fair Access Panel or additional support from external agencies. This will be reviewed at least every 6 weeks. If behaviour does not improve and in some circumstances, a managed transfer to an alternative school may well be considered.

External fixed term suspensions

The school is committed to a policy of inclusion and will use external suspension only when necessary to maintain the safety and learning of all pupils. The decision to issue an external suspension will be made by the Headteacher after careful consideration of the circumstances.

The statutory guidance for headteachers on external (fixed-term) suspensions in England is set out in the DfE's Suspension and Permanent Exclusion guidance (updated August 2024). The Headteacher will follow this statutory guidance in all cases.



If a child displays extreme behaviours, the Headteacher may decide to give a fixed term suspension without the child being given community service or an internal suspension. The decision will be made after considering the extent of the behaviour, the safety and education of children and staff, and if it is considered that community

service or internal suspension will have no impact.

If a pupil receives multiple internal suspensions in an academic year, the Senior Leadership Team will review the effectiveness of current interventions and support.

Where behaviour continues to fall below expectations or escalates in severity, and meets the threshold for external suspension, the headteacher may decide to suspend the pupil from school. Each decision will be made on a case-by-case basis, taking into account the specific behaviour, its impact, and the individual circumstances of the pupil.

Examples of grounds for suspension:

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Extreme physical violence	Any extreme physical violence or abuse (e.g. biting, violence towards the face or sensitive areas of the body, repeated violent actions with intent to cause harm)	Up to 3 days
Discrimination	Any form of discrimination based on protected characteristics	Up to 3 days

Bullying	Confirmed bullying (including cyber bullying), particularly where restorative approaches have been unsuccessful	Up to 3 days
Sexual harassment	Any incident of sexual harassment	Up to 3 days
Purposeful destruction of property	Intentional and significant damage to school property	Up to 3 days
Running away from adults and refusing to cooperate	Running away from adults within school grounds and persistently refusing to cooperate, where safety is compromised	Up to 3 days
Spitting at someone	Deliberately spitting at another person	Up to 3 days
Bringing a contraband into school	Compromising the safety of self and others and/or exposing children to inappropriate items	Up to 3 days

Additional information regarding external suspension

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- A meeting with parents/carers will be held following the decision to suspend externally
- A reintegration meeting will take place when a child returns to school with a member of the Senior Leadership Team and at least 1 member of the Inclusion Team along with the child's parent/carer. During the meeting a Pupil Support Plan will be put in place to support the child and ensure clarity between home and school. Additional external agency support may well be

sought

- In some cases, the Headteacher may decide to issue an external suspension without prior internal suspension if the behaviour is extreme and other interventions are deemed inappropriate
- The Headteacher will consider whether the behaviour seriously breaches the behaviour policy, puts the safety of all others at risk, and/or affects the learning of other pupils
- A managed transfer to another school may be considered as an appropriate course of action to prevent a permanent exclusion from taking place

Permanent Exclusion

The school is committed to inclusion. The Headteacher will normally only resort to a permanent exclusion when all other methods of support and consequences have failed or are deemed inappropriate. The Headteacher will consider whether the behaviour is seriously in breach of the behaviour policy, therefore putting the safety of all others at risk and/or the behaviour affects the learning of the other pupils. It may also be decided that a managed transfer to another school may be an appropriate course of action to prevent a permanent exclusion from taking place.

Temporary Off-Site Placement for Safeguarding Purposes

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In rare circumstances, the school may temporarily forbid a pupil from attending the premises to separate two or more pupils for safeguarding purposes. This is **not** considered an exclusion on disciplinary grounds and will only be used when:

- Separating pupils is essential for safeguarding reasons
- There is no practical way to allow the pupils involved to remain on school premises

This could follow, for example, an allegation of harm by one pupil against

another which requires physically separating pupils.

Process:

- The Designated Safeguarding Lead (DSL) will take the lead role in making these decisions, using their professional judgement on a case-by-case basis
- The DSL will be supported by agencies such as children's social care and the police as required
- Parents/carers will be informed of the reason without delay • The governing board will be notified without delay
- The local authority must arrange education for the pupil, unless the school or parents/carers choose to do so
- The school will support the pupil to reintegrate into school life once they return

All instances of temporary off-site placement for safeguarding purposes will be recorded on CPOMS and reviewed by the Senior Leadership Team and DSL.

Managed Moves

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A **managed move** is a **permanent transfer** of a pupil to another mainstream school as part of a behaviour management process. At Mulgrave Primary School, managed moves:

- Are **permanent and cannot be used as trials**
- Must comply with the **School Admissions Code** (unless the pupil has an EHC plan)
- Cannot bypass normal admissions rules or oversubscription criteria – the admission authority must apply its published oversubscription criteria • Are separate from the Fair Access Protocol (FAP)

A pupil must not be permanently excluded because of an unwillingness by the pupil and/or their parents/carers to agree to a managed move. Before a Managed Move:

The school will:

- **Involve the pupil** – support them to share their views and explain how we'll consider this as part of the decision-making process
- **Evidence that appropriate initial intervention has been carried out**, including, where relevant, multi-agency support or any statutory assessments
- **Share relevant information** between the original school, the new school, and the local authority as appropriate

Registration Requirements:

Following a managed move, the school will delete the pupil's name from our admission register as it will be added to the new school's admission register. Where a managed move follows a period of off-site direction, the pupil will already have been registered at the school where they are receiving education off-site. In these circumstances, the deletion from our register only takes place when the move becomes permanent. **The pupil should be registered at one school only.**

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Managed Moves for Pupils with a Social Worker

We are expected to notify relevant parties **as soon as we start contemplating a managed move** for a pupil with a social worker. We will make the following people aware:

- The social worker
- Our Designated Safeguarding Lead (DSL)

- The pupil's parents/carers, unless this would lead to safeguarding risks •
- The virtual school head (VSH), if the child is looked-after

If it's decided that a managed move is in the pupil's best interests, we will ensure any personal education plan (PEP) the pupil has is reviewed and amended to take account of the move.

Off-Site Direction

Off-site direction is used where a **temporary placement** at another education setting is needed to improve a pupil's behaviour. This is different from a managed move, which is permanent.

During the review of an off-site direction placement, we may identify alternative options, including a permanent managed move. **Written**

Notification Requirements:

Parents/carers (or the pupil if they're aged 18 or over, and the LA if the pupil has an EHC plan) will be notified in writing about an off-site direction **as soon as practicable and no later than 2 school days before the placement begins**.

The notice will include:

- The address where the educational provision will be provided



- The person the pupil should report to when they first attend the provision
- The number of days the requirement is to be imposed
- The reasons for, and objectives of, imposing the requirement
- Details of the educational provision to be provided

Review Meetings:

We will hold regular review meetings during off-site direction placements and send

invitations to attend (or submit written views) at least 6 days before the meeting.

Evidence and Involvement:

Before off-site direction:

- The school will involve the pupil – support them to share their views and explain how we'll consider this as part of the decision-making process
- The school will be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments
- Relevant information will be shared between the school, the placement provider, and the LA as appropriate

Looked-After Children at Risk of Suspension or Exclusion

Where a looked-after child is likely to be subject to a suspension or permanent exclusion, the designated teacher will contact the LA's virtual school head **as soon as possible**.

When considering additional assessment and support, we will consider: Page | 35



- **How effectively the current personal education plan (PEP) is being implemented**
- **Whether an interim PEP review needs to be called**
- **How the school is using Pupil Premium Plus**

If it's decided that a managed move is in the pupil's best interests, we will ensure the PEP is reviewed and amended to take account of the move.

Off-Rolling

Off-rolling is using unlawful means to remove a pupil from a school roll. At Mulgrave Primary School, we are committed to preventing off-rolling in all its forms.

The following would be considered off-rolling:

- Moving a pupil to off-site alternative provision (AP) where this is not in their best interests
 - Encouraging a post-16 student not to continue with their course of study when this is against the best interests of that pupil
 - Sending a pupil home without a formal suspension, regardless of whether it occurs with the agreement of parents/carers
 - Placing a pupil on a part-time timetable for behavioural reasons
- Intentionally removing a pupil from the school roll without correctly following regulations

We will monitor pupil movements carefully and ensure all decisions are made in the best interests of the child and in line with statutory requirements.

Recording and Monitoring of Behaviour

Recording incidents

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All behaviour incidents are logged on CPOMS and may include: suspensions, exclusions; incidents of poor behaviour; use of internal isolation; restrictive physical intervention; bullying; discriminatory and prejudiced behaviour; sexual harassment and violence (including racist, sexist, ableist, homophobic, biphobic, transphobic behaviour or derogatory language); **temporary off-site placements for safeguarding purposes; off-site direction; and managed moves.**

Monitoring and analysis

The Senior Leadership Team and Designated Safeguarding Leads monitor

behaviour trends weekly during safeguarding meetings to identify patterns and inform interventions. We analyse:

- Trends in suspensions/exclusions (increases/decreases, repeat suspensions, comparison with national averages)
- Which behaviours result in sanctions
- Patterns by year group
- Disproportionate impact on pupil groups (pupils with SEN, FSM-eligible pupils, ethnic groups, gender)
- Patterns by protected characteristics
- **Levels and characteristics of pupils leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, managed moves, or any other form of pupil movement**
- **Data on the separation of pupils for safeguarding purposes, where this approach is used**

Taking action

Where analysis raises potential issues, we take prompt action. For example, if pupils with SEN receive disproportionate exclusions, we review our inclusivity practices and staff training. If particular areas of the school encounter more behavioural issues, we will investigate and we create an action plan. We monitor the impact of all actions taken.

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The governing board will use **"maximum challenge"** to school leadership to understand pupil movements and identify any emerging patterns that may require further scrutiny or action, ensuring that such actions are taken only as a last resort when necessary.

Reporting to governors

We report behaviour and exclusion data analysis to governors, including:

- Statistical data on suspensions, exclusions, off-site direction, and managed moves

- Patterns and trends, including any disproportionate impact on specific pupil groups
- Actions taken and their impact
- Any additional resources needed
 - **Performance data and benchmarking** in the following areas:
 - Pupil numbers, attendance and exclusions
 - Attainment and progress
 - Curriculum planning and class sizes
 - Financial management and governance
 - Quality assurance
 - Safeguarding and wellbeing
 - The school community, including staff, pupils, parents/carers, and the governing board

The governing board will build an evidence base from the most recent and accessible data to identify successes and root causes of issues, and use data to benchmark and analyse trends to improve educational and financial outcomes.

Additional Clarifications on Review Meetings

Where the governing board is legally required to consider the reinstatement of a suspended or permanently excluded pupil:

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- **More than 1 friend or representative can be permitted** to accompany the parents/carers and their child (the board will consider what would be a reasonable limit on numbers attending the meeting)
- Remote meeting requests by parents/carers can be refused if there are safeguarding concerns following a risk assessment which mean that a remote meeting won't allow full participation or can't be held fairly and transparently

Recording and monitoring of behaviour

Recording incidents

All behaviour incidents are logged on CPOMS may include: suspensions, exclusions; incidents of poor behaviour; use of internal isolation; restrictive physical intervention; bullying; discriminatory and prejudiced behaviour; sexual harassment and violence (including racist, sexist, ableist, homophobic, biphobic, transphobic behaviour or derogatory language).

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- Patterns by protected characteristics

Taking action

Where analysis raises potential issues, we take prompt action. For example, if pupils with SEN receive disproportionate exclusions, we review our inclusivity

practices and staff training. If particular areas of the school encounter more behavioural issues, we will investigate and we create an action plan. We monitor the impact of all actions taken.

Reporting to governors

We report behaviour and exclusion data analysis to governors, including statistical data, patterns and trends, actions taken and their impact, and any additional resources needed.

Liaison with Parents

Parents are a key factor in the behavioural development of their children and the Home School Agreement sets out how the parents and school can work together in this process. As a general rule, parents will not be informed of behavioural problems which would arise as part of normal life in the school. However when a child persists with misbehaviour then the class teacher will inform parents in the first incident. Reasonable steps will be made to inform parents of behaviour consequences where necessary. If pupils receive an internal or fixed term suspension, parents will be notified in writing and expected to attend the school promptly to collect their child and meet with a member of staff to discuss the circumstances around the suspension.

Outside Agencies

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Ongoing concerns about any pupil should be discussed with the class teacher in the first instance and they may then consider a further conversation with the SENCo. There are times when the advice of outside agencies will be required. This will be the result of discussion between the parent, class teacher and SENCo. At Mulgrave Primary School we expect all parents and carers to work collaboratively

with the decisions made by the Mulgrave team and support action taken which is deemed to be in the best interests of the child.

Training and Development

All staff working directly with children will receive training in:

- Zones of Regulation
- Principles of a Rights Respecting Schools (as we work towards accreditation)
- Restorative approaches
- De-escalation strategies
- Trauma-informed practice
- Positive Handling (LeAFE training for designated staff - not all staff)

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 as we work towards becoming a UNICEF Rights Respecting School.