

The Mulberry Primary School



○ Learning and Achieving Together ○

Behaviour Policy

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<i>Policy Status</i>	<i>Statutory</i>
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The purpose of this policy is to set out the expectations of behaviour at The Mulberry Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school.

Our mission is to provide a high-quality education, through partnerships between children, staff, home and the wider community in an inspiring and secure environment enabling all children to achieve their potential as independent learners.

School Rules

At Mulberry Primary School we expect all children to follow the five school rules which are displayed around the school and referred to both when rewarding children and when consequences are needed. These rules support pupils to know what 'Being Green Means':

- Work hard, aim high
- Follow instructions
- Speak kindly
- Keep hands & feet to yourself
- Look after our school

Good to be Green



Central to our behaviour approach at The Mulberry is the 'Good to be Green' behaviour system. This is a programme which positively reinforces good behaviour. A chart in each classroom is used to encourage green behaviour at all times and children are rewarded for being on green all week.

Our behaviour descriptors set out how positive behaviour is rewarded and the consequences for less desirable behaviour. Children are given consistent reminders of how to remain on green and clear steps to correct their behaviour and return to green quickly. See *G2BG descriptors Appendix 1*.

Behaviour for Learning

We recognise the vital importance of exemplary behaviour for learning to allow all children to achieve. Teachers build positive relationships with their class and create a learning environment where all children are respected and valued. We use the Teaching Walkthrus to embed effective behaviour for learning strategies:



Positive Behaviour Rewards

Good to be Green

Children are encouraged to remain on green and are rewarded for being 'Green all Week'. Children demonstrating exemplary behaviour for learning that meets the silver or gold descriptors are rewarded by the senior leadership team:



Green all week : Rewarded in class with a sticker and / or badge on Marvellous Me



Silver Award : Sent to assistant head and rewarded with certificate, sticker and badge on MM



Gold Award : Sent to Deputy Head or Headteacher and rewarded with postcard home, sticker, badge on MM and entry to the Gold Book for an end-of-year Gold Trip!

Marvellous Me



We believe in working with parents and families to support positive behaviour in school and use an app-based reward system to communicate and acknowledge children's efforts. Class teachers and school leaders use the app to issue reward badges for:

- Children on green all week for consistent behaviour for learning
- Children who achieve a silver or gold award
- Children receiving star of the week for exemplary learning

Class Marble Rewards

Class marbles are used to reward whole-class behaviour for learning. Once the target number of marbles has been earned (25 for Rec & KS1, 30 for years 3 and 4 and 40 for Y5 and 6) the class is given a marble reward. This is a treat in class or the local area and is communicated to parents via the Marvellous Me app and the school website.

House Tokens

House tokens are used to reward whole-school behaviour, identifying the children following the school rules and rewarding them with a token. Children are all allocated a house team on entry to the school of **Blue House**, **Red House**, **Green House** or **Yellow House** and work as a collective to earn tokens for their house. Tokens are collected in class for each house team and the team with the highest number at the end of each half term can all collect a reward from the house reward trolley.

Behaviour Sanctions

To ensure consistency of sanctions we follow an escalation flow chart that provides clarity for staff and children. This is supported by simple scripts that provide children with a clear explanation of the sanction and a route for them to correct their behaviour. Our 'Good to be Green' system is followed in the vast majority of cases and this supports children to return to green quickly. More serious incidents are dealt with by senior leadership and involve parents/carers at each stage. *See behaviour flow chart Appendix 2.*

Good to be Green

Children are encouraged to remain on green and are rewarded for being 'Green all Week'. Children needing reminders to demonstrate green behaviour are moved to the following cards to correct their behaviour:



Verbal Warning : Child is given a verbal warning by the teacher, the undesirable behaviour is explained and they are told how they can get themselves back to green quickly.



Warning Card : Child moves an amber card to their name on the chart and is told by the teacher how they can get themselves back to green quickly.



Red Card : Child is given a red card with the identified behaviour and sent to another classroom for a ten minute timeout on the red mat. Red cards are returned and kept for behaviour records.

Exclusions

The school keeps an internal log of all internal, fixed term and permanent exclusions. The school follows Haringey's exclusions code of practice and procedures. This is available for reading from the school office by request. Fixed term and permanent exclusions are monitored and reported to Governors through Part 2 of the Headteacher's report to the full Governing Body.

Outside agencies used to support pupils and families include; Supamums, Educational Psychologist, Children and Adult Mental Health Service, Pupil Parent Partnership and Children's Services. This policy is compliant with the statutory guidance of; section 7, 8 of the Education Inspection Act 2006.

Provision for Autism

In the Provision for Autism our aims for behaviour are:

- To promote positive behaviour support and management
- To ensure consistency in approach towards the pupils by all staff
- To ensure that if physical interventions are used there is an understanding of the reasons of such action and the methods used are calming and prevent injury to both pupils and staff

Positive Approaches

The provision uses a traffic light system, which ensures positive approaches are identified through green zones. All children have a personal educational plan and within this a pupil profile. This profile details challenges for individual children and what staff can put in place to ensure they stay in their green zone. Identified children also have a behaviour support plan which outlines amber and red warning behaviours and the strategies to deal with these. Staff carry out regular review of the behaviour support plan.

There are a number of effective strategies which staff use to support with behaviour. Children must be given opportunity for breaks and staff must support pupils with the use of, visuals, sensory input, clear instructions, communication opportunities, minimal language and count downs such as verbal or use of timers.

Environment

We maximise the potential of each child's learning by ensuring the provision environment is safe, secure and is structured to meet their needs in line with the principles of TEACCH. Environments are set up to be clear, functional and motivating to the children. Visuals are used to enhance learning and provide prompts to help understanding in all areas of the curriculum.

Team Teach

We use the Team Teach approach as a positive behaviour management strategy, to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.

Team Teach promotes personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduces the need for physical intervention.

As a last resort, we also use positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.

See Team Teach Guidelines Appendix 3.