The Mulberry Primary School

○ Learning and Achieving Together ○

Behaviour Policy

2025

Policy Status	***Statutory***
Policy Originator	***The Mulberry Primary School***
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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':

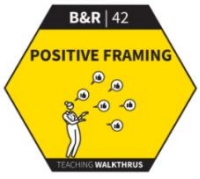
- Work hard, aim high
- Follow instructions
- Speak kindly
- Keep hands & feet to yourself
- Look after our school

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 Phase AHT 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 earnt (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.

Nursery / Provision for Autism Behaviour Management Strategies

Our 'Good to be Green' Approach
At The Mulberry Primary School Nursery, we use the Good to be Green behaviour system to help all children feel safe, valued and ready to learn. These shared rules are simple, positively framed, and embedded in all areas of Nursery life. They are displayed clearly across the setting and regularly referred to by staff to promote consistency and understanding.

Our Good to be Green rules are :

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

Staff support children's behaviour positively by giving clear, specific praised linked to these rules. For example,

- You helped your friend – you remembered to *speak kindly*.
- You picked up the toy – you were *looking after our school*.
- You followed my instruction the first time – you're on green for *following instructions*.
- You used gentle hands – *that's keeping hands and feet to yourself*.
- You worked hard building the tower – that's *working hard and aiming high!*

Phrases like 'Remember our green rule about…?' or 'What do our Good to be Green rules say?' encourage children to reflect and build emotional literacy.

Enabling Environments
We understanding that young children are still learning how to share and take turns. Staff plan developmentally appropriate activities that :

- Avoid overcrowding and conflict by limiting numbers where appropriate.
- Provide enough resources to reduce competition.
- Encourage cooperation and joint outcomes (eg, building together with blocks).

Core Adult Strategies
Children need the world to feel consistent and reliable. When adults respond consistently and predictably, children feel safer, less anxious, and more likely to behave in a socially appropriate way.

- Provide predictable, calm, and reassuring responses to help children feel secure.
- Model respectively language : eg, 'Me next,' 'Can I have a turn?' or 'You can have it when I'm finished.'
- Model sharing and listening. Demonstrate how we listen to others' ideas, needs and wants. Use phrases like 'I'll do one, you do the next.'
- Set up and support open-ended, collaborative experiences (eg, block play).
- Reinforce expectations using visuals and gestures alongside verbal prompts.
- Use clear, positive phrasing: eg, 'Walking feet' instead of 'Don't run,' 'Gentle hands' instead of 'No hitting'.
- Use proximal praise to encourage group behaviours (praising those nearby) to encourage desirable behaviour.

- Use reflection time purposefully, only where appropriate, to support calming and re-engagement. This may involve sitting with an adult, redirection or time in a quieter space.
- Be aware of body language and tone of voice – they are powerful communication tools.
- Catch children being good and give specific praise for positive behaviour.
- A limited use of reflection time is acceptable for calming down, which may involve sitting with an adult or holding a hand. Sometimes redirection or a change of actively is more effective.

Emotional Coaching
Emotional coaching is central to our approach.

Adults :

- Tune into children's emotional states.
- Help them label and understand feelings such as sadness, fear or anger.
- Support children to calm down before discussing what happened.
- Promote self-regulation by modelling empathy, labelling emotions and co-creating solutions once calm is restored.

Managing Conflict
Learning to manage conflict is a vital skill. Children are encouraged to assert themselves safely using strategies such as :

- Saying or signing 'STOP'
- Expressing 'I don't like that'

Where appropriate, adults support children in resolving conflicts by :

- Approaching calmly and acknowledging feelings.
- Gathering and restating what happened using simple language.
- Avoiding the use of 'say sorry' unless meaningful for the child's stage of development.
- Asking children to suggest solutions together.
- Following up if needed with additional support.

Understanding and Responding to Patterns of Behaviour

- Staff complete ABC (Antecedent – Behaviour – Consequence) charts for children displaying frequent or concerning behaviours.
- Charts are reviewed by the SENDCO and discussed with staff and parents to explore causes and develop consistent strategies.

Interventions may include :

- Liaison with parents about routines at home.
- Team reflection on possible triggers or patterns.
- Development of Individual Behaviour Plans or SEN referrals where appropriate.
- Use of visual supports, social stories or photo books.
- Provision mapping to show targeted support.
- Involvement of the Family Support Worker or external agencies when needed.

Professional Judgement and Safeguarding
All staff are expected to exercise sound professional judgement. Where concerns arise or support is needed, they should speak promptly with the SENDCO, AHT for EYFS or a senior member of the school.

Working in Partnership with Parents

- We value strong, collaborative relationships with families.
- Parents are introduced to our approach through home visits and settling-in sessions.
- We provide a summary of our Behaviour Policy to all families.
- We keep parents informed of any behaviour incidents and their outcomes.
- We notify parents if their child has been hurt or has hurt another child – while maintaining appropriate confidentiality.
- Together, we help families understand and reinforce our expectations at home, act as positive role models, and work consistently with school strategies to support their child's development.

ABC Chart for: …….. DOB: ……..

Date of ABC assessment being completed	Antecedent – A	Behaviour – B	Consequence – C	Staff initial carrying out observation
7.7.25	Pupils asked to put book away	Pupils ignores request	Request repeated with deliberate eye contact	EJ
7.7.25	Repeat request to put book away, with deliberate eye contact	Pupil puts book away	Praise	EJ