



# Behaviour Policy

Signed by:

Mrs N Hall

Head Teacher

January 2026

Mr D Hall

Chair of Governors

January 2026

At Mulbarton Primary School we aim for our children to become independent learners, motivated by their natural curiosity about the world they live in. We want them to enjoy life and be happy. We aim to achieve this through our teaching and school ethos.

We are a learning community aiming to provide an outstanding, broad curriculum in a stimulating and safe environment. We want everyone in our school to be happy, resilient and loved, showing respect for each other and the world we live in. We value diversity and individuality and strive to ensure everyone achieves their full potential in a nurturing atmosphere of support and encouragement.

### **We value...**

- partnership with parents, carers and the wider community
- high standards of personal behaviour such as;
  - honesty
  - courtesy and good manners
  - kindness, consideration, and generosity towards others
  - respect for oneself, for others, for property and for the environment
  - positive appreciation of others, their abilities, and their differences
  - effort, perseverance, and contribution to the common good
  - taking responsibility for ones own behaviours and actions

We believe that every child has the right to...

- feel safe
- be treated with respect
- express feelings and opinions without fear of ridicule
- have the best opportunities for learning

We believe that every member of staff has the right to...

- feel safe
- be treated with respect
- express feelings and opinions without fear of ridicule
- carry out their role

In order to do this, we teach the children these three rules to inform their own behaviour choices:

**Be Ready, Be Respectful, Be Safe**

The purpose of this policy is to provide more detailed guidance for staff, children and parents, in order to establish and maintain a caring community atmosphere in school, which is a prerequisite for the achievement of these aims. We believe discipline should be viewed in positive terms and prefer to emphasise and encourage good behaviour through guidance, encouragement and rewards, rather than focussing heavily on punishments or sanctions.

This policy has been written in conjunction with guidance from the following document:

DfE: 'Behaviour in schools' February 2024

DfE: 'Mental Health and Behaviour in schools' November 2018

DfE: 'Special Educational Needs and Disabilities code of practice 0-25 years' January 2015

This policy has taken inspiration from the work of Paul Dix.

## 1. Key roles and responsibilities

The Headteacher has overall responsibility for the implementation of this policy and the procedures at Mulbarton Primary School.

Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring children do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.

Parents/carers will be expected to take responsibility for the behaviour of their children inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Everyone should take responsibility to ensure that good behaviour is maintained.

Class teachers should ensure that their class knows and understands the rules.

All children need to know that they are responsible for the way in which they behave and should be helped to accept that responsibility.

## 2. Whole school rules

The whole school follows the following three rules, which are displayed in every classroom and throughout the building and playground:



Each class teacher will explore, at a level appropriate to their class age and understanding, what these three rules mean, and how they will guide behaviour. All discussions about behaviour must centre around these three rules. E.g. was it safe to do that? If you are talking to Fred, are you ready for learning? Is that respectful to the teacher or to your friends who are trying to listen?

## 3. Training of staff

3.1 At Mulbarton Primary School, we recognise that early intervention can prevent unacceptable behaviour. As such, staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime. Staff (with the exception of site, kitchen and administration teams) have received Norfolk STEP ON training, which is refreshed at least every two years.

3.2 Teachers and support staff will receive regular and ongoing training as part of their continuous professional development.

## 4. Expectations

4.1 We understand that the children's happiness requires the presence of positive relationships. The relationship between teachers and children must be built on mutual respect and trust in the same way that we expect that children's relationships with each other must be built upon respect, trust, friendship and tolerance. At Mulbarton Primary School, we believe in the power of positive, and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals – we give first attention to best conduct. Children must also expect that there will be consequences for unacceptable behaviour.

4.2 Adults within the school environment have a duty to be positive role models in all areas of behaviour. Older children are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Mulbarton Primary School we have a positive caring ethos and provide challenging, well-planned education. Our goal is for our children to be caring and successful with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

We expect staff to:

- refer to **be ready, be respectful, be safe**
- praise in public and reprimand in private (PIP and RIP)
- deal with situations in a calm, firm manner avoiding confrontation where possible
- give frequent, explicit praise for good behaviour as well as for good work
- use positive language whenever possible and as often as possible
- think carefully about what they are saying and set appropriate consequences
- praise children who are doing the right thing as an incentive for others to follow
- be consistent whilst taking into account each child's individual needs

No adult in school should ignore unacceptable behaviour

We aim to follow the following light, assertive sentence starters:

1. I have noticed that you...
2. You need to...
3. I need to see you...
4. I expect...
5. I know you will...
6. I remember when you...
7. Thank you for...
8. I have heard what you said, you need to...

We also finish our sentences with 'thank you'.

## 5. Our approach to positive behaviour

Our approaches to celebrating positive behaviours are as follows:

5.1 We regularly praise the children for following our expectations. We use explicit verbal praise and silent gestures such as a smile, thumbs up or a nod.

5.2 Individual recognition, house and class incentives

Throughout the school, children will be encouraged to earn house points for exceptional behaviour. These will be awarded to those behave well, are polite and follow our expectations. These can be awarded in class time, during break times including lunch, in assemblies and for walking around the school appropriately (Wonderful Walking, Legendary Lines, Terrific Transitions).

All members of staff around the school, including teaching assistants and lunchtime supervisors, should award house points. House points are collected in class and the winning house is celebrated during Friday Celebration assembly.

Dojo points will be awarded for children demonstrating the learner values (from Summer Term for EYFS). Each class will receive a reward when they have reached their target. The class will decide their reward from a choice provided by the teacher—these could include Golden Time, an extended break, a non-uniform day or similar. Each class teacher will decide these – with the class, based on age and suitability.

## 6. Celebration Assembly

6.1. During this assembly, children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated. Excellent class attendance is also celebrated during this assembly.

6.2 Children are awarded Wonderful Learner certificates to celebrate the 7 Wonders of Learning. Hot Chocolate Friday certificates are for those children who always display exceptional behaviour.

## 7. Zones of Regulation

The Zones of Regulation is a simple, child-friendly framework that helps children identify how they are feeling and learn strategies to manage their emotions. At Mulbarton Primary School it is used to develop a shared language to talk about feelings, attention, and self-control.

### The Four Zones

#### Blue Zone – Low-Energy Emotions

The Blue Zone includes feelings such as sadness, tiredness, boredom, or feeling unwell. Children may move more slowly or seem less focused.

**Helpful Tools:** rest, a snack, a quiet break, gentle movement, talking with a trusted adult.

#### Green Zone – Calm and Ready to Learn

This is the ideal zone for learning. It includes feelings such as calm, focused, happy, or content. Being in the Green Zone doesn't mean "perfect"—it simply means children feel regulated and ready for what's next.

**Helpful Tools:** routines, positive encouragement, mindfulness, good sleep

#### Yellow Zone – Heightened Emotions (Still in Control)

The Yellow Zone includes feelings such as frustration, silliness, anxiety, excitement, or nervousness. Children are still in control, but their energy is elevated.

**Helpful Tools:** deep breathing, movement breaks, fidget tools, discussing the feeling, planning ahead.

#### Red Zone – Intense Emotions (Loss of Control)

The Red Zone involves very strong feelings such as anger, fear, panic, or feeling out of control. Children may shout, cry, or shut down. The goal is not to avoid the Red Zone but to learn safe strategies for calming down.

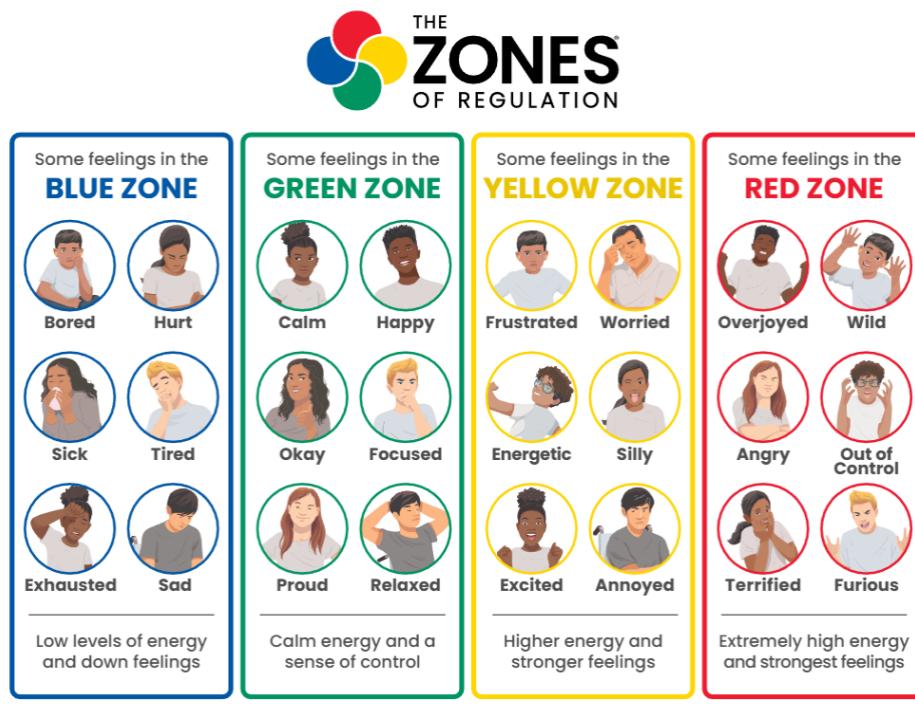
**Helpful Tools:** space to cool off, grounding techniques, calm-down routines, supportive adult guidance.

## A Whole-School Approach to the Zones of Regulation

At Mulbarton Primary School, we deliver the Zones of Regulation as a whole-school curriculum, meaning every class and year group learns the same vocabulary, strategies, and expectations. This consistent approach helps children develop emotional regulation skills in a predictable and supportive environment.

A whole-school Zones curriculum typically includes:

- **Explicit weekly lessons** on identifying feelings, understanding triggers, noticing body signals, and choosing appropriate regulation tools.
- **Shared language across all staff** so children hear the same reminders, prompts, and terminology from every adult in the building. Adults will often label their own feelings linked to the zones supported by zones visuals on lanyards.
- **Visual supports** in classrooms and shared areas to help children recognise their current Zone independently. Every classroom has a Zones of Regulation display and a Calm Corner.
- **Opportunities to practise strategies daily** such as breathing exercises, movement breaks, mindfulness, and reflection time.
- **A focus on emotional literacy**, helping children understand not just what they are feeling, but why, and what they can do about it. Alongside, children are taught to recognise their own body feelings linked to emotions.
- **Celebration of self-regulation progress**, emphasising that regulation is a skill that grows with time and practice.



## 8. Choice

Managing behaviour has three phases:

1. Giving children choices about their behaviour within fair rules
2. Encouraging the children to make appropriate choices
3. Understanding the consequences resulting from these choices

This is reinforced through our Learning for Life curriculum which gives the children strategies to help them to decide to make good choices.

## 9. Negative behaviour

Unacceptable behaviour will be taken seriously at Mulbarton Primary School.

Breaking any of the school rules will lead to restorative conversations as well as possible consequences and disciplinary action.

The following guidance applies to the vast majority of children. However, for some of our children, particularly those with additional needs, a different approach may be needed.

### **Steps to follow for behaviour management:**

In the classroom, if a child is displaying unacceptable behaviour:

Remain calm and positive throughout the interaction and do not address secondary behaviours.

1. Praise the children displaying the correct behaviours for learning referring to the school rules.
2. If the behaviour continues, speak discretely to the child, 'I can see you are finding things difficult. Which zone are you in?' Support with visuals. Refer to zones toolkit and strategies to calm.
3. Once the child is back on task/behaving as expected, praise and acknowledge the good behaviours for learning, but do not reward.
4. If the child is still off task, remind again.
5. If unacceptable behaviour continues, explain to the child, 'I can see you are finding it tricky to follow the rules. I am going to give you a chance to reset in another classroom.' The child will be escorted. When the child arrives in the other classroom, they should be seated in a quiet space to reset, without adult interaction. The other classroom should be different to their current year group.
6. A restorative conversation will be held at an appropriate time after the incident.
7. Missed learning will be completed at break or lunch time.
8. The incident will be recorded on CPOMS.

If following a visit to another classroom, the unacceptable behaviour continues:

1. Remind the child of the behaviour expectations using zones language.
2. Supported by a school adult, the child is given time in a quiet space outside of the classroom using resources to regulate.
3. When calm, child returns to the classroom with adult support to understand the learning and settle.
4. At lunchtime or breaktime there will be a restorative conversation and appropriate consequence with the class teacher.

A member of the Senior Leadership Team (SLT) will be called to support when the above steps have been followed without impact or if the child is displaying behaviours that cause harm or there is a risk of harm to themselves or others.

### **If a child is displaying unacceptable behaviour on the playground at break or at lunch time:**

1. Remind the child of our behaviour expectations and refer to the school rules using scripts.
2. If the negative behaviour continues, the child will be given time out on the benches or be asked to walk with an adult.
3. The adult who has dealt with the behaviour incident will be responsible for the consequence.
4. Fighting or dangerous behaviours will result in immediate loss of playtime and a conversation with a member of SLT.
5. The adult who has dealt with the incident should record the details on CPOMS, including the consequence given.
6. A restorative conversation will be held at an appropriate time after the incident.

## 10. Behaviour responses

At Mulbarton Primary School, we recognise that children at this age may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

Staff at Mulbarton Primary School recognise and fully understand that not all children choose to behave the way they do ‘consciously’. Some children, as a result of their experiences, have developed subconscious behaviours.

In these instances, *external* discipline<sup>1</sup> will not always work – in fact it is often unlikely to, and when it does, only results in short term change. Our aim as a school with such children is to empower them with *internal* discipline.<sup>2</sup>

Teachers will use their judgement when issuing consequences, taking into account any additional needs. Consequences will be relevant and appropriate to the behaviour incident.

Underlying causes will be addressed. It may be appropriate to seek external, professional support.

The Headteacher and SLT will monitor all reported incidents.

## 11. Parental Involvement

When a significant behaviour incident has occurred, parents will be informed on the same day.

Continued unacceptable behaviour either inside or outside the classroom will be discussed with parents and a Positive Behaviour Support Plan will be developed. If felt necessary, the SENDCO/ SLT will be involved in this process to coordinate effective provision.

Occasionally, some children, including those who may be on the SEND record, may be managed differently according to their needs. Some children may need a Positive Behaviour Support Plan, Audit of Need and Risk Assessment to support their needs. This ensures that support is tailored to their individual requirements.

## 12. De-escalation and Positive Handling

In addition to all staff receiving STEP ON training every two years, The Headteacher and SLT, alongside other key members of staff, receive Norfolk STEP UP training. This is refreshed annually. Please refer to our Physical Handling Policy.

## 13. Suspension and exclusion

Please refer to our Suspensions and Exclusion Policy.

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<sup>1</sup> A necessary component to keep individuals safe. However, if it is solely imposed through rules and suppression, this may only achieve a short term change.

<sup>2</sup> Created when individuals internalise. ‘What and why’, rules and ‘ways to behave’ are important.

Internalisation leads to ownership of one’s behaviour, responsibility and self-discipline. Ownership is necessary for long term success.

## **14. Outside school and the wider community**

- 14.1 Children at the school must represent the school in a positive manner.
- 14.2 The guidance laid out in the Behaviour Policy applies both inside school and in the wider community.
- 14.3 Complaints from members of the public about unacceptable behaviour by children at the school are taken seriously.

## **15. Searching**

Staff members may use common law to search children for any item. They may search, for example, their pockets, backpacks, lockers and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorized by the Headteacher to search for any prohibited item including, but not limited to, tobacco, drugs, and alcohol, without the consent of the child, provided that they have reasonable grounds for suspecting that the child is in possession of a prohibited item. This will always be carried out in the presence of another member of staff.

## **Monitoring and review**

This policy will be reviewed by the Headteacher, school staff and Governing body on an annual basis, who will make any necessary changes and communicate this to all stakeholders.

