Behaviour for Learning Policy

September 2026

At Mulberry Baird Primary, our behaviour for learning policy helps us to create a nurturing, stimulating and secure environment in which pupils and staff feel safe, are able to learn, and feel empowered. Our policy is designed to promote and create a framework for achieving pro-learning and pro-social behaviours that encourages our pupils to be successful, both at Mulberry Baird and into the future.

At Mulberry Baird, we have high expectations of our pupils' behaviour and conduct. This includes whilst at school, on school trips / outings and when representing the school, as well as when pupils are walking to and from school and wearing their school uniform.

This policy follows and adheres to the legal guidance set out in both the DfE document 'Behaviour and discipline in schools – Advice for headteachers and school staff' and the Equality Act, 2010, and seeks to safeguard all our pupils, including those with special educational needs. In addition, this policy should be viewed in conjunction with the:

- Preventing Bullying Policy
- Restrictive Intervention Policy
- Child Protection and Safeguarding Policy

Aims

Through our Behaviour for Learning Policy, we aim to:

- Ensure a consistent and progressive approach throughout the academy, starting in nursery.
- Ensure that individual pupils' needs (or stressors) are considered and their skills are developed.
- Work in partnership with parents from the earliest appropriate time.
- Develop ownership of the policy by the whole academy community.
- Nurture our pupils to enable them to develop self-regulation skills and understand the impact of their behaviour on others.
- Ensure that our pupils have positive self-esteem and are able to demonstrate self-advocacy.

At Mulberry Baird, we are committed to ensuring all children reach their full potential. We strive for children to feel **safe**, able to **learn** and **empowered** at all times. This is underpinned by extremely high expectations, effective relationships, a welcoming ethos, as well as our values:

- Respect
- Resilience
- Aspiration
- Connection
- Pride

We strive for all stakeholders to demonstrate our values at all times.

Relationships

We believe that nurturing and caring relationships are essential to ensure that pupils feel safe within their learning environment. For this reason, we pride ourselves on the nurturing relationships that staff build with pupils, ensuring that they get to know pupils extremely well and are aware of their individual interests and strengths, as well as their barriers to learning.

We recognise that pupils require recognition to enable the development of their sense of self (Berne, 1971). We therefore strive for these units of recognition to be positive, as opposed to negative. Children are taught about 'warm fuzzies' or positive recognition and 'cold pricklies' or negative recognition.

Examples of warm fuzzies could be a smile, a positive comment, someone saying hello or even a hug – anything that makes the person feel good. Cold pricklies have the opposite effect. Pupils are encouraged to gain units of recognition positively as opposed to negatively, both from adults and from their peers. Adults should model the use of warm fuzzies and promote these with their pupils so that pupils recognise how warm fuzzies make them and their peers feel.

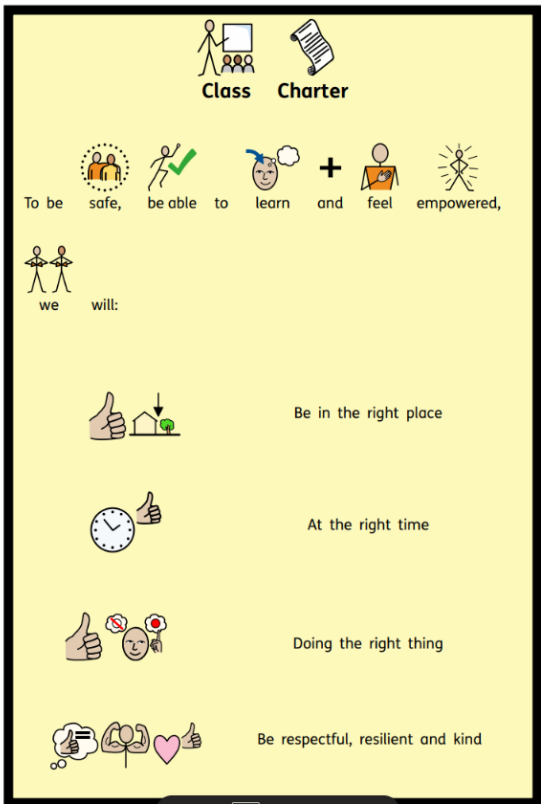
Our Approach to Behaviour Management

We follow The Empowerment Approach, which empowers pupils to develop self-efficacy, self-advocacy and self-regulation through the following steps.

We believe that if pupils do not meet our expectations, it is because one (or more) of their needs is not being met. The missing need acts as a stressor and causes the pupil to respond using their emotional brain, as opposed to their cognitive brain, therefore acting in an irrational way. We therefore believe that pupils are unable to meet expectations when they're in a state of stress. We aim for pupils to become empowered individuals who feel good about themselves and have an intrinsic motivation, and the skills required, to learn and behave appropriately in different contexts. For this reason, when dealing with inappropriate behaviour, we aim to build pupils' skills and self-esteem as opposed to using punitive measures which reduce self-esteem.

Class Charters

We have a consistent Class Charter that runs throughout the academy to ensure consistency as pupils are often taught by different teachers and in different spaces. Our Class Charter is as follows and is displayed prominently at the front of every classroom:



Class Charters are referred back to at regular times to ensure that children understand the natural consequences of both showing pro-social and pro-learning behaviours and also the natural consequences of showing anti-social and anti-learning behaviours.

Agreeing Expectations

Expectations for behaviour will ensure that pupils feel **empowered**, are **safe** and able to **learn**.

We actively promote **pro-social** and **pro-learning** behaviours so that a pupils' behaviour enables them to feel good about themselves and enables everyone else to feel good as well.

Examples of pro-social behaviours might include:

- Showing nice manners e.g. holding doors open, saying please and thank you
- Wearing the correct uniform
- Responding calmly to others
- Speaking in a kind way to someone, to help them feel good
- Taking an interest in someone – asking how they are feeling etc.
- Listening to others and showing active listening skills e.g. eye contact
- Taking turns
- Sharing
- Looking after other people's equipment and resources with care
- Trying to understand someone else's point of view
- Having eye contact when speaking
- Greeting people appropriately, using their names
- Putting their hand up when speaking in the classroom

Examples of pro-learning behaviours might include:

- Focusing attention on the learning
- Keeping the voice at a volume that fits the activity
- Taking turns to speak and listening to others' opinions
- Asking questions about the learning
- Moving and speaking in a way that helps other people to learn

- Moving your body in a way that fits the activity
- Taking pride in their learning
- Showing determination and resilience with learning

Pro-social and pro-learning behaviours will be taught and referred to constantly through verbal recognition, to ensure that expectations are reiterated.

Curriculum

The Empowerment Approach (known to the pupils as Building Brains) is explicitly taught through assemblies and our PSHE curriculum from year 1.

During assemblies, pupils learn how the brain influences their needs, behaviour and learning. They explore neurodiversity, neural pathways and how these can strengthen through practice, helping them understand that behaviour can change. Pupils learn how stress and unmet needs can affect rational thinking, causing them to "flip their lid" and respond emotionally. They are taught to recognise their physical, emotional and cognitive needs and use positive strategies to meet them independently.

Consequences

We believe that pupils should learn from their behaviour to actively strive to improve behaviour. We believe that pupils should learn the natural consequence of their actions. We actively encourage pupils to reflect upon their behaviour, and teach the natural consequences of not meeting expectations. For example, if we are kind to others, the natural consequence is that they will want to be friends with us, as they feel safe and empowered around us. If we are unkind, the natural consequence is that others will not feel happy and safe around us and will therefore not want to be friends with us.

A focus on the natural impact or consequences of one's behaviour supports the development of:

- Emotional intelligence
- Empathy
- A moral compass
- Intrinsic motivation to do the right thing

We believe that internal motivation, independence and a clear moral compass are crucial for pupils' futures; by building these early, they will be better equipped to avoid the common pressures experienced in adolescence and beyond, which lead to substance abuse, risky behaviours and crime.

If consequences are focused on the rewards pupils will get, or the punishments they will suffer, it leads to pupils:

- Thinking about what's in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- Relying on extrinsic motivation rather than feeling motivated internally to make moral decisions

We believe that expectations should be equally high for everyone, to enable everyone to feel safe, empowered and to learn at their best. To enable this to happen, every person in the class (including adults) needs to adhere to the class charter.

We understand that not all pupils will be able to meet these expectations at first and therefore we will need to provide additional scaffolds and support to enable them to meet the expectations.

On occasions, it may be that pupils develop these skills by working with adults during playtimes, lunchtimes or after school. During these times, staff will teach strategies to address the missing skill / need. Time away from the main class or activity will be used as a teaching opportunity to teach the pupil the missing skill and will be supportive of the pupil, ensuring that they continue to feel safe, empowered and able to learn.

Executive Function Skills

Through our behaviour for learning approach, we strive to develop children's executive function skills so that they are better equipped to manage stressors.

These include:

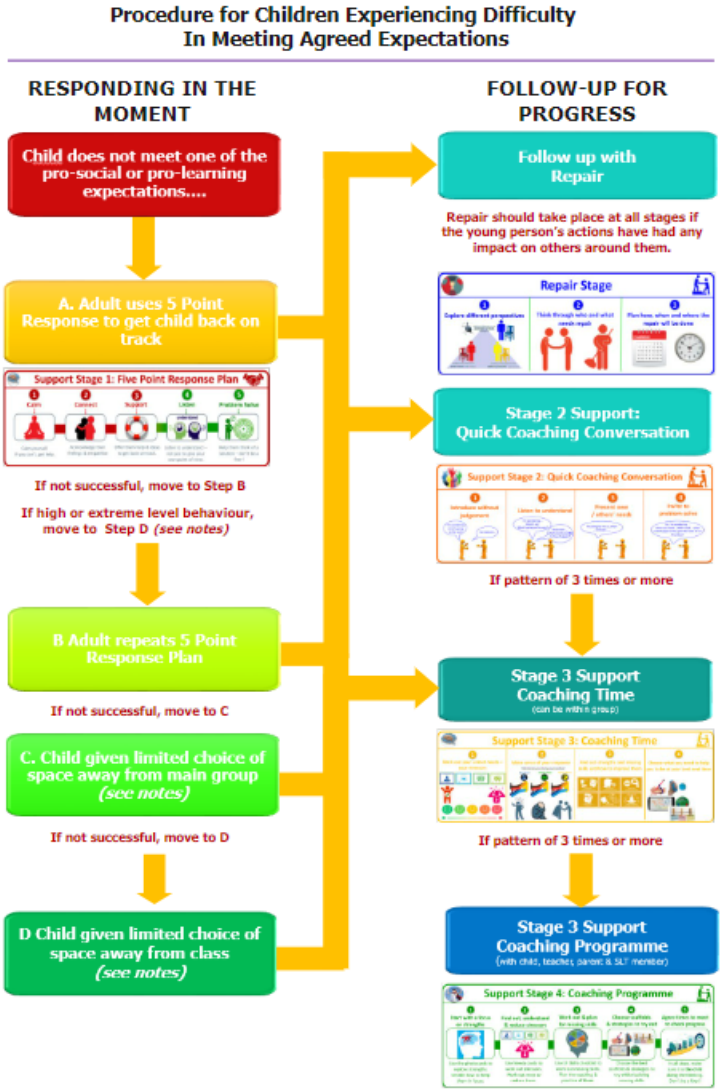
- Working Memory
- Attention control
- Impulse Control
- Emotional-regulation – managing energy and emotions.
- Cognitive Flexibility – being able to think of different solutions
- Processing Speed

If developed well, Executive Function skills help a pupil to keep to expectations mapped in the charter: to respond calmly, listen, take turns and keep focused on a task. If not developed well, pupils will need additional scaffolds, adjustments and support from adults and other pupils in the class.

Staff should always 'prepare for pupils to do well'. This means making sure lessons and the classroom environment reduce stressors and help pupils to learn at their best and manage their difficulties successfully. Providing learning and environmental scaffolds will support pupils effectively.

Responding when pupils do not meet expectations

Staff follow a flow chart when pupils do not meet expectations:



The member of staff initially follows points 1 to 3 from the responding in the moment section of the plan.

Our priority is to regulate the pupil; this will only work by regulating oneself and showing empathy and support in a calm manner (ensuring that you are using your cognitive skills and not your emotional responses – even when a pupil has done things we do not agree with). Showing support and empathy doesn't mean we have to condone the action.

We also know that responsive, positive relationships are crucial to long term well-being and success. When pupils feel bad and identify as 'bad', their responses can worsen into a spiral; pupils can become trapped in the 'punishment

cycle'. It is therefore crucial that adults **always** respond calmly and supportively so that a pupil's self-concept is protected.

However, we recognise that maintaining high expectations in a class is crucial; it is therefore vital that there remains a consistently tight focus on the importance of pro-social and pro-learning skills. When a pupil does not meet expectations, the adult should make sure other pupils know that these are vitally important and therefore the pupils who aren't managing them will be given lots of extra help, just like someone in reading might receive if they are struggling.

When a pupil isn't managing, the 8-Point Response will be used to help get them back on track and they will be reminded of the needs of the adult and others in the class. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving. If a pupil's actions are stopping others from learning or putting others at risk, of course it isn't appropriate for the pupil to remain in the class. However, **how** this is communicated will be very different – it will be in a supportive and calm manner emphasising that the adult needs to help the pupil find a place to be where they and others around them can feel good and successful. **The intention will be to secure the best achievement for all pupils – the pupil and the rest of the class.**

In Step 7, the adult problem solves with the pupil. During this step, the needs of the pupil **and** the adult are raised and ways to meet both are discussed. Adults jointly problem solve with pupils to find ways to have their needs met that are 'Good For Everyone'. During this step, expectations set out in the charter and concerns they are not being met are raised by the adult.

Restorative Techniques (step 8)

The pupil (or pupils) is supported to empathise with the needs of others and think through what needs to happen to address any negative impact their actions may have had on others. This is through the 'repair stage' and 'coaching stage' of the programme, where pupils are encouraged to reflect to develop empathy.

During stage 8 of the plan, adults will facilitate a repair session between the pupil and their peers or between the pupil and the adult. They will then coach the pupil to develop an understanding of their missing skill and the scaffolding that they need to address this. This must be completed once the pupil is emotionally regulated and calm to enable them to access their cognitive skills fully.

The entire approach focuses on improving behaviour for the future to ensure that pupils respond appropriately in the future.

Both the repair and coaching stage of the cycle may be completed by a different member of staff in a designated time slot. In addition, some pupils, may have long-term coaching to support long-term behavioural change.

All adults are responsible for ensuring that the behaviour management strategies used are appropriate and that at no point corporal punishment is threatened or used.

Language

The language staff use to support the approach is essential to its success. We encourage all staff to use positive language that focuses on the fact that the pupil has an unmet need and that this is why they are behaving in an anti-

social or an anti-learning way. Pupils should feel supported at these times and not patronised or belittled by the language used.

Children need to understand what the pro-social / pro-learning expectations look like and how to get their needs met in a positive way that is good for everyone. Therefore, telling a child that they should be good does not fit with the approach as this implies the child is making a choice to misbehave.

Staff should not use the language of choice e.g. 'You are making a bad choice at the moment' or 'Remember to make good choices' as this goes against the fundamental principles of our approach. As we believe that children behave in an anti-social / anti-learning way due to an unmet need, we would be more inclined to use the following language to support them 'I can see you are finding that really difficult at the moment. What do you need to manage / help you?'. Alternatively, when a child is displaying pro-social behaviours, the adult might say 'I am noticing that you are finding it much easier now to…' or 'I am noticing that you are managing that need really well at the moment.'

We have a culture in school where adults challenge each other to promote positive supportive language, and all adults are expected to challenge the use of inappropriate phrases that underline the principles of the approach.

Suspension

As a last resort, when a pupil's behaviour is extremely non-compliant, the Principal may make the decision to issue a fixed-term suspension. This will be used as a last resort and only to ensure that the academy has the time to make changes to practice to enable us to meet the pupils' needs moving forwards. Please see the Mulberry Schools Trust Exclusion Policy for further guidance.

Restrictive Intervention

In the event of a pupil causing a significant danger to themselves, others or property, physical intervention would be used as an absolute last resort. In these cases, trained staff would deliver a restrictive intervention to ensure the pupil's safety. Please see the Mulberry Baird Primary Restrictive Intervention Policy for further details.

Allegations against staff

In the event that a pupil makes an allegation against a staff member, a full investigation would be completed. Following this, if it is determined that the accusation was false and/or malicious in nature an appropriate consequence would be determined, in conjunction with the pupil, dependent on the nature of the malicious accusation and the pupil's prior behaviour. This consequence would be in line with our policy and focus on supporting the pupil to change their behaviour in the long-term.

Offsite Behaviour Management

Teachers have the authority to discipline pupils for misbehaving outside of the academy premises, as detailed in the DfE document 'Behaviour and discipline in schools: advice for head teachers and school staff.' Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in an academy-organised or academy-related activity or visit
- Travelling to or from the academy
- Wearing academy uniform
- Identifiable as a pupil at the academy
- Demonstrating behaviour that could have adverse repercussions for the academy
- Posing a threat to a pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the academy

Searching and Screening

The law allows academy staff to search a pupil for any item if the pupil agrees. The Principal or other member of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. In the event of needing to search a pupil and/or confiscate an item the academy follows the guidance as outlined in the Department for Education publication 'Searching, screening and confiscation' which was last updated in July 2022.

Consequences will be put in place for any pupils who behaviour in an anti-social way off the academy premises when meeting the above conditions. These consequences would be determined, in conjunction with the pupil and the parent, and would be dependent on the level of seriousness.

Mulberry Schools Trust take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those pupils who are suffering harm.

All staff members believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual pupil.

Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.

Appendix 1 – Core Expectations – Behaviour

To support staff in the implementation of this policy we have a clear, agreed set of core expectations which will be in place throughout the academy.

Core Expectations – Behaviour

Every lesson is essential in the progression of knowledge acquisition. The expectation is that all pupils are in every lesson, being taught by their teacher and that all learning is completed.

Right Place, Right Time, Right Thing.

Gate or corridor duty	
All staff greet pupils, using their names, every morning in a warm and friendly manner. Expectations should be modelled and set from the very start of the day.	
Remind children about school uniform 'don't forget to pop your school shoes on' and follow up with parents.	
Acknowledge when expectations are met positively and depart promptly when the whistle goes with a clear focus on learning time starting punctually.	
Entry into the building	
At the corridor doors, remind children of the expectation **(silent, single-file, walking on the left).** Utilise a line order and dictate where children stand. Adult voices should model the expected behaviour e.g. quiet and only to direct the children, silent at other times.	
Think about the positioning of the adult – break down the route and ensure adults wait and view the line e.g. to the doors and stop. Remind children that they will be starting their learning as soon as they enter the classroom.	
Entry into the classroom	
Children have their own named peg. Nothing from home comes into the classroom. Lunchbox buckets should be in the door of the classroom. Pupils make a prompt entry into the classroom.	
Adult should be positioned in the doorway to supervise both the classroom and corridor. Greet pupils warmly and make it obvious you are checking behaviour as they enter. Reinforce the behaviour you expect.	
Learning tasks should be out on the table or on the board. Pupils enter and start straight away. Pupils have set seats which are clearly communicated and predictable.	
Uniform	
On arrival, quietly and warmly challenge uniform expectations. Provide the correct item to be put on but be discreet. Follow this up with the parent and offer second hand.	
All children should participate in PE. If they do not have kit, speak to parents and follow up again if necessary. Then CPOMS. Kit to be provided but must then stay in school.	
Classroom Transitions	
Consistent routines should be established and maintained by all staff teaching in the classroom. **Movement of children should be consistent using a 1 – stand up / 2 – tuck chairs in or move to / 3 – sit down … approach.**	
Movement around the school should be silent, single-file and on the left. Adults should model this with quiet voices and conversations in rooms, not corridors.	

Signal, Pause, Insist	
Simple routine to insist on silence – countdown from 5-1 consistently used at all times. A quiet signal may be added e.g. at family dining time	
Be consistent, insistent and persistent. Share this with all staff who work in your room.	
Classroom Routines	
Develop a routine to get equipment in and out, that is routinely applied. Classrooms should have pots on tables / pencil cases and all resources around the room accessible and labelled.	
Classroom jobs are important for a sense of responsibility but should have clear routines and not distract from learning. They should be carried out quietly to minimise disruption.	
Water bottles should be on tables with a clear routine. No one should drink from their bottle when the teacher is talking. Teachers should establish a routine for washing and filling (utilising prefects before school).	
Techers should establish a clear routine for tidying up, ensuring that the expectation is that children tidy the classroom before leaving.	
Classroom Environment	
Inclusion is by design and provision for individuals enables them to access learning at all times. Classrooms should be predictable, labelled, tidy and organised with minimal clutter.	
Children should have set seats. If this changes, this is determined by the teacher. A table map should be presented at the front of the class so that all adults are aware of seating.	
Toilets	
In KS2 we hold the expectation that children do not go in lesson time unless desperate. Encourage children to wait 5 minutes. Remind children to go to the toilet during playtime and lunchtime (not as the line is coming in from the playground).	
Exit routines	
From Read Aloud, children should collect their things from their pegs, a group at a time, using 1 – stand up / 2 – tuck chair in 3 – move. They should then return to their seats or the carpet.	
Children should be lined up in groups to move out of the classroom, using 1 – stand up / 2 – tuck chair in / 3 – move to… KS1 children should remain on the carpet until called.	
Discussing Behaviour	
Calm your own chimp. Remember it is the behaviour and not the child you are discussing and that the behaviour results from an unmet need. The aim is always to get the child back on track to be in the classroom learning.	
Remember, as the adult you are in control (even if it doesn't feel that way). Preserve the child's dignity and be kind. If the behaviour occurs 3 times, we would expect there to be some kind of coaching and follow up, including with the parent.	

Appendix 2 – The Empowerment Approach – 12 Steps in Practice