



Mauldeth Road Primary School

Behaviour Management Policy



Introduction

Mauldeth Road Primary School always aimed to create a secure, safe and stimulating environment in which children are able to feel happy and work to their full potential. The school's aim is to promote **kindness, courtesy and co-operation**.

In the light of this aim, staff have adopted **a consistent, whole-school approach to behaviour management**, based on existing good practice and informed by the Assertive Discipline approach of Lee Canter.

Our Approach

Our approach is one which emphasises consistency and one which recognises that children seek attention. Where it is possible for staff to give children positive attention this will reduce the child's likelihood of seeking attention in negative ways. It advocates clear rules to govern behaviour which are known and understood by children and their parents. It fosters in children a sense of **choice** in following or breaking these rules, and an awareness of clear outcomes to either course of action through the consistent implementation of stated consequences. These consequences may involve the parents, whose support and co-operation is of great importance.

Good behaviour is constantly praised and rewarded, thus raising the status of positive role models. Respect for others is a key attitude which we seek to reinforce.

Bad behaviour is dealt with by enacting previously stated and perceptibly fair consequences. This is crucial, in that it **allows the teacher to spend minimal time in dealing with disruption and thus maximises learning time**. All children are thus enabled to better profit from their learning opportunities. Staff benefit from having prepared for situations which may arise in advance. This reduces the stress induced by coping with disruption and the frustration born from interruptions to tuition.

Rules and Expectations

The school's expectations of pupil behaviour are expressed in a set of rules which should be applied consistently by every adult. The number of rules is kept to a minimum. They are phrased positively and carefully worded so that compliance is observable.

School Rules

- Keep your hands, feet and other objects to yourself.
- Call people by their chosen name.
- Do as you are asked first time.
- Put up your hand for attention.
- Play where a member of staff can see you.

Sanctions

Where rules are broken, a known system of sanctions is brought into play. These are intended to be operated immediately, in such a way as to cause minimal disturbance. They are designed to be seen as appropriate and fair by the child, though not as harmful or threatening.

Within the classroom, six levels of sanction are employed. The first level merely involves writing the pupil's initials on the board as a caution - this has no consequences. Further levels are represented by ticks next to the name as they are reached. The classroom sanctions are as follows with each step below following in sequence if poor behaviour persists.

- Name on board (as a warning only)
- Tick by name
- Lose some free time
- Half an hour working in another class - a yellow card is sent to the Assistant Headteacher.
- Red card **only given by Head or Assistant Head** - Parents are informed and the child will spend a day out of class.
- A whole day's exclusion from school by the Headteacher.

In the event of conduct which is too serious or demanding to deal with through normal class or playground sanctions, appropriate action, including exclusion, will be taken by the Head. Apart from children who may reach a red card, **each child will begin every day with a fresh start.**

Rewarding Good Behaviour

This is the key to the success of the policy. Children need to feel that their positive contributions to school life are both recognised and valued. Where the teacher's attention is focused on warnings and admonishments when rules are broken, the pupil who follows the rules has little motivation to continue to do so. To this end, **two instances of other children's good behaviour should be praised when a child is sanctioned.**

Teachers may use a system of rewarding good individual, group or class behaviour by giving smiley faces on the board, Class Dojo points or stickers.

In school assembly each week, certificates/stickers are given to children from each class who have produced work of a high standard or shown exceptionally good behaviour. Good work may be shown to the whole school. This is useful in fostering pride in achievement and in promoting excellence, whilst giving enhanced status to those who have worked hard.

Dining Room Rules

- Follow instructions from all school staff.
- Talk quietly to the people on your own table
- Scrape your leftover food carefully into the bin
- Stay in order when lining up to get your food
- Finish eating before you go outside

Key Stage Two Playground Rules

Some additional rules are employed in the playground. Playtime misdemeanours will be dealt with by the class teacher, unless they are so severe as to need to be referred to the Head or Assistant Head.

- Stay in the safe areas where you can be seen.
- No swinging on the tree branches.
- Play equipment should only be that provided by the school
- Games involving pretend fighting or clothes pulling are not allowed.
- Stop playing and stay by a wall if a vehicle enters the yard
- Stay clear of the outdoor gym equipment when someone else is using it

Parental Involvement

The policy will be made clear to parents and will be displayed on the school website. Parents can request a written outline of the policy.

The school encourages parents to come along and discuss concerns with, or seek advice from, class teachers or management via Class Dojo or in person. Where necessary an appointment can be made to speak to the headteacher. If children are having problems then parents will be contacted and the matter can be discussed.

Parents will be informed before a red card is issued.

Children's Concerns

Children are told that if they feel that things are not going right for them then they must first tell the supervising adult. If that doesn't work to their satisfaction they should tell the adult that there is still a problem.

If the problem has been at lunchtime then they should tell the senior lunchtime organiser. If it still isn't resolved, then they should tell the class teacher.

If the class teacher is unable to resolve a problem then the child should tell the Assistant Headteacher or the Headteacher. Children are expected to tell adults about the problem as soon as it happens.

If all of the above haven't solved the problem they are told to tell their parents when they get home anyway. They can also post their concerns in a worry box on the school corridor

This should provide a series of safety nets that support the child in school.

Reviewed by	Teaching and Learning Committee
Review	Annually
Last Reviewed	October 2025
Next Review	October 2026