

Mapplewell Primary School Behaviour Policy

Mapplewell Primary School Mission Statement

"Developing a kind, respectful and happy community that promotes resilience and independence in all. Encouraging our pupils to leave Primary Education inspired and ready to contribute to the wider world."

Date written	September 2021
Date to be reviewed	September 2022
Date presented to Governors	September 2021



Rationale

At Mapplewell Primary School we recognise the importance of a positive approach to the behaviour of pupils in our school. We also understand that the first and most important educators of pupils are their parents/carers and value their support with regards to their child's readiness to learn.

As a school we feel it is important to promote a safe, secure and stimulating environment to allow all members of the school community to feel secure, respected and therefore promote good behaviour in others. We believe that pupils make the best progress when home and school work together.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-awareness so that each pupil learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school
- To provide clear boundaries that pupils, staff and parents/carers understand, in relation to our school's Home/School Agreement
- To raise awareness about appropriate behaviour
- To meet the individual requirements of pupils who have additional needs and raise awareness about appropriate behaviour

Our Home School Agreement

As a school we will aim to:

Provide a safe, secure and stimulating learning environment in which your child will achieve their potential and take pride in their achievements.

Encourage children to do their best at all times and provide a foundation for life-long learning.

Develop in each child positive values and a caring attitude towards the school community and the environment.

Develop positive and professional relationships with you and your child.

Have a clear and consistent approach to rewards and sanctions for children as set out in the school's Behaviour Policy.

Provide a broad and balanced curriculum and meet the individual needs of every child.

Communicate with parent/carers, as and when it is necessary, to share any concerns and ensure you are aware of the appropriate procedures.

Promote parent/carer involvement and keep you informed about school matters.

Send home an annual progress report and give appropriate time for you to respond.

Do our best to achieve the school aims and ethos as contained in the School Prospectus.

As a parent/carer I aim to:

Ensure that my child attends school regularly, arrives on time and is collected promptly.

Contact the school by telephone on the first day of my child's absence and keep school informed regularly of any prolonged absence.

Provide my child with the correct uniform, a PE kit provided in a drawstring bag and a transparent water bottle.

Inform the school of any concerns or problems that may affect my child's school work or behaviour and do so in a responsible manner.

Support all staff in their efforts to create a caring community which values children.

Support the school's expectations, values and policies.

Encourage my child in their learning and offer appropriate support at home.

Encourage my child to become independent and take responsibility for their actions.

Ensure time is made available for my child to complete homework tasks, which are set to reinforce their understanding of the work being done in school.

Encourage my child to become independent and take responsibility for their actions.

Attend parent-teacher meetings and discussions about my child's progress in all aspects of school life.

As a parent/carer I have a discussed the following with my child who will aim to:

Move in an orderly manner around school – walk quietly down the left hand side of the corridor.

Show respect for people – be polite and caring.

Show respect for property – look after things.

Demonstrate appropriate levels of concentration and self-discipline – allow others to work without disturbing them.

Take responsibility for their own actions and try to control their feelings – work consistently, always giving their best.

Cooperate with others – take turns, share and listen and respond to the teacher's voice and team stop signal.

Be polite, considerate and caring – to adults and children.

Set themselves goals and work hard to achieve them.

Our School Charter

All pupils in school are expected to:

- Move in an orderly manner around school – walk quietly down the left hand side of the corridor.
- Show respect for people – be polite and caring.
- Show respect for property – look after things.
- Demonstrate appropriate levels of concentration and self-awareness – allow others to work without disturbing them.
- Take responsibility for their own actions and try to control their feelings – work consistently, always giving their best.
- Cooperate with others – take turns, share and listen and respond to the teacher's voice and team stop signal.
- Be polite, considerate and caring – to adults and children.
- Set themselves goals and work hard to achieve them.

Our School Values

At Mapplewell Primary School we aim for our pupils to become independent learners, motivated by their natural curiosity. We want them to enjoy life and be happy. We aim to achieve this through embedding our 8 School Values:

- 1) To be happy
- 2) To be kind
- 3) To be safe
- 4) To work as a team
- 5) To be resilient
- 6) To be honest
- 7) To be respectful
- 8) To be independent

We believe our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community; pupils, parents/carers, staff and Governors to promote our School Values.

Encouraging outstanding behaviour for learning in our school:

- We make clear our expectations of good behavior
- We discourage unsociable behavior by promoting mutual respect
- We encourage pupils to take responsibility for their own actions and behavior
- We set through example standards of behavior
- We praise good behavior both privately and publicly

Good, clear and consistent management within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behavior and discipline within the school. As pupils within the framework of the school spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure good standards of behavior. Bearing this in mind teachers and support staff should aim to:

- Know pupils as individuals. Knowing their names, personalities, interests and who their friends are.
- Plan and organise both the lesson and the classroom to keep pupils interested and minimize opportunities for disruption.
- This may require attention to such basis such as furniture layout, grouping, pupils seating, matching work to ability, pacing lessons well, being enthusiastic and using a sense of humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observe or 'scan' the behaviour of the class.
- Be aware of and control their own behaviour, including stance and tone of voice.
- Model the standards of courtesy that is expected from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules of the classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- Making sparing and consistent use of reprimands. This means being firm rather than aggressive.

- Make sparing and consistent use of punishments.
- Analyse their own classroom management performance and learn from it.

Creating the right climate practical strategies:

- Pupils should be greeted each morning at the door by either their Class Teacher or Teaching Assistant who will direct them towards their morning task whilst wishing them a good morning.
- Movement from the playground to the school should be done in an orderly manner and at all times be done quietly. Walking around school should be encouraged to avoid accidents and bring a sense of calm.
- Playtimes and dinnertimes should be calm, pupils should be encouraged to play and not fight.
- At the end of the school day all pupils should be safely seen leave with their parents/carers (unless other permission has been given), ending the day in the right tone.
- The Headteacher and Assistant Headteachers should be visible around school at all times to ensure that these procedures are operative.

Everyone in the school is responsible for the behavior and discipline of pupils and must ensure that continuity exists. Where continuity exists so does security.

Rewards and Privileges

We recognise the importance of praise when promoting positive behaviour. Pupils are encouraged through praise and rewards that acknowledge good behaviour and celebrate achievements. Types of positive feedback given to pupils include:

- Verbal praise
- Positive phrases (whoosh, marshmallow clap etc)
- Certificates through our weekly Celebration Assembly
- Special mention on social media
- DoJos / point charts
- Use of gold traffic lights
- Positive feedback to parents/carers
- Senior Leader postcards home

Systems used are tailored to meet to age of pupils.

Celebration Time

This session runs on a weekly basis and can be earned for up to 30 minutes. Pupils will be involved in the decision of what the Celebration Time Activity consists of each week.

SEND

Some pupils with additional needs/SEND may require a more small steps approach to positive feedback and praise which may include the use of visual supports to help the pupil keep track of their progress. These individualised systems will feed into whole class rewards.

Sanctions

At Mapplewell Primary School it is fully recognised that sanctions should run alongside rewards when promoting and maintaining a positive Behaviour Policy. It is also acknowledged that sanctions should be consistent throughout the school and should be fairly and appropriately administered. There is a sanctions ladder in school which staff and pupils should be familiar with, each step of the ladder is linked with a traffic light system.

Sanctions Ladder / Traffic Light System

Each class should have displayed a 'Traffic Light' that records behavior. All pupils will start fresh each half day.

The sanctions linked to each of the stages on the Traffic Light are as follows.

Green

Pupil's behavior is meeting the school's expectations.

Amber

Pupils are moved onto the amber traffic light for not meeting the Teachers expectations linked to the School Charter and not amending behaviour after a verbal warning (**Step 1**).

At this stage:

- **Conversation with an adult (Step 2)** – Discussion between staff and pupils to identify inappropriate behaviours that have been displayed and the choices made by the pupil. The discussion will support the pupil to make more appropriate choices from there on in.

Whilst on the amber traffic light there is an opportunity for pupils to improve their behaviour and work their way back to green.

Persistent movement to amber throughout the week will result in loss of Celebration Time.

Red

If the sanctions given when a pupil is on amber does not amend the pupil's behaviour their name shall be moved to the red traffic light.

Sanctions that may be put in place for red include:

- **Loss of a given amount of their Celebration Time (Step 3)** - Class Teachers will decide how much Celebration Time is to be lost and the pupil shall spend this time with the Headteacher.
- **Feedback to parents/carers (Step 4)** – Class Teachers inform parents/carers of their child's behaviour in school so that appropriate actions can be taken at home to support the child.

If a pupil is reported on red more than 3 times a week the following sanctions will be put in place:

- **Spoken to by the Assistant Headteacher (Step 5)** – At this point these members of senior leadership reserve the right to issue a pupil with other sanctions. The member of senior leadership may also decide as to whether this requires a formal meeting with themselves and the pupil's parents/carers.

If disruptive behaviour continues the following sanction will be put in place:

The pupil will be spoken to by the Headteacher (Step 6) – This will include a formal meeting involving the pupil's parents/carers.

Following this:

Internal isolation (Step 7) – If the pupil's behaviour is repeatedly disrupting the learning of others internal isolation may be used to limit the pupil's interactions with their peers so that all pupils can focus on learning tasks.

Fixed term/permanent exclusion (Step 8) – If the pupil continues to display inappropriate behaviours the Headteacher can make the decision to exclude. This could include taking the case to the fair access panel. Please refer to the School Exclusion Policy for further detail.

Sanctions at Dinnertime:

Warning (Step 1) – Staff give pupils a verbal warning to remind them of expected behaviours.

Time out until an adult says you can return to play (Step 2) – Staff will direct the pupil to a safe area in the playground, explain the reason for this sanction and allow time for the pupil to reflect on their actions. Before returning to play staff will ensure the pupil is aware of more appropriate play.

Lose playtime (Step 3) – In incidents where inappropriate behaviours continue or when a pupil repeatedly does not respond to an adult's instruction the adult will direct the pupil inside to the Headteacher.

Unacceptable/Inappropriate Behaviour

THERE IS NO PLACE FOR RACISM, VIOLENCE, VANDALISM, RUDENESS, BAD LANGUAGE OR BULLYING OF ANY KIND e.g. PHYSICAL, VERBAL, CYBER BULLYING, WITHIN OUR SCHOOL AND THESE WILL ALWAYS BE DISCOURAGED AND TACKLED.

The school has policies to deal with discrimination against specific groups and logs incidents as appropriate. It is the responsibility of senior leaders to report any incidents deemed appropriate by the school. These incidents are communicated with parents/carers and followed-up immediately.

Malicious allegations against staff

Malicious allegations against staff will be discussed with the pupil's parent/career and appropriate action taken in accordance with the school's Behaviour and Safeguarding Policies.

Reporting behavior and monitoring the impact

It is all staff's responsibility to report incidents that warrant a record using CPOMs. It is the role of the Learning Mentor to collect and report the incidents to the Senior Leadership Team and Governors as well as analyse and action plan areas of support.

Documents relating to the school's Behaviour Policy

- Getting the simple things right: Charlie Taylor's behaviour checklist - 2011 DfE
- Use of reasonable force – Advice for Headteachers, school staff and governors - 2013 DfE
- Behaviour and Discipline in schools – Advice for Headteachers and school staff - 2016 DfE
- School Attendance – Departmental advice for maintained schools, academies, independent schools and local authorities - 2014 DfE

- School attendance parental responsibility measures – statutory guidance for local authorities, school leaders, school staff, governing bodies and the police – 2015 DfE
- Exclusion from maintained schools, academies and pupil referral units in England – 2017 DfE

The school is aware of its duties under The Equality Act 2010, follows the DfE statutory guidance on Keeping Children Safe in Education 2018 and Special Education Needs and Disability Code of Practice 2014.

This policy complies with section 89 of The Education and Inspections Act 2006