

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 2022
Date to be reviewed	September 2023
Date presented to Governors	September 2023



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 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.
- Use restorative approaches to build, restore and maintain positive relationships.

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 and supported to play.
- 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, Assistant Headteachers and Learning Mentor should be visible around school at all times to ensure that these procedures are operative.

Everyone in the school is responsible for the behavior of pupils and must ensure that continuity exists.

All staff will:

Meet and greet children at the start of the day
 Be at the door of their classroom at the beginning and end of each lesson
 Model positive behaviours and build relationships
 Reward children who are living up to our high expectations
 Never walk past or ignore children who are failing to meet expectations
 Always redirect children by referring to our school rules

SMSAs will:

Be friendly and approachable
 Be aware of relevant and accepted expectations and reinforcing them
 Be consistent and fair when giving rewards or imposing agreed sanctions
 Know the children as individuals, recognising their characters and taking this knowledge into account when working with them
 Support children's development of behaviour skills and self regulation, with training support
 Have high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
 Encourage respectful attitudes for others, the environment, property and equipment
 Support children with SEMH using agreed strategies

The Head teacher and The Senior Leadership Team will:

Meet and greet children at the start of the day

Be a visible presence around the school

Regularly celebrate children whose efforts go above and beyond expectations

Encourage use of positive praise, phone calls, house points and certificates

Support teachers in managing children with more complex or challenging behaviours

Review provision for children who fall beyond the range of written policies.

Parents/Carers will:

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.

Pupils will:

Work to the best of their abilities and allow others to do the same.

Treat others with respect.

Comply with the instructions of all members of staff.

Take care of the school property and environment.

Cooperate with other children and adults.

See Appendix C for Home / School Agreement.

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 / Seesaw
- Mapplewell Points (Appendix B)
- Use of gold traffic lights
- Positive feedback to parents/carers
- Senior Leader postcards home
- Mapplewell Trophy

Systems used are tailored to meet to age of pupils.

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, including lunchtimes, throughout the school and should be fairly and appropriately administered. All staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. If a child breaks a rule this will be discussed with the child at an age-appropriate level. When poor behaviour is identified, sanctions are consistently and fairly implemented. When there are problems with behaviour we aim to try and understand the reasons for it so that we can deal with it most effectively. It is important to label the behaviour as the problem and not the child. If misbehaviour or bullying does occur, then the type of action taken depends on the problem.

The stages are:

- 1: Reminder – a verbal reminder that allows the pupil to recognise that they need to modify their behaviour. This should be done through proximal praise wherever possible.
- 2: Verbal Warning – The pupil should be clearly warned that if their behaviour continues then it will result in being moved to amber.
- 3: Amber – The pupil is given a clear explanation as to how they are not meeting expectations. Their name is visibly moved on the behaviour chart, they are reminded the next step is red and will result in a consequence and that positive behaviour will allow them to be moved back to green.
- 4: Red – If the sanctions given when a pupil is on Amber does not amend the behaviour their name shall be moved to red. The pupil is removed from the classroom and send to the AHT for time out. At the end of the school day the class teacher will inform parents/carers of their child's behaviour so appropriate actions can be taken at home to support the child.
- 5: Further escalation – If a pupil is placed on Red 3 times within a week, this is reported to the Headteacher who has the right to reserve further sanctions. The Headteacher will arrange a formal meeting with the pupils' parents/carers.

See Appendix A for a visual representative of these stages in our Road Map.

Recording Behaviours

At Mapplewell Primary School, accurate reporting and recording of behaviours is deemed paramount to resolving incidents and best supporting pupils moving forward. To ensure a consistent approach to our reporting system, we apply a levelled strategy. This includes levels one to four and senior leaders provide support to staff in how to best manage each stage.

Restorative Discussions

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise, it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Recognising the significance of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their

behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. In order to anticipate and remove triggers of misbehaviour, our approach includes examples such as:
 - Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
 - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
 - Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
 - Training for staff in understanding conditions such as autism
 - Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Pupil transition Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Playtime Supervision

All pupils will be escorted to and from the playground to ensure they start playtime in a calm manner. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision. If a rule is broken at break or lunch time staff on duty will deal with accordingly, if appropriate staff will communicate this to the class teacher who will deal with the issue in line with the steps above. Dinner ladies report back to the class teacher at the end of lunchtime.

Breakfast club

All pupils are invited to attend breakfast club, although children are free to choose from the range of activities available, we expect them to abide by the school rules at all times. In the case of severe breaches of these rules, the offer of a place may be withdrawn.

Extra-Curricular activities and clubs

All pupils are invited to choose from a variety of clubs to enrich their learning experiences. All children attending will be expected to follow the school rules at all times. In the case of severe breaches of these rules, the offer of a place may be withdrawn.

School Trips

Where pupils' inappropriate behaviour results in them being unable to attend planned school trips/visits due to them posing a threat to the safety of themselves or others i.e., absconding, refusal to follow directions from staff or aggression towards others, parents will not be offered refunds for any monies paid and will accept this is a consequence of their child's behaviour in school. Each case will be decided upon individually according to circumstances and the parents will be informed as soon as possible. Where a child is unable to attend such trips/visits, as a consequence of their behaviour, alternative educational activities will be planned in school. Children are still expected to attend school and parents have a legal responsibility to make sure they do as set out under our attendance policy and in line with Government requirements.

Level Four Behaviours

A serious incident such as bullying (see below), possession of a weapon, theft, needs to be reported to a member of SLT immediately. Parents will be informed of all serious incidents. Appropriate consequences will be issued by SLT. If required exclusion procedures will be initiated in accordance with Barnsley LA procedure. (See Barnsley LA guidance document Exclusion Procedure for further details).

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 INVESTIGATED.

The school follows guidance from the Equality Act (2010) to deal with discrimination against specific groups and logs incidents as appropriately. It is the responsibility of senior leaders to report any incidents deemed inappropriate by the school. These incidents are communicated with parents/carers and followed-up immediately.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Team Teach

Team Teach is an approach to managing behaviour that we have adopted in school. Its core principle is the promotion of de-escalation strategies to promote positive behaviour in school. It allows children to reflect on the behaviour choices that have been made and any consequences that are put in place are logical or natural. All staff in school are trained in Team Teach de-escalation strategies. This approach is based on the needs of the children in school. If it is felt that a child needs a positive plan to support their behaviour, we will work with parents/carers to develop this so that all staff in school have a better understanding of how to positively handle children's behaviour.

Recording and reporting

Behaviour incidents will be systematically recorded using Arbor to identify patterns of behaviour. By taking the action of recording incidents of behaviour we are giving a clear message to parents, staff, and the wider community that we take these incidents seriously and can become essential evidence if there is a dispute between the parties about how an incident has been handled. The school leadership Team will be responsible for overseeing all recorded behaviour incidents and adding appropriate actions where necessary. Behaviour reported to SLT will also be recorded to Governors as part of the Head Teachers Report. All behavioural incidents are dealt with on a case-by-case basis and in conjunction with our Safeguarding Policy, Anti Bullying Policy, Mental Health Policy and SEND code of practice.

Child on Child Abuse

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding and sexual harassment and violence policy for more information on responding to allegations of abuse against staff or other pupils.

LA Support and Outside Agencies

Mapplewell Primary School cannot always resolve problems which are linked to wider social issues. At times, the school may need to contact outside agencies for support with these issues. Children with behavioural issues may require support from other agencies, including support for parents. Children with SEN and Disabilities, in the case where a pupil's behaviour is affected by a SEN or disability, the school behaviour policy will be followed as closely as possible. However, there may be occasions where the school has to take alternative actions or arrangements to suit the needs of the individual with the need/disability. As professionals, we recognise that there is a close link between content and delivery of the curriculum and pupil behaviour. We aim to ensure that our teaching and learning is enjoyable, challenging and personalised to ensure that all pupils demonstrate positive attitudes towards learning. For further guidance, see DFE publication Behaviour and Discipline in Schools (January 2016); Behaviour in schools (Sep 22) and Section 89 of the Education and Inspections Act 2006.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (where appropriate)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development sessions and the school subscribe to The National College, which has a programme of CPD provided around behaviour that staff are expected to complete as part of their continuing professional development.

Possession of Prohibited Items

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

- Knives or weapons
- Alcohol • Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks • Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Internal Seclusion

An internal seclusion is an option the school may use as a last resort to avoid using a fixed term exclusion. This separates the child from their class for the day for both lessons and break times. The child is educated and time is spent constructively with an adult away from other children for a specified period that is decided by the Headteacher (or other leader in the Head's absence).

Fixed Term Suspension

We use suspension as a last resort in school. However, if there is no improvement in the behaviour of the child or if an incident is deemed serious enough then this may lead to suspension. The decision to suspend is made by the Headteacher or, in their absence, the Assistant Headteacher. Following a fixed term suspension, the Headteacher or Assistant Headteacher will meet with the child and parents as part of a reintegration meeting. During this meeting, a discussion will take place about the schools values and how the child can adapt their behaviour in the future to be in line with them.

Permanent Exclusion

This government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

DFE guidance - Suspensions and Permanent Exclusions (2022)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' misbehaviour.

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
- Behaviour in schools – Advice for Head Teachers and school staff – September 2022 - DfE

The school is aware of its duties under The Equality Act 2010, follows the DfE statutory guidance on Keeping Children Safe in Education 2022 and Special Education Needs and Disability Code of Practice 2015.

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

Additional notes

Additional guidance, DfE's publication of guidance - July 2013

Power to use reasonable force - Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff must always inform a member of the SLT if restraint has taken place.

Additional guidance, following the DfE's publication of updated guidance in 2016. Headteachers and teachers were also given the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Para 21, Section 90 of the Education and Inspections Act 2006)

1. misbehaviour when the pupil is
 - o taking part in any school-organised or school related activity
 - o travelling to or from school o wearing school uniform
 - o or is in some other way identifiable as a pupil of the school
2. misbehaving at any time, whether or not the conditions above apply, that
 - o could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public or
 - o could adversely affect the reputation of the school.

Appendix A

Mapplewell Behaviour Roadmap



1. Reminder

A verbal reminder that allows the pupil to recognise that they are showing unacceptable behaviours and that they need to modify their behaviour. This should be done through proximal praise wherever possible.

These behaviours are expected to be dealt with in the moment by the teaching team in the classroom.

2. Verbal Warning

The pupil should be clearly warned that if their behaviour continues then it will result in being moved to amber.

These behaviours are expected to be dealt with in the moment by the teaching team in the classroom.

3. Amber

The pupil is given a clear explanation as to how they are not meeting expectations. Their name is visibly moved on the behaviour chart. They are reminded that the next step is red and will result in a consequence. The pupil is reminded that positive behaviour will allow them to be moved back to green.

These behaviours are expected to be dealt with in the moment by the teaching team in the classroom.

4. Red

If the sanctions given when a pupil is on Amber does not amend the pupils behaviour their name shall be moved to red.

The pupil is removed from the classroom and sent to a member of DSL for a time out. At the end of the school day the Class Teacher will inform parents/carers of their child's behaviour so appropriate actions can be taken at home to support the child.

These behaviours warrant time out of class with a member of DSL. However, a conversation between the school adult involved and a member of DSL must take place.

6. Further Dangers

These can be isolated incidents or a series of repeated events where a pupil or a member of staff's safety is at risk. A member of will investigate immediately.

These behaviours more than likely warrant a fixed term suspension. The length of this will be determined by the Head Teacher.

5. Escalation

If a pupil is placed on Red 3 times within a week, this is reported to SLT, who have the right to reserve other sanctions. SLT will arrange a formal meeting with the Pupil's Parents/Carers.

These behaviours warrant time out of class with a member of SLT. However, a conversation between the school adult involved and a member of SLT must take place.

MAPPLEWELL BEHAVIOUR

ROADMAP

1. Reminder

My Teacher will remind me of expected behaviours. They will point out a role model who is showing me the right thing to do.

2. Verbal Warning

My Teacher will give me a clear verbal warning and explain to me what I need to do to make sure I don't go on to Amber.

3. Amber

My name will be moved to Amber and an adult will explain to me the positive choices I can make to move back to Green.

4. Red

My name will be moved to Red and I will go for thinking time with a member of DSL. They will explain what I can do to go back to Green and have a successful lesson. When I am calm and ready to return, I will be welcomed back to class and my name will be moved back on Green. My Teacher will talk to my parents/carers at the end of the day.

5. Escalation

If I go on to Red 3 times in a week, a member of SLT will explain to me how I can change my behaviour to stay on Green. A member of SLT will talk to my parents/carers.

6. Further Dangers

If I am acting dangerously and putting the safety of myself or others at risk, I know that a member of SLT will talk to me about this and it may result in a fixed term suspension.





All positive behaviour will be recorded on Arbor.

All adults should ensure points are added while pupils are self assessing at the end of LIRA/Phonics, Literacy, Maths and the end of the day.

The top 3 pupils from each session will be awarded points.

Gold pupil = 3 points
Silver pupil = 2 points
Bronze pupil = 1 point



The pupil who has earned the most points in the entire school will take home the Mapplewell points trophy

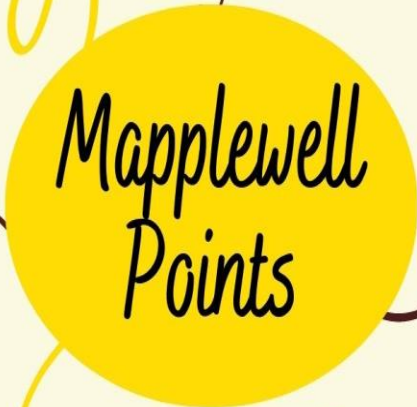


Pupils will earn a reward for reaching 50 points.

Any class reward system can still run alongside Mapplewell points E.g. Dojos, Going on gold, points cards etc. This should help you decide who is going to earn Mapplewell points.

Pupils can earn 1 extra bonus point for showing school values at any time during the day.

Any member of staff can award points to any pupil for showing school values.



Appendix B – Child Friendly Version



My Positive behaviour will be rewarded on Arbor

My adults will put points on after LIRA/Phonics before Play time, before Lunch and at the end of the day.

If I earn the most points in the whole school, I will get to take home the Mapplewell Points Trophy!



I will get to choose a reward at 50 points!

My Class can still use our own special class reward system to help me to stay focused!

Mapplewell Points

I know the top 3 pupils will get points from each lesson

I can earn an extra point by showing the school values outside of lessons - like playtime and lunchtime.

- Gold pupil = 3 points
- Silver pupil = 2 points
- Bronze pupil = 1 point



Any adult can give me points - this helps me remember to be kind to everyone all the time!



Appendix C – Home/ School Agreement
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.