



Mapplewell Behaviour Policy

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Mapplewell Behaviour Policy

1. 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.

2. 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

3. 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.

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4. Encouraging outstanding behaviour for learning in our school

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

5. 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 fun and respectful; 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 behaviour of pupils and must ensure that continuity exists.

6. The Mapplewell Way: Our consistent approach to behaviour

'The Mapplewell Way' is a child-friendly guide that underpins our Behaviour Policy by clearly outlining the positive behaviours we expect from all pupils across different areas of school life. It provides a consistent framework that supports high expectations, strengthens shared understanding, and promotes our core values throughout lessons, unstructured times and wider community settings. The document ensures that children can easily access and understand these expectations, helping them to develop safe, respectful and responsible habits that contribute to a calm, purposeful and inclusive school environment.

See Appendix C for a visual, child friendly version

7. Staff Roles and Responsibilities

7.1 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

7.2 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

7.3 The Head of School and the Senior Leadership Team will

- Meet and greet children at the start of the day
- Be a visible presence around the school

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- 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.

7.4 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.

7.4 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 D for Home / School Agreement.

8. 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

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- Positive phrases
- Certificates through our weekly Celebration Assembly
- Mapplewell Points (Appendix B)
- House Teams for children to work collaboratively to receive rewards
- Termly reward for our winning house team for most Mapplewell Points
- Use of gold traffic lights
- Positive feedback to parents/carers
- Golden emails sent out via arbor to parents to celebrate achievements

Systems used are tailored to meet to age of pupils

9. 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 sent to SLT 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.

10. 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. Staff who are responsible for supporting pupils with medical needs will receive suitable and sufficient training to do so.

All staff will receive training so that they are aware of this policy and understand their role in implementing it, for example, with preventative and emergency measures so they can recognise and act quickly when a problem occurs. This will be provided for new staff during their induction.

11. 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.

12. 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 emotion during a moment of sensory overload

13. 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? 13. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) 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.

14. Pupils with an education, health and care (EHCP) 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.

15. 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.

16. 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.

17. 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 using our four stage approach, 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.

18. 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.

19. 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.

20. 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.

21. 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.

22. 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.

23. 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.

24. 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.

25. 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

26. 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.

27. Artificial Intelligence (AI)

Students must use Artificial Intelligence (AI) tools responsibly and in line with the Trust's AI Policy. AI must never be used to create inappropriate, harmful, misleading, or abusive content, including AI-generated images, messages, or deepfakes. Students must not use AI to bully, harass, impersonate others, or bypass school systems. Any misuse of

AI—whether generating inappropriate material, submitting AI-produced work as their own, or using AI to cause disruption—will be treated as a breach of the Behaviour Policy.

28. 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.

29. 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.

30. 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.

31. 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).

32. 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.

33. 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

34. Documents relating to the schools 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

35. 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
 - taking part in any school-organised or school related activity
 - travelling to or from school or wearing school uniform
 - 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

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Appendix A – Road map of Behaviour Stages



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 POINTS

At Mapplewell Primary School, we believe positive behaviour is the foundation for a safe, happy, and successful learning environment. Our approach is designed to celebrate children's achievements, promote respect and responsibility, and help every pupil to flourish.

Arbor points

At the end of each lesson, teachers record positive behaviour points for the top 3 pupils who have demonstrated excellent effort, kindness, or focus. Each of these children will receive 1 point.

School Values Focus

Pupils who go above and beyond to show our school focus values will earn double points, reinforcing the importance of respect, resilience, and responsibility.

Points shop

All points contribute towards pupils' house totals. For every 50 house points earned, children will receive a reward to celebrate their commitment and effort.

Celebration of Success

Pupils' achievements are shared and celebrated in class, across the school community, and with families, encouraging children to take pride in their positive choices.



MAPPLEWELL HOUSES

At Mapplewell, pupils are part of one of our four school houses, which help build team spirit, friendly competition, and a sense of community. Earlier this year, children voted for their favourite places around Barnsley, and the results led to the creation of our four houses: Oakwell, Metrodome, Cannon Hall, and Locke Park. Each house provides opportunities for pupils to work together in competitions, challenges, and events throughout the year, celebrating effort, teamwork, and achievement across the whole school.



Pupils earn Mapplewell Points in lessons for their houses, helping to build team spirit and a sense of friendly competition across the school. Our new Intramural Sports Competitions will now be linked to the four houses, along with events such as Sports Day, so every child can contribute to their team's success and celebrate achievements together throughout the year.



THE MAPPLEWELL WAY

How to earn points at Mapplewell Primary...

1

READINESS FOR SCHOOL

- We stay safe walking through school grounds.
- We remain off the play equipment.
- We don't ride our scooters or bikes in the playground.
- We say good morning to each other or a warm greeting.
- We line up quietly in number line order.
- We move through the school and cloakrooms quietly and sensibly.



DURING LESSONS

2

- We begin every lesson with a positive attitude.
- We always try our best in lessons.
- We show respect through active listening to adults and our peers.
- We actively participate in lessons and work hard.

3

DINING HALL

- We line up sensibly for our lunch.
- We use our manners in the dining hall to the staff.
- We use our knife and fork to eat our food.
- We stay seated while eating.
- We only speak quietly to those who are next to us.
- We tidy away our things before we leave.



BREAK/WHEN WE ARE OUTSIDE

4



- We walk when we leave our classrooms.
- We listen to an adult's instructions when outside.
- We only go back inside when we need to use the toilet.
- We show respect to one another when playing.
- We include everyone in our games and share equipment.
- If we hurt someone by accident, we say sorry.
- We line up quickly and quietly when we hear the whistle.



EARN POINTS FOR
YOUR HOUSE!



Safe. Happy. Kind. Respect. Resilient. Team player. Honest. Independence.



THE MAPPLEWELL WAY

How to earn points at Mapplewell Primary...



WHAT IF SOMETHING GOES WRONG?

- Sometimes, accidents happen. We can accidentally hurt someone without meaning too.
- If this happens, we say sorry and check they are ok.
- We make sure we are keeping safe when using equipment outdoors and checking the space around us.
- We make sure everyone has the opportunity to join in and play with a game.
- We use the activity timetable to try out different games with our friends.



TRIPS & VISITS



- Safety is really important when we are on a school visit.
- We listen to the adults from school leading the trip.
- We walk sensibly to our destinations.
- We listen carefully to the hosting staff at our trip venue or workshop.
- We ask thoughtful and polite questions to the adults at our visit.
- We are aware of the public when outside of school.
- We always use our manners and show our school values.



WIDER COMMUNITY

- We know that if we follow these steps it will prepare us for wider life, including secondary school.
- We can follow these skills in the community to ensure we are respectful when out in public.
- When we are out in the community, we keep ourselves safe by crossing the road safely.
- We keep ourselves safe online by following our school values.



EARN POINTS FOR YOUR HOUSE!



Safe. Happy. Kind. Respect. Resilient. Team player. Honest. Independence.

Appendix D – 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.
- Commit to refraining from discussing school-related issues with other parents or on social media platforms, and to address any concerns directly with the school through appropriate channels.

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.